



## Über dieses Buch

Dies ist ein digitales Exemplar eines Buches, das seit Generationen in den Regalen der Bibliotheken aufbewahrt wurde, bevor es von Google im Rahmen eines Projekts, mit dem die Bücher dieser Welt online verfügbar gemacht werden sollen, sorgfältig gescannt wurde.

Das Buch hat das Urheberrecht überdauert und kann nun öffentlich zugänglich gemacht werden. Ein öffentlich zugängliches Buch ist ein Buch, das niemals Urheberrechten unterlag oder bei dem die Schutzfrist des Urheberrechts abgelaufen ist. Ob ein Buch öffentlich zugänglich ist, kann von Land zu Land unterschiedlich sein. Öffentlich zugängliche Bücher sind unser Tor zur Vergangenheit und stellen ein geschichtliches, kulturelles und wissenschaftliches Vermögen dar, das häufig nur schwierig zu entdecken ist.

Gebrauchsspuren, Anmerkungen und andere Randbemerkungen, die im Originalband enthalten sind, finden sich auch in dieser Datei – eine Erinnerung an die lange Reise, die das Buch vom Verleger zu einer Bibliothek und weiter zu Ihnen hinter sich gebracht hat.

## Nutzungsrichtlinien

Google ist stolz, mit Bibliotheken in partnerschaftlicher Zusammenarbeit öffentlich zugängliches Material zu digitalisieren und einer breiten Masse zugänglich zu machen. Öffentlich zugängliche Bücher gehören der Öffentlichkeit, und wir sind nur ihre Hüter. Nichtsdestotrotz ist diese Arbeit kostspielig. Um diese Ressource weiterhin zur Verfügung stellen zu können, haben wir Schritte unternommen, um den Missbrauch durch kommerzielle Parteien zu verhindern. Dazu gehören technische Einschränkungen für automatisierte Abfragen.

Wir bitten Sie um Einhaltung folgender Richtlinien:

- + *Nutzung der Dateien zu nichtkommerziellen Zwecken* Wir haben Google Buchsuche für Endanwender konzipiert und möchten, dass Sie diese Dateien nur für persönliche, nichtkommerzielle Zwecke verwenden.
- + *Keine automatisierten Abfragen* Senden Sie keine automatisierten Abfragen irgendwelcher Art an das Google-System. Wenn Sie Recherchen über maschinelle Übersetzung, optische Zeichenerkennung oder andere Bereiche durchführen, in denen der Zugang zu Text in großen Mengen nützlich ist, wenden Sie sich bitte an uns. Wir fördern die Nutzung des öffentlich zugänglichen Materials für diese Zwecke und können Ihnen unter Umständen helfen.
- + *Beibehaltung von Google-Markenelementen* Das "Wasserzeichen" von Google, das Sie in jeder Datei finden, ist wichtig zur Information über dieses Projekt und hilft den Anwendern weiteres Material über Google Buchsuche zu finden. Bitte entfernen Sie das Wasserzeichen nicht.
- + *Bewegen Sie sich innerhalb der Legalität* Unabhängig von Ihrem Verwendungszweck müssen Sie sich Ihrer Verantwortung bewusst sein, sicherzustellen, dass Ihre Nutzung legal ist. Gehen Sie nicht davon aus, dass ein Buch, das nach unserem Dafürhalten für Nutzer in den USA öffentlich zugänglich ist, auch für Nutzer in anderen Ländern öffentlich zugänglich ist. Ob ein Buch noch dem Urheberrecht unterliegt, ist von Land zu Land verschieden. Wir können keine Beratung leisten, ob eine bestimmte Nutzung eines bestimmten Buches gesetzlich zulässig ist. Gehen Sie nicht davon aus, dass das Erscheinen eines Buchs in Google Buchsuche bedeutet, dass es in jeder Form und überall auf der Welt verwendet werden kann. Eine Urheberrechtsverletzung kann schwerwiegende Folgen haben.

## Über Google Buchsuche

Das Ziel von Google besteht darin, die weltweiten Informationen zu organisieren und allgemein nutzbar und zugänglich zu machen. Google Buchsuche hilft Lesern dabei, die Bücher dieser Welt zu entdecken, und unterstützt Autoren und Verleger dabei, neue Zielgruppen zu erreichen. Den gesamten Buchtext können Sie im Internet unter <http://books.google.com> durchsuchen.

---

This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

<https://books.google.com>





**THE UNIVERSITY  
OF ILLINOIS  
LIBRARY**

370.5  
ET  
1917-19

EDUCATION











370.5  
ET  
1917-19

*Edwin*

AP + ...  
UNIVERSITY OF ILLINOIS LIBRARY  
FEB 27 1917

# THE EDUCATIONAL TIMES

AND  
JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXX No. 661

FEBRUARY 1, 1917

Published Quarterly. Price, to Non-Members, 6d.; by post, 7d. Annual Subscription, 2s.

THE COLLEGE OF PRECEPTORS.  
Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.

### GENERAL MEETING.

The Half-yearly General Meeting of the Members of the Corporation will be held at the College, Bloomsbury Square, on Saturday, the 31st of March, 1917, at 3.30 p.m.

### LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "The Essentials of Educational Psychology," by Professor John Adams, will begin on Thursday, the 8th of February.

The Course will be helpful to teachers who are preparing for the Diploma Examinations.

For Syllabus, see page 13.

### EXAMINATIONS.

Diplomas. — The next Examination of Teachers for the Diplomas of the College will begin on the 31st of December, 1917.

The Summer Diploma Examination has been discontinued.

Practical Examination for Certificates of Ability to Teach.—The next Practical Examination will be held in February, 1917.

Certificate and Lower Forms Examinations.—The Midsummer Examinations will begin on the 25th of June, 1917.

In and after June, 1917, Italian papers will be set in the Senior and Junior Grades.

Professional Preliminary Examinations.—The next Examination will begin on the 6th of March, 1917.

Commercial Examinations.—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1917.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS; Secretary.



THE ASSOCIATED BOARD OF THE R.A.M. AND R.O.M. FOR LOCAL EXAMINATIONS IN MUSIC.  
Patron: HIS MAJESTY THE KING.

LOCAL CENTRE EXAMINATIONS (Syllabus A). Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the March-April Examinations close Wednesday, February 7th, 1917 (or, with extra fee, February 15th).

SCHOOL EXAMINATIONS (Syllabus B). Held throughout the British Isles three times a year, viz., March-April, June-July, and October-November. Entries for the March-April Examinations close Wednesday, January 31st, 1917 (or, with extra fee, February 8th).

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 3d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.O.M. for two or three years. Syllabuses A and B, the Syllabus in Ear Training and Sight Singing, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,  
15 Bedford Square, London, W.C.

Telegrams: "Associa. London."

## LONDON COLLEGE OF MUSIC.

(Incorporated.)  
GREAT MARLBOROUGH STREET, LONDON, W.  
Patron: HIS GRACE THE DUKE OF LEBDS.  
Dr. F. J. KARN, Mus. Bac. Cantab., Principal.  
G. AUGUSTUS HOLMES, Esq., Dir. Exams.

### EXAMINATIONS, LOCAL AND HIGHER.

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c. will be held in London and over 450 Local Centres in APRIL. Last day of Entry, March 15th.

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars.

Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, Secretary.

## LONDON UNIVERSITY EXAMINATIONS.

AT THE B.A. EXAMINATION, 1916.

# ONE HALF

OF THE

## PLACES IN HONOURS

WERE GAINED BY

U.C.C. Students

INCLUDING 5 OF THE 10 PLACES

IN

## FIRST CLASS HONOURS.

# Free Guides

TO

MATRICULATION, INTER. ARTS.  
INTER. SCIENCE, B.A., B.Sc.,

Post free to Private Students, from — THE SEC.,  
University Correspondence College,  
No. 15, Burlington House, Cambridge.

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Birmingham, Blackburn, Brighton, Bristol, Cardiff, Croydon, Devonport, Edinburgh, Glasgow, Hull, Inverness, Leeds, Liverpool, London, Manchester, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, St. Andrews, Sheffield, Swansea, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

WOLSEY  
HALL,  
OXFORD.

POSTAL TUITION

For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.,

FREE GUIDE

B.A.

on application to  
THE SECRETARY.

**BIRKBECK COLLEGE**

BREAMS BUILDINGS, CHANCERY LANE, E.C.

**UNIVERSITY OF LONDON.****COURSES OF STUDY (DAY AND EVENING)**

FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**

under RECOGNIZED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.**Evening Courses for the Degrees in Economics and Laws.****POST GRADUATE AND RESEARCH WORK.****SESSIONAL FEES** { Day : Arts, £10. 10s. ; Science, £17. 10s.  
Evening : Arts, Science, or Economics, £5. 5s.**MATRICULATION COURSES AND ACCOUNTANCY.**  
*Prospectus post free, Calendar 3d. (by post 5d.).***DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.**

Open air Gymnasium and Sports Ground attached. Preparation for Public Examinations in Science, Swedish Gymnastics, Massage Scholarships value £40 and £20 offered annually.

**Principal: Miss E. SPELMAN STANGER,** Member of the Incorporated Society of Trained Masseuses, Sunray Avenue, Herne Hill, S.E.**CHERWELL HALL, OXFORD.**

An Emergency Secondary Training Course has been arranged for women over eighteen years of age, to meet the great need for Form Mistresses in Secondary Schools. Entrance qualification, a good general education. The Course may be completed after the War and a Diploma obtained.

Fees for residence and tuition from £23. For particulars apply to the PRINCIPAL. Shortened Courses in the War for University Graduates.

**Teachers Registration Council**Representative of the Teaching Profession  
(Constituted by Order of Council, Feb. 29, 1912.)

In accordance with the above-mentioned Order a

**REGISTER OF TEACHERS**

is now maintained by the Council.

For Information apply to—

THE SECRETARY,  
TEACHERS' REGISTRATION COUNCIL,  
47 BEDFORD SQUARE,  
LONDON, W.C.**MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.**

In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

**Principal: Miss KATHARINE L. JOHNSTON, B.A.** London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Preparation for the Teaching Diploma of the London University for the Certificate of the Cambridge Teachers' Training Syndicate and for the National Froebel Union Higher Certificate, Parts I and II.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £12 to £24 offered to Students with a Degree or its equivalent. Loan Fund.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W.

**JOINT AGENCY FOR WOMEN TEACHERS.**

OAKLEY HOUSE,

14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.  
Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.)**THIS Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.**

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

**Hours for Interviews:**  
11.30 a.m. to 1 p.m., and 3 to 5 p.m.  
Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.  
When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

**JOINT SCHOLASTIC AGENCY.**

23 Southampton St., Bloomsbury Sq., W.C.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.**  
**INCORPORATED ASSOCIATION OF HEAD MASTERS.**  
**COLLEGE OF PRECEPTORS. TEACHERS' GUILD.**  
**ASSOCIATION OF ASSISTANT MASTERS.**  
**HEAD MASTERS OF PREPARATORY SCHOOLS.**  
**WELSH COUNTY SCHOOLS ASSOCIATION.**  
**ASSOCIATION OF TECHNICAL INSTITUTIONS.**

Registrar: Mr. E. A. VIRGO.

**The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.**

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

**A PROSPECTUS will be sent on application.****UNIVERSITY EXAMINATION PORTAL INSTITUTION,**

17 RED LION SQUARE, HOLBORN, LONDON, W.C.

E. S. WEYMOUTH, M.A. (Lond.).

The Institution prepares candidates, either through the post or orally, for the

**PROFESSIONAL PRELIMINARY EXAMINATION**

and

**SENIOR AND JUNIOR CERTIFICATES**

of the College of Preceptors. Also for all University and Medical Examinations. A list of nearly 3,000 successes at various Examinations during the last twenty years will be sent on application. Terms moderate. Large Lending Library.

**CAREY'S "GRADUS AD PARNASSUM,"**

WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

**PRINTING FOR SCHOOLS**

GEORGE OVER

(Printer to Rugby School),

**THE RUGBY PRESS, RUGBY.**

Telegrams: "OVER, PRINTER, RUGBY."

Nat. Tel.: 126 Rugby.

**The Publishing House of FRANCIS HODGSON,**

89 FARRINGDON STREET, LUDGATE CIRCUS, LONDON, E.C.

**First Lessons in Drawing and Design.**

By GEORGE CARPENTER. Interleaved with tissue paper, price 1s. each number; post free, 1s. 3d.

**CONTENTS:** Curves: Outlines of Familiar Objects; Introduction to Perspective; Trees; the Human Figure; Ornament.**Drawing Copies and Outline Maps**

as set at the College of Preceptors Examinations.

**Freehand Drawing Copies.** Price 1s. 9d. per doz. (assorted or alike), post free.**Outline Maps** (as set). Price 10d. per doz. (assorted or alike), post free.**The Elements of the Theory and Practice of Book-keeping.**

By JOHN WALMSLEY, B.A. 264 pp. Price 3s. 6d.

**Proceedings of the London Mathematical Society.**

Vols. I to XXXV (Jan. 1865 to Jan. 1903). Vols. I to XV (Second Series), 1903 to 1916. Full list and prices free on application.

**Mathematical Questions,**with their Solutions. Reprinted from *The Educational Times*. In Half-Yearly Volumes, 6s. 6d. each. Ninety-seven Vols. have been published.**The Modern Geometry of the Triangle.**

By WILLIAM GALLATLY, M.A. Price 2s. 6d.; by post, 2s. 8d.

**The Hamiltonian System of Language Instruction.**With a close *Interlinear Translation*.**Caesar I to VI,** 4s. 6d. **Aeneid I to IV,** 3s. 6d.  
**Gospel of St. John:** In Latin, 2s. 6d.; in Greek, 3s.; in Spanish, 2s. 6d.; in French, 2s. 6d.; in German, 2s. 6d.; in Italian, 2s. 6d.  
**Télémaque,** in French, **Books I to IV,** 3s. 6d. each. &c. &c.  
Full list and prices on application.**Schilling's Spanish Grammar.** 348 pp. Price 3s. 6d. Key to same, 2s.**Don Basilio** (Spanish Conversation and Correspondence). 2s. 6d.**Italian Conversational Course.** By G. TOSCANI. Price 5s.**Italian Reading Course.** By the same Author. Price 3s. 6d.**Historical Rhymes.** From the Reigns of William I to Edward VII. 148 pp. Limp cloth. Price 1s. 6d.**Mythological Rhymes.**

The Greek Legends in Rhyming Prose, 116 pp. Price 4s.

**EDUCATIONAL AGENCY.**

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices:—34 Bedford Street, Strand; and  
22 Henrietta St., Covent Garden, London, W.C.

Telegraphic Address:—

"Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

**Scholastic.**

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

**Assistant Mistresses.**

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

UNIVERSITY OF LONDON.  
**KING'S COLLEGE.**

EVENING CLASSES FOR THE LONDON UNIVERSITY MATRICULATION AND PROFESSIONAL PRELIMINARY EXAMINATIONS.

INDIVIDUAL tuition in all subjects required for the Examination. Fee for Half-yearly Course, £3 3s. Students may join at any time at proportional fees. Class commenced on January 8th.

Apply to the SECRETARY, King's College, Strand, W.C.

UNIVERSITY OF LONDON.  
**KING'S COLLEGE.**

**EVENING CLASS DEPARTMENT.**

COURSES are arranged for the INTERMEDIATE and FINAL EXAMINATIONS for the B.A. and B.Sc. DEGREES of the UNIVERSITY of LONDON. Students taking the full Course pay Composition Fees and rank as Internal Students of the University.

The Classes are also open to Occasional Students in separate subjects.

TERM BEGAN on Wednesday, January 17, 1917.

For full information and Prospectus, apply to the DEAN (Mr. R. W. K. Edwards) or to the SECRETARY, King's College, Strand, London, W.C.

**PRIVATE SCHOOLS SECTION**

OF

**THE COLLEGE OF PRECEPTORS.**

Members of the College may join the above Section without further subscription.

**University Tutorial College.**

LONDON.

(Affiliated to University Correspondence College.)



**LONDON MATRICULATION.**

Morning, Afternoon, and Evening Classes for the next June and September Examinations can be taken up at any time.

Annually for the last 20 years about one hundred U.T.C. Students have passed London Matriculation.

**COLLEGE OF PRECEPTORS.**

(MEDICAL PRELIMINARY.)

Classes are held for the College of Preceptors Examination (Medical Preliminary) and other Entrance Examinations.

**PRIVATE TUITION.**

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study. Fees: Eight hours, £2. 2s.; Twenty-one hours, £5. 5s.

Full particulars may be had from

THE PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.

**NORMAL**  
Corr. College.  
(FOUNDED 1889.)

**EXAMINATIONS**

**FOR WHICH THE NORMAL**

**PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Froebel. L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	--

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

**NORMAL CORR. COLLEGE**

47 MELFORD ROAD, EAST DULWICH, S.E., and  
110 AVONDALE SQUARE, LONDON, S.E.

**MRS. CURWEN'S PIANO-FORTE METHOD.**

EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

TRAINING CLASSES FOR MUSIC TEACHERS are held on Saturdays and Wednesdays at Wigmore (late Bechstein) Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. Lessons by Correspondence may be had if desired. Address—Miss GARDNER, or Miss KNAGGS, at the Studio.

**Messrs.**

**TRUMAN & KNIGHTLEY, LTD.,**

Educational Agents,

158 to 162 OXFORD STREET  
LONDON, W.

Directors:

S. A. TRUMAN.

JAMES HEARD, B.A.

(Trinity College, Cambridge).

Telegrams—"TUTOBESS, OX, LONDON."

Telephone—No. 1136 Museum.

*This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.*

**A.—EMPLOYMENT DEPARTMENT.**

(i) ASSISTANT MASTERS & TUTORS.

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

(ii) ASSISTANT MISTRESSES.

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

(iii) LADY MATRONS AND HOUSE-KEEPERS.

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

**B.—SCHOOL TRANSFER DEPARTMENT.**

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the Transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

*No charge is made to Purchasers.*

*All communications and inquiries are treated in the strictest confidence.*

**C.—PUPILS' DEPARTMENT.**

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

*Full particulars will be forwarded on application.*

# BLACKIE'S LIST.

## THE GROUNDWORK OF BRITISH HISTORY.

By **GEORGE TOWNSEND WARNER, M.A.**, sometime Fellow of Jesus College, Cambridge; Master of the Modern Side in Harrow School; Author of "A Brief Survey of British History," &c., and **C. H. K. MARTEN, M.A.**, Balliol College, Oxford; Assistant Master at Eton College. With **Maps, Time Charts, and Full Index.** 764 pages, super-crown 8vo, **6s.** Also in Two Parts, **3s. 6d.** each. Also issued in Three Sections, **2s. 6d.** each.

## TILLAGE, TRADE, AND INVENTION. An Outline of Industrial History.

By **GEORGE TOWNSEND WARNER, M.A.** Crown 8vo cloth. **2s.**

## ON THE WRITING OF ENGLISH.

By **GEORGE TOWNSEND WARNER.** Crown 8vo. Cloth extra. Price **3s. 6d.** net.

## EUROPE SINCE NAPOLEON.

(1815-1910.) By **ELIZABETH LEVETT**, Tutor in Modern History, St. Hilda's Hall, Oxford. With 10 Maps (2 in colour). Cloth boards. Price **3s. 6d.** net.

## THE MAIN STREAM OF EUROPEAN HISTORY.

By the **Rev. FREDERICK HARRISON, M.A.**, Senior History Master, Rutherford College, Newcastle-on-Tyne. Crown 8vo, cloth. Price **1s. 6d.**

Just Published.

## A SCHOOL RUSSIAN GRAMMAR.

By **E. G. UNDERWOOD**, Christ Church, Oxford; Universities of Paris, Lille, and Bonn; Assistant Master at Eton. Large 8vo. Price **2s. 6d.** net.

## A PROGRESSIVE RUSSIAN COURSE.

By **P. M. SMIRNOFF**, Member of the "Literary Society of Russia," Teacher of Russian in the Greenock Technical School, &c. Large Crown 8vo. Price **3s. 6d.** net.

## ROMAN LIFE AND CUSTOMS.

A Latin Reader. By **R. A. A. BERESFORD, M.A.**, Head Master of Lydgate House School, Hunstanton; formerly scholar of Selwyn College, Cambridge, and **E. C. SMITH, B.A.**, formerly scholar of Corpus Christi College, Oxford. With Vocabulary. Illustrated. **2s.**

Just Published.

## ALGEBRA, THEORETICAL AND APPLIED.

A Class-book for Secondary, Higher Elementary, and Technical Schools. By **A. H. BELL, B.Sc.**, Harling Scholar of Owens College, Manchester; Director and Secretary for Higher Education, Sheerness. Price **4s. 6d.**

## A JUNIOR CHEMISTRY.

By **W. WILLINGS, B.Sc.**, Senior Science Master, Municipal Secondary School, Brighton. **2s. 6d.**

A course dealing mainly with the experimental facts of Chemistry; it covers the syllabuses of the Oxford and Cambridge Junior Local Examinations, and a large number of questions set at these examinations will be found at the end of every chapter.

## ELEMENTARY CHEMISTRY FOR RURAL SECONDARY SCHOOLS AND AGRICULTURAL COLLEGES.

By **ERNEST JONES, M.Sc.**, Science Master at the Aberystwyth County School, and **J. JONES GRIFFITH, B.Sc.**, Lecturer in Agricultural Chemistry at the University College of Wales, Aberystwyth. **2s. 6d.** net.

## LE LIVRE BLEU.

A Second Book of French in Coloured Pictures. By **E. MAGEE**, Edgbaston High School, Birmingham. With sixteen full-page coloured pictures and many other illustrations. **2s.**

## LE LIVRE ROUGE.

A First Book of French in Coloured Pictures. By **E. MAGEE**, Edgbaston High School for Girls, Birmingham. With many full-page Coloured Pictures and other illustrations. Fcap. 4to. **1s. 9d.**

## LE TEXTE EXPLIQUÉ.

Recueil de morceaux choisis des auteurs français, arrangés en groupes selon le sujet traité, avec explications détaillées réduites en français. Cours Moyen. Selected and edited by **E. J. A. GROVES, B.Sc. L., L. & L.**, Senior French Master, Bradford Grammar School. Cloth boards, **2s.**

## COURS DE FRANÇAIS, d'après les Textes.

By **M. ANCEAU** and **E. MAGEE**, Edgbaston High School for Girls, Birmingham. Cloth boards, **1s. 6d.**

Introduces pupils of 12 to 14 years of age, who have had one year's teaching by the direct method, to a more systematic knowledge of the necessary grammar.

WRITE FOR COMPLETE EDUCATIONAL CATALOGUE.  
**BLACKIE & SON, LTD., 50 OLD BAILEY, LONDON, E.C.**

# G. BELL & SONS, Ltd.

## SOME STANDARD LATIN CLASS BOOKS.

*Latest Addition to Bell's Simplified Latin Classics.*

**Caesar's Belgian Campaign.** Edited, with Exercises and Vocabulary, by **S. E. WINBOLT, M.A.**, Christ's Hospital. Freely Illustrated. **1s. 6d.**

This new volume, in which Mr. Winbolt brings out the strong resemblance which the battle of the Aisne in the present campaign bears to Caesar's operations in the same neighbourhood, shows how, in the light of current events, there is a good opportunity of making pupils realize an episode drawn from an ancient classic.

**Books of Britain and the Emperors.** A New Series of Illustrated Latin Readers. Edited, with Notes and Vocabulary, by **E. C. MARCHANT, M.A.** Book I. With Maps and Illustrations. **1s.**

**De Ducibus.** Selections from Cornelius Nepos. By **W. G. BUTLER, M.A.**, Christ's Hospital. With numerous Illustrations and brief Grammatical Notes. Fcap. 8vo. **1s. 6d.** Uniform with Bell's Simplified Latin Classics.

"Boys ought to learn a good deal from this little book."—

*Times Educational Supplement.*

**Dialogues of Roman Life.** By **S. E. WINBOLT, M.A.** Fcap. 8vo. Fully Illustrated. With or without Vocabulary. **2s.**

"This book is a welcome sign of the times. Not only the dialogue form, and the subject-matter, will prove useful in the schoolroom, but the fact how like the Roman boy was to the English boy. The vocabulary may at once be turned to account by master and pupils."—*School World.*

**Latin of the Empire (Prose and Verse).** An advanced Latin Reader. By **W. KING GILLIES, M.A., B.A.** (Oxon), and **A. R. CUMMING, M.A.**, Classical Master, Dollar Institution. With an introduction by Professor **J. S. PHILLIMORE, M.A.** Crown 8vo. 326 pp. *New and Cheaper Edition.* **3s.**

**A Latin Prose Grammar.** By **E. L. CHURCHILL, B.A.**, and **E. V. SLATER, M.A.**, of Eton College. *2nd edition.* Demy 8vo. **3s. 6d.**

"Has several new and highly commendable features. . . . An excellent textbook."—*The Journal of Education.*

**The Shorter Aeneid.** By **H. H. HARDY, M.A.**, Rugby School, with Introduction by Prof. **H. E. BUTLER**, University of London, and Connecting Links. Crown 8vo. **2s. 6d.**

"This is an excellent idea, enabling schoolboys to read their Virgil as a whole, instead of reading an isolated book or two, or else mere selections. . . . The notes are delightfully brief and to the point. . . . almost a model of what is required in a school edition."—*School World.*

**Bell's Concise Latin Course.** Part I. By **E. C. MARCHANT, M.A.**, and **J. C. SPENCER, B.A.** *7th edition, revised with long quantities marked.* Crown 8vo. **2s.**

— Part II. By **E. C. MARCHANT, M.A.**, and **S. E. WINBOLT, M.A.** *3rd edition.* Crown 8vo. **2s. 6d.**

**Bell's Latin Course for the First Year.** By **E. C. MARCHANT, M.A.**, Fellow of Lincoln College, Oxford, and **J. C. SPENCER, B.A.**, Assistant Master at St. Paul's Preparatory School. In Three Parts. Crown 8vo. With Coloured Plates and numerous other Illustrations. **1s. 6d.** each. *In this edition the long quantities are marked.*

**Via Rōmāna.** A new Latin Course on the Direct Method. By **F. GRANGER**, Professor of Latin at the University College, Nottingham. Crown 8vo. Illustrated. With or without a full Latin-English vocabulary. **1s. 6d.** net.

"It is certainly the best first-year book on Direct Method lines which we have yet seen."—*School World.*

**Bell's Latin Picture Cards. (Speculum Imperi Romani.)** Edited by Professor **FRANK GRANGER, M.A.** A Set of Sixteen Cards, printed in Colours, with Vocabulary and Exercises on the back of each. Price per packet, **1s. 3d.** net. Cards I-VIII illustrate scenes from Caesar, Livy, and Cicero. Cards IX-XVI are intended for use with Virgil, Horace, and Ovid.

Packets of 16 cards, confined to either series of subjects, or 16 of any one card, will be supplied if desired.

**YORK HOUSE, PORTUGAL ST., LONDON, W.C.**

1917  
59  
202

CONTENTS.

Page	Page		
Leader: The Next step .....	5	A Programme of Educational Reform.....	15
Notes .....	6	L'Ingénue. By Marion Cahill .....	18
Mr. Fisher—Mr. A. L. Smith and the W. E. A.—Reading Aloud—		Reviews .....	20
A Criticism—Sex-knowledge—Wolf Cubs—The Science Syllabus		A Defence of Classical Education i (Livingstone)—Chart of the	
A Montessori Course—Salaries—Simplified Spelling—Military		Natural Progression and Co-relation in School Subjects from the	
Secrets—Emergency War Work—Boys or Subjects—"Stoop to		Child's Point of View (Wallis), &c., &c.	
Conquer."		Overseas .....	21
Educational Reconstruction.....	9	General Notices .....	22
The College of Preceptors—		Publications Received .....	26
Meetings of the Council .....	12	Class Lists of Candidates who have passed the Christmas	
Examinations of Foreign Teachers for Certificates of		Certificate and Lower Forms Examinations of the	
Proficiency in English .....	12	College of Preceptors .....	31
Lectures for Teachers—Syllabus .....	13		

The Educational Times.

Until further notice, "The Educational Times" will be issued four times a year: on the 1st of February, May, August, and November. The next issue will appear on May 1st.

Communications intended for the Editor should be addressed to Ulverscroft, High Wycombe.

THE NEXT STEP.

THE New Year comes in with thoughts and hopes of peace. Yet Germany's attitude is so extravagantly defiant that, at the time of writing, no immediate peace seems possible. More and more, as month is added to month, does the War dominate our life: it seems as if nothing mattered except the prosecution of the War. But the emotions that have been stirred find outlets in many ways. We are shaken cruelly from our habits of security and self-sufficiency. We are bound to ask ourselves whether the coming generation is to suffer as we have suffered, and what steps can be taken to prevent such a calamity. With almost complete unanimity the nation looks to education, to a reformed and enlarged system of national education, to bring out and make effective the spirit of justice and tolerance, of freedom and sympathy. To an increasing extent the education of schools, institutes, colleges, and Universities is becoming a matter of national importance. The education of the home and the workshop, seventy years ago of dominating influence, has now become a lessening factor; though it is true that the education of the home plays a most important part in the life of the future citizen, and it is an influence, for good or ill, that has a lasting effect. It is true that school education may be rendered less effective when it is unsupported by home training. Educational reformers do not forget this fact; but it is less easy to interfere by legislation or to influence the home life of the children. As things are at present, all that is claimed is that the

State should begin to influence the children at as early an age as possible.

Committees have sat and are sitting; reports have been published; discussion has been aroused. And now Mr. Fisher has left the University of Sheffield in order to undertake the grave task of sifting reports, eliciting opinion, and planning a scheme. Mr. Fisher's appointment as President of the Board of Education is the most hopeful sign of success. For the first time in the history of the Board, education in England is to be governed, not by a politician in training for a more important post, but by a man who stands outside party politics, an experienced educationist, a man of ideas and imagination, who has accepted this work because he is qualified for it, and not merely because he is a member of a political party for whom a post must be found. In welcoming Mr. Fisher's appointment, we do not forget the dangers of government by the class of persons known as experts. As a rule, the expert is better employed in advising than in governing. His experience has, as a rule, been deep rather than wide. This is especially true of schoolmasters. Fight against it as they will, and a few have done so with admirable success, it remains true for most of us that the essential conditions of our life and work concentrate our experience within a narrow limit, and cut us off from that wide knowledge of and sympathy with life in all its aspects that are necessary for the wise and successful administrator. There is an inevitable tendency in human nature, on the part of the pupil to imitate, on the part of the teacher to seek the reproduction of self. Teachers are teachers, and their "best" pupils are those who approximate most nearly to the teaching ideal, who will make the best teachers. But Mr. Fisher is a man of wide experience and sincere judgment. He will escape this pitfall.

Our pages in this issue are largely filled with some of the proposals that Dr. Fisher is now called upon to consider. They are important, and will repay careful study. In some detail or other, every proposal put forward is open to criticism. All bodies of persons, however wide their aims, are primarily concerned with the section of the population that each represents. But each is striving for the general good; it is only by getting a number of

points of view that the President can effectively advise Parliament as to the nation's wishes. The Education Reform Council, founded at a conference called by the Teachers' Guild, has put forward some very wise suggestions. From the statement of their general aim we quote the following: "To admit all to the quest for goodness, truth, and beauty." The importance of this, among the other aims of education, is only just beginning to be realized, and requires frequent iteration. The aim may be felt to be vague and difficult to carry out, but it is the one thing that really matters; it is religion, and life without religion is aimless and valueless.

Another suggestion is the revival of the proposal that the country should be divided into educational provinces, each with its University. The practical difficulty here is to decide the provincial limits of London, Oxford, and Cambridge. Perhaps a more feasible plan would be to encourage migration from one University to another during the undergraduate course. In this way alone could the Universities be equalized in opportunity without being ground down to a uniform level by the interference of the State.

"Worthy private effort in education should be encouraged," is another extract from this report with which we have full sympathy. The suggestion is not, it may be noted, that existing private schools should be recognized and grudgingly admitted to take a place in the State system, because they happen to be there, and hardship would ensue otherwise; but the word "encouraged" is used. We must retain, and all evidence points to a recognition of the fact, our private schools, and they must be encouraged to work in complete harmony with the State system as an integral part of it and not as a tolerated excrescence. It is the private school that will prevent the State school from reaching a condition of death-in-life as a result of over-organization.

We are all agreed nowadays on the need for continuation education in some form up to the age of seventeen for all who leave a full-time school before that age. The Reform Council has put its finger on the weak spot in existing continuation schools, and has consequently indicated the remedy: "The continuation school must be really a school with a corporate life of its own."

In the section dealing with the Training of Character there is a reference to foolish indulgence at home, "showing itself in a sentimental resentment at even proper discipline." Here again the Reform Council has indicated a very general weakness in the national economy. The absence of discipline in home life, followed by the lessening of discipline in school life, caused by a reaction against the repressive policy of a previous generation, and from a fear lest discipline may retard or deform the growth of personality, is an existing phenomenon full of danger. There can be no sound growth without discipline; schools have now before them a harder task than has ever been previously proposed. They have to devise and carry out unswervingly a system of discipline that will help, and not check, the beneficial activities of the

growing personality. Adults know the need of self-discipline, of the discipline that comes from living with others—the home, the school, the office, the street. Children must be helped betimes to train themselves to the same discipline. The want of it is apparent everywhere to-day.

The Workers' Educational Association represents a very large portion of the people, and a section that until lately has been almost mute in its demands. The recommendations therefore claim close attention. In the covering letter, signed by the Secretary, there is the same appeal to deep underlying principles that was noted in the suggestions of the Reform Council. "In the opinion of the Association," we read, "the ideal underlying educational reform, in whatever direction it is undertaken, must be essentially humane, and, in the broadest sense of the word, spiritual, and no improvements in legislation or administrative machinery can hope to achieve success unless those who are responsible for their working bear this fact constantly in mind." And, again, the proposals "have been conceived in the hope and desire that they may serve to set free the spiritual forces which the War has so strikingly brought to light in every section of the people, nowhere more than among the working class." As far as concerns administration, the Association recommends that education, in all its stages, should be free, that full-time attendance should be compulsory up to the age of sixteen, and that nursery schools for children between the ages of two and six should be established in all areas.

The next step forward in education means a great change in legislation and administration: larger grants, smaller classes, higher salaries, the abolition of fees, the extension of school age both upwards and downwards, and fuller provision of educational opportunities. It means also improved methods of teaching based on a fuller understanding of the needs and powers of the children. These two matters are important. More important still is the spiritual revolution that is approaching, the recognition of other values than commercial success, the determination to give every child, so far as is possible, the fullest opportunities of developing the powers of body, mind, and soul, and of learning the spiritual significance of life.

---

## NOTES.

---

WE may suppose that Mr. Fisher's appointment as President of the Board of Education is due to Mr. Lloyd George, who has introduced into Government offices the principle of selecting a man because he is fit for his job. For long past, the theory has prevailed that a capable man can administer any department without previously acquiring any special knowledge of, or training in, the work of his department. The "expert" was distrusted; and there were grounds for this distrust. But Mr. Fisher, while possessing the training of the expert, will be able

to bring to his work the breadth of sympathy and knowledge necessary to secure that the scheme of national education shall be based upon the vision of a man of imagination. The next step is, that all educational parties in the State should agree to work together for the national good, should sink their special personal aims, and be willing to sacrifice something of prestige or privilege in order to secure a sound system. In the past we have seen educational schemes, launched with high hopes, come to nothing because of the narrow opposition of an obstinate section.

THE Master of Balliol, in his inaugural address to the Fifth Annual Conference of Educational Associations, spoke with emphasis of the importance of the scheme for educational reconstruction put forward by the Workers' Educational Association. We print this scheme in another part of this issue. Mr. Smith had himself been at the Conference in which the principles advocated in this scheme were laid down. He had himself visited many industrial centres in order to find out how much support could be expected. He thinks that there may be, in favour of the proposals, some seven million voters, a number that may be doubled in a short time. If this is so, and we think there are good grounds for the belief, the reproach that we do not care for education will be removed from the country. It has been the custom in England for the Government to follow rather than to lead. The justification for Government inaction concerning education in the past was that there has been no widespread demand for further educational provision. With the influence of the Workers' Educational Association behind him, Mr. Fisher should have no difficulty in getting the Government and Parliament to grant the necessary funds for reconstruction.

IN reference to a "Note" of ours in the last issue, dealing with reading aloud as an examination subject, Prof. Rippmann writes: "You regard reading aloud as an unsuitable subject for examination for two reasons—the cost and the difficulty of maintaining an even standard. Where there is a compulsory oral test in modern foreign languages (as in the school examinations of the University of London), there would be very little additional cost if the examiner in French was competent to deal with English also; and the time needed for the test would be appreciably shorter than in the case of a foreign language. I agree that some care would be required to secure a uniform standard—never an easy matter in oral examinations; but, as the essential thing would be 'pass' or 'fail,' with perhaps a second border line for 'distinction,' it should not be impossible to arrive at an agreement among examiners. They might even have some preliminary practice in estimating 'reading aloud'; a comparison of the marks they had respectively assigned would soon give them all much the same 'feeling' as to standard."

It was also stated—and there is a strong feeling behind the statement—that teachers need not be sorry that part of the work they are daily doing should be excluded from examination. In reference to this Prof. Rippmann writes: "Where teachers in our secondary schools are daily doing this work (viz. the cultivation of clear, intelligent, and expressive reading aloud), I have always found that they eagerly welcomed the suggestion of an oral test; it is rather the teachers (at present in the majority, I fear) who do this work anything but daily that are reluctant to have a test in reading aloud—a test which some would fail to pass themselves. The compulsory test in oral French and German has reacted very favourably on the teaching, and there can be no doubt that a test in reading aloud would have equally salutary effects. Posterity will tell with a smile of our age when candidates were severely mulcted in marks for failing to spell according to an absurd 'orthography,' while their speech might be marred by faults innumerable without its ever being brought to the notice of the examiners."

AT a meeting of the Civic and Moral Education League the matter of teaching the functions of *Sex-knowledge* the body to children was discussed. There is still great uncertainty in the matter. One thing seems fairly certain, that quite young children up to the age of ten or eleven can receive this knowledge in perfect simplicity and innocence from mothers sufficiently educated to give it; and it further seems clear that in such cases the children are greatly helped. But more information is wanted of the effect on children generally of instruction in the laws of sex. The Society of Education has appointed a Committee to deal with the question. Some time ago this Committee appealed to our readers for assistance. We are informed that much useful information was received, and that the Committee would welcome further replies. Copies of the Committee's *Questionnaire* may be obtained from the Secretary of the Research Committee, Society of Education, 9 Brunswick Square, London, W.C.

THE wonderful influence of the Boy Scouts' organization is now a commonplace; and it is therefore quite natural that the desire should be felt to extend the influence downwards. For some little time past there have been tentative efforts at organizing a junior section of the Scouts. Now the organization has been rendered complete by the publication of a penny monthly magazine called the *Wolf Cub*, and of a book written by Sir Robert Baden-Powell, entitled "The Wolf Cubs' Handbook." This is published by C. A. Pearson at 1s. 6d. net, and can be purchased either through a bookseller or at headquarters. The object of the organization is to develop in the boys the ambition to train themselves in character, handicrafts, service for others, and physical health. The age of Wolf Cubs is from eight to twelve. At the younger age boys

are far less willing to organize themselves and to act in union than they are at a later age; but the effect of being a Wolf Cub, of belonging to an organization, of holding a Council, of making a promise, and of having a definite thing to work for, is already apparent. The book is in three parts:—the first for the boy; the second giving in detail the tests and standards up to which he has to work; and the third part gives the ideas and aims underlying the whole scheme of training, and is intended for the Cub Masters.

In several directions the revolt against the examination syllabus is gaining ground. We are especially asked to publish for the information of our readers a resolution

*The Science Syllabus.*

which was passed by a Committee of the Educational Science Section of the British Association. This Committee was appointed to consider and report upon the method and substance of science teaching in secondary schools, with particular reference to its essential place in a general education. The resolution runs as follows: "That, in order to secure freedom of action for teachers of science in schools, and to prevent the instruction from becoming stereotyped, it is undesirable for any external authority to prescribe a detailed syllabus in science for use in schools, whether intended as the basis of examinations or otherwise." This resolution must be looked upon as an interim report, for it by no means covers the terms of reference. It indicates the irritation of science masters at interference from outside examining bodies, and is symptomatic of an attitude that will have to be recognized in the forthcoming reconstruction. But as expressing a merely negative attitude it does not carry us far.

To a very large number of people it is good news that Dr. Maria Montessori proposes to visit England in April of this year in order to give both a training course for intending teachers and also a series of popular lectures. According to the announcement that has been issued, Mme Montessori will "reveal her method for children up to ten years of age." In connexion with the proposed visit a kinematograph film entitled "A Day in a Montessori School in London" has been prepared. This ought to prove very useful for people with quick eyesight. The trouble about films is that their rapid movement often prevents a clear impression of the action represented. Application for admission to the training course should be made to C. A. Bang, Esq., 20 Bedford Street, Strand, London, W.C. We hope much from Mme Montessori's public lectures. There is a great deal of misunderstanding about freedom and liberty which should be removed. To any careful student of the method it is quite clear that at no time are the children in a Montessori school absolutely free.

FROM every branch of the teaching profession comes

*Salaries.*

the demand for improved financial position and greater security of tenure.

There are two reasons for larger salaries.

In the first place, teachers decline, and quite rightly decline, except under compulsion, to allow their standard of living to fall below a certain level. This compulsion has been, and is being, exercised, for many teachers find it impossible to maintain the standard to which their education has accustomed them. The second point of view concerns more directly employers. It is found that applicants for teaching posts are becoming more and more scarce. Fewer men and women will enter a profession in which, however devoted they are to their work, they foresee nothing but a constant struggle against depressing poverty. The Authorities are finding out that, if schools are to be staffed adequately, salaries must be increased. The Assistant Masters' Association advocate a national salaries system, which, in practice, means extending the conditions of the Civil Service to teachers. It is difficult to see what other prospect is practicable, although the prospect has obvious drawbacks, than to make the State the paymaster for the rendering of a national service.

SPELLING reform is notoriously hard to introduce since the era of the printed word, which has set up a rigid standard.

*Simplified Spelling.*

The Simplified Spelling Society continues to work industriously in order to influence public opinion. The difficulty is to make a beginning. Changes must come rather gradually, a few words at a time; and such changes must be promulgated by authority. The individual who tries to reform alone, meets ridicule or bewilderment. The Master of University College, Oxford, is a convinced reformer, and he said at the recent Conference that spelling was not a natural datum or divine revelation, but was simply a human invention for practical purposes. To be a satisfactory instrument, spelling ought, he said, to be rational, easy, and simple; but the existing English spelling was irrational, difficult, complicated, and very badly adapted for its purpose. This defective spelling, he thought, could be reformed, and the Simplified Spelling Society offered a very acceptable method of reform. Spelling reform is an Imperial question and cannot be undertaken without Government action.

We have received from the Army Council, through the Board of Education, a pamphlet dealing with the inadvertent disclosure of military secrets. It is stated that the enemy receive and scan with care every newspaper published in England, and every other printed publication that they can secure. A hint here and a hint there, skilfully put together, may lead to the expectation, though not to the certainty, of some military movement in some particular quarter. The Board suggest that Local Authorities should distribute this pamphlet in the schools, and



that it should be made the basis of a lesson to the children. We are especially warned against giving any information about names, dates, and places in periodicals, rolls of honour, reports of War work and voluntary associations, appeals for comforts for the troops, and similar publications. Among such printed matter would be included school magazines. The enemy organization is, we know, very complete; and, however unimportant we may deem the information we individually possess, we are bound to respect the judgment of the Army Council that sees a danger in the accumulation and comparison of small items of information.

**Emergency War Work.** THE Women's Defence Relief Corps ask us to remind our readers of the opportunity of doing work on the land during the school holidays. In the past, we are told, such work has proved most satisfactory and encouraging. The women had grit; they treated discomfort lightly, and, by bringing their intelligence to bear on strange tasks, found them by no means difficult. More women will be needed this year to fill the place of agricultural labourers who have "joined up." The organization must be prepared to advance for the coming demand from farmers. Any women teachers who are ready to give up their holidays to agricultural work should communicate betimes with Miss Myers, 10 Abbey Road, St. John's Wood, London, N.W. (enclosing a stamped envelope for reply). We are also informed that at Cherwell Hall a specially shortened term of training for women teachers in secondary schools has been arranged, which will fit them for immediate work, while leaving the rest of the full course until after the War. Particulars may be obtained from the Principal, Cherwell Hall, Oxford. The Scholarship Secretary of the Common Cause, 14 Great Smith Street, London, S.W., will give information in reference to two scholarships of £75 each offered to women who wish to qualify for positions as industrial chemists.

**Boys or Subjects.** THE address given by Prof. John Adams at the January Conference was full of practical help for the class teacher. Some teachers are inclined to take the view that they must teach a certain subject: must put before a class a certain amount of information, irrespective of the capacity of the individuals in the class. Such teachers say: It is my business to teach my subject; it is not my business to consider whether my pupils are capable of learning. Other teachers say: I have to consider my pupils, and give them only what they are capable of assimilating. There are, of course, two processes. A thing is not taught until it is learnt, and there must be a due relation between the two processes. The teacher may teach and the pupil may learn independently of one another. A pupil may learn in spite of the teaching, whether it be good, bad, or indifferent. Real success is attained when the learning is a direct result of the teaching. "Unless," says Prof. Adams, "the learning follows because of the teaching, there has been no real teaching."

THERE are many teachers who, in moments of irritation and impatience, say to a pupil: "I can't think how you could make a mistake like that." It is our business to understand, says Prof. Adams; it is part of our professional work. We have to guide our pupils in the process of learning, to teach them how to learn, to understand their mental processes in order that we may train and develop them. Teachers must stoop to conquer. The pupil is at his best in learning in school only when his teachers fit their activities most exactly to his needs. This matter of "the how to learn" is most often perhaps neglected in the case of preparation or homework. The teacher at the end of a lesson sometimes says hurriedly, as the bell rings, "do the next exercise." And when the next exercise is shown up he uses much blue pencil and nervous energy in scoring mistakes that ought not to have been made, and that he cannot understand how the pupils could make, because he had not taken the precaution beforehand to consider how far the exercise was suited to, or within the capacity of, the pupil. The "how to do it" was left to the pupil, with results wasteful of time and energy.

### EDUCATIONAL RECONSTRUCTION.

#### THE RECOMMENDATIONS OF THE WORKERS' EDUCATIONAL ASSOCIATION TO THE RECONSTRUCTION COMMITTEE.

*To the Secretary of the Reconstruction Committee.*

SIR,—On behalf of the Workers' Educational Association, I beg to enclose herewith copies of a number of resolutions, together with explanatory matter, drawn up by that body, with the request that you will communicate them to the Sub-Committee which has been appointed to review the whole field of national education.

The resolutions embody the conclusions of the Association, after as careful inquiry and discussion as time permitted, into those aspects of the problem of education on which it felt entitled, and indeed impelled, in virtue of its professed objects and the experience of its members and affiliated societies, to offer a considered opinion.

It may be well to state briefly how the resolutions came into being and what body of opinion they represent.

The Workers' Educational Association is a federation of 2,150 working class and educational bodies in England and Wales, including 737 Trade Unions, Trades Councils and branches, 381 co-operative committees, 302 adult schools, brotherhoods, &c., 12 University bodies, 9 Local Education Authorities, 170 working men's clubs, institutes, &c., 138 teachers' associations, 91 educational and literary societies, 46 classes and study circles, and 264 various societies, mainly of workpeople.

Affiliated bodies which are national in their scope are represented on the central governing body of the Association. Those which are local are represented on the governing bodies of the branches and districts by which the work of the Association is carried on, in close contact with Universities and Local Education Authorities, in different parts of the country.

Before making any effort to formulate a policy on the problem of educational reconstruction, we decided to consult, as far as possible, the working-class as a whole. With this object in view, we issued last August a pamphlet, "What Labour Wants from Education," to all Trades Councils, Trade Union branches, co-operative societies, adult schools, &c., in England and Wales. The pamphlet contained a series

of questions which these bodies were requested to discuss and answer. Apart from a free distribution of 25,000 copies, 45,000 copies have been sold since last August. This indicates the widespread interest taken in the question and the extent of the field covered by our inquiries before formulating any proposals for the consideration of your Committee.

The resolutions which we now submit to you originated in the central body of the Association. They were submitted in draft to the nine local districts of the Association, and by them to their local branches (160 in number) and to their affiliated societies. After being considered at branch meetings, they were discussed at representative Council meetings of the districts, to which amendments from the branches and local affiliated societies were submitted. Finally, they were submitted to a meeting of the Central Council of the Association on November 18, 1916, at which 133 amendments sent in by districts and national affiliated bodies (practically all of them embodying points of substance) were discussed and, in a large number of cases, embodied. In their present form they therefore represent the result of the deliberations of the Associations as a whole, arrived at both in its local centres and through its affiliated bodies, and testify to the keen and widespread interest which the news of the appointment of your Committee has aroused in working-class circles.

A few words should be added in explanation of the character of the proposals submitted.

We are fully aware that the proposals taken by themselves may appear to be somewhat cut and dried, and to lay undue stress on questions of organization and machinery. We were, however, expressly authorized by the Central Council of the Association to affirm to your Committee with all possible emphasis that such an interpretation of the motive embodied in the proposals would be directly contrary to the spirit and purpose of those whose views they represent.

In the opinion of the Association, the ideal underlying educational reform, in whatever direction it is undertaken, must be essentially humane and, in the broadest sense of the word, spiritual, and no improvements in legislation or administrative machinery can hope to achieve success unless those who are responsible for their working bear this fact constantly in mind. The object of the proposals submitted is not simply to improve the educational machinery of the country; they have been conceived in the hope and desire that they may serve to set free the spiritual forces which the War has so strikingly brought to light in every section of the people—nowhere more than among the working class—and that they may thus contribute to the promotion of the work of reconstruction which must of necessity fall in so large a part upon the shoulders of the coming generation.—Yours faithfully,

J. MAC TAVISH, General Secretary.

## THE HIGHWAY OF EDUCATION.

### RESOLUTION 1.

That the broad principle of free education through all its stages, including that of the University, be accepted.

### RESOLUTION 2.—YOUNG CHILDREN.

(a) That the age for compulsory attendance at school should be raised to six years, and that it should be compulsory for the Local Education Authority to establish and control a sufficient number of nursery schools for the children within their areas between the ages of two and six;

(b) That attendance at these schools should be free;

(c) That the nursery schools should be under the special supervision of the school medical officer, and attention in them should be mainly directed to the cultivation in the children of good physical habits and healthy bodily development, play and rest, whenever possible in the open air, forming an important part in the curriculum;

(d) That the nursery schools should accommodate small groups of children, and should be so distributed as to be near the homes of the children;

(e) That the head of the nursery school should be a teacher who has special qualifications for the training of young children.

### RESOLUTION 3.—UNIVERSAL FULL-TIME EDUCATION.

We are of opinion that the age for exemption from com-

pulsory full-time attendance at school should be 16, and to this end we recommend:—

(a) That universal full-time education continue to the age of 14, no exemptions being granted under that age, and that no child should leave school until the end of the terms Christmas, Easter, or Midsummer, in which he attains the age of 14;

(b) That it be compulsory for all Local Education Authorities to raise the leaving age to 15 (without exemptions) within a period of five years, and that Local Education Authorities be granted powers forthwith to make by-laws to raise it to 16;

(c) That, when the school leaving age is raised above 14, Local Education Authorities should be required to grant maintenance allowances to children above that age where necessary;

(d) That education during the compulsory full-time period, more especially in the upper standards, should be organized with a view to its continuance during adolescence;

(e) That the employment of children for profit or wages outside school hours during the compulsory full-time school period be prohibited.

## RESOLUTION 4.—HIGHER EDUCATION.

### I. Secondary Education.

A.—PART-TIME EDUCATION (between the age of exemption from compulsory full-time attendance and 18).

(a) That compulsory part-time education of not less than 20 hours per week (including time spent in organized games and school meals) be provided free for all such young persons as are not receiving full-time education;

(b) That the hours of labour for all young persons under the age of 18 be limited to a maximum of 25 per week;

(c) That the distribution of hours throughout the year upon the above basis should be arranged, where necessary, to meet the needs of seasonal industries and other circumstances;

(d) That the education in such schools should be directed solely towards the full development of the bodies, minds, and characters of the pupils; that it should be therefore intimately related to the environment and interests of the pupils, and should contain ample provision for physical well-being including organized games and school meals;

(e) That the teachers in such schools should enjoy status and emoluments similar to those of teachers in other secondary schools.

### B.—FULL-TIME SECONDARY EDUCATION.

(a) That all children admitted to a secondary school should have reached an approved standard of education, the ground of transfer being the fitness of the scholar for the broader curriculum;

(b) That free provision should be made for all who are eligible and desirous to enter such schools, such provision to include a satisfactory maintenance allowance where necessary;

(c) That the number of secondary schools of varying types should be largely increased, and that the curriculum be made more variable to meet the interests of individual scholars;

(d) That facilities should be provided for the transfer from part-time to full-time secondary education;

(e) That the requirements of a liberal education should be regarded as paramount in the organization of every type of secondary school;

(f) That the distribution and organization of secondary schools should be such as to promote equality of access to University education of the highest type for students in every local area.

### II. University Education.

(a) That no student should be accepted as an undergraduate of a University or University College who has not previously attained an adequate educational standard satisfactory to the University Authorities;

(b) That free provision should be made for all who reach this standard, adequate maintenance grants being given where financial circumstances require them; and further, that until such time as free University education is provided the number of scholarships, the value of each scholarship, and the method of selection should be such that no student should be debarred by financial circumstances from becoming an undergraduate;

(c) That greater facilities should be provided whereby men

and women able to profit by a special period of study at a University should be enabled to do so without an entrance examination ;

(d) That all Universities and University Colleges conforming to Board of Education requirements should receive from the State such grants in aid as will enable them to be efficiently staffed and equipped ;

(e) That it should be a condition of payment of State grants in aid to Universities and University Colleges that they make adequate provision for University Tutorial Classes ;

(f) That, since an essential part of the work of a University lies in affording facilities for the advancement of knowledge, more adequate provision should be made for scientific and literary research conducted with this object ;

(g) That workpeople, together with other sections of the community, should be directly represented on the governing bodies of all Universities and University Colleges.

### III. Technical Education.

(a) That, in the interests alike of education and of economic efficiency, a sound general education in childhood and adolescence is the necessary foundation for any specialized course of technical or professional training, both in town and country, and that therefore technical education should be regarded as supplementary to secondary education ;

(b) That, owing to the immense variety of occupations in a modern community, and the wide differences between them, both in the amount of special training necessary to efficiency and the prospects of permanent employment for young workers, it would be impracticable, as well as undesirable, for the State to attempt to enforce any compulsory system of technical education ;

(c) That, since the trades and industries and professions of the country exist in order to serve the needs of the community, technical education should, as far as possible, be divorced from the prevalent atmosphere of commercialism, and regarded as a training in public service ; and that this aspect of the subject should be kept in view in the organization of the courses of instruction ;

(d) That technical schools should be administered by a body on which employers and workpeople chosen by their respective trade organizations should be equally represented, together with members of the Education Authority, and that there should be special advisory committees of employers and workpeople for special trades ;

(e) That close contact should be maintained between Universities and technical institutes, and between technical institutes and schools and workshop practice, and that workpeople should also be represented on the University Committees concerned ;

(f) That, subject to the preceding conditions, an extension of technical and professional education is highly desirable in the national interest ;

(g) That such education should be free, and that until this is provided there should be a generous provision of scholarships with adequate maintenance grants, so that duly qualified students from the full-time and the part-time secondary schools and from evening classes in technical schools, whose special bent lies in the direction of scientific and technical work, may pass forward to full-time day courses of instruction (followed by research) in Universities, technical colleges, and the larger technical schools.

### RESOLUTION 5.—CORPORATE LIFE.

Since experience has shown the great educational value of corporate life in schools, it is necessary :—

(a) That adequate playgrounds and playing fields, with the necessary equipment and free transit to them when necessary, should be provided for all schools ;

(b) That greater freedom of access for children to playgrounds should be allowed out of school hours ;

(c) That children should be encouraged to arrange their own games and other activities, and that facilities should be given for the development of special aptitudes ;

(d) That as far as possible the help of the children should be enlisted in the management of school life.

Further, it is desirable, with a view to the development of corporate life in our schools :

(e) That the greatest possible freedom be given to both

teachers and pupils, and that teachers be not required to adhere rigidly to a prescribed time-table or a fixed syllabus ;

(f) That the growing practice of a common school meal be encouraged ;

(g) That, because of the importance of the development of a sense of beauty in early years, the school buildings and interiors should be designed with this end in view.

### RESOLUTION 6.—PHYSICAL EDUCATION.

That, in view of the general obligation of the State to safeguard the physical well-being of the children of the nation and of the serious defects of their health revealed by the School Medical Service, ample provision for the physical well-being is indispensable to the proper working of our educational system.

With this in view it is necessary :—

(a) That it be compulsory for all Local Education Authorities to set up and maintain such a medical and dental service as will secure adequate inspection and treatment to all scholars attending the schools within the area of the respective Authorities ;

(b) That the system of school meals be so extended and improved as to overcome the evils of under-feeding and malnutrition ;

(c) That greater facilities for physical training should be provided, including the organization of games and the use of simple equipment, and also bathing and swimming where possible ;

(d) That the policy of establishing schools on the outskirts of towns, where facilities for open-air teaching and playing fields can be more easily provided, should be encouraged, with the necessary arrangements for conveyance and common meals ;

(e) That ample provision be made for the fullest possible education of all children who are physically or mentally deficient.

### RESOLUTION 7.—SIZE OF CLASSES.

We are of opinion that no class in any school ought to contain more than thirty pupils, and to this end we recommend :—

(a) That the necessary steps be taken immediately to increase the supply of qualified teachers and school accommodation so as to reduce classes to forty, with a view to a further reduction to thirty ;

(b) That a standard of not more than thirty be adopted for all new and remodelled schools, that a separate classroom be provided for each class, and that the present minimum basis of floor space per child be largely increased.

### RESOLUTION 8.—THE SUPPLY OF GOOD TEACHERS.

To provide an adequate supply of good teachers it is necessary :—

(a) That there be free access to training facilities for the teaching profession, accompanied by adequate maintenance grants where required ;

(b) That the salaries paid and pensions provided should be such as will induce the best men and women available to enter and remain in the profession, with equal pay for equal service ;

(c) That intending teachers should be enabled to pass through a period of study at a University of at least a year's duration before entering the profession, and that the colleges where professional training is provided should be closely connected with a University ;

(d) That every possible facility should be provided for present unqualified teachers to qualify, and that the appointment of unqualified teachers be discontinued ;

(e) That the highest positions in the educational service should be open to teachers who are fitted to fill them.

### RESOLUTION 9.—PUBLIC LIBRARIES.

That, in view of the importance of extending and developing the work of the public libraries in town and country, it is desirable that they should be brought into closer connexion with the general educational system of the country.

With this end in view the separate library rate should be abolished and the provision and upkeep of public libraries should be entrusted to the Local Education Authority as an integral part of the scheme for its area.

## RESOLUTION 10.—DISTRIBUTION OF COST.

(a) That each Local Education Authority be required to submit to the Board of Education a complete scheme of education for its area, together with estimates of the cost;

(b) That 75 per cent. of the total cost of any approved scheme be met by the National Exchequer, but that

(c) The Board of Education be empowered to reduce the grant where:—

- (1) the teaching staff is insufficient in quality or numbers or the salaries paid are inadequate;
- (2) the number of scholars in any class exceeds forty;
- (3) the number and variety of educational institutions are not adequate;
- (4) the medical inspection and treatment and supply of school meals are not adequate;
- (5) the Local Education Authority fails to administer its by-laws;
- (6) where any other part of the scheme is not carried out to the satisfaction of the Board of Education.

(d) That the Board of Education be required to give a special grant to meet the needs of areas where:—

- (1) the school population is high;
- (2) the rateable value is low as compared with the cost of education.

## RESOLUTION 11.—EDUCATIONAL ENDOWMENTS.

That, since the proper use of educational endowments is important to the development of a national system of education, it is desirable:—(a) That a public and intelligible statement should be made periodically as to the amount of such endowments, the sources from which they are received, and the way in which they are controlled and expended; (b) that there should be an inquiry into their origin and history; (c) that action should be taken for their better distribution where this would appear after inquiry to be desirable in the interests of the educational development of the country.

## RESOLUTION 12.—WORK OF THE W.E.A.

That, since the character of British democracy ultimately depends on the collective wisdom of its adult members, no system of education can be complete that does not promote serious thought and discussion on the fundamental interests and problems of life and society, such as is promoted by the W.E.A.; that, while we are of opinion that it is against the best interests and free development of the Association to accept a grant from the State for general purposes, we regard it as necessary, in order that the voluntary contributions to the Association should be free for educational propaganda work, that grants should be made towards the cost of organization of definite and recognized pieces of work such as University tutorial classes and one-year classes. We regard this need as being of national importance, more especially in the difficult period after the War. We therefore recommend:—

(a) That the Board of Education grant to University tutorial classes be equal to 75 per cent. of the tutor's salary, and 75 per cent. of the proved cost of organization and administration;

(b) That the Board of Education grant to one-year classes be 75 per cent. of the total cost of organization, tuition, and administration.

## THE COLLEGE OF PRECEPTORS.

## MEETINGS OF THE COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 29th of November, 1916. Present: Mr. R. F. Charles, Vice-President, in the chair; Prof. Adams, Dr. Armitage-Smith, Mr. Barlet, Mr. F. Charles, Miss Dawes, Mr. Eagles, Mrs. Felkin, Miss Frodsham, Mr. Holland, Miss Lawford, the Rev. R. Lee, Mr. R. Longsdon, Mr. Millar Inglis, Mr. Pendlebury, Mr. Ritchie, Mr. Rushbrooke, Mr. Starbuck, the Rev. Canon Swallow, Mr. Thornton, Mr. Whitbread, and Mr. Wilson.

Diplomas were granted to the following candidates, who had satisfied the prescribed conditions:—Licentiate-ship—William Kingston; Associateship—Arthur George Brown.

The Rev. Dr. Nairn was re-elected a member of the Council.

Prof. John Adams was appointed to deliver the next course of Twelve Lectures on Psychology.

The following additional Examiners were appointed:—

In English, Miss C. L. Thomson; in History, Mr. Taylor

Dyson; in French, Dr. F. A. Hedgcock; in Spanish, Prof. J. M. Villasante.

On the recommendation of the Examination Committee, it was resolved (a) that a Junior paper be set in Political Economy in and after June, 1918; (b) that Senior and Junior Italian papers be set in and after June, 1917 (c) that Senior and Junior Sinhalese papers be set in and after June, 1918; (d) that Senior and Junior papers on the History of the British Empire be set in and after June, 1918.

The Council decided to discontinue the Summer Diploma Examination and, until further notice, to hold the Diploma Examination only once a year—viz., in the winter vacation.

The Council agreed to the incorporation of the Joint Scholastic Agency as a non-profit-making Company.

The following books had been presented since the last meeting of the Council:—

By the AUTHOR.—Bevan's History and Development of Philosophy.  
By GINN & Co.—The New Hudson Shakespeare (Coriolanus, King John, King Richard III, and Romeo and Juliet); Breasted's Ancient Times; Robinson's Medieval and Modern Times.

By MACMILLAN & Co.—Williamson's Foundation and Growth of the British Empire.

By J. MURRAY.—Walters and Conway's Deigma.

By the OXFORD UNIVERSITY PRESS.—Campagnac and Forbes's Sadoletto on Education; Collins's George Eliot Reader; Davis's Political History of France, 1789-1910; Fowler and Limouzin's George Eliot's Scenes of Clerical Life; Hughes's Carlyle's Frederick the Great; Kibblewhite's Dickens's David Copperfield; Pike's Arnold's Sohrab and Rostum; Scott's Lady of the Lake; Sonnenschein's New English Grammar (Parts I, II, and III); Wheeler and Cavenagh's Selected Poems of Tennyson.  
Calendar of University College, Cork.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 20th of January, 1917.

Present: Sir Philip Magnus, President, in the chair; Prof. Adams, Dr. Armitage-Smith, Mr. Bain, Mr. Barlet, Mr. Brown, Mr. R. F. Charles, Miss Crookshank, Miss Frodsham, Mr. Hardie, Mr. Hawe, Mr. Maxwell, Mr. Pendlebury, Miss Punnett, Mr. Rawlinson, Mr. Ritchie, Mr. Rushbrooke, Mr. Starbuck, Mr. Thornton, Mr. Whitbread, and Mr. Wilson.

The Diploma of Associate was granted to the following candidates, who had satisfied the prescribed conditions:—Linette Bartlett Jackson, Margaret Deborah Judd, Henry Robertson.

Mr. Frank Roscoe, M.A., was elected a member of the Council.

The following persons were elected members of the College: Mrs. A. Sadler Gordon, Tower House, Brockley Park, Forest Hill, S.E.; Mr. F. P. B. Shipham, M.A., F.C.P., 19 Westbere Road, Cricklewood, N.W.

Mr. R. F. Charles and Mr. Pendlebury were appointed the representatives of the College on the Joint Committee empowered to conduct the negotiations for the incorporation of the Joint Scholastic Agency as a non-profit-making Company.

Mr. Hawe and Mr. Millar Inglis were appointed the representatives of the College on the Joint Scholarships Board for the year ending February 28, 1918.

On the recommendation of the Finance Committee the Council ordered that the 4½ per cent. War Loan Stock now in the possession of the College be exchanged for the new 5 per cent. War Loan Stock, and that such further sums as the Treasurer may find available for the purpose be invested in the same new stock.

The Council adopted the Regulations for the Commercial Examinations drafted by the Commercial Examinations Committee.

The following books had been presented to the College since the last meeting of the Council:—

By the AUTHOR.—Bevan's Towns of Roman Britain.  
By the CAMBRIDGE UNIVERSITY PRESS.—Lobban's Shakespeare's Cymbeline; Wilson-Green's De Banville's Gringoire.  
By T. WERNER LAURIE.—Hartley and Lewis's Children of the Empire.  
By MACMILLAN & Co.—Siepmann's French Series for Rapid Reading (5 parts).  
Calendar of University College, London.  
Calendar of University College, Nottingham.  
Calendar of Birmingham University.  
Calendar of Durham University.  
Incorporated Accountants' Yearbook.

## THE COLLEGE OF PRECEPTORS.

## EXAMINATION OF FOREIGN TEACHERS FOR CERTIFICATES OF PROFICIENCY IN ENGLISH.

On the results of the Examination which was held on January 1917 Miss Vera Korelina was placed in the Pass Division.

1917.

## THE COLLEGE OF PRECEPTORS

INCORPORATED BY ROYAL CHARTER

BLOOMSBURY SQUARE, LONDON, W.C.

LECTURES FOR TEACHERS  
ON THE  
SCIENCE, ART, AND HISTORY OF EDUCATION.COURSE OF TWELVE LECTURES ON  
THE ESSENTIALS OF EDUCATIONAL PSYCHOLOGY.

To be delivered at The College of Preceptors, Bloomsbury Square, London, W.C., on Thursday Evenings,  
8 February to 22 March, and 3 May to 31 May, 1917.

By JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,

Professor of Education in the University of London.

The Course of Lectures (the First Course of the Forty-fifth Annual Series) will begin on Thursday, February 8th, at 6.30 p.m.

The Course is meant to meet the needs of teachers who wish to improve their acquaintance with what underlies the principles of their profession, whether they have any examination in view or not. The lecturer will treat his subject in such a way as to fit in with the requirements of the College in connexion with examinations for the Associateship, the Licentiate, and the Fellowship. The reading of the students will be guided, and problems set for their exercise. Every opportunity will be taken of making practical applications of psychological principles to the work of the classroom.

## SYLLABUS.

I. (Feb. 8.) *Psychology*.—Its nature and scope: art or science: definitions: physiological data: demands made upon psychology: its methods and dangers: aspects of psychology—empirical, rational, genetic, collective, &c.: the teacher's use of psychology: the psychological attitude in the schoolroom: the individual and the type.

II. (Feb. 15.) *Consciousness and its Implications*.—Something unique in the universe: relation to physiological functions: treatment as a mere epiphenomenon: relation to awareness: nature of the ego: the non-ego: consciousness essentially bipolar in its higher aspect: self-consciousness in its double sense: subjective and objective: noetic and anoetic consciousness: impenetrability and indefinability of consciousness.

III. (Feb. 22.) *Presentation and Presented Content*.—The inner and outer worlds: sensation, general and special: "the big, blooming, buzzing confusion": inhibition: perception: mental content: the "gateways of knowledge": nothing in the mind that was not first in the senses: immediateness and directness of perception: the *here-and-now* element: apperception.

IV. (Mar. 1.) *Representation and Conception*.—Transcending the *here and now*: the elaboration of the products of perception: the idea or concept made on the premises: the logical concept and the psychological: the old view of the concept as static: the new view as dynamic: the series—*percept, image, generalized image, concept*: presentative activity.

V. (Mar. 8.) *Mental Focus*.—The field of consciousness: focal and marginal areas: the manipulation of consciousness: not necessarily concentration: attention essentially a prehensile process: *nisic* and *anisic* attention: unstable equilibrium of *nisic* attention: nature and function of interest: the rhythm of attention: concentration and diffusion beats: the mechanism of attention.

VI. (Mar. 15.) *Recall*.—Mediate and immediate recall: reverie, reminiscence, and recollection: both memory and imagination depend upon recall: creation *versus* reproduction: differentiation between memory and imagination: rational and verbal memory: productive and reproductive imagination: dated and undated memory: the aesthetic and the scientific imagination.

VII. (Mar. 22.) *Intuition*.—Nature of intellect and its relation to knowledge:

Bergson's view of the limitations of intellect: the intuitive method: spirit develops towards intellect on the one hand and towards instinct on the other: the two poles—man and insect: knowledge may be acquired by intuition without the aid of intellect: intuition precedes analysis.

VIII. (May 3.) *Invention and the Mental Flash*.—Place of invention in school work: why it has been so little dealt with in school: wide range of invention: pupil is inventing all the time: two ways of learning—stepwise and totalwise: the mind works totalwise in invention: the place of "the problem" in school exercises: school training in invention: the *flash* of insight.

IX. (May 10.) *Instinct and Habit*.—Nature of instincts and their relation to intellect: educability and eradicability of instincts: their function in the race and in the individual: relation between instinct and habit: Rousseau's condemnation of habit-forming: place of consciousness in relation to the habitual: accommodation and correlation: the "bundle of good habits."

X. (May 17.) *The Affective Aspect*.—Every intellectual process has an accompanying affective tone: the Freudian dissociation: the emotions and their control: the mechanism of the emotions: their function in spiritual life: their manipulation by the educator: distinction between the emotions and the sentiments: McDougall's theory of the relation between the emotions and the instincts.

XI. (May 24.) *The Will and its Training*.—Dæmonic view of the will, and its dangers: personality and character: the theory of the "inner court": nature of motives: the fallacy underlying the phrase "the strongest motive": desire and will: origin of the will: possibility of training the will: meaning of the terms "weak will," "breaking the will": *aboutia*: educational implications of the freedom of the will.

XII. (May 31.) *Experimental Psychology*.—Fundamental assumption underlying this branch of psychology: special characteristics of this branch: experience and experiment: free experiment and laboratory experiment: instruments and methods used in experimental psychology: the statistical method: correlation and other formulæ: relation between experimental psychology and experimental pedagogy.

## FEES FOR ADMISSION.

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\*. Members of the College have free admission to the Course.

## 450 MEDALS & PRIZES !!

### STUDENT'S ELEMENTARY

# BOOK-KEEPING

By ARTHUR FIELDHOUSE, Accountant,  
66 West Parade, Huddersfield

who will forward copy Index and Specimen Pages on receipt of Post Card addressed to Box A 27, Huddersfield.

364 Pages. 21st Edition. Post Free, 2s.  
100 Exercises. 350 Questions.

Teacher's Specimen Copy, from Author only, 1s. 4d.

The ONLY TEXTBOOK to which there is a FULL KEY.

While this textbook more than covers all Elementary Examinations in this subject, its special design is to meet the requirements of the excellent Syllabuses issued by the Society of Arts, West Riding County Council, the College of Preceptors, Oxford and Cambridge Locals, the London Chamber of Commerce, and the National Union of Teachers.

The Exercises and the principles introduced therein are so carefully graded in point of difficulty that the student is trained to work the most difficult set of transactions without being appalled at any stage of his study. No exercise is too long or too complicated to be completed between each lesson. The Questions will be found very useful for testing the student's knowledge at each stage of his work. Examination Papers of the Society of Arts, the W.R.C.C., and College of Preceptors are included.

London: SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.

## THE STUDENT'S

# BUSINESS METHODS

and

## COMMERCIAL CORRESPONDENCE.

By ARTHUR FIELDHOUSE, Accountant,  
66 West Parade, Huddersfield,

who will forward Specimen Pages and Index on receipt of Post Card addressed to P.O. Box A 27, Huddersfield.

Eighth Edition. 380 Pages.  
2s. 6d. Post Free.

80 TEST and EXAMINATION PAPERS,  
containing 1,300 QUESTIONS.

This is the only practical, up-to-date book on Commercial Correspondence and Office Work, and is characterized by the qualities that have made the author's other textbooks so popular. The lessons are well graduated, and the teacher is saved the drudgery of preparing Test Papers, one of which follows every chapter, in addition to numerous Examination Papers. PRACTICAL Work is provided in the Series of Business Transactions included in some of the Test Papers. It is the only Complete Guide, covering all the Elementary Examinations. Small-priced books may be had on the subject, but as they do not cover the Syllabuses they are dear at a gift. Efficiency should be the first consideration. It is an excellent Handbook for the Junior in the Office. Teacher's Specimen, from Author only, 1s. 7d. post free.

London: SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.

## THE

# School World.

A MONTHLY MAGAZINE OF EDUCATIONAL  
WORK AND PROGRESS.

THE aim of "The School World" is to provide teachers with information of practical and permanent value. To this end all important changes and developments affecting education are dealt with by leading authorities and experienced teachers.

The magazine is indispensable to all educational workers who desire to keep in touch with modern methods of education.

PRICE 6d. VOLUME XVIII, 1916, 7s. 6d. net.

\* \* A new volume began with the January number.

MACMILLAN & CO., LTD., LONDON.

SCHOOL, CLASSICAL,  
MATHEMATICAL,  
AND SCIENTIFIC  
BOOKS.

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

Keys and Translations:

SCHOOLS  
SUPPLIED.

BOOKS  
BOUGHT.

J. POOLE & CO.,  
104 Charing Cross Road,  
LONDON, W.C.

Telephone No.: 1646 GERRARD.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

**EDUCATIONAL BOOKSELLERS**

# COLLEGE OF PRECEPTORS

## CERTIFICATE AND LOWER FORM EXAMINATIONS, 1918.

*S.* denotes the Senior Examination, *J.* the Junior, *P.* the Preliminary, *L.F.* Lower Forms.

### Scripture History.

- (S., J.) **Acts of the Apostles** (Part II, Ch. 13-28). Edited, with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham. 1s. 6d.
- (S., J.) **Gospel of St. Matthew.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and Rev. J. W. SHUKER, M.A. 1s. 6d.
- (P., L.F.) **Gospel of St. Matthew.** (Preliminary Edition.) With Introduction, Notes, and Maps. By Rev. T. WALKER, M.A. 1s.

### English Literature.

- (J.) **Dickens.—A Tale of Two Cities.** By A. R. WEEKES, M.A. 1s. 6d.
- (P., L.F.) **Macaulay.—Horatius, Lake Regillus, The Armada.** By A. J. F. COLLINS, M.A. 1s.
- (P.) **Scott.—Marmion. Cantos I and VI.** By FREDERICK ALLEN, M.A. 8d.
- (S., J.) **Shakespeare.—A Midsummer Night's Dream.** By A. F. WATT, M.A. 2s.
- (S.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A. 2s.
- (J.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A., and FREDERICK ALLEN, M.A. 1s. 4d. (Junior Shakespeare)
- (S.) **Spenser.—Faerie Queene, Book I.** By W. H. HILL, M.A. 2s. 6d.

### English History.

- (S.) **Earlier History of England (to 1485).** With Biographies, Maps, and Plans. By C. S. FARENSIDE, M.A. 2s. 6d.
- (S.) **Modern History of England. Part II, 1688-1901** (with a concise Introduction down to 1714). 2s. 6d.
- (S., J.) **School History of England.** By M. E. CARTER, Honour School of Modern History, Oxford. With Plans and Coloured Maps. 3s. 6d. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 1s. 6d.
- (P., L.F.) **Preliminary History of England.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s.

### Geography.

- (J.) **Geography of Africa (with Australasia). Junior.** By G. C. FRY, M.Sc. 8d.

### Latin.

- (S., J.) **Caesar.—Gallic War, Book I.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s. 6d.
- (P.) **Caesar.—Gallic War, Book I, Ch. 1-29.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction and Notes. 1s.
- (S.) **Caesar.—Gallic War, Book II.** By LL. M. PENN, M.A. (School Latin Classics.) With Introduction, Notes, and Alphabetical Lexicon. 1s.
- (S.) **Cicero.—Pro Lege Manilia.** By A. WAUGH YOUNG, M.A., and A. F. WATT, M.A. Text, with Introduction and Notes. 2s. 6d. Vocabulary, 1s.
- (S., J.) **Vergil.—Aeneid, Book VIII.** By J. F. RICHARDS, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s.

Full Catalogue of Textbooks suitable for the College of Preceptors Certificate Examinations, Oxford and Cambridge Locals, and the Higher School Certificate, &c., post free on application.

University Tutorial Press, Ltd.,  
High Street, New Oxford Street, W.C.

# The Educational Times

AND

## JOURNAL OF THE COLLEGE OF PRECEPTORS.

Sixty-eighth Year of Publication.

Published on Feb. 1, May 1, Aug. 1, Nov. 1. Price 6d., by Post 7d.

### SCALE OF CHARGES FOR ADVERTISEMENTS.

WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	„ 2 10 0	„	3 0 0
QUARTER PAGE	„ 1 10 0	„	1 15 0
PER INCH in broad column (half width of page)	0 7 0		
NARROW COLUMN (one-third page)	„ 2 0 0		

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch.

Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.)

Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to the Publisher,

FRANCIS HODGSON, 89 FARRINGTON STREET, LONDON, E.C.

Telephone: City 4871.

Communications intended for the Editor should be addressed to THE EDITOR OF THE EDUCATIONAL TIMES, Ulverscroft, High Wycombe.

### A PROGRAMME OF EDUCATION REFORM.

ISSUED BY THE EDUCATION REFORM COUNCIL,  
NOVEMBER 1916.

The Education Reform Council was founded in April at a Conference called by the Teachers' Guild. The work of the Committees is incomplete, but, in view of its urgency and importance, the following programme is published in advance of the full report, which it is hoped to complete early next year. (It is to be understood that reference is made to both sexes in all cases except where otherwise stated.)

*Aim.*—The reforms proposed have as their aim to widen educational opportunity; to train all for work and leisure; to utilize more effectively national resources, human and material; to fit the growing generation for the service of home, society, and the State; to admit all to the quest for goodness, truth, and beauty; to make better citizens.

#### I. EDUCATION AUTHORITIES.

1. The Ministry of Education should hold a higher place in the hierarchy of the offices of the State, and the salary of the Minister should be equivalent to that of other Principal Secretaries of State.

2. Progressive organization is hindered by certain statutory distinctions between higher and elementary education. Local Authorities for higher education should be obliged to supply or aid the supply of higher education, and the limit of 2d. to the higher education rate in the county areas should be removed.

3. For the purpose of co-ordinating the activities of Local Education Authorities with those of the Universities and institutions for higher education, the country should be divided into educational provinces, the areas of which should be larger than those of the existing Local Authorities. (See II, 11.)

4. While the recently created Medical Service, Central and Local, has already rendered great aid to education, it is evident that what has been is but a tithe of what ought to be effected. The main result to be expected from a great extension of the school medical service is an advance in public health, in which direction a wise policy may produce a manifold financial return in national efficiency, and a gain in morality, health, and happiness (at least in the prevention of misery and crime) not expressible in figures.

5. There should be increased provision for the care of children

under school age, and steps should be taken to secure parental responsibility.

6. Worthy private effort in education should be encouraged. With proper safeguards as to efficiency and accessibility, schools under private management should receive State aid. The Board of Education should make adequate provision for the inspection of all schools.

7. The classes carried on under Joint Committees of the Universities and the Workers' Educational Association are doing work which is of national importance and deserves increased State support. If the existing grants to the three-year and one-year classes were augmented, the admirable work now done could be successfully extended so as to reach the large number of working men and women for whom present funds cannot provide.

## II. THE CONTINUITY OF EDUCATION.

1. The principle of continuity must be carried out effectively in all branches of education; lower educational institutions being linked to higher by well planned promotion of pupils and by attention to desirable sequence of curricula. Educational institutions should be brought into relation with professions, commerce, industry, agriculture, home-making.

2. The years from age fourteen to seventeen are educationally fateful. Organized education must continue for every boy and girl until at least the age of seventeen.

3. In elementary\* schools children should receive full-time education until at least the end of the educational half year in which the fourteenth birthday occurs. Thereafter part-time education should continue until the age of at least seventeen, in the daytime, for an average of three half days per week or an equivalent period per annum.

4. The elementary-school system should be entirely recast so as to provide—(a) primary departments, or schools, for ages from about five and a-half to eleven and a-half; (b) middle† departments, or schools, for ages eleven and a-half to fourteen and a-half, with optional attendance until fifteen and a-half; (c) Continuation‡ departments or schools. The middle departments may be organized with either the primary or the continuation departments, or the three departments may be organized as a single institution.

5. Varying types of continuation schools should be encouraged; but these will probably fall into two groups: Group A, for pupils whose occupation may provide a study of real cultural value—e.g. technical work in commerce, industries, agriculture, house-craft. Group B, for pupils whose occupation is temporary or fails to provide a study of real cultural value—e.g. vanboys, labour of insignificant skill. In Group A a school for an industry, or allied group of industries, should be recognized as likely to give a good training in citizenship, and the work should have a vocational bias. Plans for development should be based on experience gained in England and elsewhere, and attention should be paid to the provision which has been made by public-spirited employers and to the work already done in women's institutes and in trade schools, especially in London. In Group B schools, education cannot satisfactorily be centred round the present occupation. In no school of either group should the work be restricted to vocational subjects, as in both groups the aim is (a) to fit for citizenship, (b) to develop personality and encourage individual bent or capacities, (c) to meet physical needs. The continuation school must be really a school, with a corporate life of its own.

6. Reduction in the size of classes in elementary schools is an urgent need.

7. The transfer from primary to secondary schools, or from preparatory departments or schools to secondary schools, should take place usually between the ages of eleven and twelve. The 25 per cent. free-place system is illogical in principle and unsatisfactory in practice. Junior scholarships and free places should be provided in such numbers as will admit to secondary schools those pupils from elementary or preparatory schools who can profitably undertake a full

\* The use of the term "elementary" throughout the programme does not imply approval of the term or of the statutory limits associated therewith.

† The Council is not committed to the view that the teaching in these departments would be "elementary" in character.

secondary course. Where a system of higher elementary or central schools is established a further selection of the elementary-school children at age eleven to twelve should be made for promotion to such central schools for a four-year course, assistance being given by the Education Authorities.

8. The number of efficient secondary schools of varying types should be increased. Schools provided by the Local Education Authority should have separate governing bodies with real administrative responsibility. The Consultative Committee have advised the strengthening of the higher work of secondary schools, and the Reform Council considers that schools taking the lower grant should receive grants for this purpose. Pupils at any school recognized as efficient by the Board of Education should be eligible for State scholarships for prolonging secondary education, or tenable at the Universities. Many capable students will continue to be debarred from the Universities, with consequent loss of national efficiency, if these scholarships are limited to "Aided" schools.

9. In secondary schools, including endowed and public schools, pupils should remain as a rule until the end of the term in which the seventeenth birthday occurs. Financial provision should be made to enable suitable pupils to continue at school until they enter the University.

10. The Reform Council expresses complete agreement with the view advanced by the Consultative Committee that large additional funds should be provided by the State for scholarships for higher education. The amount suggested—£329,500 per annum—is not too large.

11. The selection of students for scholarships to the Universities and institutions for higher education should be based upon an expert review of the relevant qualifications rather than upon a central competitive examination. Such relevant qualifications are the school record, examination record, probable career, general personal fitness. The amount of assistance given should be such as to enable the scholar to live in a manner befitting a University student during the normal course required for graduation, and for the necessary post-graduate preparation for professional practice. For most professions, and for research in Pure Science, at least one year of post-graduate preparation is necessary. In determining the number and incidence of the awards, the main consideration should be the national need to strengthen the learned professions (including teaching), and to further industry, commerce, and agriculture. The Board of Education should allocate grants for higher scholarship purposes to the Provincial Boards (see I, 3): the Provincial Boards should make the awards, their action being co-ordinated by the Board of Education or by a special national board.

12. The attention of the managers of large commercial and manufacturing undertakings should be called to the Appointments Boards, which in most Universities are now giving reliable help in the selection of graduates suitable for different types of responsible work. If the guiding minds of the Universities keep in touch with leaders in the professions and industries, the claims of liberal education and of utilitarian efficiency may be harmonized.

13. Attention is drawn to the national and imperial need for an increased number of women doctors. The Higher Scholarship scheme should be specially enlarged to provide full training for suitable women for the medical profession.

14. Social service is requiring a large number of trained and experienced workers. The action of those Universities and Colleges who have established courses and diplomas for Social Study is to be welcomed, and should supply women as well as men well prepared for some of the numerous public posts created during the last few years. Work of this kind should be adequately remunerated.

15. Secretarial assistance should be provided for all but very small schools: the absence of such assistance is uneconomical, causing serious waste of the teachers' influence and personality especially on the part of the head teacher.

## III. THE SUPPLY AND TRAINING OF TEACHERS.

1. Educational progress depends upon the possibility of securing trained men and women with the necessary spirit and ability. So far as men are concerned, the situation is bad, and is certain to become worse. Before the War the requisite number of men was not obtainable, and fewer were



coming forward than were needed to fill vacancies; the quality was frequently disappointing. Now war has depleted the too thin ranks. A complete revision and substantial improvement of the scales of salaries should be made at an early date, in order to attract to the schools suitable men and women. Pensions should be provided on the Civil Service scale. Half measures, such as verbal persuasion and doles towards training of those who do not feel any bent towards the work, are futile. To recruit men and women of high purpose and needed ability, the teaching profession should draw from the Universities side by side with other professions. Teaching should be reckoned among the professions to be strengthened by the higher scholarships scheme.

2. In order to increase the efficiency of public schools and other endowed schools for boys, especially on the intellectual side, they should be staffed by men whose professional equipment includes training in the principles and practice of education; but this should not be achieved by lowering the standard of personal and academic qualifications.

3. More candidates for teaching in elementary schools should take a University degree before entering a training college, and the general standard of training should be raised.

4. On the completion of the usual training and probationary courses, modern language teachers should be assisted to live for a period of twelve months abroad, in a *milieu* not entirely academic, in order the better to understand the character and ideals of the country whose language they propose to teach.

5. It is desirable that teachers of commerce should have actual commercial experience as well as academic and professional training.

6. Provision should be made for special courses, or for special colleges, for training specialist teachers of handicraft. If such training is being given at an institution with an extensive range of workshops (e.g. at a polytechnic) it will be advantageous to allow the persons being trained to have from time to time the free run of the workshops.

7. To supply the varying needs of different types of schools it will be necessary to utilize the services of artisan instructors in addition to those contemplated above. Such instructors should receive a special course of pedagogical training.

8. The scheme of physical training given to teachers should incorporate the hygiene of physical exercises.

9. Opportunity should be given for women students who purpose being senior school teachers to take a special course of mothercraft and associated hygiene subjects. This might be taken within a post-graduate course of training, or as a post-training course by non-graduates.

#### IV. TRAINING OF CHARACTER.

1. The influence of home is the earliest, and probably the most permanent, element in the formation of character; the value of good parental influence cannot be overstated. The right kind of parental authority is jeopardized by certain tendencies—e.g. foolish indulgence, showing itself in a sentimental resentment at even proper discipline; conditions of modern industry, by which the father is away from home while the children are about; modern housing conditions, making real home life impossible for many working-class families; the increase of State intervention, leading to a weakening of parental sense of responsibility. In some measure these dangers may be reduced by (a) more provision for the instruction of young parents in the moral problems connected with the upbringing of children; (b) closer co-operation between school-teachers and parents.

2. Large classes are a serious hindrance to character training.

#### V. CURRICULA.

1. It is understood that the necessary arrangements will be made for religious and moral instruction.

2. In all schools there should be great attention to English spoken and written.

3. The curriculum for children under eleven (or twelve) in preparatory or primary departments or schools (including those preparatory to the endowed public schools) should include (a) physical training, games, dances, and other eurhythmical exercises; (b) handwork, based mainly on such primitive arts as pottery, weaving, basketry, needlecraft;

(c) drawing, with crayon, brush, and pencil; (d) language, including intelligent reading and learning by heart of suitable verse and prose, training of the voice in speech, writing, oral and written composition; (e) simple mathematics, i.e. the elementary study of number and space; (f) history and geography; (g) the beginnings of science, by study of environment and of plants and animals; (h) vocal music and musical appreciation. It is recognized that manners, care of person, cleanliness, tidiness, should be supervised and directly taught in all schools.

4. The curricula of the middle departments of elementary schools should be framed as the earlier part of an educational course to be completed at seventeen through part-time departments. As a natural sequence the continuation part-time curricula will include varied developments of the work begun in the middle department, especially those parts more suited to increasing maturity of mind and physique. In Group A schools (see II 5, above) part of the course will have direct reference to the daily employment.

5. The minimum curriculum for a pupil from eleven to sixteen in a secondary school should include (a) English; (b) history; (c) geography; (d) a foreign language; (e) mathematics; (f) science; (g) vocal music and musical appreciation; (h) drawing; (i) manual work; (j) physical training.

#### VI. EXAMINATIONS FOR JUNIOR SCHOLARSHIPS.

1. The following affords a satisfactory scheme for the examination for the award of scholarships or free places to be held at a secondary school, the children being approximately eleven years old and coming mainly from the elementary schools. A written examination, restricted to arithmetic and English composition, should weed out the weaker candidates and give evidence of the capacity of the more promising. This should be followed by a brief oral examination of the children who stand the written test satisfactorily.

2. The school record or head teacher's report should be taken into account in selecting scholars. Cases of marked discrepancy between the teacher's report and the results of the written examination should receive special attention at the oral examination and by review of relevant circumstances. The head teacher's report should refer to unusual aptitude in drawing, handwork, or subjects outside the ordinary curriculum, in the cases where such aptitude is truly exceptional.

3. At the oral examination the candidates should be asked first to read aloud a short passage on which questions may be put to test general knowledge. Further questions should address themselves in part to the special bent indicated in the school report.

#### VII. RESEARCH IN EDUCATION.

1. Education is intended to train developing minds, a process the efficiency of which requires a knowledge (a) of the minds to be trained, (b) of the laws of mental development, (c) of the most effective methods of mental training for varying individuals or types. Such knowledge, to be reliable, can be obtained only by special research. England at present lags behind other great nations in respect of giving official support to individual research and in organizing large-scale research in education. Valuable research has been carried out by individuals, but the benefit which should result is largely lost through lack of organization and insufficient publication.

2. There should be established a central institute for educational research, which should work in close connexion with the Board of Education and the teaching profession.

3. The formation of local research institutes and educational libraries by the larger Local Authorities should be encouraged. Such local institutes could usefully begin work on a small scale.

4. In addition to the demonstration schools already required by the Regulations, selected training colleges should have experimental schools. The work should not necessarily be limited to elementary education, and should be carried out under the guidance of the college staff.

#### VIII. HEALTH AND MEDICAL SERVICE.

1. The persons whose influence on the health of children is greatest are the parents, the children themselves, the medical adviser (school officer or private practitioner), the

teacher, and, later, the employer. Efforts should therefore be made to instruct parents, teachers, and employers in their responsibilities in relation to the health of the young who are under their control. The school medical officer should have opportunities of observing the actual hygiene of schools, beyond that which is afforded by routine health examination of school children.

2. All schools (including public and private secondary schools) should be medically inspected by a public authority. A report or certificate should be furnished to the governing body or proprietors of the school, dealing with the suitability of the environment, accommodation, air space, desks, &c., cleanliness, lighting, ventilation, and sanitary provision. The intervals between school inspections should not exceed five years.

3. All children attending school should be medically inspected annually. The parents should have the option of producing the required information, at their own expense, from their own medical attendant, in a form acceptable to the school medical officer. The school medical officer should visit at least once each term, and should conduct routine examinations annually. He should examine special cases when requested by the head teacher, who may ask for authoritative instruction for remedial action to be sent to the parents. The head of the school should have opportunity for consultation with the school medical officer with reference to individual cases. The medical officer can often give valuable advice as to the choice of suitable careers for pupils after leaving school. The practice of parents consulting medical advisers on this point should be encouraged.

4. More air-space and better ventilation should be provided in the classrooms of elementary schools.

5. The most urgent need for the public health is abundant playing space for the children. Sufficient exercise for the young means better health and efficiency in adult life. In all towns ample play centres should be provided for the use of children in and out of school hours, equipped with simple apparatus and in charge of supervisors who understand children, and can fully enter into and guide their spontaneous activities.

6. In order to be effective, physical exercises should be given daily for at least twenty minutes. Proper gymnastic or games costume and shoes should be provided. Physical education should be many-sided, to serve æsthetic as well as developmental or remedial ends. Games should include stretching exercises particularly in girls' schools: hence swimming, netball, and lacrosse should be encouraged.

7. The teachers of physical exercises should attend the medical inspection of pupils (except for parents' option as above).

8. Research is needed into the exact effect of different forms of exercises on children of different sexes, ages, and physique; particularly as to their effect on the personal health of girls and possible influence on parenthood.

9. Every town should have access to a psychological clinic for its children.

10. A weekly bath under school auspices should be secured for all children attending elementary schools.

11. Of all expenditure on public health, school dentistry is probably the most economically efficient. An annual dental inspection of all children of school age is highly desirable.

12. Some factories employing young people allow thirty minutes off-time every day, during which the young employes are suitably exercised under trained teachers. This action is worthy of wide imitation.

Signed on behalf of the Council,

HENRY A. MIERS, President.

GILBERT MURRAY ) Vice-Presidents.

MICHAEL E. SADLER )

WM. GARNETT, Chairman.

HENRIETTA BUSK, Hon. Treasurer.

G. F. DANIELL, Hon. Secretary.

A. C. COFFIN

AGNES M. HITCHCOCK

ANNIE LLOYD-EVANS

J. HOWARD B. MASTERMAN } Chairmen of

T. PERCY NUNN } Committees.

A. N. WHITEHEAD

## L'INGÉNUË.

By MARION CAHILL.

### I.

CHÉRIE is packing her box for the last term at school. She is singing as she moves about her room. Going to the dressing table, she takes up a dainty little white box, which she hastily hides behind her as her mother enters the room.

"Chérie, darling," says her mother, "do not forget to put the warm vests in your box. The Spring is apt to turn cold suddenly."

"Mais oui, maman," answers her little daughter, dutifully.

"And, *mignonne*," pursues the fond mother, taking Chérie's chin by her finger and thumb and turning her face gently to the light, "you would not dream of putting any—any—cosmetics on your face, would you? That is only for the vulgar, not for the *jeune fille bien élevée*."

"Mais non, maman! Ce n'est pas possible! Quelle drôle idée!"

Her mother, satisfied, goes out.

Chérie brings the dainty little white box to the front and reads its superscription fondly. On the lid, in letters of gold, runs the fascinating legend—

Pour la beauté des dames  
Adhérent et invisible.

Running across the room, she pushes it deep down into the inmost recesses of her trunk.

"C'est ça," she murmurs, thankfully.

### II.

Chérie at school is busy writing a letter.

"You do not write such long letters as you used," says her friend, who is sitting next to her. "Always you leave the last sheet a blank. What waste!"

The French are amazingly economical in the use of note-paper. The thriftiest English person is a reckless spendthrift compared with a "careful" son or daughter of France.

"I have nothing to say," answers Chérie. "Soon I shall be home *pour toujours*!"

In the school, letters are censored—that is to say, the children's letters, both those arriving and departing, are read. It is a wise custom, and prevails in many English boarding schools also.

"I do not mind having my letters read," proclaims Chérie, loudly. "Nous petites Françaises, nous sommes si candides!"

To-day, having apparently finished her letter, she departs. But, later, she takes out the letter and a small bottle containing a colourless liquid, and proceeds to fill the blank page. At the end of her handiwork she holds up the page to the light. There is nothing to be seen—the writing is invisible. For once the advertisement on the bottle tells the truth.

She has written nothing harmful—it is all the most innocent nonsense. But she has Latin blood in her veins, and she will intrigue even if it is only over the surreptitious purchase of a few chocolates.

At first I could never understand why French girls are kept under such strict *surveillance*—there is no connexion between English "supervision" and French *surveillance*. Of how few French words are the English "equivalents" really exact! They convey more or less meaning, but hardly ever the same meaning.

But I understand now why this *surveillance* is necessary. It is not that the French girl is either better or worse than her little English sister. She is different, that is all. She has passionate Southern blood in her veins, she loses her head quickly, is impulsive and often reckless. Heaven knows what mischief she would get into if she were not guarded! And, when that hot-headed careless youth is over, there is not a more capable or more serious-minded woman than a Frenchwoman.

### III.

Chérie is putting out her white frock, and shaking its snowy folds. It is of embroidered muslin. She had desired a white silk, and her mother and father were quite willing that she should have it. But, at the last moment, just as they were going to purchase it, her father's sister's husband's

cousin twice removed, called and said that muslin was more appropriate for an *ingénue*, and, in spite of Chérie's tears and temper, muslin it had to be.

*L'ingénue* fled to her room.

"Ah!" she cried; "they dare not treat me like this if I were married! It is because I am Mademoiselle! Wait—wait until I am Madame!"

Now, as she adjusts the pretty frock to her pretty figure, she remembers regretfully that, but for the interference of a distant relative, it would be silk.

"I wish I were an *Anglaise*," she thinks. "In England, that so happy country where everyone is free—even the *jeune fille*—there are no relations to *agacer* one. There, in that happy island, each goes her own way—she is not pursued by the cousin of the husband of the sister of her father!"

#### IV.

To be really independent the French girl must be married. Only so does she achieve freedom. She escapes one bondage by assuming another. The new yoke she does not mind, because husbands can always be "managed." Then, too, the French marriage is often true double harness. The bride has generally a dot, and is often a bread-winner besides contributing her quota to the upkeep of the *ménage*. The system of the dot is a very good one for the girl; it makes her independent of her husband to a certain extent, and therefore more self-respecting. But I do not think it is equally good for the husband. There must be many a moment when the bride wonders which was the supreme attraction—herself or her money. Then, too, the position of the husband is higher or lower in the social scale according to the size of the dowry. After all, there is something to be said for the despised English system—marriage for love or not at all.

Chérie is so anxious to escape from her annoying relative that she is determined to marry at all costs. She has begun to take steps. Her uncle, the *curé*, is her confidant. He, too, is anxious to see Chérie settled, and, with the mingled simplicity and kindness of a French priest, he has undertaken to find her a husband.

"I know a very good boy. At present he makes his examinations, but after he will have a very good position. *Non, mais!* He is not in Paris, but in the country; but when he comes to Paris you shall see him."

"And," said Chérie to me later, "we shall live in the country. I would prefer Paris, but one cannot have everything, and, after all, it will be better for the children."

"What children?" I asked, surprised.

"Our children," said Chérie placidly, and without turning a hair.

The mingled innocence and sophistication of French girls is a constant source of surprise to me.

One day, watching a regiment of Highlanders swinging past in kilties, with the bagpipes skirling, Chérie exclaimed: "Those knees, there! I find them shocking!"

"They are splendid," I exclaimed indignantly. "I've never seen a more magnificent set of men."

Later, in a perfectly innocent book that one of the elder girls was reading, there came an expression: "Elle marchait autour de la chambre en pantalons brodés."

"Do not translate," I said. "Go on." But already Chérie had read aloud: "She marshed arround ze rrrroom in embroidaired trousaires."

"*Qu'est que c'est* shocking in that?" she asked brightly.

"Nothing in your version," I answered. "Go on."

But the marriage of Chérie and Jules Adolphe depends on many contingencies, not the least of which is the War.

I have fancied that she is not quite so keen on it as heretofore. I find the reason is that the annoying relative has changed very much. She has, alas, lost her husband and her two sons at the front, and I think she will never have the heart to interfere over a muslin frock or anything else of Chérie's again.

#### V.

Chérie is a *marraine*. She has "adopted" an unknown soldier at the front. He writes to her most gravely and respectfully, "My dear Godmother." And she replies demurely, "Dear Godson." She advises him about his health and his soul. She has sent him a medal of his patron saint, and he

has responded with the helmet of a *Boche*, which he had converted into a very pretty flower basket.

"I think he is handsome," said Chérie dreamily, "with beautiful brown eyes and a moustache."

"He is probably forty-five, and a *père de famille*," I answered cruelly.

He, poor man, evidently thinks he is corresponding with a white-haired old lady, or so some of his remarks would lead one to expect.

\* \* \* \* \*

They have met. He is fifty, with a beard, and he wears spectacles. Chérie had expected the Apollo Belvedere, and was bitterly disappointed. The rôles, however, are reversed. He has adopted *her*, and is going to introduce her to his own daughter, who is of the same age as Chérie.

"Thou wilt be a good companion for her," he said gently. "Thy letters were *bien sérieuses* and *très sages*."

#### VI.

Essential wit is common to the human race, and is understood by every nation. But each nation in course of time produces a humour of its own, which is individual to it, and only appreciated to the full by those who have produced it.

I would as soon think of quarrelling with racial characteristics as with the sun for rising in the east, or with a dog for wagging its tail.

I saw, a little while ago, in one of our papers, a story of some people who, lost in the fog, wandered up and down the same street for hours, and at last in despair knocked at a door to ask their whereabouts, and found it was their own house.

I showed this to a Frenchwoman. She laughed so much I began to wonder if it had unsuspected points. "*Quelle méchante histoire!*" she said.

I read it again bewildered. And then, in a mistaken moment, I began to explain. I ought to have known better. Months ago I took to heart the advice of dear Thomas à Kempis to "leave everyone to his own way of thinking."

And, at the end of a wild-eyed half-hour, I gave it up.

Later, I heard her relate it to another of her compatriots.

"Oh, la, la!" she exclaimed. "*Quelle méchante histoire!*"

What is there in that innocent little story that is so very naughty? I am still wondering.

So, when I saw Chérie with a book of Captain Bairnsfather's sketches, entitled, "Fragments from France," I knew something interesting was coming.

Everyone knows the cover: "Well, if you knows of a better 'ole, go to it."

Chérie regarded it seriously. "How could he go, Mademoiselle, in that terrible firing?"

"How, indeed?" I answered lightly.

When she came to the "strawberry jam" episode, she said to me thoughtfully—

"Why does everybody in England love jam, Mademoiselle?"

"They don't," I replied. "I don't, for one."

"Well, everybody but you," she said.

I overheard two young French officers discussing this sketch. One was explaining it to the other.

"It refers, of course, to the national love of *confitures*," he said, gravely.

"Ah, ça?" said the other, politely.

#### VII.

"Next Sunday," announced Chérie, "I shall be at home. Ah! *quel bonheur!*"

"And what shall you be doing this time next Sunday?" I asked.

"I shall be sitting in the Bois with my parents making mock! Oh! it is lovely to make mock! Do you make mock in England, mademoiselle? Of everyone who passes I say something. 'Monsieur walks like an elephant; Madame like a crab.' Oh! It is lovely to make mock!"

"It does not sound very polite," I remarked. "In England we do not permit personalities. If we cannot be funny without, then we must be silent, that is all! *C'est triste, ça, n'est-ce pas?*"

But the truth is the French are a nation of *moqueurs*!

If a French man, woman, or child thinks of a *bon mot*, out it must come, whatever the subject, whether sacred or profane.

One can generally tell what the French mean by looking at their eyes. They, apparently, have not the same control over their eyes as over their mouth. Often when the mouth is smiling, the eyes are hard and mocking; and when the mouth is severe, the eyes may be gentle in expression.

### VIII.

Naturally, there are as many types of French girls as there are individuals. But the average French girl is a bewildering mixture of grave and gay, innocence and sophistication. Her worst faults are vanity and selfishness, with a casual insincerity.

Chérie will not admit that she has a fault. She is not vain; she merely conserves the gifts with which *le bon Dieu* has endowed her. She is not selfish; she is only protecting herself against other selfish ones. She does not tell untruths; she merely tells as much of the truth as she thinks it expedient for her elders to hear.

Her most dangerous quality is her love of emotion. One day I had found fault with Chérie for some work which was badly done. Some hours later she was still in floods of tears.

"It is foolish to cry like that. You should learn to control yourself," I said to her.

"Ah! it is so nice to cry," she gasped. And I felt that she was thoroughly enjoying herself.

She is generally gay, often *insouciant*, sometimes *capricieuse*, and—shall I say it?—she is *un peu intrigante*.

But, with it all, she is gentle, grateful, and affectionate—in other words, innocent, but not ignorant, she is a true type of the French *ingénue*.

## REVIEWS.

*A Defence of Classical Education.* By R. W. Livingstone. (4s. 6d. net. Macmillan.)

Mr. Livingstone's subject may be approached from two standpoints. "The claim of Latin and Greek to a place in education" is one thing: it is quite another to maintain, with Prof. Hofmann, "that all efforts to find a substitute for the classical languages, whether in mathematics, in the modern languages, or in the natural sciences, have been hitherto unsuccessful; that after long and vain search we must always come back finally to the result of centuries of experience; that the surest instrument which can be used in training the mind of youth is given us in the study of the languages, the literature, and the works of art of classical antiquity." Mr. Livingstone adopts the more modest standpoint, and makes out quite a good case for the classics as an instrument of training. With all that he says, in his two delightful chapters on the case for Latin and Greek, most of his readers will cordially agree. His claims for humanism will be at once granted; but the fundamental question remains whether Greek and Latin are entitled to a monopoly of humanism. The really valuable part of the book lies in Chapters V and VI, where the author faces his problem by dealing with the educational advantages of the classics, illustrating by reference to grammar and prose composition. In comparing Greek with the modern languages, Mr. Livingstone tells us that "the topic requires a book." We cordially agree, and can only regret that he has not seen his way to write such a book instead of the present one. His treatment of the technical aspects of grammar is in the highest degree interesting, and carries much more conviction than his charming generalizations on the literary merits of classical authors.

Though Mr. Livingstone tells us that there is no science of man, and that "it is very hard to assert anything definite in education, because of the great difficulty of knowing the precise effect on a boy of any particular branch of study," he himself demonstrates, in his analysis of the mental effect produced by the study of the accurate shades of meaning of the Latin sentence, that at least a beginning has been made in the scientific investigation of educational processes. But it is a significant fact that a writer of the breadth and culture of

Mr. Livingstone should venture to discuss a subject such as he has chosen without the slightest reference to modern psychological investigations. He gives no evidence of ever having heard of the vexed question of Formal Training, and makes no reference to the newer statistical methods or to the applications of the correlation formulae. He may not believe in the newer forms of psychology, and may regard with suspicion the new-fangled formulae, but he can hardly expect to be taken seriously if he persists in disregarding the modern methods adopted in dealing with the matters of which he treats. The problem is not nearly so simple as this book would lead us to believe. Mr. Livingstone tells us that "in this country traditions take the place of theories"; but he does not work out the implications. Had he done so he would have been led along a path that makes for illumination. Some of his remarks, however, show that he is not far from grace in this matter.

The last chapter treats of reforms, and deals in a broad and sympathetic way with what is, and what might be, in the teaching of the classics in our schools. It is quite likely that this chapter will attract more attention among schoolmasters than any other part of the book, since it concerns itself with compulsory Greek and other burning topics. We cannot sufficiently praise the admirable spirit in which contentious matters are here treated. There is a sweet reasonableness and a persuasiveness about the arguments that cannot fail to impress every fair-minded reader, whatever his prejudices. In point of fact, there is nothing in the book more likely to impress the philistine than the honesty with which the author admits weaknesses and sets about suggesting remedies.

Mr. Livingstone is rightly concerned about the need for a new and fresh appreciation of the subject-matter of the classical writers. He pleads for what Oliver Wendell Holmes would call a "depolarization" of the common texts. We cordially agree; but we would remind him that the depolarization need only apply to the teachers. The pupils always come fresh. Besides, it must be remembered that the very need for depolarization is accompanied by the compensation that the constant use of the same texts has led to a perfection of the teaching technique that is commonly regarded as one of the main advantages of classical education. We hope that Mr. Livingstone will realize that the writer of this review is no opponent of the teaching of the classics. We who have gone through the mill, and have invested many years of time and energy in the study of the classics, cannot read this book without a certain glow of satisfaction. Our conviction is reinforced that our study of Latin and Greek has not been in vain. But we doubt whether the new generation will be satisfied with this orthodox and scholarly presentation of the case. The younger people who are giving themselves up to the study of education will, we fear, ask certain questions to which no answer is provided in this volume.

At the foot of page 233 is begun a sentence that does not end intelligibly. We hope that it is an intuitive foreknowledge that has caused Mr. Livingstone to turn the Vice-Chancellor of Leeds into a knight. The book has no index.

*Chart of the Natural Progression and Co-relation in School Subjects from the Child's Point of View.* By Isabel White Wallis. (1s. 6d. net. H. K. Lewis.)

We have here a huge chart on which is set down a scheme of work for children, arranged by ages in periods of two years—eight to ten, ten to twelve, twelve to fourteen, fourteen to sixteen (eighteen). It is built on concrete foundations already formed in Froebel or Montessori schools or in home life. "It is not a school time-table, but a suggestion for the guidance of the teacher, and should help him to focus the details of his term's work." We are told that it should also prove useful to the head teacher in maintaining a continuity in his curriculum, even if handicapped by frequent changes of teachers. We cannot say that we are hopeful on this score. The value of the chart lies rather in guiding those who are conducting the education of pupils at home or at such schools as are free from all external expert control. Naturally the chart is open to all the criticism that inevitably follows any attempt at the classification of the elements of the curriculum. For example, many people will resent the separation of geometry from mathematics. Some will point out omissions, others will complain of excess of material. The drafter has



college men—for college women we dare not speak—will probably insist upon keeping an open mind, instead of accepting the conclusion that “the college ‘smoker’ is particularly out of harmony with the best ideals of that for which a college should stand.”

As a counterpoise to this attempt to limit the freedom of the male social unit may be placed the general trend of American opinion in favour of the increased liberty of the feminine unit. This is well illustrated in an interesting account of a *questionnaire* contributed to the December number of the *Pedagogical Seminary*, under the title of “The Effects of Social Restrictions on the American Girl.” The point of departure is marked by the sentence, “It is a matter of awe and wonderment to one who becomes conscious of how little we are ourselves, and how much we are what society has made us, to reflect that the hopes and fears of young lives flow in such deep-worn channels of standards, codes, and tastes, shaped without reference to the personal happiness of the individual.” As to the result of the investigation, it is more interesting than useful. We are, indeed, at the stage at which the important thing is the collection of material, and this pioneer work the *Seminary* is doing in a very industrious way. The old-fashioned reader is appalled at the masses of figures into which the facts of human nature are welded in these pages. The self-satisfied person should get a friendly warning not to dip into the *Seminary*. Somehow its contents have a way of making the reader less confident that he knows all there is to be known about education.

There appears to be some dissatisfaction with the oral examination that forms a test of a candidate's fitness to receive the degree of Doctor of Philosophy in American Universities. Miss Martha Hale Shackford, in the *Educational Review* (New York), resents it as a nerve-racking and humiliating experience for the candidate, and suggests that the only reason for its retention is perhaps “a last desperate endeavour to impress the candidate with the spectacle of academic authority.” To us there does not seem to be an excess of authority in a process that is known by the contemptuous name of “a quiz.” To the Eastern mind, however, it appears that there is something to be envied in the American relation between students and professors. A writer in the *Indian Educational Review* relieves his mind as follows:—“I am told that in America there is a University Day, when students, past and present, and all the professors, meet and mix together, with the distinctive flags of their respective Universities in their hands, and make a merry day. Some past students, even sixty years old, also attend, and take an active part in enjoying the day, and dance about! This is how a student is bound to his college, professors, and University.” We wonder.

## GENERAL NOTICES.

### RELIGION.

*A Spiritual Pilgrimage.* By R. J. Campbell. (7s. 6d. net. Williams & Norgate.)

When it was known that the Rev. R. J. Campbell had left the City Temple and was to receive Anglican Orders, wide interest was aroused. Not in any spirit of impertinent or vulgar curiosity, but from a desire to know something of the workings of the spiritual life of a remarkable man, both Free Churchmen and Anglicans looked for a statement. The book before us is an answer to the desire. In it Mr. Campbell traces his life and spiritual experiences.

*A Call to Baptismal Reform: A Bible and Prayer Book Study.* By “Archippus.” (3s. 6d. net. Allen & Unwin.)

Seventeen years ago Bishop Westcott thought that the next great Christian controversy would be about baptism. This remark stirred “Archippus” to write this book, in which he maintains that both sacraments should receive equal honour. It is published now, somewhat earlier than the author had intended, in view of the National Mission.

### EDUCATION.

*Studies in Education.* By M. W. Keatinge. (4s. 6d. net. Black.)

Readers of Keatinge's *Suggestion in Education* will welcome another volume from the same pen. In his preface the author modestly wonders why people read his books, but, as his publishers assure him that they do so, well, he offers another volume. And “people” are right: Mr. Keatinge is readable. This volume has evidently arisen out of lectures to students at Oxford. There is an impartial presenta-

tion of various and sometimes opposing views that stamps the University lecturer. At the same time, Mr. Keatinge has his opinions. Of these, perhaps, the one he advances most persistently and with the greatest persuasion is the need of aesthetic in education: the years of school provide the time for learning the arts of self-expression, which in later life will be enjoyed. Two important chapters deal with Education and Biology, giving the views of biologists and criticizing them with some acumen. Biologists tell schoolmasters that they cannot make a silk purse out of a sow's ear; but schoolmasters know that they can help to give the guinea-stamp that makes the formless gold of value.

### GREEK.

*Deigma: A First Greek Book.* By C. Flamstead Walters and R. S. Conway, with the co-operation of Constance I. Daniel. (3s. 6d. Murray.)

For many years there has been a very definite lack of a Greek book for beginners, which should carry out the more modern views of teaching classics. This book is assured of an immediate success, so soon as it becomes known. Generally, the lines followed are those of the authors' *Limen*. In detail there must be a distinction, because Greek is usually begun later than Latin. *Deigma* is specially drawn up for the boys and girls in municipal, county, or other schools where the study of Greek is begun at the age of fifteen or later. Accidence and syntax are taken together, point by point, each illustrated by a Greek passage and followed by exercises. The Greek passages are specially adapted as an introduction to Greek literature. The third of the fellowship of authors has been and is teaching Greek at school, and this ensures that the book is as suitable for school use as for University students. After two years' work in this book (a marvellous production for 3s. 6d.) the pupil is ready to tackle tragedy and history.

*The Rhesus of Euripides.* Edited, with Introduction and Notes, by W. H. Porter. (Cambridge University Press.)

The text is based on Prof. Gilbert Murray's edition, and the commentary follows those of Paley and Vater. Prof. G. Norwood writes an appendix on a disputed passage. The introduction deals fully with the vexed question of authorship. The non-critical may feel that, if Prof. Murray is content to include the play in his edition as the work of Euripides, it will, at any rate, be worth reading. The notes are full and scholarly.

### ENGLISH.

“The New Hudson Shakespeare.” Revised and edited by E. C. Black.—*Coriolanus, King John, Richard III, Romeo and Juliet.* (1s. 6d. per vol. Ginn.)

These are pleasant volumes to look at, to hold, or read. Critical research has continued its investigations since the first appearance of Dr. Hudson's edition, and consequently a new edition under skilled editorship was called for. The editing is scholarly, but the scholarship does not obtrude and spoil the reader's enjoyment of the play. The notes are given at the bottom of the page.

*Romola.* By George Eliot. Introduction and Notes by C. B. Wheeler. (2s. 6d. net. Milford.)

This is one of the volumes of annotated English classics that Mr. Wheeler has edited and is uniform in appearance with the others. The type is fairly clear, and perhaps the paper is not too thin; but to get 600 pages of text besides introduction and notes into a handy half-crown volume requires economy somewhere. The introduction is helpful and many of the notes are necessary for the modern reader, especially when he or she is young.

“Standard English Classics.”—(1) Goldsmith's *Deserted Village, The Traveller, and Gray's Elegy in a Country Churchyard.* Edited, with Introduction and Notes, by Louise Pound. (2) Coleridge: *The Rime of the Ancient Mariner, Christabel, and Kubla Khan.* Edited, with Introduction and Notes, by Lincoln R. Gibbs. (1s. each volume. Ginn.)

Tidy little volumes: type and paper good; all needed information to ensure understanding is given.

*Style and Composition: the Principles of Criticism in Literature.* By Prof. Hastings Crossley. (1s. National Home-Reading Union Pamphlets.)

A pamphlet that will well repay reading in these days, when the spread of the mechanical art of reading, together with the cheapness of production, have flooded the country with printed matter and confused the idea of what Literature is.

### HISTORY.

*Handbook of the History and Development of Philosophy.* By the Rev. J. O. Bevan. (5s. net. Chapman & Hall.)

Mr. Bevan begins his book with a list, in chronological order, of writers on philosophic subjects. This is followed by a section containing brief notices of prominent men associated with philosophic thought: these are arranged in alphabetical order, and are mainly biographical. The third section contains an alphabetical list of the various philosophical systems with a concise definition of each. These

three compilations are very useful for reference and will interest the general reader who is not well versed in philosophical writings; but of course the latter part of the volume, in which the author himself deals with the subject, is the most important. Mr. Bevan thinks rightly that after the war many subjects will call for philosophical discussion, and he offers himself as a guide to philosophic systems.

*Denmark and Sweden, with Iceland and Finland.* By Jon Stefansson. Preface by Viscount Bryce. (5s. net. Fisher Unwin.)

Denmark, Iceland, Sweden, and Finland are dealt with in different sections of the book, but a synchronistic table of events unites their histories. Lord Bryce writes a preface by way of introducing to English people Mr. Stefansson, who is an Icelander. The book is well printed and contains many interesting illustrations. The chapter on Iceland is especially full.

*Medieval and Modern Times.* An Introduction to the History of Western Europe from the Disolution of the Roman Empire to the Opening of the Great War of 1914. By James Harvey Robinson. (6s. 6d. net. Ginn.)

This is a revised issue of the author's "Introduction to the History of Western Europe," which appeared fourteen years ago. Some chapters have been reduced in order to give space for a fuller treatment of modern times. The book is designed for elder students at school or for University use. A special feature is the large number of maps, portraits, and illustrative plates.

*Ancient Times.* A History of the Early World. An Introduction to the Study of Ancient History and the Career of Early Man. By James Henry Breasted. (6s. 6d. net. Ginn.)

This volume is very attractive in appearance, and the illustrations, maps, and diagrams (some in colour) are admirably designed to help the understanding of the text of over 700 pages. Part I deals with the earliest Europeans of the Early Stone Age. Egypt and the Dwellers on the Nile, Babylonians, Assyrians, and Hebrews come in Part II. The Greeks, The Mediterranean World, and The Roman Empire complete the volume. The style is sufficiently simple for school use. It should prove a fascinating volume to lovers of history.

*The Manufacture of Historical Material.* An Elementary Study in the Sources of Story. By J. W. Jeudwine. (6s. net. Williams & Norgate.)

Mr. Jeudwine analyses early sources of our knowledge of History, showing how records have arisen from oral traditions and how they may be judged and their value estimated.

*The Days of Alkibiades.* By C. E. Robinson. With a Foreword by Prof. C. W. Oman. (5s. net. E. Arnold.)

The type, paper, illustrations, and appearance of this book render it an attractive volume. The sixteen plates, including such scenes as a Pyrrhic Dance and the Interior of a Greek House, are, as the author says, largely conjectural; but they are based on sound evidence and add greatly to the reader's enjoyment. The twenty-one chapters of which the book consists are sketches of life as the author deems it to have existed in the days of Alkibiades: a battle at sea, a funeral, a trial by jury, Olympia—these are a few of the subjects treated. And they are treated from the recent standpoint of writers who decline to admit that the history of Greece is dull: they make it live in their descriptions as they feel it to be alive in reality.

#### HUMANITARIANISM.

*The Flogging Craze.* A Statement of the Case against Corporal Punishment. By Henry S. Salt. Foreword by Sir George Greenwood. (2s. 6d. net. Allen & Unwin.)

Mr. Salt, as Honorary Secretary of the Humanitarian League, has carefully followed the controversies on the subject of flogging, and

writes with full knowledge. He traces the use of the lash historically, and discusses its effect, denying absolutely its value for moral reform or as a deterrent from wrongdoing.

#### FRENCH.

*Carte de Grammaire.* Arranged by L. E. Theedam. (6d. net. Mills & Boon.)

On a single sheet of paper which, when folded, could be carried in the pocket without destroying the shape of the coat, Miss Theedam has contrived to arrange all the essentials of French accentuation: plurals of nouns and adjectives, feminines of adjectives, pronouns of all sorts, four regular verbs in full, the two auxiliaries, and the necessary parts of the commoner irregular verbs are all set out in a clear and concise manner. One feels, however, that the paper would wear out before its contents were known, and one would prefer a cover and stitching.

#### GERMAN.

*A Scientific German Reader.* Edited, with Introduction, Notes, and Vocabulary, by Herbert Z. Kip. (5s. net. Milford.)

This is a volume in the Oxford German Series by American scholars, of which Dr. Julius Goebel is the general editor. The primary aim of a scientific reader is to introduce the student to, and prepare him to explore, scientific writings. Consequently we have extracts from recognized authorities on anthropology, astronomy, biology, botany, chemistry, geology, meteorology, and physics. These extracts, which cover 240 pages, are accompanied by the necessary explanatory illustrations; about 80 pages of notes and a vocabulary running to more than 100 pages, complete the volume. In his introduction the editor argues in favour of a reading book such as this in preference to imaginative works or *belles lettres* on the ground that scientific literature arouses a critical state of mind and requires constant reference to atlases, charts, and encyclopædias, which may lead to first-hand investigation.

#### MATHEMATICS.

*Dynamics.* Part I. By R. C. Fawdry. (Bell.)

The author aims at providing an elementary treatise suitable for the non-specialist in mathematics, and has issued this book as a companion volume to Part I of "Statics." The subjects treated are: Kinematics, Falling Bodies, Kinetics, Velocity.

*Warren's Table Book.* By the Rev. Isaac Warren. (3d. Simpkin, Marshall.)

This little book contains tables of the weights and measures used in the British Empire, with the metric system of weights and measures, and an account of the Calendar. Originally issued in 1889, a new edition has now been called for, and the author proposes to give half the net profits to assist wounded Irish soldiers.

*Longmans' Explicit Arithmetic for Girls.* Book VI. (Pupils' book, 5d.; Teachers' book, 1s.)

The pupils' book contains 72 pages of examples, of a commercial or domestic nature. The teachers' book gives in addition the answers, notes of typical lessons, and oral exercises.

*Lectures on Ten British Mathematicians of the Nineteenth Century.*

By Alexander Macfarlane. (5s. 6d. net. Chapman & Hall.)

The mathematicians are: George Peacock, Augustus de Morgan, Sir William R. Hamilton, George Boole, Arthur Cayley, W. K. Clifford, Henry J. S. Smith, J. J. Sylvester, T. P. Kirkman, Isaac Todhunter. There are portraits and an index. Dr. Macfarlane delivered these lectures at Lehigh University during the years 1901-1904, and they have now been published by his literary executors, who promise a further volume.

(Continued on page 24.)

## The Publishing House of FRANCIS HODGSON,

89 FARRINGTON STREET, LONDON, E.C.,

will be maintained and conducted under the same title and style as heretofore by the new Proprietor of the business, Mr. F. HUGH VALLANCEY, who was for several years Manager under the late Mr. FRANCIS HODGSON, and on Mr. Hodgson's death succeeded him as sole Proprietor.

As Publisher and Advertisement Contractor to *The Educational Times* and the other official publications of the College of Preceptors and other important Educational Bodies, Mr. Vallancey will hope to enjoy a continuance of the confidence and support of the educational public.

Please address all communications as heretofore:

**FRANCIS HODGSON, Publisher, 89 Farringdon Street, Ludgate Circus, London, E.C.**

Telephone: CITY 4871.

*American Journal of Mathematics.* Edited by Frank Morley. Volume XXXVIII, No. 4, October, 1916. (1 dol. 50 cents. Baltimore: Johns Hopkins Press.)

The contents include articles by Henry Taber, C. H. Sisam, W. D. Macmillan, Walter B. Ford, H. R. Kingston, and H. C. Gossard.

*Robert of Chester's Latin Translation of the Algebra of Al-Khwarizmi.* With Introduction, Critical Notes, and an English Version by Louis Charles Kaspinski. (2 dols. Macmillan.)

One of the Humanistic Series of the University of Michigan Studies. There are four plates showing pages of manuscripts in facsimile and twenty-five diagrams in the text.

### SCIENCE.

*Chemistry: Second Stage.* By F. P. Armitage, with the assistance of L. S. Dawe. With Diagrams. (2s. 6d. Longmans.)

This is a continuation of the author's "First Stage." The method advocated of dealing with demonstration, experiment, and note writing is detailed. A number of questions are added, and also a list of remedial measures for laboratory accidents.

*Practical Experiments in Heat and Light.* By W. St. B. Griffith and P. T. Petrie. (3s. 6d. net. Rivingtons.)

The aim of the authors has been to compile, from their laboratory notes, a series of experiments that can be done by boys between the ages of thirteen and twenty. It is designed for use in conjunction with a textbook or laboratory lectures. The two sections of the book are quite distinct.

### HYGIENE.

(1) *The Principles of Health Control.* By Francis M. Walters. (4s. 6d. Heath.) (2) *Crowley's Hygiene of School Life.* By C. W. Hutt. (3s. 6d. net. Methuen.)

These two volumes form part of a veritable stream of books connected with the hygiene of school life, which has reached us lately. Their issue is a sign that in future few British boys or girls will be left in puzzled ignorance of the structure and functions of their own bodies. Mr. Walters writes mainly with a view to corrective work, so that a knowledge of how to keep the body healthy may be acquired during school life. It is a book for teachers or for elder students: the illustrations are unusually good and clear, and there is a full index. Mr. Hutt has reissued Dr. Crowley's work written seven years ago. Short as the time has been, school hygiene has made great strides, and Dr. Hutt has brought Dr. Crowley's work up to the present date. It is addressed in the main to members of Local Education Authorities, and shows what medical inspection and medical care should aim at.

### BOTANY.

*Illustrations of the British Flora.* A Series of Wood-Engravings, with Dissections, drawn by W. H. Fitch, with additions by W. G. Smith. Fourth Revised Edition. (9s. Reeve.)

This edition is entirely new and contains some 300 pages of carefully drawn illustrations placed according to the "arrangement of natural orders" of Bentham's "Handbook," with the English names added, and an indication of the colour.

### TRADE.

*Eclipse or Empire.* By H. B. Gray and Samuel Turner. (2s. net. Nisbet.)

Dr. Gray writes to arouse the nation to a sense of the danger in which its commerce stands. The old supremacy has been lost: changes in method and in mental attitude are imperative. He writes with fiery emphasis. The facts and figures are taken from authoritative sources with the help of Mr. Turner and other contributors. The book is sure to arouse controversy, and contains a vast amount of detailed information about commerce which will certainly interest and probably surprise the non-expert reader.

### ASTROLOGY.

*A New Factor in Education: Astrology.* The Zodiac as the basis of Temperament. By Allan Leo. With Foreword by Beatrice de Normann. (6d. Office of "Modern Astrology.")

The first principle in modern methods of education is respect for the personality of the child. Each infant at its birth is united with the Zodiacal circle. By the aid of astrology the temperament of the child may be noted and thus the teacher is helped in the work of developing personality. This is the idea that is worked out in this pamphlet by Allan Leo.

### DREAMS.

*Dreams: What They are and What They Mean.* By J. W. Wickwar. (1s. net. L. Denny.)

In this little work the author seeks an answer to the question of the meaning of dreams. Men dream and have dreamed since the world began: the study of dreams is naturally forced upon us. Mr. Wickwar discusses their causes and meanings.

### KINDERGARTEN.

*Easy Games for the Times.* By Adèle Milligan Allmann. (1s. 6d. net. Boosey.)

The book comprises four finger plays, set to music; three nursery rhymes dramatized; four musical letter games, and three oral letter games; four free-movement and four recitation games, and two marches. The type is good and there are illustrations.

### MILITARY EDUCATION.

*Elements of Military Education.* By W. A. Brockington. (4s. 6d. net. Longmans.)

A book of nearly 400 pages, which can be carried in the pocket, with diagrams and plates. It contains all that is needed for Cadet Corps training.

### STORY BOOKS.

*The Water Babies.* By Charles Kingsley. (2s. Ginn.)

A pretty volume in clear type, with a number of quite attractive illustrations. The text is edited to the extent of cutting out the heavier passages that seemed to overweigh the story, and there are explanatory notes at the end.

*The Magic Kiss: A Picture Story - Book for Children.* Story by Christine Chaundler. Pictures by Florence Mary Anderson. (Cassell.)

A simple story in large type, with many coloured pictures and marginal sketches; it would greatly please a small child.

*The King of the Golden River; or, The Black Brothers.* A Legend of Stiria. By John Ruskin. Drawings by Hiram P. Barnes after the illustrations of Richard Doyle. (1s. Ginn.)

A new edition of Ruskin's charming fairy tale. The type is suitable for young readers. A preface relates the story of the origin of the book.

*The Three Pearls.* By the Hon. J. W. Fortescue. With illustrations by Alice B. Woodward. (6s. net. Macmillan.)

An amusing and well written story. As regards paper, print, and pictures, the book is quite good. The binding is an attractive plain cloth.

*The Life and Strange Surprising Adventures of Robinson Crusoe.* By Daniel Defoe. Edited, with introduction and notes, by W. P. Trench. (2s. 6d. Ginn.)

A very sensible edition, partly modernized, yet it retains the flavour of its century. Prof. Trench has made a thorough study of Defoe, and his present notes are based upon a larger edition, previously published.

*Frank Forrester: A Story of the Dardanelles.* By Herbert Strang. Illustrated by Cyrus Cuneo. (3s. 6d. net. Frowde.)

Mr. Strang retains his hold on boy-readers, and new books from him are eagerly read. Few subjects could be more attractive than the one he has here chosen—an adventure of which we know little in detail and are anxious to know more.

*Marvels of Scientific Invention.* By Thomas W. Corbin. With 32 Illustrations and Diagrams. (3s. 6d. Seeley.)

The book contains, in language that the ordinary non-technical reader can follow, an account of the invention of guns, torpedoes, mines, photography, and many other wonders. Mr. Corbin is an expert at this style of writing.

*Three Sailor Girls.* By E. E. Cowper. Illustrated in colour by N. Tenison. (3s. 6d. net. Frowde.)

A very spirited account of three girls, who obtain permission to go on a harmless coasting cruise. Then they have adventures. The story is well written.

*The Blue Book of the War.* Edited by Herbert Strang. (2s. 6d. net. Frowde.)

A collection of stories of the War, illustrated by maps and pictures. The stories are historical, and not fiction. Some of the titles are: Trench Warfare; The Action at Loos; The Kiel Canal; Bulgaria. They are written for young readers.

*The Cradle Ship.* By Edith Howes. Four Colour Plates by Florence M. Anderson. (3s. 6d. net. Cassell.)

A more charming and pleasantly written fairy story no children could desire; the binding, print, and paper are equally attractive. Mrs. Howes writes the story with the express purpose of answering the little ones' question: Where did baby come from? We have seen no book for young children that answers the question so well as this; and yet Mrs. Howes's art never fails her; there is no trace of didacticism.

*Chums.* Bound volume for 1916. Profusely illustrated. (7s. 6d. net. Cassell.)

Purchasers who like to get their money's worth cannot do better than buy this very large book of nearly a thousand pages, in which exciting stories, interesting articles on how to do or make things,



coloured plates, and line drawings abound. There is reading for many months.

*The Peek-a-Boos in War-Time.* Told by May Byron and illustrated by Chloë Preston. (2s. 6d. net. Frowde.)

A comic story in large type for little children, with humorous illustrations.

*Tales of the Great War.* By Henry Newbolt. Coloured plates and black and white illustrations by Norman Wilkinson and Christopher Clark. (6s. net. Longmans.)

No book that we have seen brings the reader nearer to his countrymen in the trenches and on the sea. By its simplicity and absence of rhetoric the narrative makes its appeal. For boys of fifteen years and upwards no book at the present moment could be more welcome.

"Little Stories of Great Lives" Series.—*The Story of Lord Kitchener.* By Arthur O. Cooke. (1s. net. Frowde.)

A pretty little volume, in good type and illustrated, giving an account of Lord Kitchener as a soldier in Egypt, Africa, India, and during the present War.

*The Tiny Folks' Annual.* Edited by Mrs. Herbert Strang. (2s. 6d. net. Frowde.)

Thick paper, very large type, with every page illustrated, containing a number of simple stories and verses suitable for little children in the nursery.

*Bo-Peep.* A Picture-book Annual for Little Folk. Many illustrations, over thirty in colour. (2s. 6d. net. Cassell.)

Humorous stories, simple informational articles, with pictures on almost every page, fill this attractive volume, which can be used well for reading aloud to children of from six to ten years of age.

*All About Inventions and Discoveries.* The Romance of Modern Scientific and Mechanical Achievements. By Frederick A. Talbot. (6s. Cassell.)

Mr. Talbot describes in simple and, as far as possible, non-technical language, the discovery and development of the telephone, wireless telegraphy, the steam turbine, and other inventions of modern science.

*Through the Enemy's Lines: a Story of Mesopotamia.* By Herbert Strang. Illustrated by H. E. Elcock. (2s. 6d. net. Frowde.)

Roger Burnet, summoned from his school in England, by a cablegram, just before the War, joins his father in Mesopotamia. Two years later Roger's adventures begin, and are told in Mr. Strang's thrilling style.

*Air Craft of To-day: a Popular Account of the Conquest of the Air.* By Charles C. Turner. Illustrated. (5s. net. Seeley.)

Lieutenant Turner was a student of aeronautics, and also a writer on the same subject before the War. Since the War he has found out by actual experience the value of this arm in fighting. He is therefore well able to meet the desire of younger readers (say from seventeen years upwards) for an account of the romance and the science of air-craft.

*The Old Man of the Mountain.* By Herbert Strang. Frontispiece by Cyrus Cuneo, and illustrations by René Bull. (3s. 6d. net. Frowde.)

Three young men engaged in tea-planting in Assam set off to shoot a man-eating tiger. Unexpectedly they find themselves involved in the most marvellous and dangerous adventures in unexplored parts of India. The story is really thrilling, and is told with skill.

*Burton of the Flying Corps.* By Herbert Strang. Illustrated by C. E. Brock. (3s. 6d. net. Frowde.)

There are numerous exciting illustrations to accompany Mr. Burton's adventures with his machine in France, Bulgaria, and Macedonia.

*Daring Deeds of Hunters and Trappers: True Stories of the Bravery and Resource of Hunters and Trappers in all parts of the World.* By Ernest Young. With coloured pictures. (3s. 6d. Seeley.)

A fresh volume in the Daring Deeds Series. The stories are all drawn from well authenticated books of travel.

*My Book of Beautiful Legends.* Retold by Christine Chaundler and Eric Wood. With 12 illustrations in colour by A. C. Michael. (6s. Cassell.)

The authors have collected well known legends from several countries—Pandora, St. George, The Man in the Moon, Narcissus, Ulysses, Arthur, and many others; the story of Deirdre is less commonly found in such collections. The book is handsome in binding, paper, and illustrations; the stories are pleasantly told.

*A Nursery Geography.* By George S. Dickson. Illustrated by George Morrow. (3s. 6d. net. Jack.)

A man with a magic carpet arrives in the schoolroom, and carries the children to Japan, China, Jamaica, Canada, and the Mediterranean. Later an aeroplane is used for the voyages of discovery. The pictures are good, and the descriptive letterpress entertaining.

## DIARIES AND YEARBOOKS.

*Brown's B.-P. Boy Scouts' Diary.* 1917. (6d. net.)

This admirable pocket-book, in its ninth year of publication, contains just the information that Scouts want. It is edited by J. Gibson, and published officially from the Scouts Headquarters. Consequently one may be sure that the information it contains is correct.

*Pitman's Shorthand and Typewriting Yearbook and Diary for 1917.* Edited by A. S. Andrews. (1s. net.)

A well bound book of about 300 pages, containing, in addition to the information usually given in a diary, special articles on all that concerns secretarial work.

*The Cambridge Pocket Diary, 1916-17.* (1s. net. Cambridge University Press.)

A neat and well bound waistcoat-pocket diary for the use of those connected with the University of Cambridge. The year covered is the academic year from October 1916 to May 1917, with added pages to December 1917. All University information and dates are given.

*Paton's List of Schools and Tutors.* Nineteenth Annual Edition, 1916-17. (2s.)

A book of a thousand pages, with illustrations on almost every page, is not, perhaps, overpriced at 2s. To any one interested in schools the volume is as fascinating as *Whitaker's Almanack*. But the special purport of the publication is to act as a guide to parents in search of a school, and the information given is so arranged that at once one can find the class of school and the locality one is seeking. A more useful publication could scarcely be imagined.

CONFERENCE OF EDUCATIONAL ASSOCIATIONS, 1917.—The report of the meetings of the Conference of Educational Associations is in the printer's hands, and it is hoped to publish it by the end of February. The report will contain the Master of Balliol's address and the papers that were read at the meetings—about thirty in all. Copies, if ordered before publication, will be 1s. 9d. post free; if ordered afterwards, 2s. Orders to be sent to the Secretary, 9 Brunswick Square, London, W.C.

# SANITAS

## DISINFECTANTS For SCHOOL USE.

A leaflet on School Disinfection will  
be sent post free on application to—

The "SANITAS" Co., Ltd.,  
Limehouse, London, E.

Disinfectant Manufacturers by  
Appointment to H.M. the King.



## EXAMINATION PAPER

AS USED BY

### THE COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements, and each Sheet bears their Watermark.

Packed in Reams of 480 Sheets ... per Ream, 2s.

" " " 960 " " " " 4s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.

Senior, 2d. each; Junior, 4d. each; Preliminary, 3d. each.

Music Paper 1s. per 100 sheets.

(Postage extra.) Remittance should accompany Order.

W. F. SHELBORNE & CO., Wholesale and Retail Stationers,  
63 HIGH HOLBORN, LONDON, W.C.  
Tel.: Holborn 690

## PUBLICATIONS RECEIVED.

## EDUCATION.

- Chart of the Natural Progression and Co-relation in School Subjects from the Child's Point of View. By Isabel White Wallis. Lewis, 1s. 6d. net.
- A Defence of Classical Education. By R. W. Livingstone. Macmillan, 4s. 6d. net.

## LATIN.

- Roman Life and Customs; a Latin Reader. By R. A. A. Beresford and E. C. Smith. Vocabulary and Illustrations. Blackie, 2s.
- Latin Plays: for Student Performances and Reading. By John J. Schlicher. Ginn, 3s. 6d.

## FRENCH.

- Aide-Mémoire: of Everyday French Words and Phrases. By Basil Readman. Blackie, 3s. net.
- [A number of phrases, classified, with many blank pages for additional phrases.]
- A Practical Introduction to French. By Luther Herbert Alexander. Milford, 5s. net.

## GERMAN.

- Black's First German Book. Phonetic Transcription of the First Thirty Lessons. By L. H. Althaus. Black, 1s. 6d.
- Der Wilddieb. Von Friedrich Gerstäcker. Edited by Walter R. Myers. Harrap, 1s. 8d.

## SPANISH.

- Exercises in Spanish Composition: based upon a Trip to South America. By Samuel M. Waxman. Harrap, 1s. 6d.

## RUSSIAN.

- Word for Word Russian Story-Book. By Nevill Forbes. With interlinear phonetic transcription and translation, accented and annotated. Blackwell, 1s. 6d. net.
- Second Russian Book: a Practical Manual of Russian Verbs. By Nevill Forbes. A companion to the author's "First Russian Book." Clarendon Press, 3s. 6d. net.
- Nelson's Simplified Russian Grammar. By Bernard Hopfen. 1s. 6d. net.

## ENGLISH.

- The Rudiments of Criticism. By E. A. Greening Lamborn. Clarendon Press, 2s. 6d. net.
- The World's Classics: Poems by William Morris. Milford, 1s. 6d.
- The Hero, as Prophet, Man of Letters, King. From "Heroes and Hero Worship," by Thomas Carlyle. Blackie, 1s.
- The English Country Gentleman in Literature. By Guy N. Pocock. Blackie, 1s.
- English Prose Extracts for Repetition. Selected and edited by E. H. Blakeney. Blackie, 8d.
- "Heroes of all Time" Series.—Abraham Lincoln. By Edith L. Elias. Harrap, 1s. 3d.
- Selections from the Prose of Macaulay. Edited by Lucius Hudson. Holt, Ginn, 5s. 6d.
- The Cambridge History of English Literature. Vols. XIII and XIV. Cambridge University Press, each 9s.

## HISTORY.

- The War, 1914: A History and an Explanation for Boys and Girls. By Elizabeth O'Neill. A handsome volume in large type with many illustrations. Jack, 5s. net.
- The Children's Story of the War. By Sir Edward Parrott. Vol. IV. The Story of the Year 1915. Nelson.
- The Foundation and Growth of the British Empire. By James A. Williamson. Macmillan, 2s. 6d.
- Germany. By W. T. Waugh. Jack, 2s. 6d. net.
- Poland. By G. E. Slocombe. Jack, 2s. 6d. net.
- Adventures in Polar Seas. By David W. Oates. Harrap, 1s. 3d.

## GEOGRAPHY.

- The Oxford Geographies.—By A. J. Herbertson. (1) The Junior Geography. Sixth Edition. Revised by O. J. R. Howarth. 2s. (2) The Senior Geography. Fourth Edition. Revised by O. J. R. Howarth. 2s. 6d. Clarendon Press.
- The Rambler Travel Books.—(1) Asia. Edited by Lewis Marsh and William J. Dudman. (2) Russia. Edited by Hugh Laurence. Blackie, 9d. each.
- Travel Through the British Empire. Retold from the Journals of Travellers and others. By David W. Oates. Harrap, 1s. 3d.
- Macmillan's Graphic Geographies.—The British Isles. By B. C. Wallis. Macmillan, 9d.
- The World We Live In.—An illustrated description of all the lands

and seas of the globe, their peoples, animals, plants, and products. Edited by Graeme Williams, with introduction by Lionel W. Lyde. Vol. III. The Waverley Book Company, 8s. 6d. net.

Philips' Modern School Atlas of Comparative Geography. New Edition, with a series of new maps, exhibiting the commercial development of the principal regions of the world. 3s. 6d. net.

## MATHEMATICS.

- Differential and Integral Calculus. By Clyde E. Love. Macmillan, 9s. net.
- Test Papers in Mathematics. Designed to cover the last year's work of preparation for the public schools and for Osborne. Compiled by P. L. Andrews and E. F. Johns. Hogg, 1s. 6d. net.

## BOOK-KEEPING.

- Book-keeping and Commercial Practice. Vol. I, for first-year students. By H. S. Wainwright, G. A. Lister, and C. Batty. Macmillan, 1s. 6d.
- Key to the Exercises in Book-keeping for Commercial Classes. By J. R. Barnes and Alexander Sharples. Macmillan, 1s. 6d. net.

## SCIENCE.

- Chemistry for Rural Schools. By Ernest Jones and J. Jones Griffith. Blackie, 2s. 6d. net.

## HYGIENE.

- The Care of the School Child. A course of Lectures delivered under the auspices of the National League for Physical Education and Improvement, May to July 1916. Edited by James Kerr, with Introduction by Bishop Boyd Carpenter. The Offices of the League, 2s. 6d. net.
- The Work of the Medical School Officer. By Austin Priestman. Reprinted from *The Political Quarterly*. Milford, 4d.

## RELIGION.

- The Student Christian Movement during a Second Year of War. Being the Report for the year 1915-16. The Offices of the Movement.
- The Justification of God. Lectures for War-time on a Christian Theodicy. By P. H. Forsyth. Duckworth, 2s. 6d. net.

## STORY BOOKS.

- Pilot and Other Stories. By Harry Plunket Greene. Illustrated by H. J. Ford. Macmillan, 6s. net.
- The Rival Captains. A Public School Story. By Richard Bird. Illustrated in colour by C. E. Brock. Frowde, 3s. 6d. net.
- More about Squirrels. By Eleanor Tyrrell. Nelson, 3s.
- Mrs. Strang's Annual for Baby. Frowde, 2s. 6d. net.
- The World's Classics.—(1) Lorna Doone, by R. D. Blackmore; (2) The Bible in Spain, by G. Borrow. Milford, 1s. 6d. each.
- Missionary Heroines of the Cross. By E. C. Dawson. Illustrated. Seeley, 2s. 6d.
- The Fortune Face. By Bourne Cooke. Nelson, 3s. 6d.
- The Gun-Runners. By W. Dingwall Fordyce. Nelson, 3s. net.
- Ian Hardy Fighting the Moors. By Commander E. Hamilton Currey. Seeley, 5s.
- Doing his Bit: A Story of the Present War. By Tom Bevan. Nelson, 3s. 6d.
- The Chummy Book: For all Boys and Girls who are Good Chums. Nelson, 2s. 6d. net.
- Told in the Huts. The Y.M.C.A. Gift Book. Jarrold, 3s. 6d. net.

## CALENDARS AND DIARIES.

- The Cambridge University Calendar for 1916-1917. 7s. 6d. net. University College, London. Abridged Calendar. Taylor & Francis.
- The Teachers' Diary for 1917, with self-opening tab. 1s. net.

## NOT CLASSIFIED.

- The Cross in Modern Art. Descriptive Studies of some Pre-Raphaelite Paintings. By Rev. John Linton. Duckworth, 5s. net.
- Janus and Vesta: A Study of the World Crisis and After. By Benchara Branford. Chatto & Windus, 6s. net.
- Principles of Social Construction. By Bertrand Russell. Allen & Unwin, 6s. net.
- L'Université et la Guerre. By R. Thamin, Recteur de l'Académie de Bordeaux. Hachette, 2fr.
- An Outline of Theosophy. By C. W. Leadbeater. Theosophical Publishing Society.
- How our Overseas Trade is Financed. Two Lectures by F. E. Steele. Butterworth, 1s.
- Bacon's Large Scale Map of the French Battle Front—Péronne to Verdun. Paper, 1s. net; cloth, 1s. 6d. net.
- The Wolf Cub's Handbook. By Sir Robert Baden-Powell. Pearson, 1s. 6d. net.
- The Western Front at a Glance. A Large Scale Atlas. Philip, 1s. net.

**DUSTLESS and HYGIENIC SCHOOLS**

On all School, Laboratory, Library, &amp;c., Floors and Linoleums of every description

**USE****FLORIGENE** (Regd.)

DURING EACH VACATION for Best Results.

BRITISH MADE.

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" **ALLAYS** the **DUST** and **DIRT** for **2 to 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods— which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

These sanitary, labour-saving, and economic advantages are **NOT** attained by sweeping-powders or any mechanical or other method.

**NEW ADDRESS:—**

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

**The "DUST-ALLAYER" Co., 4 Vernon Place, London, W.C.** (Connecting Bloomsbury Square with Southampton Row.)

Contractors to the Admiralty,

War Office,

H.M. Office of Works,

Colonial Gouts.,

L.C.C., &amp;c.

**THE COLLEGE OF PRECEPTORS EXAMINATION PAPERS.****SERIES A.—Papers set for Examinations held after March, 1912:**

1. Midsummer Certificate and Lower Forms Papers. (Mids. 1913 out of print.)
2. Christmas Certificate and Lower Forms Papers.
3. March Professional Preliminary Papers.
4. September Professional Preliminary Papers.
5. Summer Diploma Papers.
6. Winter Diploma Papers.

The price of each of the above sets is 1/- net, or 1/2 by post. Each set will contain Answers to Mathematical Papers. Applications and remittances for papers in Series A should be sent to THE SECRETARY, The College of Preceptors, London, W.C.

**SERIES B.—Papers set for Examinations held before June, 1912:**

7. Midsummer Certificate Papers. (Mids. 1911 only.)
8. Christmas Certificate Papers (Xmas 1910 only.)
9. March Professional Preliminary Papers. (March 1909, 1910, and 1911 only.)
10. September Professional Preliminary Papers. (Sept. 1909 and 1910 only.)
11. Midsummer Lower Forms Papers. (Mids. 1909, 1910, and 1911 only.)
12. Christmas Lower Forms Papers. (Xmas 1909, 1910, and 1911 only.)

The price of each of the sets 7, 8, 9, 10 is 6d., or 7d. by post. The price of each of the sets 11 and 12 is 3d., or 4d. by post. Applications and remittances for papers in Series B should be sent to Mr. FRANCIS HODGSON, 89 Farringdon Street, London, E.C.

**SERIES C.—COLLECTED PAPERS in certain subjects of the Certificate Examinations:****Scripture History.**

- |                             |                                  |
|-----------------------------|----------------------------------|
| 13. Part I, 1876 to 1889.   | 16. Part IV, 1901 to Mids. 1905. |
| 14. Part II, 1890 to 1895.  | 17. Part V, 1905 to Xmas 1911.   |
| 15. Part III, 1896 to 1900. |                                  |

**English Language.**

- |  |   |
|--|---|
| 19. Part II, 1887 to Mids. 1891.       | 22. Part VI, 1902 to 1905.              |
| 20. Part III, Xmas 1891 to Mids. 1895. | 23. Part VII, Mids. 1906 to Mids. 1909. |
| 21. Part IV, Xmas 1895 to Xmas 1898.   | 24. Part VIII, Xmas 1909 to Xmas 1913.  |

**English History.**

- |  |                                 |
|--|---------------------------------|
| 25. Part I, 1876 to 1889.              | 28. Part IV, Xmas 1902 to 1907. |
| 26. Part II, 1890 to Mids. 1896.       | 29. Part V, 1908 to Xmas 1912.  |
| 27. Part III, Xmas 1896 to Mids. 1902. |                                 |

**Geography.**

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 30. Part I, Mids. 1876 to Mids. 1890. | 32. Part III, Xmas 1901 to Xmas 1908. |
| 31. Part II, Xmas 1890 to Mids. 1901. | 33. Part IV, Mids. 1909 to Xmas 1913. |

**Arithmetic.**

- |                                  |                            |
|----------------------------------|----------------------------|
| 36. Part III, 1901 to Xmas 1914. | 37. ANSWERS to Arithmetic. |
|----------------------------------|----------------------------|

**Algebra.**

- |                                   |   |
|-----------------------------------|---|
| 38. Part I, 1876 to 1891.         | 40a. Part IV, from Xmas 1909 (Ready shortly). |
| 39. Part II, 1892 to Mids. 1900.  | 41. ANSWERS to Algebra (complete).            |
| 40. Part III, 1900 to Mids. 1909. |   |

**French.**

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 42. Part II, 1889 to 1895.        | 44. Part IV, Xmas 1902 to Xmas 1913. |
| 43. Part III, 1896 to Mids. 1902. |                                      |

**Latin Unseens.**

- |                            |                                   |
|----------------------------|-----------------------------------|
| 45. Part I, 1886 to 1894.  | 47. Part III, 1904 to Mids. 1913. |
| 46. Part II, 1895 to 1903. |                                   |

The price of each of the above sets (13 to 47) is 1/- net, or 1/1 by post. Applications and remittances for paper, in Series C should be sent to Mr. FRANCIS HODGSON, 89 Farringdon Street, E.C.

Trade orders, and all communications respecting Advertisements, should be sent to the Publisher, Mr. FRANCIS HODGSON, 89 Farringdon Street, London, E.C.

# CONSTABLE & CO., LTD.

## A Heuristic English Grammar.

By W. J. ADDIS, M.A., Head Master of the County Secondary School, Brockley. 1s. 4d.

## French Dictations for Homework.

By S. A. RICHARDS, M.A. 1s. 4d.

## English Dictations for Homework.

By HARDRESS O'GRADY. 1s. 4d.

## A NEW FRENCH READER.

### Ce que j'ai vu de la Guerre.

By JEANNE ROLIN. Cloth boards. 1s. 6d.

## HANDBOOKS IN THE ART OF TEACHING.

A series of Manuals for Teachers and Students of Education.

FIRST SIX VOLUMES NOW READY.

### I. Aims and Methods in the Teaching of English.

By ARNOLD SMITH, M.A. 2s. net.

### II. The Teaching of Modern Foreign Languages.

By HARDRESS O'GRADY. 1s. net.

### III. Cottage Gardening.

By GEORGE H. TAYLOR, F.R.H.S. Illustrated. 2s. net.

### IV. On the Teaching of Latin.

By F. R. DALE, B.A. 1s. net.

### V. Montessori Examined.

By W. H. KILPATRICK, Ph.D. 1s. net.

### VI. Classroom Phonetics.

By HARDRESS O'GRADY. 1s. net.

### VII. The Bearings of Modern Psychology on Educational Theory and Practice.

By CHRISTABEL MEREDITH. 1s. 6d. net.

For further particulars apply for Prospectus.

By E. T. CAMPAGNAC,

Professor of Education in the University of Liverpool,  
Late H.M. Inspector of Schools.

## Lectures on the Teaching of Composition.

1s. net.

## Poetry and Teaching.

1s. net.

## Lancashire Legends.

A Reader selected from Roby's "Traditions of Lancashire," and edited by M. DOWDALL and E. T. CAMPAGNAC. 1s. 3d.

## A Treasury of English Literature.

An Anthology of English Verse and Prose, selected and arranged by K. M. WARREN. With an introduction by STOPFORD A. BROOKE.

In six volumes. 1s. net per vol. The whole also in one volume. 7s. 6d. net.

## The Faerie Queene.

By EDMUND SPENSER. Edited from the original editions of 1590 and 1596, with Introduction and Glossary by K. M. WARREN. In six volumes. 1s. 6d. net per vol.

## SCIENTIFIC AND ENGINEERING TEXTBOOKS.

### Mechanical Technology.

By G. F. CHARNOCK, M.Inst.C.E., M.Inst.Mech.E., Professor of Engineering in the City of Bradford Technical College. Demy 8vo. Fully Illustrated. 7s. 6d. net.

### A Textbook of Thermodynamics

(with special reference to Chemistry). By J. R. PARTINGTON, M.Sc. 544 + x pages. 91 Diagrams. Demy 8vo. 14s. net.

### Textbook of Elementary Chemistry.

By F. MOLLWO PERKIN, Ph.D., F.I.C., F.C.S., and M. E. JAGGERS. Small 8vo. With 77 Illustrations. 3s. net.

### Chemical Theory and Calculations:

**An Elementary Textbook.** By FORSYTH J. WILSON D.Sc. (Edin.), Ph.D. (Leipzig), and ISIDOR M. HEILBRON, Ph.D. (Leipzig), F.I.C., A.R.T.C. 2s. 6d. net.

### The Calculus and its Applications.

With over 400 examples, many of them fully worked out. By ROBERT GORDON BLAINE, M.E., A.M.Inst.C.E. Crown 8vo. 4s. 6d. net.

### The Theory of Proportion.

By M. J. M. HILL, M.A., LL.D., Sc.D., F.R.S. Demy 8vo. 108 + xii pages. 15 figures. 8s. 6d. net.

### A Textbook of Physics.

By H. E. HURST, B.A., B.Sc., and R. T. LATTEY, M.A. Illustrations and Diagrams. Demy 8vo. 8s. 6d. net.

Now published also in three volumes, at the request of many teachers. Each part is sold separately.

**Part I. Dynamics and Heat.** 3s. 6d. net.

**Part II. Light and Sound.** 3s. 6d. net.

**Part III. Magnetism and Electricity.** 4s. net.

## ARTS AND CRAFTS.

### Simple Jewellery.

Ex. Crown 8vo. Illustrated. By R. LL. RATHBONE. 6s. net.

### The Potter's Craft.

Crown 8vo. Illustrated. By CHARES F. BINNS. 6s. net.

### Precious Stones.

Ex. Crown 8vo. Illustrated. By W. GOODCHILD, M.B., B.Ch. 6s. net.

## BIOLOGY AND BOTANY.

### Outlines of Evolutionary Biology.

By ARTHUR DENDY, D.Sc., F.R.S. Second edition, enlarged, and with a Glossary. Illustrated. 12s. 6d. net.

### Economic Zoology and Entomology.

By VERNON L. KELLOGG and C. W. DOANE. Crown 8vo. 6s. 6d. net.

### Plants and Their Uses.

An Introduction to Botany. By FREDERIC LEROY SARGENT. Crown 8vo. Illustrated. 5s. net.

10 Orange Street, Leicester Square, W.C.

# CLASS LIST SUPPLEMENT TO THE EDUCATIONAL TIMES

No. 661

FEBRUARY 1, 1917

## MACMILLAN'S BOOKS SUITABLE FOR THE COLLEGE OF PRECEPTORS' EXAMINATIONS, MIDSUMMER AND CHRISTMAS, 1918. ENGLISH LANGUAGE, HISTORY, & GEOGRAPHY.

<p><b>Shakespeare.</b>—<i>The Tempest.</i> With Introduction and Notes. <i>s. d.</i> By K. DEIGHTON. (<i>Senior and Junior</i>) ..... 1 9</p> <p>— <i>The Tempest.</i> Eversley Edition. With Notes. (<i>Senior and Junior</i>) ..... 1 0</p> <p>— <i>The Tempest.</i> Edited by H. E. GREENE, Ph.D. (<i>Senior and Junior</i>) ..... net 1 0</p> <p>— <i>The Tempest.</i> (Text only.) (<i>Senior and Junior</i>) ..... 0 6</p> <p>— <i>A Midsummer Night's Dream.</i> With Introduction and Notes. By K. DEIGHTON. With an Appendix. (<i>Senior and Junior</i>) ..... 1 9</p> <p>— <i>A Midsummer Night's Dream.</i> Edited by P. T. CRESWELL, M.A. (<i>Senior and Junior</i>) ..... 1 0</p> <p>— <i>A Midsummer Night's Dream.</i> Edited by E. C. NOYES. (<i>Senior and Junior</i>) ..... net 1 0</p> <p>— <i>A Midsummer Night's Dream.</i> Edited by J. H. CUNLIFFE, D.Litt. (<i>Senior and Junior</i>) ..... net 1 0</p> <p>— <i>A Midsummer Night's Dream.</i> Eversley Edition. With Notes. (<i>Senior and Junior</i>) ..... 1 0</p> <p>— <i>A Midsummer Night's Dream.</i> (Text only.) (<i>Senior and Junior</i>) ..... 0 6</p> <p><b>Spenser.</b>—<i>The Faerie Queene.</i> Book I. With Introduction and Notes by H. M. PERCIVAL, M.A. (<i>Senior</i>) ..... 3 0</p> <p>— <i>Faerie Queene.</i> Book I. Edited by Prof. G. A. WAUCHOPE. (<i>Senior</i>) ..... net 1 0</p> <p><b>Scott.</b>—<i>Woodstock.</i> With Introduction and Notes. (<i>Junior</i>) ..... 2 6</p> <p><b>Dickens.</b>—<i>A Tale of Two Cities.</i> Edited by H. G. BUEHLER and L. MASON. (<i>Junior</i>) ..... net 1 0</p> <p><b>Scott.</b>—<i>Marmion and The Lord of the Isles.</i> By F. T. PALGRAVE. (<i>Preliminary</i>) ..... 1 0</p> <p>— <i>Marmion.</i> With Introduction and Notes. By M. MACMILLAN, D.Litt. Cantos I and VI separately. (<i>Preliminary</i>) ..... 1 0</p> <p>— <i>Marmion.</i> Edited by G. B. AITON. (<i>Preliminary</i>) ..... net 1 0</p> <p><b>Macaulay.</b>—<i>Lays of Ancient Rome, and other Poems.</i> With Introduction and Notes, by W. T. WEBB, M.A. (<i>Preliminary and Lower Forms</i>) ..... 1 9</p> <p>— <i>Lays of Ancient Rome, and other Poems.</i> (Containing "Horatius," "Lake Regillus," and "The Armada.") By F. T. BAKER. (<i>Preliminary and Lower Forms</i>) ..... net 1 0</p> <p><b>Defoe.</b>—<i>Robinson Crusoe.</i> Part I. Edited by C. R. GASTON, Ph.D. (<i>Preliminary</i>) ..... net 1 0</p> <p>— <i>Robinson Crusoe.</i> Abridged and Edited by C. JOHNSON. (<i>Preliminary</i>) ..... net 1 0</p> <p>— <i>Robinson Crusoe.</i> Abridged and Edited by J. HUTCHISON. (<i>Preliminary</i>) ..... 1 0</p> <p><b>Tennyson.</b>—<i>The Revenge.</i> Macmillan's Recitation Cards, No. 30. (<i>Lower Forms</i>) ..... 0 2</p> <p>— <i>The Defence of Lucknow.</i> Macmillan's Recitation Cards, No. 42. (<i>Lower Forms</i>) ..... 0 2</p> <p><b>Gwynn.</b>—<i>Masters of English Literature.</i> ..... 3 6</p> <p><b>Saintsbury.</b>—<i>A First Book of English Literature</i> ..... 1 6</p> <p><b>Saintsbury.</b>—<i>Short History of English Literature</i> ..... 8 6</p> <p>— Also in Five Parts, 2s. each.</p> <p><b>Wesfield.</b>—<i>Outline of English Grammar.</i> (<i>Junior and Preliminary</i>) (KEY, 2s. 6d. net) ..... 1 6</p> <p>— <i>Oral Exercises in English Composition.</i> (<i>Prelim.</i>) ..... 1 6</p> <p>— <i>Junior Course of English Composition.</i> (<i>Junior and Preliminary</i>) ..... 1 6</p> <p>— <i>Senior Course of English Composition.</i> (<i>Senior</i>) (KEY, 1s. net) ..... 3 6</p> <p>— <i>Manual of English Grammar and Composition.</i> (<i>Senior</i>) (KEY, 2s. 6d. net) ..... 2 6</p> <p>— <i>Matriculation English Course.</i> (KEY, 3s. 6d. net) ..... 3 6</p> <p>— <i>Aids to the Study and Composition of English.</i> (KEY, 4s. 6d. net) ..... 4 6</p> <p><b>How to Summarise, Expand, or Recast Extracts in Prose and Verse</b> (KEY, 2s. 6d. net) ..... 2 0</p> <p><b>Rowe and Webb.</b>—<i>Guide to the Study of English</i> ..... 3 6</p> <p><b>Brooksbank.</b>—<i>Essay and Letter Writing</i> ..... 2 6</p> <p><b>Beak.</b>—<i>Indexing and Precise Writing.</i> (KEY, 1s. 6d. net) ..... 2 6</p> <p><b>Hearnshaw.</b>—<i>First Book of English History</i> ..... 1 6</p> <p><b>Huckley.</b>—<i>History of England for Beginners.</i> New Edition ..... 3 0</p> <p><b>Green.</b>—<i>Short History of the English People.</i> Revised and Enlarged with Epilogue, by A. S. GREEN ..... net 5 0</p> <p><b>Thompson.</b>—<i>History of England</i> ..... 2 6</p> <p><b>Tout.</b>—<i>Short Analysis of English History</i> ..... 1 0</p> <p><b>Macmillan's Graphic Geography—The British Isles.</b> By B. C. WALLIS, B.Sc. ..... 0 9</p> <p><b>Davies.</b>—<i>Geography of the British Isles,</i> with numerous Practical Exercises ..... 3 0</p> <p>— Also in Two Parts: Part I, England and Wales, 2s.; Part II, Scotland and Ireland, 1s.</p> <p><b>Seawood's Geography of Africa. (<i>Junior</i>) ..... 2 6</b></p> <p><b>Blanford.</b>—<i>Elementary Geography of India, Burma, and Ceylon.</i> (<i>Junior</i>) ..... 2 6</p> <p><b>Smith.</b>—<i>A First Book of Commercial Geography</i> ..... 1 6</p>	<p><b>Wallis.</b>—<i>A First Book of General Geography</i> ..... 1 6</p> <p>— <i>A Junior Geography of the World.</i> Part I. The World in General. 1s. 6d. Part II. The Continents in Detail. 1s. 6d. Complete in one volume. 2s. 6d.</p> <p>— <i>Geography of the World</i> ..... 3 6</p> <h3 style="text-align: center;">ARITHMETIC AND ALGEBRA.</h3> <p><b>Hall and Stevens.</b>—<i>School Arithmetic.</i> Complete, with Answers, 4s. 6d.; without Answers, 3s. 6d. KEY, 10s. 6d.—Part I, with Answers, 2s. 6d.; without Answers, 2s. KEY, 4s. 6d. Part II, with Answers, 2s. 6d.; without Answers, 2s. KEY, 6s.</p> <p><b>Palmer.</b>—<i>Arithmetic—chiefly Examples</i> With or without Answers ..... 3 6</p> <p><b>Sydney Jones.</b>—<i>Modern Arithmetic, with Graphic and Practical Exercises.</i> Parts I and II. With or without Answers, 2s. 6d. each. Complete, with or without Answers ..... 4 6</p> <p><b>Loney and Grenville.</b>—<i>Shilling Arithmetic.</i> 1s. With Answers ..... 1 6</p> <p><b>Hall and Knight.</b>—<i>Elementary Algebra for Schools.</i> Containing a full treatment of GRAPHS. Without Answers, 3s. 6d. With Answers ..... 4 6</p> <p>— KEY, 8s. 6d. Answers, 1s.</p> <p><b>Hall.</b>—<i>School Algebra.</i> With or without Answers. Part I, 2s. 6d. KEY, 6s. Part II, 1s. 6d. Parts I and II, 3s. 6d. Part III, 1s. 6d. Parts II and III, 2s. 6d. KEY, 6s. Complete, 4s. 6d. KEY, 10s.</p> <p><b>Barnard and Child.</b>—<i>New Algebra for Schools.</i> Parts I, II, and III, with or without Answers, 2s. 6d. KEY to Parts I-III, 6s. 6d. Part I, 1s. 6d. Parts II and III, 1s. 6d. Parts I-IV, 4s. Part IV, 1s. 9d. Vol. II, Parts IV, V, and VI, 4s. KEY, 8s. 6d.</p> <h3 style="text-align: center;">FRENCH.</h3> <p><b>Siepmann and Pellissier.</b>—<i>Public School French Primer</i> 3 6</p> <p>— KEY, 4s. 6d. net.</p> <p><b>Siepmann.</b>—<i>Primary French Course.</i> Part I, 2s. 6d. Word and Phrase Book, 6d. KEY, 3s. 6d. net. Part II, 2s. 6d. Word and Phrase Book, 6d. KEY, 3s. 6d. net. Part III, 2s. 6d. Word and Phrase Book, 6d. KEY, 5s. net.</p> <p><b>Siepmann.</b>—<i>Primary French Course.</i> (First Term.) Lessons in Colloquial French based on the Transcript of the Association Phonétique ..... 1 6</p> <h3 style="text-align: center;">LATIN AND GREEK.</h3> <p><b>Caesar.</b>—<i>The Gallic War.</i> Edited by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. (<i>Senior, Junior, and Preliminary</i>) ..... 4 6</p> <p>— <i>Gallic War.</i> Book I. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. (<i>Senior, Junior, and Preliminary</i>) ..... 1 6</p> <p>— <i>Gallic War.</i> Books II and III. With Notes and Vocabulary by W. G. RUTHERFORD, M.A., LL.D. (<i>Senior</i>) ..... 1 6</p> <p><b>Virgil.</b>—<i>Aeneid.</i> Book VIII. With Notes and Vocabulary by Rev. A. CALVERT, M.A. (<i>Senior and Junior</i>) ..... 1 6</p> <p><b>Cloero.</b>—<i>Pro Lege Manilia.</i> Edited by A. S. WILKINS, Litt. D. (<i>Senior</i>) ..... 2 6</p> <p><b>Homer.</b>—<i>Iliad.</i> Book IX. Edited by J. H. PRATT, M.A., and W. LEAF, Litt. D. (<i>Senior</i>) ..... 2 0</p> <p><b>Xenophon.</b>—<i>Anabasis.</i> Book II. With Notes and Vocabulary, by Rev. A. S. WALPOLE, M.A. (<i>Senior and Junior</i>) ..... 1 6</p> <p>— <i>Anabasis.</i> Books I-IV. Edited by Prof. W. W. GOODWIN and J. W. WHITE. (<i>Senior and Junior</i>) ..... 3 6</p> <h3 style="text-align: center;">SCIENCE.</h3> <p><b>Gregory and Hadley.</b>—<i>Class Book of Physics</i> ..... 4 6</p> <p>— Also Parts I and II. Fundamental Measurements: Hydrostatics and Mechanics. 1s. 6d. Parts I, II, and III. Fundamental Measurements: Hydrostatics and Mechanics; Heat. 2s. Part III, Heat. 1s. Parts III and IV. Heat; Light. 1s. 6d. Parts III, IV, and V. Heat; Light; Sound. 2s. Parts IV and V. Light; Sound. 1s. 6d. Parts VI, VII, and VIII. Magnetism; Static Electricity; Voltaic Electricity. 1s. 6d.</p> <p><b>Lownds.</b>—<i>A First Book of Physics</i> ..... 1 6</p> <p><b>Perkia and Lean.</b>—<i>Introduction to Chemistry and Physics</i> Complete, 3s. 6d. Or in Two Vols. each ..... 2 0</p> <p><b>Whitton.</b>—<i>A First Book of Experimental Science</i> ..... 1 6</p> <p><b>D. E. Jones.</b>—<i>Heat, Light, and Sound</i> ..... 2 6</p> <p><b>Edser.</b>—<i>Heat for Advanced Students</i> ..... 4 6</p> <p>— <i>Light for Students</i> ..... 6 0</p> <p><b>Hadley.</b>—<i>Magnetism and Electricity for Beginners</i> ..... 2 6</p> <p><b>Thompson.</b>—<i>Elementary Lessons in Electricity and Magnetism.</i> New Edition completely revised ..... 4 6</p> <p><b>L. M. Jones.</b>—<i>Introductory Chemistry for Intermediate Schools</i> ..... 2 0</p> <p><b>Whitton.</b>—<i>A First Book of Chemistry</i> ..... 1 6</p> <p><b>Donington.</b>—<i>Class Book of Chemistry.</i> Complete (Parts I-IV) ..... 5 0</p> <p>— Also Part I, 1s. 6d. Parts I and II, 2s. 6d. Parts II and III, 2s. 6d. Parts I-III, 3s. 6d. Part IV. Metals. 2s.</p> <p><b>Farrish.</b>—<i>Chemistry for Schools of Science</i> ..... 2 6</p> <p><b>Roscoe and Lunz.</b>—<i>Inorganic Chemistry for Beginners</i> ..... 2 6</p> <p><b>Cathcart.</b>—<i>A First Book of Physiology and Hygiene</i> ..... 1 6</p>
---	--

\* \* Complete List post free on application.

MACMILLAN & CO., Ltd., ST. MARTIN'S STREET, LONDON, W.C.

# Cambridge University Press

## RECENT PUBLICATIONS

**Greek History for Schools.** By C. D. EDMONDS, M.A., Royal Naval College, Osborne. Second impression. With 37 plates, 5 text-figures, and 14 maps. Demy 8vo. **6s net**

**The Rhesus of Euripides.** Edited, with introduction and notes, by W. H. PORTER, M.A., Lecturer in Ancient Classics, University College, Cork. Extra fcap 8vo. **3s net**

**Demonstrations in Greek Iambic Verse.** By W. H. D. ROUSE, Litt.D., Head Master of the Perse School. Crown 8vo. **2s 6d net**

**Cambridge Elementary Classics.** With introductions, notes, vocabularies, and illustrations. The following volumes are now ready:—

**Herodotus: Salamis in Easy Attic Greek.** Edited by G. M. EDWARDS, M.A. **1s 6d net**

**Homer: The Odyssey, Books VI and VII.** By the same editor. **2s net**

**Plato: The Apology of Socrates.** Edited by ADELA M. ADAM, M.A. **2s 6d net**

**Caesar in Britain and Belgium.** Simplified text, edited by J. H. SLEEMAN, M.A. **1s 6d net**

**Caesar: De Bello Gallico, Books I-VII.** Edited by E. S. SHUCKBURGH, Litt.D. **1s 6d net each**

**Livy: The Revolt and Fall of Capua,** being selections from Livy XXIII to XXVI. Edited by T. C. WEATHERHEAD, M.A. **2s net**

**Livy: The Story of the Kings of Rome.** Adapted from Livy. Edited by G. M. EDWARDS, M.A. **1s 6d net**

**The Granta Shakespeare.** Edited by J. H. LOBBAN, M.A. With frontispiece, introduction, notes, and glossary. Pott 8vo. **1s net each.** New volumes:—

**Cymbeline** **Julius Caesar**  
**Much Ado About Nothing** **The Tempest**  
**Coriolanus (Immediately)**

**Selections from the Poems of Samuel Taylor Coleridge.** Edited, with introduction and notes, by A. HAMILTON THOMPSON, M.A., F.S.A. Crown 8vo. **2s net.** English Romantic Poets

**Europe in the XIX Century (1815-1878).** By JOHN E. MORRIS, D.Litt. With 8 maps and 3 pedigrees. Crown 8vo. **2s 6d net**

**A History of Modern Europe from the Middle of the Sixteenth Century.** By JOHN E. MORRIS, D.Litt. Crown 8vo **3s 6d net**

**The Earliest Voyages Round the World, 1519 - 1617.** Edited by PHILIP F. ALEXANDER, M.A., Hertford College, Oxford. With 20 maps and illustrations. Large crown 8vo. **3s net.** Cambridge Travel Books

**A Geography of the British Empire.** By W. L. BUNTING, M.A., and H. L. COLLEN, M.A. With maps, diagrams, and 29 illustrations. Crown 4to. **4s net**  
Second edition, with additional chapter dealing with Frontiers in general, and those of the British Empire in particular.

**Scientific Method in Schools.** A Suggestion. By W. H. S. JONES, M.A. Crown 8vo. **1s net**

**How We Learn.** A Short Primer of Scientific Method for Boys. By W. H. S. JONES, M.A. Crown 8vo. **1s 6d net**

**The Psychology of the Organized Group Game,** with Special Reference to its Place in the Play System and its Educational Value. By MABEL JANE REANEY. With Preface by DR KIMMINS. Royal 8vo. **5s net.** British Journal of Psychology Monograph Supplements, IV

**Domestic Science.** By C. W. HALK, A.K.C. Part II. With 81 illustrations. Crown 8vo. **4s net.** Cambridge Technical Series

**The Cambridge University Calendar for the Year 1916-1917.** Crown 8vo. **7s 6d net**

**The Student's Handbook to the University and Colleges of Cambridge.** Fifteenth edition. Revised to 30 June, 1916. Crown 8vo. **3s net**

## Books suitable for the COLLEGE OF PRECEPTORS EXAMINATIONS, Midsummer and Christmas, 1917

### The Pitt Press Series, &c.

Author	Work	Editor	Price
<b>Elliot</b>	Silas Marner	F. E. Bevan	1/-
<b>Milton</b>	Samson Agonistes	A. W. Verity	2/6 net
"	Sonnets	"	1/6 net
<b>Scott</b>	The Lady of the Lake	J. H. B. Masterman	2/6 net
<b>Shakespeare</b>	Macbeth	A. W. Verity	1/6 net
"	King Henry V	"	1/6 net
<b>Caesar</b>	De Bello Gallico, Book III	A. G. Peckett	1/6 net
"	" " Books IV-V	"	1/6 net
"	" " Books III and IV (with vocabulary)	E. S. Shuckburgh	ea. 1/6 net
<b>Cicero</b>	De Senectute	J. S. Reid	3/6 net
<b>Vergil</b>	Aeneid, Book X	A. Sidgwick	1/6 net
"	" Book X (with vocabulary)	"	1/6 net
<b>Aeschylus</b>	Prometheus Vincetus	H. Rackham	2/6 net
<b>Xenophon</b>	Anabasis, Book I	A. Pretor	2/- net
"	" Book I (with vocabulary)	G. M. Edwards	1/6 net

### The Revised Version for Schools.

Book	Editor	Price
<b>The Books of Ezra and Nehemiah</b>	T. W. Crafer	1/6 net
<b>The Gospel according to St Luke</b>	E. Wilton South	1/6 net
<b>The Acts of the Apostles</b>	C. West-Watson	1/6 net
<b>Corinthians I and II</b>	S. C. Carpenter	1/6 net

### The Cambridge Bible for Schools and Colleges.

<b>The Books of Ezra and Nehemiah</b>	H. E. Ryle	3/- net
<b>The Gospel according to St Luke</b>	F. W. Farrar	3/- net
<b>The Acts of the Apostles</b>	J. R. Lumby	3/- net or with Greek Text, 4/6 net
<b>Corinthians I</b>	R. St J. Parry	2/6 net or with Greek Text, 4/6 net

### The Smaller Cambridge Bible for Schools.

<b>The Books of Ezra and Nehemiah</b>	H. E. Ryle	1/- net
<b>The Gospel according to St Luke</b>	F. W. Farrar	1/- net
<b>The Acts of the Apostles</b>	H. C. O. Lanchester	1/- net

Complete educational catalogue post free on application

Fetter Lane, London: CAMBRIDGE UNIVERSITY PRESS: C. F. Clay, Manager

# THE COLLEGE OF PRECEPTORS CERTIFICATE AND LOWER FORMS EXAMINATIONS, CHRISTMAS, 1916.

## LIST OF SUCCESSFUL CANDIDATES AT THE HOME CENTRES.

The list of successful candidates at the Colonial Centres will be published in the May number of "The Educational Times."

### CERTIFICATE EXAMINATION.

[Throughout the following Lists, bracketing of names implies equality.]

The Prizes will be awarded as soon as the results of the Examination at the Colonial Centres are known. The awards will be communicated by post to the successful candidates, and a list of the awards will appear in the May number of "The Educational Times." The same number of "The Educational Times" will contain extracts from the Reports of the Examiners on the work in the several subjects of the Examination.

The following is a list of the Candidates at the home Centres who obtained the FIRST and SECOND PLACES in each Subject on SENIOR PAPERS. (Only those who obtained Distinction are included.)

<p style="text-align: center;"><i>Scripture History.</i></p> <p>1. Heslop, Miss Private tuition. C. M.</p> <p>2. Sutton, H. F. Private tuition.</p>	<p style="text-align: center;"><i>Geometry.</i></p> <p>1. Jeffree, J. L. The High School for Boys, Croydon.</p>	<p style="text-align: center;"><i>Chemistry.</i></p> <p>1. Simpson, R. Tollington S., Muswell Hill, N.</p> <p>2. Goolding, M. B. Tollington S., Muswell Hill, N.</p>
<p style="text-align: center;"><i>English Language.</i></p> <p>1. Aufenast, F. Tollington S., Muswell Hill, N.</p> <p>2. Hunter, E. J. N. Tollington S., Muswell Hill, N.</p>	<p style="text-align: center;"><i>Book-keeping.</i></p> <p>1. De Bary, Tollington S., Muswell Hill, N. G. B. M.</p> <p>2. Swalwell, J. A. Shoreham Grammar School</p>	<p style="text-align: center;"><i>Physiology.</i></p> <p>1. Goolding, M. B. Tollington S., Muswell Hill, N.</p> <p>2. Delassus, Miss Convent of Providence, Seaford. T.</p>
<p style="text-align: center;"><i>English History.</i></p> <p>1. Sutton, H. F. Private tuition.</p> <p>2. Aufenast, F. Tollington S., Muswell Hill, N.</p>	<p style="text-align: center;"><i>French.</i></p> <p>1. { De Bary Tollington S., Muswell Hill, N. G. B. M. Delassus, Miss Convent of Providence, Seaford. T.</p>	<p style="text-align: center;"><i>Drawing.</i></p> <p>1. { Jones, J. The Grammar School, Pencader. Whewell, E. P. Barton School, Wisbech.</p>
<p style="text-align: center;"><i>Geography.</i></p> <p>1. De Bary, Tollington S., Muswell Hill, N. G. B. M.</p> <p>2. { Hannaford, I. J. Hoe Grammar S., Plymouth. Roe, J. H. Private tuition. Spencer, I. L. Cranbrook College, Ilford.</p>	<p style="text-align: center;"><i>German.</i></p> <p>1. Aufenast, F. Tollington S., Muswell Hill, N.</p> <p>2. Meyer, E. Private tuition.</p>	<p style="text-align: center;"><i>Music.</i></p> <p>1. Stennett, Miss Ladies' College, Nantwich. D. E.</p> <p>2. Kelly, Miss M. Rock Hill School, Chulmleigh.</p>
<p style="text-align: center;"><i>Arithmetic.</i></p> <p>1. { Hunter, E. J. N. Tollington S., Muswell Hill, N. Lloyd, T. E. The Palace School, Bewdley.</p>	<p style="text-align: center;"><i>Latin.</i></p> <p>1. Fuller, F. E. Steyne School, Worthing.</p> <p>2. Lloyd, T. E. The Palace School, Bewdley.</p>	<p style="text-align: center;"><i>Shorthand.</i></p> <p>1. { Bennett, R. P. Ongar Grammar School. Green, D. St. John's College, Finsbury Park, N.</p>
<p style="text-align: center;"><i>Algebra.</i></p> <p>1. Arnold, H. G. Norwich High School for Boys.</p> <p>2. Jeffree, J. L. The High School for Boys, Croydon.</p>	<p style="text-align: center;"><i>Light and Heat.</i></p> <p>1. { Aufenast, F. Tollington S., Muswell Hill, N. Goolding, M. B. Tollington S., Muswell Hill, N.</p>	<p style="text-align: center;"><i>Domestic Economy.</i></p> <p>1. Honey, Miss Private tuition. A. G.</p> <p>2. Dollond, Miss Private tuition. K. B.</p>
	<p style="text-align: center;"><i>Magnetism and Electricity.</i></p> <p>1. Thompson, Tollington S., Muswell Hill, N. E. W. S.</p>	

## BOYS.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

<i>a.</i> = Arithmetic.	<i>do.</i> = Domestic Economy.	<i>gr.</i> = Greek.	<i>ma.</i> = Magnetism & Electricity.	<i>sc.</i> = Elementary Science.
<i>al.</i> = Algebra.	<i>du.</i> = Dutch.	<i>h.</i> = History.	<i>ms.</i> = Mensuration.	<i>sh.</i> = Shorthand.
<i>b.</i> = Botany.	<i>e.</i> = English.	<i>he.</i> = Hebrew.	<i>mu.</i> = Music.	<i>sp.</i> = Spanish.
<i>bk.</i> = Book-keeping.	<i>f.</i> = French.	<i>i.</i> = Irish.	<i>p.</i> = Political Economy.	<i>ta.</i> = Tamil.
<i>ch.</i> = Chemistry.	<i>g.</i> = Geography.	<i>l.</i> = Latin.	<i>ph.</i> = Physiology.	<i>t.</i> = Trigonometry.
<i>d.</i> = Drawing.	<i>ge.</i> = German.	<i>lt.</i> = Light and Heat.	<i>phys.</i> = Elementary Physics.	<i>v.</i> = Welsh.
	<i>gm.</i> = Geometry.	<i>m.</i> = Mechanics.	<i>s.</i> = Scripture.	

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively.

In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.-T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

## SENIOR.

## Honours Division.

Aufenast, F. *e.h.a.al.f.ge.lt.ch.*  
Tollington School, Muswell Hill  
Lloyd, T.E. *s.h.a.al.l.* The Palace School, Bewdley  
Arnold, H.G. *s.a.al.f.* Norwich High School for Boys  
Goolding, M.B. *e.al.lt.ch.ph.*  
Tollington School, Muswell Hill  
Coldrey, E.A. *s.a.* Tollington School, Muswell Hill  
Hunter, E.J.N. *e.a.* Tollington School, Muswell Hill  
Thompson, R.W.S. *a.ma.ch.*  
Tollington School, Muswell Hill  
Cruden, S.S. *ch.* Tollington School, Muswell Hill  
Hogan, H.T. *s.a.al.fl.* St. Helen's College, Southsea  
Jarnet, R.C. *gf.sh.do.*  
Harleston House School, St. Lawrence, Jersey  
Moore, J.D. Tollington School, Muswell Hill  
Fuller, F.E. *s.e.fl.* Steyne School, Worthing  
Franz, E. *a.al.ch.* Private tuition  
Howard, Cecil W. *a.* Norwich High School for Boys  
Green, D. *a.sh.* St. John's Coll., Finsbury Park  
Hunt, F.G. *e.ch.* Tollington School, Muswell Hill  
Craig, E.H. *a.* St. John's College, Finsbury Park  
Fowler, C.H. *s.al.* Shoreham Grammar School  
Hewitson, D.A.J. *s.a.* Norwich High S. for Boys  
Dunch, T.F. Tollington School, Muswell Hill

## SENIOR.

## Pass Division.

Ellicott, E.L. *a.* High S., Avenue Lodge, Torquay  
Jeffrey, J.L. *a.al.gm.* The High S. for Boys, Croydon  
Caswell, A.E. *ch.* The High S. for Boys, Croydon  
DeBary, G.B.M. *g.bk.f.* Tollington S., Muswell Hill  
Swalwell, J.A. *a.al.bk.* Shoreham Grammar School  
Tolland, H. *s.* Grosvenor College, Carlisle  
Simpson, R. *ch.* Tollington School, Muswell Hill  
Harvey, F.A. *d.* The High School for Boys, Croydon  
Baker, F.J. Shoreham Grammar School  
Dodsworth, T.H. *ch.* Tollington S., Muswell Hill  
Goodrich, E.A.T. Tollington School, Muswell Hill  
Holbrook, R.P. Shoreham Grammar School  
Bell, A.R. Tollington School, Muswell Hill  
Rix, G.W. Norwich High School for Boys  
Turner, V.C. Shoreham Grammar School  
Hughes, G.I. St. Helen's College, Southsea  
Buisseret, L.V.J. *fl.*  
St. Joseph's Collegiate School, Totland Bay  
Toomey, A.E. Tollington School, Muswell Hill  
Gough, H.L. Shoreham Grammar School  
Griffiths, R.J. *g.* Tollington School, Muswell Hill  
Grimmond, A.G. Private tuition

Ambler, H.C. Bourne College, Quinton  
Pepin, S. *f.* Oxenford House, St. Lawrence, Jersey  
Themans, L. *a.* The Western College, Harrogate  
Jones, H.G. Penketh Friends' S., near Warrington  
Smith, J.A. Private tuition  
Courtenay-Dunn, A.L. Private tuition  
Sutton, H.F. *s.e.h.* Private tuition  
Spencer, I.L. *s.g.* Cranbrook Coll., Ilford  
Bishop, F.A. Tollington S., Muswell Hill  
Briggs, P. Grosvenor College, Carlisle  
Raven, A.G. *f.* Broadgate School, Nottingham  
Roe, J.H. *g.a.d.* Private tuition  
Whitby, H. Private tuition  
Skyrme, H.J. Private tuition  
Meyer, E. *ge.* Private tuition  
Martin, C.H. The High School for Boys, Croydon  
Whewell, E.P. *d.sh.* Barton School, Wisbech  
Turner, G.W. *s.d.* Wallingbrook School, Chulmleigh  
Lee, G.H. Tollington School, Muswell Hill  
Wharton, A.J. Sevenoaks School  
Corry, P.H. Private tuition  
Steele, O. Shoreham Grammar School  
Whiter, F.S.S. St. John's College, Finsbury Park  
Young, J. *d.* Heaton Moor College, by Stockport  
Richardson, S. *ch.* Smart's Coll., Newcastle-on-Tyne  
Vince, C.F. *al.* Norwich High School for Boys  
Handley, F.W.V. *a.d.* Clifton College, North Shore, Blackpool  
LeRuez, S.P. Harleston House School, St. Lawrence, Jersey  
Phillips, R.F. Tollington School, Muswell Hill  
Howard, Charles W. Norwich High School for Boys  
Price, C.A. Penketh Friends' S., nr. Warrington  
Stone, M.F. Queen's Coll., London Rd., Southampton  
Trask, C.W.T. *fl.* Private tuition  
Cuthill, R. Grosvenor College, Carlisle  
Cricks, B. High School for Boys, Sutton  
Haywood, H.W. The Palace School, Bewdley  
Curtis-Nuthall, C.R.P. St. Helen's Coll., Southsea  
Relf, E.L. Private tuition  
Moss, M.H. Kent Coast College, Herne Bay  
Watson, R. Private tuition  
Jones, J. *d.* The Grammar School, Pencader  
Bradley, J.F.C. Colebrook House School, Bognor  
Holcroft, G. Penketh Friends' School, nr. Warrington  
Beech, C.H. Tollington School, Muswell Hill  
Bynner, G.I.M. Private tuition  
Gibson, D.V. The High School for Boys, Croydon  
Bond, W.W. Norwich High School for Boys  
Link, C.W. Tollington School, Muswell Hill  
Saville, L.M. Richmond Hill School, Richmond  
Beaumont, N.C. The High School for Boys, Croydon  
Walters, H.C. Richmond Lodge, Torquay  
Lancaster, H.W. Willow House School, Walsall  
Townshend, C.R. Kent Coast College, Herne Bay

## JUNIOR.

## Honours Division.

Bauly, C.J. *s.e.h.al.lt.ch.* Tollington S., Muswell Hill  
Chitty, F.S.C. *s.e.a.al.gm.* Mercers' School, E.C.  
Allen, A.T. *g.a.al.ms.d.*  
The Jersey Modern School, St. Helier  
Moat, S. *a.al.ms.* Shoreham Grammar School  
Inch, J.V. *a.al.ms.* Shoreham Grammar School  
Patterson, A.T. *h.g.al.*  
Newcastle Modern School, Newcastle-on-Tyne  
Gillies, D. *al.ch.* Tollington School, Muswell Hill  
DeVeuille, P.M. *s.h.* The Jersey Modern S., St. Helier  
Birkett, C.E. *s.a.al.* Shoreham Grammar School  
Carr-Hill, R.W. *s.al.bk.* Shoreham Grammar School  
Everett, L.W. *s.al.f.* Norwich High School for Boys  
Finch, E.H.J. *e.al.bk.ma.* St. John's College, Finsbury Park  
Ollis, G.S.A. *e.al.* Mercers' School, E.C.  
Davidson, A. *ch.* Tollington School, Muswell Hill  
Keller, A.W. *al.ge.* Tollington School, Muswell Hill  
Aufenast, W. *al.* Tollington School, Muswell Hill  
Glasspool, D.R. *s.al.* Shoreham Grammar School  
Henman, F. *al.bk.ms.* Shoreham Grammar School  
Back, C.O. *s.al.ms.* Shoreham Grammar School  
Forbes, W. *a.al.ch.* Tollington School, Muswell Hill  
Oliver, K.M. *a.al.f.* High S., Avenue Lodge, Torquay  
Tooth, J.C. *al.* Shoreham Grammar School  
Martin, D.J. *s.* Mercers' School, E.C.  
Beloe, R.G. *al.ms.* Shoreham Grammar School  
Galletly, J.A. *e.al.f.* Epsom College  
Sullivan, H.M. *d.* Mercers' School, E.C.  
Wichmann, R.E.L. *al.ge.* Tollington S., Muswell Hill  
Bouly, H.G. *f.* Tollington School, Muswell Hill  
Crane, R.K. *a.* Mercers' School, E.C.  
Goddard, A.W. *e.al.ms.* Swindon High School  
Harrison, F.E. *al.f.* Victoria School of Languages, Liverpool  
Dyson, W.G.P. *al.phys.* Rivington and Blackrod Grammar School  
Jenkin, D.C.R. *f.* Mercers' School, E.C.  
Geary, F. *sh.* St. Leonards Collegiate School  
Richardson, H. *al.ms.* Argyle House S., Sunderland  
Wilkinson, E. *a.al.* Private tuition  
Blake, W.D. *al.* Kent Coast College, Herne Bay  
Powkes, T. *al.* Southport College  
Hawkins, R.H. *al.f.* Shoreham Grammar School  
Joyce, L.P.C. Shoreham Grammar School  
Warburton, E. *lt.* Tollington School, Muswell Hill  
Vanwyk, H. Shoreham Grammar School  
Williams, K.A. *al.* Mercers' School, E.C.  
Jones, A.D. *s.* Monkton H., The Parade, Cardiff  
Steele, G.H. *al.lt.* Tollington School, Muswell Hill



BOYS, JUNIOR, HONOURS—Continued.

Dicker, E.A. *al.* Beccles College  
 Francis, H.S. *sch.* Wrexham County School  
 Knight, D.R. *al.* Kent Coast College, Herne Bay  
 Mayne, F.H. *a.ms.* High S., Avenue Lodge, Torquay  
 Anderson, R.G. *s.* Mercers' School, E.C.  
 Lyons, J. *a.f.*  
 Leeds Central High S., Woodhouse Lane, Leeds  
 Mansfield, C. *s.al.bk.* Shoreham Grammar School  
 Powell, E. *lt.ch.* Private tuition  
 Ripley, A.E. Argyle House School, Sunderland  
 Schwertfeger, A.E. *al.f.* Mercers' School, E.C.  
 Isaacs, B.R. *al.lic.* Argyle House School, Sunderland  
 Austin, H.C. *a.d.f.* Shebbear College, Highampton  
 Levy, S.I. *e.a.* Private tuition  
 Jackson, H. *e.al.*  
 Kensington Coaching College, Nevcrn Sq., S.W.  
 Reavell, F.C. *d.* Tollington School, Muswell Hill  
 Abraham, W.H. *s.al.*  
 Penketh Friends' School, nr. Warrington  
 Buttle, W.H., *al.* Elm Grove School, Exmouth  
 Foulerton, G.S. *s.e.* Mercers' School, E.C.  
 Palmer, E.D. St. Leonards Collegiate School  
 Richardson, L.C. *s.al.f.*  
 St. Joseph's Collegiate School, Totland Bay  
 Tindale, J. *e.a.al.f.* West Hill School, Whitby  
 Houghton, A.H.D. *al.f.* Norwich High S. for Boys  
 Willis, R. *s.* Shoreham Grammar School  
 Woodard, L.H. Mercers' School, E.C.  
 Brown, R.I. *s.* Cambridge House School, Norwich  
 Hartley, E.H. Penketh Friends' S., nr. Warrington  
 Holloway, C.A. *al.* Shoreham Grammar School  
 Read, P.R. *a.al.f.* Private tuition  
 Smith, H.H. *al.* Southport College  
 Vokins, P.G. Tollington School, Muswell Hill  
 Godding, E.W. *al.f.d.* Private tuition  
 Hammonds, B.S. Shoreham Grammar School  
 Strong, F.M. *s.e.* Mercers' School, E.C.  
 Trace, L.A. St. Paul's School, West Kensington  
 Barton, E.H. *al.* Shoreham Grammar School  
 Curry, W.J. *al.* The Jersey Modern S., St. Helier  
 Dyson, W.D. *al.* Private tuition  
 Barker, C.I.V. *al.ch.* Tollington School, Muswell Hill  
 Denney, M.N. St. Leonards Collegiate School  
 Mathew, H.W. Ongar Grammar School  
 Brain, A.E. Shoreham Grammar School  
 Hirst, G.S. *al.* Technical College, Huddersfield  
 Willis, J.J.H. *s.* Mercers' School, E.C.  
 Cockman, F.G. Mercers' School, E.C.  
 MacLaren, A.H.A. *s.al.* Shoreham Grammar School  
 White, F.E. Mercers' School, E.C.  
 Harrison, T.H. Wallingbrook School, Chulmleigh

JUNIOR.

Pass Division.

\*Wheeler, E.J.M. Shoreham Grammar School  
 \*Bennett, R.P. *sh.* Ongar Grammar School  
 \*Cooper, J. Margate Grammar School  
 Anthony, C.L. *s.* The Jersey Modern S., St. Helier  
 Skelton, H.W.  
 Harleston House School, St. Lawrence, Jersey  
 Meanwell, L.J. *ch.* Tollington School, Muswell Hill  
 Robertson, A.N. Mercers' School, E.C.  
 Neville, L.C. *e.al.* St. Paul's S., West Kensington  
 Gozzard, F. Romford College, Romford  
 Cuthbert, A.S. *s.* St. Dunstan's College, Margate  
 Law, R.H. Private tuition  
 Wakeford, H.A. *al.* Modern S., Streatham Common  
 Hulme, G.H. St. Leonards Collegiate School  
 McDowell, E.J.P. *e.* Manor H., Clapham Common  
 Bovill, G. Shoreham Grammar School  
 Easton, A.C. St. Leonards Collegiate School  
 Elkin, W.J. *al.* Shoreham Grammar School  
 Kay, E.C. Private tuition  
 Osburn, G.D. Shoreham Grammar School  
 \*Clark, N.J. Tollington School, Muswell Hill  
 Cooke, C.A. Penketh Friends' S., nr. Warrington  
 \*Billings, A.E. Shoreham Grammar School  
 Crisp, H.S. *al.* The Grammar School, Holsworthy  
 Dixon, A.E. *al.* Swindon High School  
 Simon, C.E. *s.f.*  
 Harleston House School, St. Lawrence, Jersey  
 Travers, J.A. Balham Grammar School  
 Webber, A.R. *al.* Dunheved College, Launceston

Nash, R.G. Cambridge Home School, Norwich  
 Neville, P.J. Tollington School, Muswell Hill  
 Barnes, L.A. *lt.* King's School, Peterborough  
 Finklestone, J. *al.d.* Private tuition  
 Wagner, E.B. *al.*  
 Grammar School, Chorlton-cum-Hardy  
 Bott, H.M. *e.f.* Otundle School  
 LeSueur, C.R.  
 Harleston House School, St. Lawrence, Jersey  
 Tackley, C. *al.* Tollington School, Muswell Hill  
 Buisseret, R.J. *al.f.*  
 St. Joseph's Collegiate School, Totland Bay  
 Didier, D.S. *s.* Wycliffe College, Stonehouse  
 \*Sarre, T.B. *f.* Oxenford House, St. Lawrence, Jersey  
 Waite, H. *f.* Boys' High School, Barnsley  
 Bartlett, C.J. *a.ms.* Private tuition  
 Haris, B. *a.al.* Romford College, Romford  
 LeRuez, E.J. Harleston House S., St. Lawrence, Jersey  
 Nash, K.F. Wallingbrook School, Chulmleigh  
 Rogers, A.G. *al.* Littleton House, Knowle, Bristol  
 Davis, A.A. *e.* St. Andrew's S., Henley-on-Thames  
 Bitar, I. *al.f.* Private tuition  
 Crowther, F.C. The Palace School, Bewdley  
 Joyce, H.W. London Coll. for Choristers, Paddington  
 Stewart, R.H. Argyle House School, Sunderland  
 Sutcliffe, C.E. Tollington School, Muswell Hill  
 Trickey, R.H. *lt.* Allyn's School, East Dulwich  
 Welsh, M. *e.* Tollington School, Muswell Hill  
 \*Needle, E.C. The High School for Boys, Croydon  
 Reed, A.J. *al.* Devonport High School, Devonport  
 Sidi, O.J. *f.* Mercers' School, E.C.  
 Stallari, A. Private tuition  
 Cooper, N.B.W. *ch.* Private tuition  
 Reid, W.M. Cranbrook College, Ilford  
 Saenz-Diez, P. *f.jsp.* Private tuition  
 Savage, L. High School, Brentwood  
 Arman, G.N. Private tuition  
 Bullman, A.R. Grosvenor College, Carlisle  
 Cox, H.J. St. John's College, Finsbury Park  
 Ikin, G. *phus.* Private tuition  
 Wilson, J. M. New College, Harrogate  
 Corner, C.G.S. Private tuition  
 Huckstepp, R.F. Tollington School, Muswell Hill  
 Thurston, C.W.R. Norwich High School for Boys  
 Wheatcroft, J.V. Ongar Grammar School  
 Boorne, J.H. The High School for Boys, Croydon  
 Greaves, D. The Western College, Harrogate  
 Jessop, A. Penketh Friends' S., nr. Warrington  
 Marsden, A.W. *f.* Lawrence's College, Birmingham  
 Pannell, N.H. Hoe Grammar School, Plymouth  
 Sargent, R.M. Kent Coast College, Herne Bay  
 \*Williams, C.A. Kent Coast College, Herne Bay  
 Nightingale, S.R. The High S. for Boys, Croydon  
 Appleton, E. Penketh Friends' S., nr. Warrington  
 Cooper, C.F. *al.* Highbury Park School, N.  
 Renouf, H.G. *al.* Springside House S., Gorey, Jersey  
 Coombe, C.A. *a.* Raleigh College, Brixton  
 \*Morris, J.D. The College (Westwood), Penarth  
 Hall, R.P. Boys' High School, Barnsley  
 Hunt, J.R. The High School for Boys, Croydon  
 Jones, A.D. Tutorial Classes, Richmond Rd., Cardiff  
 Whitaker, A.L. *e.* Southport College  
 Castles, S.A. Private tuition  
 Hall, W.F. Elmhurst, Kingston-on-Thames  
 Watch, S.H.P. *f.* Laugharne School, Southsea  
 Coombs, D.A. Littleton House, Knowle, Bristol  
 Danino, A.A. Private tuition  
 Dare, A. Shoreham Grammar School  
 Foden, C. Penketh Friends' School, nr. Warrington  
 Pearn, E.J.J. Froebel House, Devonport  
 Bamberger, G. *al.* Clark's Coll., Newport Rd., Cardiff  
 Dymond, H.J. Hoe Grammar School, Plymouth  
 Forge, C.C. Ongar Grammar School  
 Henshaw, W.G. *f.* Private tuition  
 Rimmer, W.K. *c.* University School, Southport  
 Cann, L. Hoe Grammar School, Plymouth  
 \*Travis, C.L.  
 Queen's College, London Road, Southampton  
 Bibb, R.F. The College, Weston-super-Mare  
 Winy, G.M. *a.* Steyne School, Worthing  
 Roberts, R.M. Christ College, Brecon  
 Ryan, E.P. *j.* St. Helen's College, Southsea  
 Syvret, E.T. *f.* Oxenford House, St. Lawrence, Jersey  
 \*Chapman, W.T.R. Fauntleroy, St. Leonards-on-Sea  
 \*Harris, E.J. *s.* Mount Radford School, Exeter  
 Marshall, H.C. *a.* Fitzroy School, Crouch End  
 Soper, O.C. *c.* Wallingbrook School, Chulmleigh  
 \*Dallain, A. *f.* Oxenford House, St. Lawrence, Jersey  
 \*Hammond, E.C. *g.* Richmond Hill S., Richmond  
 \*Hartley, J.E. Ashville College, Harrogate  
 Williams, E.C. Grosvenor College, Carlisle  
 Bainbridge, A. Oxenford House, St. Lawrence, Jersey  
 \*Dowden, L.H. The High School for Boys, Croydon  
 Francis, J.W. *al.* Private tuition  
 Lee, H.W.H. Kent Coast College, Herne Bay  
 Coulthard, A.J. The College, Weston-super-Mare  
 Laycock, A.S. Grosvenor College, Carlisle  
 LeVesconte, Clifford  
 Oxenford House, St. Lawrence, Jersey  
 Renouf, C. *f.* Oxenford House, St. Lawrence, Jersey  
 Wise, L. St. Leonards Collegiate School

Bradley, F. Fulwood Grammar School, Preston  
 Crowder, G.C. The High School for Boys, Croydon  
 Myers, H.L. Dudley Grammar School  
 Archbold, T.M. St. Leonards Collegiate School  
 Banks, D. Private tuition  
 Bennett, C.T. St. John's College, Finsbury Park  
 Gooding, N.R. Wallingbrook School, Chulmleigh  
 Nicholson, S. *al.* Clifton Coll., North Shore, Blackpool  
 Rogers, E.E. Private tuition  
 Atkinson, J.M. Private tuition  
 Craddock, C.H. *a.*  
 Clifton College, North Shore, Blackpool  
 Hopkins, G.G. *al.f.* Epsom College  
 Knott, A. Private tuition  
 Rook, S.N. Modern School, Streatham Common  
 Thompson, O.H. Modern S., Streatham Common  
 Pitt, H.L. Private tuition  
 Smailes, T.H. *a.* Private tuition  
 Burke, F.W. Private tuition  
 Gargery, E.J. Private tuition  
 Hodgson, J. Grosvenor College, Carlisle  
 Hyle, W. Private tuition  
 LeGresley, P.C.  
 Harleston House School, St. Lawrence, Jersey  
 Whitehead, F. Broadgate School, Nottingham  
 \*McHardy, J.D. Bourne College, Quinton  
 Shepherd, W.E. Private tuition  
 Walton, C. Penketh Friends' School, nr. Warrington  
 Wilde, C.S. Private tuition  
 Hoyle, L.A. *d.* Coventry Tutorial College  
 Riple, E. Newcastle Modern S., Newcastle-on-Tyne  
 Upright, K.R. Exeter School  
 Brown, J. Argyle House School, Sunderland  
 Duckworth, G. University School, Southport  
 Montgomery, C.G. *al.*  
 The High School for Boys, Croydon  
 Peel, G.F. *s.* Private tuition  
 Wood, R.St.D. St. Leonards Collegiate School  
 Anton, J.C. The Douglas School, Cheltenham  
 Clark, S.A. St. John's College, Finsbury Park  
 Miller, E.H. Bethany House, Goudhurst  
 Robins, S.C. Fulwood Grammar School, Preston  
 \*Cauter, W.B.  
 Hove High School, Clarendon Villas, Hove  
 Emptage, F.E. St. Dunstan's College, Margate  
 Greenwood, W.P. Private tuition  
 \*Hannaford, I.J. *g.* Hoe Grammar S., Plymouth  
 Heiman, E. Hearn H., Belsize Park, Hampstead  
 \*Hessian, L.J. Private tuition  
 Little, J.H. Grosvenor College, Carlisle  
 \*Marchant, S.S. Richmond Hill School, Richmond  
 Ward, R.T. Swindon High School  
 Bowron, J.A. *d.* Private tuition  
 Broadley, A.E. Argyle House School, Sunderland  
 Quick, W.A.B. Hoe Grammar School, Plymouth  
 Brooke, D.R. Private tuition  
 Norman, W.C. Wallingbrook School, Chulmleigh  
 Wheatley, A.H. West Hill School, Whitby  
 Cooper, D.G. Littleton H., Knowle, Bristol  
 Elliott, B. Cranleigh School  
 Ellis, A.G.  
 Newcastle Modern School, Newcastle-on-Tyne  
 Graham, F. Ashland High School, Wigan  
 \*Parsons, K.A. The High School for Boys, Croydon  
 Symons, J.W. Hoe Grammar School, Plymouth  
 Webber, A. The College (Westwood), Penarth  
 Atkinson, W.N. Grosvenor College, Carlisle  
 Johnson, F.W. Grosvenor College, Carlisle  
 \*Shorten, W.A. Norwich High School for Boys  
 Cook, A.E. New College, Harrogate  
 Cowe, A. Private tuition  
 Forster, H.F.J. Private tuition  
 Armstrong, R. Private tuition  
 Forrester, R.C. Grammar S., Chorlton-cum-Hardy  
 George, W.L. Hoe Grammar School, Plymouth  
 Hough, P. Private tuition  
 Nicholson, A.F.J. Broadgate School, Nottingham  
 Sidebottom, A.R. Arnold H., South Shore, Blackpool  
 Thompson, G.L.  
 Newcastle Modern School, Newcastle-on-Tyne  
 Wilkinson, F.P. Kent Coast Coll., Herne Bay  
 Cole, H.L. Balham Gram. S.  
 McDougall, G.A.A. St. John's Coll., Finsbury Park  
 \*Theis, F.A. The High School for Boys, Croydon  
 Wall, T.B.E. New College, Harrogate  
 Crowley, P.L. The High School for Boys, Croydon  
 Davies, A.B. *al.* Private tuition  
 Geering, G.R. Kent Coll., Canterbury  
 Starkey, R.H. Penketh Friends' S., nr. Warrington  
 Swainson, J.H. Froebel House, Devonport  
 Wheeler, L.C.  
 St. Peter's Eaton Sq. Choir S., Ecclestone St., East, S.W.  
 Greenwood, A.W. Private tuition  
 Hall, T.H.W.  
 The College, Melbourne Avenue, West Ealing  
 Hamilton, H.D.S. Pembroke School, Harrogate  
 Sidway, O.E. Tellisford H., Redland, Bristol  
 Davies, H. Old College School, Carmarthen  
 Green, G.M. Tellisford H., Redland, Bristol  
 \*Hackett, B.C. The Palace S., Bewdley  
 Hember, H.F. Littleton H., Knowle, Bristol  
 Hughes, T.W. Private tuition

BOYS, JUNIOR, PASS—Continued.

\*Ackland, R.H. High School, Avenue Lodge, Torquay
Forrester, E.R. Hoe Grammar School, Plymouth
Lanham, R.G. al. Private tuition
Riob, R.A. Littleton H., Knowle, Bristol
Scholes, J.K. Clifton Coll., North Shore, Blackpool
France, R.P. Hearn H., Belsize Park, Hampstead
Lee, O.J. Southampton Boys' Coll. and High School
Stavans, R.O. Bethany H., Goudhurst
Little, A.H. Bethany H., Goudhurst
Luxton, H.E. Hoe Grammar School, Plymouth
Farquarson, G.W. ge. Ascham House S., Harrogate
Houlton, J.V. Private tuition
Lessiter, A.G. Balham Gram. S.
Morris, M. Private tuition
Paine, F.E. The Palace S., Bewdley
Porteus, J.E.V. West Hill School, Whitby
Ramsay, A. ch. Private tuition
Harding, H.L. Southampton Boys' Coll. and High School
Lodge, E.H. Private tuition
Lys, W.F. Sherborne School
Sey, C.E. Eton House School, Hill
Woolsey, D.W. Tollington School, Muswell Hill
\*Draysey, R. The Palace S., Bewdley
Edmonds, J.O.A. Hoe Grammar School, Plymouth
Tazewell, E.R. The School, Wellington Rd., Taunton
Farnery, R.A. Commercial S., Agnew St., Lytham
James, R.D. Private tuition
Kennedy, H.P. Private tuition
Curtis, E.J.B. Private tuition
Fisher, J. Norwich High School for Boys
Mitchell, W. Southport College
Fawlyn, G.C. Hoe Grammar School, Plymouth
Wheatley, W.J. Margate Grammar School
Head, E.F. St. Peter's Eaton Sq. Choir S., Eccleston St. East, S.W.
Jones, S.H. Private tuition
Whitaker, W.B. Modern S., Streatham Common
Winsor, B. The High School for Boys, Croydon
Castle, C.F. Private tuition
DeCarteret, A.R. Ozenford House, St. Lawrence, Jersey
Comyns, R. Private tuition
Edmonds, E. Private tuition
\*Jackson, H.P. Leigh Hall College, Leigh-on-Sea
Moore, J.L. The High School for Boys, Croydon
Walker, T.A. Private tuition
Evans, W.O. The Grammar School, Pencader
Issac, H.G. Wallingbrook School, Chulmleigh
Crowder, R.F. The High School for Boys, Croydon
Sampson, D. Ongar Grammar School
Ford, J.L. Cowea Grammar School
Thompson, H. Queen's College, London Road, Southampton
Williams, L.V. Private tuition
Best, H.L. Central Correspondence Coll., Sheffield
Lewis, J.E. The Palace S., Bewdley
Oliver, L.M. Private tuition
Taylor, A.D. Skerry's College, Leece St., Liverpool
Thomas, R.H. West Hill School, Whitby
Blezard, R. Private tuition
Jenner, A.E. The High School for Boys, Croydon
Furniss, R.B. High School for Boys, Sutton
Edmondson, A.F. Private tuition
Macleod, D.A.R. Tollington School, Muswell Hill
Freeman, G.B. St. Peter's Eaton Sq. Choir S., Eccleston St. East, S.W.
Matthews, P.W. Private tuition

PRELIMINARY.

Honours Division.

Toukin, G.R. e.al. Newquay College, Cornwall
Davis, E. a.al.gm. bk.f. St. John's Coll., Finsbury Park
Sutcliffe, R.A. s.e.a.al. bk.f. Lytham Coll., Ansdell, Lytham
Broadbridge, R.G.C.s.e.a.al.f. Shoreham Grammar S.
Gosling, U.J.F. s.gm.bk.d. New College, Harrogate
D'Authreau, F.J. a.al.f. The Jersey Modern School, St. Helier
Parsons, W.H. e.a.al. Shoreham Grammar School
Penman, R.W. e. Kent Coast College, Herne Bay
Bisson, G.R. s.e.a. Harleston House S., St. Lawrence, Jersey
Payne, G.C. e.al.gm. Shoreham Grammar School
Recknell, H.T. s.e.al.f. Shoreham Grammar School
Mitchell, A. a.al. Lytham Coll., Ansdell, Lytham
Sawyer, R.F. e.a.al.gm. Shoreham Grammar School
Wills, H.L. e.al. Shoreham Grammar School
MacGregor, J.A. al. The Western College, Harrogate
Snell, L.J. s.e.al.f. West End School, Jersey
Burbridge, L.D. s.e.al.f. St. John's College, Finsbury Park

Elliot, S.E. s.a.al. Shoreham Grammar School
Fuller, W.B. al. Shoreham Grammar School
Jones, J.A.J. s.al.gm. Richmond Lodge, Torquay
Solly, G.F. s.g.al.f. Kent Coast College, Herne Bay
Shepherd, N. a.al. Southport College
Trible, W.J. a.al. The Grammar S., Holsworthy
Lynch, J. e.a.gm. St. Paul's College, Temple Belwood, Belton
Webster, W. e.a.al. Southend Grammar School
Giddings, D.S. s.g.al. Kent Coast College, Herne Bay
Greene, E.L. g.a.al. Southport College
Harris, C.N. s.a.al. Mount Radford School, Exeter
Orlopp, J.F. s.al.f. Shoreham Grammar School
Ratcliffe, N.A. al.d. Southport College
Sharkey, O.T.B. e.al.f. Norwich High S. for Boys
Sennitt, L.C. a.al. Norwich High School for Boys
Whitworth, W.E. s.e. Penketh Friends' School, nr. Warrington
Anspach, F.B. a. Shoreham Grammar School
VanPut, E. e.a.al.f. St. Paul's College, Temple Belwood, Belton
Graham, W.S. s.al. Penketh Friends' School, nr. Warrington
Maudrell, J.H.C. s.al. Swindon High School
Fountain, H.E. al.d. Hove College
Cameron, G.V. a.al.f. Grosvenor College, Carlisle
Collet, H.E. al. Swindon High School
Gayton, R.J. s.al.d. Swindon High School
Roche-Borrowes, A.M. al.f. Private tuition
Langdon, F.G. s.g.a.al. West End School, Jersey
Rowse, C.A. al. Newquay College, Cornwall
Barette, J. al. Ozenford House, St. Lawrence, Jersey
Eastick, H.J. s.a.al.d. Norwich High S. for Boys
Incker, D. a.al.d. Swindon High School
Watts, A.M. al. St. John's College, Finsbury Park
Dench, H.P. e.al.f. Shoreham Grammar School
Povey, R.W. al.f. Grove House School, Hightgate
Ross, E.T.L. a. Raleigh College, Brixton
Adams, G.A. d. Wallingbrook School, Chulmleigh
Beard, G.E. s.al. Swindon High School
Bonington, L.W.G. s.al. Shoreham Grammar S.
Burton, J.H. al. Shoreham Grammar School
Dingle, V.A. Hoe Grammar School, Plymouth

PRELIMINARY.

Pass Division.

\*Sorabjee, M. a. The Vale College, Ramsgate
\*Chambers, A.H. al. Shoreham Grammar School
Tanton, D.E. St. Leonards Collegiate School
Hinderwell, F.N. Cranbrook College, Ilford
Forster, A.al. Grosvenor College, Carlisle
Scott, D. a.al. The Academy, Wakefield
Densham, E.R. Elm Grove School, Exmouth
Teugels, H.V.A. al.f. The High S. for Boys, Croydon
LeHeron, R.a.f. Ozenford H., St. Lawrence, Jersey
Waters, D.J.M. Langharne School, Southsea
Jones, L.A. St. Joseph's Collegiate S., Totland Bay
LeGresley, P.f. Springside House S., Gorey, Jersey
Perret, L.B. Margate Grammar School
Dick, T. Newcastle Modern S., Newcastle-on-Tyne
Chapman, A. Claysmore School, Enfield
Kuppers, E. Norwich High School for Boys
Matthews, F. Ongar Grammar School
White, I.L. London Coll. for Choristers, Paddington
Legge, C.H. Balham Grammar School
Richard, I.L. The Jersey Modern School, St. Helier
Clarke, S.E. a.al. Romford College, Romford
Manger, C.H. e.al.f. Ozenford House, St. Lawrence, Jersey
Rose, L.R.C. a. Penketh Friends' S., nr. Warrington
Henson, B.L. e. Hearn House, Belsize Park, Hampstead
Lyne, J.D. s.a. Wallingbrook School, Chulmleigh
Vine, L.G. f.d. Cranbrook College, Ilford
Young, D.B. e.al.f. Highbury Park School, N.
Beck, H.C. d. Grove House School, Hightgate
Liddle, D.A. d. The Western College, Harrogate
Pirie, A.S. e.al. St. Joseph's Collegiate School, Totland Bay
Poole, W.H. a. Southport College
Shepherd, L.G. s.al. The Jersey Modern School, St. Helier
Arthur, J.R. s. Harleston House School, St. Lawrence, Jersey
Beare, N. s. The School, Wellington Road, Taunton
Packer, S.W. a.al. Ongar Grammar School
Samuel, B. s.a.al. Southend Grammar School

\*Stokley, E.G. London Coll. for Choristers, Paddington
Vaaselin, G.F. Harleston House School, St. Lawrence, Jersey
Walker, H.L. a.al. Raleigh College, Brixton
Every, R.A. Grove House School, Hightgate
Stewart, I. Grammar School, Chorlton-cum-Hardy
Barnett, V.F. al.d. Richmond Lodge, Torquay
Dawson, R.M. s. The Western College, Harrogate
Dupont, C.W. s. St. Aubyn's, Woodford Green
Foster, L.T. Steyne School, Worthing
Herington, A.S. s.al. Bedford House S., Hastings
Horswill, P.A. Ongar Grammar School
Houdret, D.C. al. St. Placid's, Horsham
Mitchell, W.H. Hilslea College, Portsmouth
Punter, D.C. al. St. George's School, Gosforth, Newcastle-on-Tyne
Carruthers, J.H. al. Argyle House S., Sunderland
Mead, L.H. a.al. Shoreham Grammar School
Reed, J. al.gm. Argyle House School, Sunderland
Barnes, C.C. Modern School, Streatham Common
Callemien, J.L.G. al.f. St. Placid's, Horsham
Gill, C.S. al.f. Beccles College
Langford, W.G. al. Hilslea College, Portsmouth
Smith, E.W. St. Peter's Eaton Sq. Choir S., Eccleston St. East, S.W.
Hemsley, N.A. al. Bethany House, Goudhurst
Kerr, R. Grosvenor College, Carlisle
Love, E.A. All Saints' Choir S., Clifton, Bristol
Mendham, J.C. The High School for Boys, Croydon
Roberts, W.P. Fulwood Grammar School, Preston
Watson, K. g. Kent Coast College, Herne Bay
Watts, L.J. a. Tellisford House, Redland, Bristol
Barber, E.K. The School, Wellington Rd., Taunton
Evans, R.B. al. Ongar Grammar School
Flynn, F.G. a.al. Lockwood, Peverell, Plymouth
Jones, E.P. d. St. George's S., Gosforth, Newcastle-on-Tyne
Patmore, J.O. s. Modern S., Streatham Common
Weatherseed, R.F. s.al. St. Leonards Collegiate S.
Woolcott, L.S.S. a. al. St. Joseph's Collegiate School, Totland Bay
Chubb, G.W. Shoreham Grammar School
Cole, E.J. a.al.gm. Lockwood, Peverell, Plymouth
Dewsbury, F.R.L. a.al. Willow House S., Walsall
Hill, R. al. Grosvenor College, Carlisle
Oppen, A.H. a. St. Dunstan's College, Margate
Shearing, K.H. Grove House School, Hightgate
Smith, R. al. Fulwood Grammar School, Preston
Allen, E.C. d. Ongar Grammar School
Blevin, A.W. al. Southport College
Bowker, R. Technical S., Waterloo Rd., Stalybridge
Brown, H.E. s.al. Shoreham Grammar School
Dallain, J.A. al.f. Ozenford House, St. Lawrence, Jersey
Kuhn, L.V. e.al. St. John's College, Finsbury Park
Rimmer, F.R. al. Southport College
Wearing, J.E.N. e.al. Bourne College, Quinton
Clarke, G.F.B. al. Shoreham Grammar School
Delhaye, M. al.f. St. Paul's Coll., Temple Belwood, Belton
Frayn, A. al. Hoe Grammar School, Plymouth
Hacker, C.M. al. The Douglas School, Chulmleigh
Hooton, R.B. Grove House School, Hightgate
Jackson, A.H. St. Aubyn's, Woodford Green
Nash, C.M. a.al. Ongar Grammar School
Ward, J.I. Grosvenor College, Carlisle
Winkworth, F.W.H. Richmond Hill S., Richmond
Wood, W.R. The School, Wellington Road, Taunton
Best, P. Richmond Hill School, Richmond
Cooper, R. al. Elm Grove School, Exmouth
Head, D.L. s. St. Peter's Eaton Sq. Choir S., Eccleston St. East, S.W.
Hill, W.T. al. Littleton House, Knowle, Bristol
Horn, H.B. al. St. John's College, Finsbury Park
LeGresley, J.W. The Jersey Modern S., St. Helier
Morecraft, D.W. Steyne School, Worthing
Norton, C.R. Margate Commercial School
Perkins, G.H. al.sc. Clark's College, Newport Road, Cardiff
Phillips, R.V. The College (Westwood), Penarth
Plummer, H.F. a. St. Peter's Eaton Sq. Choir S., Eccleston St. East, S.W.
Sampson, J.N.gm. Wallingbrook School, Chulmleigh
Seddon, R.H. s.d. Penketh Friends' School, nr. Warrington
Tourneaux, P.F. al. Shoreham Grammar School
Battie, A.M. Lytham College, Ansdell, Lytham
Corbet, F.G. s. West End School, Jersey
Corrie, D.J. al. St. Placid's, Horsham
DeWilde, P.A. al. Shoreham Grammar School
Goode, C.W. Shoreham Grammar School
Harrington, W.C. St. Andrew's School, Henley-on-Thames
Kivell, E. The Grammar School, Holsworthy
Lawn, S.L. Shoreham Grammar School
Oppenheim, E. al. St. George's School, Gosforth, Newcastle-on-Tyne
Thompson, L.J. The High S. for Boys, Croydon
Webb, W.J. Bourne College, Quinton
Williams, L. Newquay College, Cornwall
Carrol, C.A. Springside House S., Gorey, Jersey
Commun, L.B. sc. Grammar School, Chorlton-cum-Hardy
Cooke, R.H.R. s. Modern S., Streatham Common
Coulthard, W.F.H. Grosvenor College, Carlisle

# "IT IS CLEAR

**that a capable agent who has pursued his calling for years will have gathered, by visits, by personal interviews, and by correspondence, a globe of precepts, and that his profession of recommending schools is no idle pretence."**

*The Journal of Education*, June, 1916.

**This is the definition, by a competent judge, of what should constitute a  
USEFUL SCHOLASTIC AGENT.**

It may be presumed that no one would knowingly make trial of the services of any other kind, but it is still true that a proportion of Principals are induced to yield to the importunities of plausible and worthless concerns, with the resultant loss and disappointment that might be expected. This is a disillusioning experience for which there is no necessity. The established, reliable Scholastic Agencies are not many in number, and they are well known, and their record and standing easily to be ascertained. As one of these we have a sufficient to claim clients' confidence. If, further, we obtain the greater share of Parents' Inquiries, we also take unusual pains to secure them. At present our advertisements are appearing in nearly 400 papers in this country alone; and, outside of enemy countries, the War has made no difference in the circulation of our List of Schools.

As a result, few days pass without at least one letter of thanks from parents who appreciate the assistance we have given them. Principals are equally generous in expressing their indebtedness.

The following extracts are from recent acknowledgments:—

"You will remember advising me to send my daughter to ——— House School. I feel it would be ungrateful not to write and tell you how thankful I am I took your advice. She came home looking the picture of health, and she is as happy as the day is long."

(Dec. 29.)

"I am much obliged to your firm for assisting me to obtain these pupils, who seem all very nice boys."

(Oct. 11.)

"Thanks very much for sending me your 1916 List of Schools. My advertisement looks well, and has already brought me a pupil."

(Nov. 15.)

"I want to let you know that, after one term at ——— School, we are most satisfied with your choice of a school for our daughter, and desire to thank you very much for your advice in the matter. We do not think we could have selected a better place." (Jan. 22.)

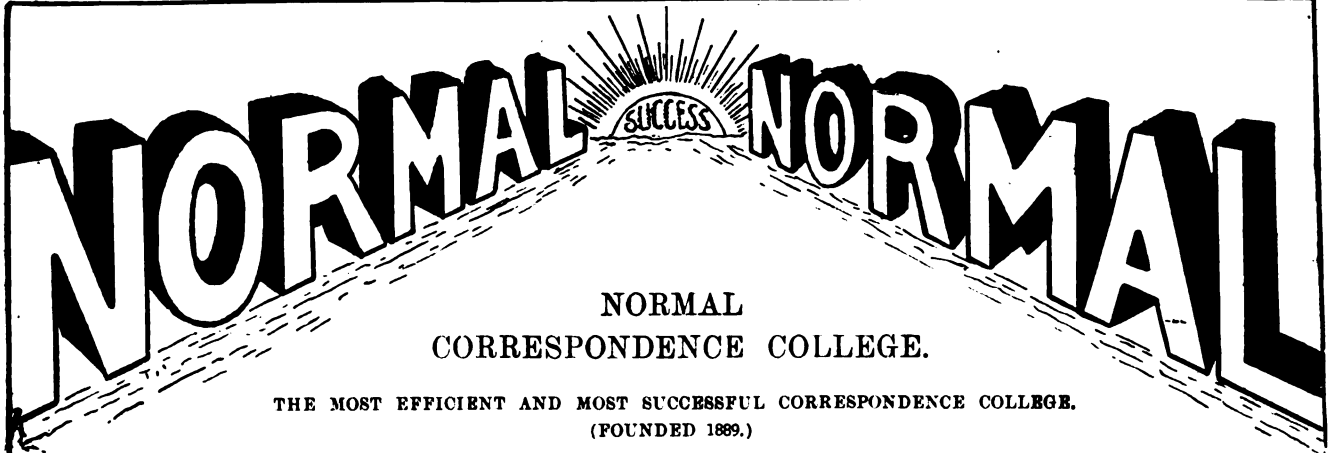
"We have quite a contingent from that town (all through one girl whose parents read of the School in 'Paton's List')." (Oct. 29.)

"Relying solely upon your recommendation, I sent my boy last term to ——— School. I think it right to let you know that I am quite satisfied with the choice made." (Nov. 3.)

**If you have not yet made trial of our services, we shall be glad to hear from you, with particulars of your School.**

**J. & J. PATON, Educational Agents,**

**143 CANNON STREET, LONDON, E.C. Telephone: Central 5053.**



NORMAL  
CORRESPONDENCE COLLEGE.

THE MOST EFFICIENT AND MOST SUCCESSFUL CORRESPONDENCE COLLEGE.  
(FOUNDED 1889.)

**RECORD RESULTS.**

THE ONLY CLASS, COLLEGE, OR INSTITUTION

that has obtained FIRST, SECOND, and THIRD class HONOURS at the last THREE OXFORD and CAMBRIDGE LOCALS, and the HIGHEST DISTINCTIONS at the College of Preceptors Examinations is the NORMAL CORRESPONDENCE COLLEGE.

*Send for testimonials—names and addresses given.*

**HIGHER FROEBEL**

The highest percentage of Passes has been gained by the "Normal." Send for Free Guide of 72 pages.

**LLA.**

Not the highest number, but the highest percentage of Passes has been secured by the "Normal." Free Guide of 96 pages sent on application.

**OXFORD LOCAL LIST.**

A pupil of the "Normal" *Heads the List* and gains Five Distinctions. This pupil wins our £50 Prize and Gold Medal. Other pupils, as usual, gain Honours and Distinctions. Previous to this year pupils of the "Normal" have taken the *Second, Fifth, and Sixth* places in the Kingdom.

**CAMBRIDGE SENIOR LOCAL**

As usual, pupils of the "Normal" pass with First, Second, and Third Class Honours and Distinctions, and win Medals and Prizes.

**COLLEGE OF PRECEPTORS.**

The "Normal" is again the most successful at this Examination. As usual, Passes with Five and other Distinctions are gained by the "Normal."

**A.C.P. and L.C.P.**

Passes with Honours obtained. The College of Preceptors *First Prize*—the £10 prize for Education—has been won by a pupil of the "Normal."

**MATRICULATION.**

At each Matriculation examination pupils of the "Normal" are most successful. Many First Class and other Passes were obtained as usual at the last examination.

**CERTIFICATE.**

Most remarkable successes obtained again. The "Normal" has secured the highest percentage in the kingdom. "Normal" Money Prizes and Medals are won as usual.

**PRELIMINARY CERTIFICATE.**

THE ONLY CLASS that has passed pupils with Seven Distinctions at any examination is the "Normal." Pupils of the "Normal" have gained Seven Distinctions at both Preliminary Certificate and the College of Preceptors.

**FREE. THE NORMAL GUIDE.**

Crown 8vo. 184 pp. Price 6d. net.  
*Free to readers of this paper.*

**NORMAL CORRESPONDENCE COLLEGE,**

47 Melford Road, East Dulwich, London, S.E.; and 110 Avondale Square, S.E.

**BOYS, PRELIMINARY, PASS—Continued.**

Deft, A.C. All Saints' Choir School, Clifton, Bristol  
 Graham, J.L.W. St. C. g.d. Grosvenor Coll., Carlisle  
 May, E.G.A. d. Littleton House, Knowle, Bristol  
 Raisman, L. Fulwood Grammar School, Preston  
 Barrington, A.E. d.  
 All Saints' Choir School, Clifton, Bristol  
 Bartlett, S.G. s.  
 St. Peter's Eaton Sq. Choir S., Ecclestone St. E., S.W.  
 Buchanan, A.R. e.  
 St. Joseph's Collegiate S., Totland Bay  
 Clemence, L.M. s. Hoe Grammar School, Plymouth  
 Grierson, G. al. Argyle House School, Sunderland  
 Inston, S.J.A. d. Hilsa College, Portsmouth  
 Preston, S.C. s. Margate Commercial School  
 Ruzsak, W. al. Bethany H., Goudhurst  
 Powkes, W.N. a.al. Arlington Park Coll., Chiswick  
 Headland, R.S. e. Brownlow Coll., New Southgate  
 Mitchell, E.W. al. St. Dunstan's College, Margate  
 Mitchell, W.M. s. St. Aubyn's, Woodford Green  
 Pack, H.W. s. Clapton College, Clapton Common  
 Troup, F.J. al. Shoreham Grammar School  
 Crew, F.L. a.al. Bethany H., Goudhurst  
 Davies, A. al. Southend Grammar School  
 Edmondson, R.A. al. Private tuition  
 Pletcher, H.M. a.d. Grosvenor College, Carlisle  
 Rawstone, N.A. Bethany H., Goudhurst  
 Clements, J.W.P. f.  
 The School, Wellington Road, Taunton  
 Fowler, J.S. Ongar Grammar School  
 Holloway, S.R. a.al.d. Shoreham Grammar School  
 Peet, J.M. Southport College  
 Pither, R.J. St. Andrew's S., Henley-on-Thames  
 Tattersall, J.C. al. Lytham Coll., Ansdell, Lytham  
 Wilson, A.N. al. St. John's College, Finsbury Park  
 Butler, A.H. Hilsa College, Portsmouth  
 Gladwell, R.F. a. Norwich High School for Boys  
 Liddicott, H.A. Hoe Grammar School, Plymouth  
 Swift, J.S. Southport College  
 Woodward, S.C. al. Shoreham Grammar School  
 Chase, S. Steyne School, Worthing  
 Endle, R.M. gm. Hoe Grammar School, Plymouth  
 French, B. s. Shoreham Grammar School  
 Hles, R.G. All Saints' Choir S., Clifton, Bristol  
 Midgley, J.L. s. St. Leonards Coll. School  
 Trimby, E.W. d.  
 Southampton Boys' College and High School  
 Ashley, C.E. s. St. Andrew's S., Henley-on-Thames  
 Besemel, B.F. s. Clapton College, Clapton Common  
 Brightmore, V.C. e. Carshalton College  
 Chown, C.P. e.  
 London Coll. for Choristers, Paddington  
 Coward, N.B. al. Littleton H., Knowle, Bristol  
 Griffith, W.P. al. Bedford House School, Hastings  
 Harding, A.K. Cranbrook College, Ilford  
 Hill, S.P. Clark's Coll., Newport Road, Cardiff  
 Huxford, L.E. The Philological School, Southsea  
 Hyde, E.F. Margate Grammar School  
 Kemsley, R.W. a. Hoe Grammar School, Plymouth  
 Killingback, L.A. St. John's Coll., Finsbury Park  
 Phillips, L.C. Grove House School, Highgate  
 Raffray, A.W. f. Springside House S., Gorey, Jersey  
 Robinson, A. Willow House School, Walsall  
 Ball, G.W. Margate Grammar School  
 Drew, R.O. s. Ongar Grammar School  
 Duck, N.W. Margate Grammar School  
 Edmondson, W. Fulwood Grammar School, Preston  
 Gray, G.W.T. e.  
 St. John's Choir School, St. Leonards-on-Sea  
 King, R. Bethany House, Goudhurst  
 Loman, A.G. a. Elm Grove School, Eymouth  
 Shrubsole, R.D. al. gm. Kent Coast Coll., Herne Bay  
 Sutton, S.V. d. Bethany House, Goudhurst  
 Thompson-Kelly, H.E.G. Grosvenor Coll., Carlisle  
 Aldisa, W.V. Norwich High School for Boys  
 Garcia, M. Private tuition  
 Hipwell, H.H. al. Steyne School, Worthing  
 Knorr, E.B. Tellisford House, Redland, Bristol  
 Wallis, E.C. al. Cambridge House School, Norwich  
 Whiting, F.J. The Philological School, Southsea  
 Woodruff, E.W. al. St. Dunstan's College, Margate  
 Zambuhl, D.J.F. al. Ongar Grammar School  
 Bliss, H.L. Littleton House, Knowle, Bristol  
 Bridger, R.H. a.d. Ongar Grammar School  
 Cambridge, J.S. St. Aubyn's, Woodford Green  
 Jones, R.E. al. Grove House School, Highgate  
 King, D.R. al. Carshalton College  
 Morris, T. The Palace School, Bewdley  
 O'Brien, T.N. St. Placid's, Horsham  
 Orford, F.C.N. Shoreham Grammar School  
 Poole, F. Ongar Grammar School  
 Saunders, G. Steyne School, Worthing  
 Short, H.B. a. Carshalton College  
 Stevenson, N.L.M. The Jersey Modern S., St. Helier  
 Birch, C. al. Oxenford House, St. Lawrence, Jersey  
 Howard, J. Margate Commercial School  
 Johnson, C. Clifton Coll., North Shore, Blackpool  
 Thomas, N.D. Swindon High School  
 Vevers, C.J. g. Kent Coast Coll., Herne Bay  
 Winter, T.S.R. Newcastle Modern School, Newcastle-on-Tyne  
 Baker, J. Shoreham Grammar School  
 Berg, E. Argyle House School, Sunderland  
 Camm, H.L. s. The Palace School, Bewdley  
 Chilvers, R. al. Barton School, Wisbech  
 Comyns, J. Carshalton College

Craig, S. Arlington Park College, Chiswick  
 Gordon, A.J. Margate Grammar School  
 Hicks, L. Margate Grammar School  
 Roberts, S.E. al. Shoreham Grammar School  
 Roch, F.O. a.al. Clark's Coll., Newport Rd., Cardiff  
 Smith, H.E. Norwich High School for Boys  
 Smith, R.H. Norwich High School for Boys  
 Stoneman, J.L. Newquay College, Cornwall  
 Whitaker, R. St. John's College, Finsbury Park  
 Winter, A.T. Southampton Boys' Coll. and High S.  
 Zambra, J. Kent Coast College, Herne Bay  
 Bagnall, F.C.J. d. Bourne College, Quinton  
 Cook, R.G. Grove House School, Highgate  
 Hennequin, R.L. Arlington Park College, Chiswick  
 Nicholas, W. al. Ongar Grammar School  
 Williams, E.A. al. Steyne School, Worthing  
 Bates, H. Ongar Grammar School  
 Bertalot, E.V. sc. Private tuition  
 Blackburne, A.F.N.s. Bedford House S., Hastings  
 Bode, B.V. Kent Coast Coll., Herne Bay  
 Bulman, H.A. Grosvenor College, Carlisle  
 Deeley, W.E. All Saints' Choir S., Clifton, Bristol  
 Hobgen, O. St. Peter's Coll., Brockley  
 Mitchell, L. e. Bethany H., Goudhurst  
 Palmer, R.A.K. St. Leonards Coll. School  
 Appleby, C.H. St. Peter's Eaton Sq. Choir S., Ecclestone St. East, S.W.  
 Bull, S.W.A. s.f. The School, Wellington Rd., Taunton  
 Hasse, C.W.E. g. Kent Coast Coll., Herne Bay  
 Mason, D.W. al. Ongar Grammar School  
 Moore, D.B.A. d. Swindon High School  
 Walker, R.A. Grosvenor College, Carlisle  
 Welton, S.C. al. Ongar Grammar School  
 Wyatt, N.L. s. St. Aubyn's, Woodford Green  
 Ansell, E.A. The Palace S., Bewdley  
 Clark, S.O. Wallingbrook School, Chulmleigh  
 Clarke, D. Penketh Friends' S., nr. Warrington  
 Griffin, L.W. Bourne College, Quinton  
 Powell, F. d. Bethany H., Goudhurst  
 Renison, S. e. Penketh Friends' S., nr. Warrington  
 Stephen, A. Southampton Boys' Coll. and High S.  
 Taylor, J.G. Penketh Friends' S., nr. Warrington  
 Williams, D.R.M. St. John's Coll., Finsbury Park  
 Windrow, C.F. a. Kersal School, Manchester  
 Ball, F.A. Margate Grammar School  
 Bonser, T.R. d. Bourne College, Quinton  
 Field, F.J. Ongar Grammar School  
 Fox, H.G. s. St. Leonards Coll. School  
 Grey, J.W. a. Fairhaven Boys' School, Bristol  
 Hedgecock, G.A. s. Shoreham Grammar School  
 Mayner, R.S. d. Bethany H., Goudhurst  
 Ruddock, E. St. George's School, Gosforth, Newcastle-on-Tyne  
 Sanders, R. Fulwood Gram. S., Preston  
 Stratton, L.A. Littleton H., Knowle, Bristol  
 Williams, R.A.H. The Palace S., Bewdley  
 Brett, R.A.E. Cambridge House School, Norwich  
 Covell, C. Margate Grammar School  
 Halford, E.G. Southampton Boys' Coll. and High School  
 Hartley, F.C. Grammar S., Chorlton-cum-Hardy  
 Lowcock, J.H. Lytham Coll., Ansdell, Lytham  
 Mackey, J.E. a.al. Civil Service Acad. & Commercial Coll., Manchester  
 Sharpen, D.H. Norwich High School for Boys  
 Barnes, A.G. Southampton Boys' Coll. and High School  
 Collins, A.W. St. Peter's Eaton Sq. Choir S., Ecclestone St. East, S.W.  
 Johnson, E.B. d. The Western College, Harrogate  
 Palmer, H.E. Ongar Grammar School  
 Pool, J.H. al. Newcastle Modern School, Newcastle-on-Tyne  
 Ramsey, R.N. e. Mount Radford School, Exeter  
 Skelton, R.C. Ongar Grammar School  
 Thomas, W.S. Hoe Grammar School, Plymouth  
 Wheatcroft, L.C. Ongar Grammar School  
 White, W.J. St. Leonards Coll. School  
 Davis, D.E. Mount Radford School, Exeter  
 Dunn, G.G. Newcastle Modern School, Newcastle-on-Tyne  
 Handley, G.C. s. Clifton Coll., North Shore, Blackpool  
 Hawks, J.C. Newcastle Modern School, Newcastle-on-Tyne  
 Morgan, H.S. New College, Harrogate  
 Pike, J.C. Hoe Grammar School, Plymouth  
 Pitt, S.W. Ongar Grammar School  
 Westlake, S.R. The College, Weston-super-Mare  
 Douglass, A.G. Laughton School, Southsea  
 Edmunds, W.H. gm. Wallingbrook S., Chulmleigh  
 Edwards, A. Hoe Grammar School, Plymouth  
 Farner, J.H. The Palace S., Bewdley  
 Furse, W.G. Wallingbrook School, Chulmleigh  
 Gordon, K.D. Kent Coast Coll., Herne Bay  
 Knill, E.H. a. Carshalton College  
 Lewis, I.W. All Saints' Choir S., Clifton, Bristol  
 Racey, H. al. Barton School, Wisbech  
 Stronach, J.D.S. Grosvenor College, Carlisle  
 Westlake, D.E. f. The School, Wellington Rd., Taunton  
 Baty, W.L. Newcastle Modern School, Newcastle-on-Tyne  
 Barrow, F.O. Hoe Grammar School, Plymouth  
 Farnworth, E.T. al. Shoreham Grammar School  
 Hamilton, N.McK. Elmhurst, Kingston-on-Thames  
 Rayner, C.J. Bethany H., Goudhurst  
 Roberts, G. Margate Grammar School  
 Turnill, H.E. The Palace S., Bewdley  
 Woolnough, N.D. Norwich High School for Boys

Baynes, E.W. Steyne School, Worthing  
 Browning, W.G. Margate Grammar School  
 Parker, H.E. s. The Palace S., Bewdley  
 Smith, S.G. Kent Coast Coll., Herne Bay  
 Benbow, C.E. St. Leonards Coll. School  
 Billot, C.P. al. Springside House School, Gorey, Jersey  
 Lewthwaite, N.M. Southport College  
 May, J.K. Shoreham Grammar School  
 Parker, H.B. Bethany H., Goudhurst  
 Phillips, W.B. Margate Commercial School  
 Wilson, T. Argyle House School, Sunderland  
 Green, H.L. The High School for Boys, Croydon  
 Marsh, C.W.J. Southampton Boys' Coll. and High School  
 Moss, J.A. Bethany H., Goudhurst  
 Symes, R.E. Steyne School, Worthing  
 Williams, A.B. s. Steyne School, Worthing  
 Bastard, E.C. s. The School, Wellington Rd., Taunton  
 Budd, V.R. al. Ongar Grammar School  
 Durrant, J. St. Andrew's S., Henley-on-Thames  
 Ellison, S.F. 15 Hawthorne Rd., Moreton, Birkenhead  
 Hill, G.P.S. Froebel House, Devonport  
 Lamy, F.P. Springside House School, Gorey, Jersey  
 Mauger, E.S. s.f. Oxenford H., St. Lawrence, Jersey  
 Player, A.D. All Saints' Choir S., Clifton, Bristol  
 Rushworth, A.D. New College, Harrogate  
 Atkinson, R.S. al. Civil Service Acad. & Commercial Coll., Manchester  
 Baxter, C.K. Ongar Grammar School  
 Buisseret, W.J.G. St. Joseph's Collegiate S., Totland Bay  
 Davies, J.W. College School, Colwyn Bay  
 Enisden, N. Barton School, Wisbech  
 Brackstone, C.H. Tellisford H., Redland, Bristol  
 Hanisch, L.M. St. George's School, Gosforth, Newcastle-on-Tyne  
 Scott, J.N. Grosvenor College, Carlisle  
 Shinwell, J.H. The Palace S., Bewdley  
 Wearing, J.D.H. Bourne College, Quinton  
 Cooper, M.J. Littleton H., Knowle, Bristol  
 Cooper, M.S. d. Shoreham Grammar School  
 Rycroft, R. Arlington Park College, Chiswick  
 Thompson, A.E. Highbury Park School, N.  
 Tubb, W.L. Hoe Grammar School, Plymouth  
 Woodroffe, L.C. Shoreham Grammar School  
 Cummings, R.G. Grosvenor College, Carlisle  
 Denning, A.C.D. Hoe Grammar School, Plymouth  
 Lashbrook, J.H. Bethany H., Goudhurst  
 Smithwick, A.D. St. Placid's, Horsham  
 Cook, L.E.G. al. Swindon High School  
 Gillies, T.A. s. St. Aubyn's, Woodford Green  
 Goodwin, A.G. St. Leonards Coll. School  
 Holden, J. Fulwood Gram S., Preston  
 Jarvis, H.G.W. Romford Coll., Romford  
 Martin, L.J. Hoe Grammar School, Plymouth  
 Clark, C. Elmhurst, Kingston-on-Thames  
 Eldridge, G.H. St. Leonards Coll. School  
 Griffiths, C. Newquay College, Cornwall  
 Johnson, T.M. Steyne School, Worthing  
 Thomas, G.H. Southampton Boys' Coll. and High School  
 Widge, H.S. Hoe Grammar School, Plymouth  
 Barefoot, D.C. St. Peter's Coll., Brockley  
 Beckett, C.E. Norwich High School for Boys  
 Goudey, A.T. Tellisford H., Redland, Bristol  
 Hipkin, R. The Philological School, Southsea  
 Davies, W.D. Addiscombe New College, Croydon  
 King, G.C.J. Shoreham Grammar School  
 Moffat, A.M. Newcastle Modern School, Newcastle-on-Tyne  
 Pope, F. Kent Coast Coll., Herne Bay  
 Randell, R.J. Norwich High School for Boys  
 Wheatley, G. Margate Grammar School  
 Bell, N.E. Norwich High School for Boys  
 Durbin, G.E. Castle Hill School, West Ealing  
 Evans, D. Clark's Coll., Newport Road, Cardiff  
 Fleury, G. Oxenford House, St. Lawrence, Jersey  
 Richardson, W. Acham House School, Harrogate  
 Williams, E. Clark's Coll., Newport Road, Cardiff  
 Bodenham, E.T. s. The Palace S., Bewdley  
 Hutchings, W.D. Hoe Grammar School, Plymouth  
 Mathias, R.E. Highbury Park School, N.  
 Theobald, H. al. Norwich High School for Boys  
 Toas, G.H. The Western College, Harrogate  
 Bamford, J. Arlington Park College, Chiswick  
 Dance, R.L. Belmore House School, Cheltenham  
 Goodman, W.R. The School, Wellington Rd., Taunton  
 Little, C.S. Norwich High School for Boys  
 Murry, J.McI. The Western College, Harrogate  
 Southerden, D.G. Sussex House School, Rye  
 Sutton, W.M.J. St. Peter's Eaton Sq. Choir S., Ecclestone St. E., S.W.  
 Walker, C.L.V. Hoe Grammar School, Plymouth  
 Warren, L.T. Hoe Grammar School, Plymouth  
 Perowne, A. Norwich High School for Boys  
 Coles, W.F. Bethany H., Goudhurst  
 Flowerday, G.A. Central Correspondence Coll., Sheffield  
 Porter, A.G. Newquay College, Cornwall  
 Risdon, J.R. Hoe Grammar School, Plymouth  
 Ormiston, S.A. Grosvenor College, Carlisle  
 Williams, A.H. St. Peter's Eaton Sq. Choir S., Ecclestone St. E., S.W.  
 Wilson, D.W. Grosvenor College, Carlisle

## GIRLS.

For list of Abbreviations, see page 32.

## SENIOR.

## Pass Division.

- Gubbay, M. S. Private tuition  
 Delassus, T. s. f. ph. do. Convent of Providence, Seaford  
 Henderson, J. T. Crouch End High S. and College, N.  
 Heslop, C. M. s. Private tuition  
 Wilson, D. do. Norma School, Waterloo  
 Stennett, D. E. mu. do. Ladies' College, Nantwich  
 Rond, E. E. Pengwern College, Cheltenham  
 Kelly, M. mu. Rock Hill School, Chulmleigh  
 Parker, G. A. Private tuition  
 Williams, H. L. s. Hampton Grammar School, Glasbury-on-Wye  
 Gervart, L. The Close, Dyke Road, Brighton  
 Pritchard, B. A. M. Private tuition  
 Ternan, K. Convent of Providence, Seaford  
 Vallancey, J. M. M. f. Private tuition  
 Seddon, I. M. Penketh Friends' S., nr. Warrington  
 Selby, M. S. f. Private tuition  
 Honey, A. G. do. Private tuition  
 Cuffin, C. A. s. Private tuition  
 Dennis, W. F. Chiswick Girls' School, Chiswick, W.  
 Williams, D. M. d. Emlyn Grammar School, Newcastle Emlyn  
 Thomas, J. Grammar School, Pencader  
 Stephens, D. J. Hampton Grammar School, Glasbury-on-Wye  
 Lewis, M. E. Inglewood School, Moberley  
 Gardner, F. K. Crouch End High S. and College, N.  
 Morris, M. Old College School, Carmarthen  
 Alexander, O. Private tuition  
 Stephens, M. J. Private tuition  
 Suthers, E. M. Private tuition

## JUNIOR.

## Honours Division.

- Bale, E. M. s. d. mu. Rock Hill School, Chulmleigh  
 Garton, E. B. s. al. f. Finsbury Park High School, Adolphus Road  
 Nokes, I. C. s. d. Crouch End High S. and Coll., N.  
 Lewis, A. M. s. Aston Park School, Handsworth  
 Hall, M. D. al. Skerry's College, Newcastle-on-Tyne  
 Taylor, P. M. s. h. do. Penketh Friends' School, nr. Warrington  
 Lean, K. D. s. e. al. Penketh Friends' S., nr. Warrington  
 Barr, E. I. mu. Rock Hill School, Chulmleigh  
 Cowlin, F. E. al. f. Private tuition  
 Lichtenberg, A. a. al. f. Crouch End High School and College, N.  
 Manning, E. M. mu. Rock Hill School, Chulmleigh  
 Mackay, K. G. s. Crouch End High S. and College, N.

## JUNIOR.

## Pass Division.

- Hayes, M. E. T. Dunmore S., St. Leonards-on-Sea  
 Botley, C. M. f. Wellington College, Hastings  
 Warden, E. G. s. Stapleton Hall S., Stroud Green  
 Ward, A. M. The Grammar School, Holsworthy  
 Cox-Moore, C. M. s. Gordon Hall School for Girls, Gordon Sq., W.C.  
 Pascal-Taylor, P. K. s. e. Gordon Hall School for Girls, Gordon Sq., W.C.  
 Golby, C. D. Crouch End High School and Coll., N.  
 Rice, V. I. s. do. Private tuition  
 Gardner, K. W. H. s. al. Intermediate School, Stoke Road, Gosport  
 Ellicott, E. L. s. f. Private tuition  
 Hill, E. Penketh Friends' School, nr. Warrington  
 Boston, E. F. Private tuition  
 Frankland, E. a. al. Private tuition  
 Mitchellhill, H. M. A. Private tuition  
 Taylor, A. Private tuition

- de Somer, M. J. f. Wellington College, Hastings  
 Scovell, M. L. s. Steyne High S. for Girls, Worthing  
 Thorpe, M. d. Wellington College, Hastings  
 Harrison, E. s. Dalkeith School, Ripon  
 Barrett, M. d. Private tuition  
 \* Marsden, L. E. Preswylfa High S. for Girls, Roath Pk., Cardiff  
 Cook, E. Dalkeith School, Ripon  
 Stokes, E. M. d. Rock Hill School, Chulmleigh  
 Legg, I. K. Intermediate S., Stoke Road, Gosport  
 McNeil, A. s. Lime Tree House School, York  
 Duckham, M. C. 15 Queen Street, Aspatria  
 Wells, H. R. Private tuition  
 Schliephak, O. I. Guildford Lodge Convent S., Hammersmith  
 Pratt, J. A. Stapleton Hall S., Stroud Green  
 Boutroy, A. M. A. Dunmore S., St. Leonards-on-Sea  
 Pascal-Taylor, W. M. Gordon Hall S. for Girls, Gordon Sq., W.C.  
 Collyer, G. s. Walsall Road Girls School, Cannock  
 Tandy, M. B. Private tuition  
 \* Dollond, K. B. do. Private tuition  
 Dunn, D. M. C. Crouch End High S. and College, N.  
 Matterson, K. M. s. College of Pharmacy, North Finchley  
 \* Kelsall, A. L. do. Penketh Friends' School, nr. Warrington  
 Jones, N. O. Private tuition  
 \* Dunn, J. M. do. Crouch End High S. and College, N.  
 \* Howcroft, A. R. do. Middle Hulton Private School, Bolton  
 Laurens, N. A. St. James's Collegiate S., Jersey  
 Stocker, M. E. N. mu. Rock Hill S., Chulmleigh  
 Temple, M. A. d. The Limes, Buckhurst Hill  
 Dwyer, M. M. s. St. Joseph's Collegiate S., Totland Bay  
 Hall, D. M. J. f. Private tuition  
 Jones, E. M. S. s. e. Private tuition  
 Killian, E. Private tuition  
 Haines, V. B. s. f. St. Winifred's, Southampton  
 McManus, M. J. Private tuition  
 Witter, K. Ladies' College, Nantwich  
 Jones, E. O. al. Private tuition  
 Hallatt, M. K. Penketh Friends' S., nr. Warrington  
 Plant, O. E. Crouch End High School & College, N.  
 Wotton, D. V. s. Fairview College, Dartmouth  
 Harris, O. M. al. Private tuition  
 Watson, J. S. Tutorial Coll., Lauriston Place, Edinburgh  
 Ball, E. f. Bedford Civil Service College, Bedford  
 \* Hampson, D. M. S. Pengwern College, Cheltenham  
 Fox, M. C. Dunmore School, St. Leonards-on-Sea  
 Marriott, V. M. Broadgate S. for Girls, Nottingham  
 Bell, E. G. Private tuition  
 Dace, E. M. St. Mary's Roman Catholic S., Cannock  
 Robinson, L. D. Private tuition  
 Carson-Abbott, R. A. Lyndhurst School, Eddington  
 Kendall, N. Penketh Friends' S., nr. Warrington  
 Callam, E. F. al. Private tuition  
 \* Ingram, K. M. High School, Twickenham Green  
 Davies, M. T. Clark's Coll., Newport Road, Cardiff  
 Thomson, R. E. Private tuition  
 Burridge, H. J. s. Steyne High S. for Girls, Worthing  
 Barker, E. Pengwern College, Cheltenham  
 Ireland, D. J. Private tuition  
 Wall, J. A. Pengwern College, Cheltenham  
 Barnett, D. Ladies' College, Nantwich  
 Bennett, B. K. Pemberton College, Upper Holloway  
 Collingridge, N. L. Crouch End High School and College, N.  
 Fletcher, P. M. Pengwern College, Cheltenham  
 MacGregor, E. A. d. The Western College, Harrogate  
 Regan, Y. M. Private tuition  
 \* Griffin, S. Pengwern College, Cheltenham  
 Richards, A. M. Private tuition  
 Twigg, D. Private tuition  
 Fogg, A. B. Private tuition  
 Mayo, M. G. d. Glenthorne School, Bristol  
 Moore, P. Boys' High School, Barnsley  
 Tucker, G. Rock Hill School, Chulmleigh  
 Greenhill, M. A. Wellington College, Hastings  
 Cope, F. V. R. G. Wellington College, Hastings  
 Robathan, L. S. Pemberton College, Upper Holloway  
 Cope, E. Ladies' College, Nantwich  
 \* Roberts, D. E. The Grammar School, Pencader  
 Dillistone, P. M. K. Private tuition  
 Jeffers, A. L. Private tuition  
 Smith, L. M. Victoria S. of Languages, Liverpool

## PRELIMINARY.

## Honours Division.

- Baker, E. C. s. e. f. Woodside, St. Leonards-on-Sea  
 Harris, W. E. M. s. a. mu. Rock Hill S., Chulmleigh  
 Trible, E. B. s. e. a. al. The Grammar S., Holsworthy  
 Hagarth, M. s. e. al. Colville House, Eastbourne  
 Bonnett, L. s. f. Anglo-French S., Leicester Sq., W.C.  
 Kirkwood, M. A. s. g. al. d. Tower House Mod. High S. for Girls, Up. Norwood  
 Little, J. R. R. d. Glenlea, Herne Bay  
 Cornish, J. a. Comrie School, Exeter  
 Boutroy, L. f. Dunmore S., St. Leonards-on-Sea  
 Ellis, A. I. I. s. Rock Hill School, Chulmleigh  
 Gruchy, E. B. s. al. f. West End School, Jersey  
 Saxby, D. A. L. Dunmore S., St. Leonards-on-Sea  
 Smith-Hill, E. E. B. s. al. f. 15 Queen Street, Aspatria  
 Munday, R. s. e. d. Crouch End High School and College, N.

## PRELIMINARY.

## Pass Division.

- † Tozer, I. A. Fairview College, Dartmouth  
 † Crewe, E. Ladies' College, Nantwich  
 † Barton, N. Lime Tree House School, York  
 † Dimmock, D. L. F. s. St. Joseph's Collegiate School, Totland Bay  
 Amos, E. D. s. Elmeroff High S., Winchmore Hill  
 Houghton, D. S. Intermediate S., Stoke Rd., Gosport  
 Harrison, G. M. al. f. Hainault High School, Ilford  
 Sharpley, M. a. al. The Grammar S., Holsworthy  
 † Bonghey, M. S. Ladies' College, Nantwich  
 Stacey, N. C. a. The Grammar S., Holsworthy  
 Beasant, L. B. s. al. Stapleton Hall S., Stroud Green  
 † Jones, H. M. Private tuition  
 Mitchell, B. s. Granville College, Southampton  
 † Pickford, K. A. s. Steyne High S. for Girls, Worthing  
 Randall, V. Comrie School, Exeter  
 Henley, M. al. Hainault High School, Ilford  
 Devening, M. K. I. s. Glenthorne School, Bristol  
 Hatswell, D. V. Hainault High School, Ilford  
 Almack, J. s. al. Dalkeith School, Ripon  
 Bullen, R. G. s. The College, Melbourne Avenue, W. Ealing  
 McFarlane, I. F. s. e. Glenarm College, Ilford  
 Bruton, H. W. Brownlow College, New Southgate  
 † Gresty, C. M. Penketh Friends' S., nr. Warrington  
 Loyns, W. A. mu. Glenarm College, Ilford  
 Tidy, H. E. s. al. Dunmore S., St. Leonards-on-Sea  
 Donville, H. M. Penketh Friends' S., nr. Warrington  
 Bradley, E. V. a. al. Steyne High School for Girls, Worthing  
 Hardman, R. A. Wintersdorf, Birkdale, Southport  
 Turner, K. A. Rock Hill S., Chulmleigh  
 Edwards, J. C. s. f. Private tuition  
 Robinson, B. Wintersdorf, Birkdale, Southport  
 Barnett, F. Dalmeny, Morgan Avenue, Torquay  
 Botting, L. D. Pemberton College, Upper Holloway  
 Varty, J. A. Hainault High School, Ilford  
 Alder, I. R. s. e. Pemberton College, Upper Holloway  
 French, E. B. Brownlow College, New Southgate  
 Penfold, M. L. Brownlow College, New Southgate  
 Starck, M. s. f. Five Oaks Villa, St. Saviour's, Jersey  
 Thorburn, U. s. e. Penketh Friends' S., nr. Warrington  
 Farmer, I. T. Hainault High School, Ilford  
 Kershaw, C. M. s. Convent F. C. J., Fallowfield, Manchester  
 Mann, O. F. G. s. Cariton College, Leigh-on-Sea  
 Cox, A. B. al. Fauntleroy, St. Leonards-on-Sea  
 Gill, W. A. Lime Tree House School, York  
 † Ashworth, D. Cheetham Collegiate S., Manchester  
 Hatzfeld, M. s. Steyne High S. for Girls, Worthing  
 Pollock, K. B. s. Norma School, Waterloo  
 Fahey, A. M. f. Penrith New S. Church End, Finchley  
 Joel, S. M. s. al. Finsbury Park High S., Adolphus Rd.  
 Scott, D. F. s. al. Steyne High S. for Girls, Worthing  
 † Joshua, C. Tutorial School, Newquay, Cardigan  
 Ostick, L. Lime Tree House School, York  
 † Armstrong, J. G. F. Pengwern College, Cheltenham  
 Hosken, J. E. F. Glenlea, Herne Bay  
 Wilkins, G. M. s. d. Steyne High S. for Girls, Worthing

**GIRLS, PRELIMINARY, PASS—continued.**

Byrne, E. G. *et al.* Crouch End High S. and College, N.  
 †Davies, M. J. Tutorial School, Newquay, Cardigan  
 Ford, M. A. *d.*  
 Lancesfield College, Westcliff, Southend-on-Sea  
 Gudsell, I. N. Finabury Park High S., Adolphus Rd.  
 Heale, L. M. *s.* Hainault High School, Ilford  
 †Peirce, M. M. Trinity House School, Bexhill-on-Sea  
 Carter, C. D. Steyne High S. for Girls, Worthing  
 Farrer, E. M. Crouch End High S. and College, N.  
 Hepworth, W. Ion House School, East Molesey  
 Kemp, P. M. *s.* Wintersdorf, Birkdale, Southport  
 †Burgess, E. Lime Tree House School, York  
 Davis, W. G. K. Sussex House School, Rye  
 †Aley, M. M. S. T. P. Fautleroy, St. Leonards-on-Sea  
 Kivell, M. *et al.* The Grammar School, Holsworthy  
 Poulter, W. M. *s.* 12 Frideaux Road, Stockwell  
 †Smith, I. G. High School, Twickenham Green  
 Knowles, M. Penketh Friends' S., nr. Warrington  
 †Burige, M. J. Brownlow Coll., New Southgate  
 †Cohen, M. A. Private tuition

†Gittins, L. G. Pengwern College, Cheltenham  
 †Lowles, G. A. Pemberton College, Upper Holloway  
 †Gilley, D. L. Five Oaks Villa, St. Saviour's, Jersey  
 †Hamby, G. H. *e.* St. Wilfrid's Convent, Chelsea  
 †McKenna, M. H. Penketh Friends' S., nr. Warrington  
 †Pugh, M. C. Windsor High S., Wavertree, Liverpool  
 Cecil, I. M. Elmcroft High S., Winchmore Hill  
 †Howard, D. M. *s.* Scarisbrook College, Birkdale  
 †Scott, M. I. Lime Tree House School, York  
 †Fahey, K. G. Penrith New S., Church End, Finchley  
 †Bailey, H. M. *s.* *e.*  
 †Royal Schools for the Deaf, Old Trafford, Manchester  
 †Thorndycraft, M. G. Elmcroft High School, Winchmore Hill  
 †LeHuquet, B. *s.* *f.*  
 †The Crown School, St. Martin's, Jersey  
 †Owen, M. E. Clark's Coll., Newport Road, Cardiff  
 †Luhman, H. B. London College, Goodmayes  
 †Wynman, P. Penketh Friends' S., nr. Warrington  
 †Holz, D. B. St. John's College, Brixton  
 †Jarret, E. F. *f.* St. Lawrence Central School, Jersey

Almond, B. Sandycroft, Commercial St., Blackpool  
 †Blockley, G. M. *et al.* St. Dunstan's Coll., Margate  
 †Sandels, I. L. St. John's College, Brixton  
 †Tomlin, M. E. M. *f.* Carlton College, Leigh-on-Sea  
 †Albright, M. Penketh Friends' S., nr. Warrington  
 †Cormack, H. M. Cloughton College, Romford  
 †Dick, J. L. Wintersdorf, Birkdale, Southport  
 †Stennett, M. Ladies' College, Nantwich  
 †Cramer, A. Convent F. C. J. Fallowfield, Manchester  
 †Lund, H. Lime Tree House School, York  
 †Cozens, C. A. Glenarm College, Ilford  
 †Wing, R. V. Private tuition  
 †deLaudin, S. Scarisbrook College, Birkdale  
 †Crawe, P. Ladies' College, Nantwich  
 †Featherstone, I. M. Lime Tree House School, York  
 †Duncan Evans, I. C. Convent F. C. J. Fallowfield, Manchester  
 †Peckett, M. J. Wintersdorf, Birkdale, Southport  
 †Bateman, H. Ladies' College, Nantwich  
 †Leeming, L. The Waldrons, Dulwich  
 †Gilchrist, D. I. G. Wintersdorf, Birkdale, Southport

**LOWER FORMS EXAMINATION.—PASS LIST.**

**BOYS.**

Abrams, H. C. D. Herne Bay College  
 Allen, A. L. Kent Coast College, Herne Bay  
 Arduiti, S. Raleigh College, Brixton  
 Aylwin, J. N. Trinity House School, Bexhill-on-Sea  
 Ayres, G. R. The Philological School, Southsea  
 Baker, A. M. Bethany House School, Goudhurst  
 Baker, G. S. Arlington Park College, Chiswick  
 Bale, H. Streatham Grammar School  
 Ball, N. Hova College  
 Barnett, C. L. K. Ongar Grammar School  
 Barnett, G. E. C. Harleston House, St. Lawrence, Jersey  
 Barr, E. W. Brownlow College, New Southgate  
 Barrow, T. P. Kent Coast College, Herne Bay  
 Bartlett, L. C. Herne Bay College  
 Bashford, R. C. Shoreham Grammar School  
 Bates, A. E. C. Shoreham Grammar School  
 Baxterdale, F. J. S. Swinlow High School  
 Beaton, J. Oxenford House, St. Lawrence, Jersey  
 Benest, A. J. West End School, Jersey  
 Benest, C. C. La Croix House School, St. Peter's, Jersey  
 Benjamin, V. Ongar Grammar School  
 Bennett, E. W. Eton House School, Southend-on-Sea  
 Bennett, S. E. Kent Coast College, Herne Bay  
 Berg, S. Raleigh College, Brixton  
 Bingham, R. S. Brighton House School, Bristol  
 Blakey, K. F. O. Argyle House School, Sunderland  
 Booth, R. W. Broadgate School, Nottingham  
 Boucher, E. J. Southport College  
 Bourne, A. R. Eton House School, Southend-on-Sea  
 Bourne, D. G. A. Godwin College, Margate  
 Bowden, J. H. Tottill School, Plymouth  
 Bradstone, G. Tellisford House, Redland, Bristol  
 Brex, B. T. Herne Bay College  
 Broadbridge, H. T. Shoreham Grammar School  
 Brocklehurst, E. Penrith Friends' S., nr. Warrington  
 Brown, P. N. Shoreham Grammar School  
 Browning, T. W. Tottill School, Plymouth  
 Bryan, A. W. The Grammar School, Holsworthy  
 Buckler, R. Kent Coast College, Herne Bay  
 Burch, K. E. Herne Bay College  
 Burnett, R. L. Brighton House School, Bristol  
 Burroughes, E. R. Norwich High School for Boys  
 Bushell, C. N. Herne Bay College  
 Butement, W. A. S. Richmond Hill School, Surrey  
 Butt, A. L. Littleton House, Knowle, Bristol  
 Carmichael, P. H. Southport College  
 Carr-Hill, E. A. Shoreham Grammar School  
 Chadwick, F. The College, Weston-super-Mare  
 Chambers, G. H. Bethany House School, Goudhurst  
 Chapman, C. H. Herne Bay College  
 Checkland, E. Norwich High School for Boys  
 Chitham, C. B. Herne Bay College  
 Chubb, R. G. Tottill School, Plymouth  
 Clark, J. F. Shoreham Grammar School  
 Cohen, E. Argyle House School, Sunderland  
 Coleman, A. J. Shoreham Grammar School  
 Coogan, R. The Convent, Pulteney Road, Bath  
 Cook, L. M. Shoreham Grammar School  
 Cookson, W. R. Penrith Friends' School, nr. Warrington  
 Cottle, J. H. The College, Weston-super-Mare  
 Cox, G. S. Cambridge House S., Cliftonville, Margate  
 Cox, F. M. The College, Weston-super-Mare  
 Cox, S. M. The College, Weston-super-Mare  
 Creedon, H. E. Tottill School, Plymouth  
 Cripps, R. R. St. Aubyn's, Woodford Green  
 Croft, W. The Convent, Pulteney Road, Bath  
 Crotch, W. J. B. Norwich High School for Boys  
 Dalton, R. G. Raleigh College, Brixton  
 Danson, S. H. Herne Bay College  
 Davies, H. H. Southend Grammar School

DeCarteret, R. P. West End School, Jersey  
 Dennis, H. T. Godwin College, Margate  
 Dickson, J. H. The Grammar School, Holsworthy  
 Dodd, J. A. Modern S., Streatham Common  
 Donaldson, W. A. Steyne School, Worthing  
 Doughty, H. C. Godwin College, Margate  
 Dowsett, H. L. Eton House School, Southend-on-Sea  
 Duffield, W. Shoreham Grammar School  
 Dunn, C. W. All Saints' Choir School, Clifton, Bristol  
 DuVal, H. S. Harleston H., St. Lawrence, Jersey  
 Edwards, K. J. The School, Wellington Rd., Taunton  
 Egglestone, H. Argyle House School, Sunderland  
 Ellett, J. C. Swindon High School  
 England, W. F. Richmond Lodge, Torquay  
 Evans, A. O. Richmond Hill School, Surrey  
 Evans, R. W. Tottill School, Plymouth  
 Fahey, D. M. Penrith New S., Church End, Finchley  
 Fish, H. B. St. Aubyn's, Woodford Green  
 Forty, S. F. S. Cheltenham  
 Fountain, K. B. The Douglas School, Clifton, Bristol  
 Fowler, S. W. Hove College  
 Fox, C. A. Shoreham Grammar School  
 Fox, N. P. Modern School, Streatham Common  
 French, L. H. Modern School, Streatham Common  
 French, S. C. Shoreham Grammar School  
 Gardiner, E. L. Penrith New S., Church End, Finchley  
 Gaunt, J. S. St. Aubyn's, Woodford Green  
 Gibb, J. P. West End School, Jersey  
 Gibbs, G. A. Richmond Lodge, Torquay  
 Gilbride, F. Grove House School, Highgate  
 Goodale, E. Barton School, Wisbech  
 Goodfellow, R. H. The Philological School, Southsea  
 Grainger, R. E. P. Shoreham Grammar School  
 Gray, W. G. Steyne School, Worthing  
 Greenwood, H. R. Ansdell School, Lytham  
 Greenwood-Brown, D. St. Aubyn's, Woodford Green  
 Grieve, J. C. J. St. Placid's, Horsham  
 Hackman, D. Swindon High School  
 Hall, K. C. M. Richmond Hill School, Surrey  
 Hall, J. M. Penrith Friends' School, nr. Warrington  
 Hall, R. Elmhurst, Kingston-on-Thames  
 Handley, C. Barton School, Wisbech  
 Hardstaff, P. L. Broadgate School, Nottingham  
 Harner, A. Fautleroy, St. Leonards-on-Sea  
 Harris, J. H. The Douglas School, Cheltenham  
 Harrison, A. G. Argyle House School, Sunderland  
 Harrison, M. B. Brighton House School, Bristol  
 Hawes, E. M. Herne Bay College  
 Haworth, J. B. Southport College  
 Hay, W. E. A. Argyle House School, Sunderland  
 Hayman, O. R. Wallingbrook School, Chulmleigh  
 Headland, F. J. Brownlow College, New Southgate  
 Hember, C. J. Littleton House, Knowle, Bristol  
 Henson, G. M. Penrith Friends' School, nr. Warrington  
 Hibbard, G. Swindon High School  
 Hicks, K. J. Modern School, Streatham Common  
 Hoare, M. H. West End School, Jersey  
 Hoare, N. G. Modern School, Streatham Common  
 Hoare, S. J. Eton House School, Southend-on-Sea  
 Hobday, C. W. B. Godwin College, Margate  
 Hobday, G. Godwin College, Margate  
 Hodgkinson, F. H. Godwin College, Margate  
 Hollivell, P. G. Broadgate School, Nottingham  
 Holloway, C. V. Streatham Grammar School  
 Holmes, J. B. Norwich High School for Boys  
 Hooper, J. P. Herne Bay College  
 Hothersall, F. D. New College, Harrogate  
 Howes, H. C. S. Wallingbrook School, Chulmleigh  
 Howlett, R. D. W. Shoreham Grammar School  
 Hunt, H. J. Herne Bay College

Hunt, W. H. The School, Wellington Road, Taunton  
 Hussey, F. K. Godwin College, Margate  
 Hutchinson, O. D. Herne Bay College  
 Ingham, H. H. Ansdell School, Lytham  
 Ireland, W. V. Eton House School, Southend-on-Sea  
 Jeffreys, J. Shoreham Grammar School  
 Johnson, R. E. G. Modern School, Streatham Common  
 Johnston, J. N. Shoreham Grammar School  
 Johns, W. G. Shoreham Grammar School  
 Judson, F. E. St. Placid's, Horsham  
 Kendall, T. S. The Grammar School, Holsworthy  
 Kerruish, W. J. Ongar Grammar School  
 Keymer, W. N. St. Aubyn's, Woodford Green  
 King, W. The Western College, Harrogate  
 Kirkman, J. L. Herne Bay College  
 Kivell, R. The Grammar School, Holsworthy  
 Knott, R. Bethany House School, Goudhurst  
 Lambert, H. Argyle House School, Sunderland  
 Lambert, W. H. All Saints' Choir S., Clifton, Bristol  
 Langlois, A. C. Oxenford House, St. Lawrence, Jersey  
 Lanfer, K. Barton School, Wisbech  
 Lanning, W. R. W. Richmond Hill School, Surrey  
 Leach, E. W. All Saints' Choir School, Clifton, Bristol  
 Leach, F. Barton School, Wisbech  
 LeCorre, C. R. West End School, Jersey  
 Leeney, J. E. Steyne School, Worthing  
 Le Marquand, P. West End School, Jersey  
 Lewis, N. York Minster Choir School, York  
 Little, A. G. The Western College, Harrogate  
 Lloyd, A. M. Herne Bay College  
 Lloyd, G. L. 92 Edge Lane, Liverpool  
 Lock, J. Godwin College, Margate  
 Logan, K. M. Herne Bay College  
 Lowndes, E. C. Herne Bay College  
 Lucas, W. I. All Saints' Choir School, Clifton, Bristol  
 Mackinnon, A. Newquay College, Cornwall  
 Macmillan, H. The Grammar School, Holsworthy  
 Manger, E. O. Oxenford House, St. Lawrence, Jersey  
 Marriott, E. G. Shoreham Grammar School  
 Marsh, E. Herne Bay College  
 Marx, F. A. J. Godwin College, Margate  
 Mason, A. S. Broadgate School, Nottingham  
 Mason, C. Argyle House School, Sunderland  
 Mason, R. G. Modern School, Streatham Common  
 McElwee, W. L. Private tuition  
 McMaster, F. Kersal School, Manchester  
 Merricks, G. A. Steyne School, Worthing  
 Metcalf, E. C. Argyle House School, Sunderland  
 Metzner, P. H. Richmond Hill School, Surrey  
 Meyer, H. R. The College, Weston-super-Mare  
 Midwood, G. Penrith Friends' School, nr. Warrington  
 Millar, R. D. New College, Harrogate  
 Minns, J. A. Norwich High School for Boys  
 Moore, V. Southport College  
 Moreton, L. S. The College, Weston-super-Mare  
 Morgan, H. G. All Saints' Choir School, Clifton, Bristol  
 Morgan, W. H. College School, Colwyn Bay  
 Morley, W. G. The Jersey Modern School, St. Helier  
 Moysse, G. Streatham Grammar School  
 Murray, H. F. The School, Wellington Road, Taunton  
 Myhill, P. Norwich High School for Boys  
 Nash, D. S. Wallingbrook School, Chulmleigh  
 Newham, L. F. Norwich High School for Boys  
 Newport, J. Shoreham Grammar School  
 Newport, W. F. Shoreham Grammar School  
 Nixon, T. Barton School, Wisbech  
 Oakenfold, G. W. J. Herne Bay College  
 Oke, A. J. The Grammar School, Holsworthy  
 Otton, H. C. Ongar Grammar School  
 Overbury, E. B. Godwin College, Margate

**BOYS, LOWER FORMS—Continued.**  
 Page, S. Hove College  
 Parker, G. H. Herne Bay College  
 Parker, H. S. Herne Bay College  
 Parkin, M. E. H. Grove House School, Highgate  
 Parry, O. H. Brighton House School, Bristol  
 Partridge, A. H. J. Fauntleroy, St. Leonards-on-Sea  
 Passey, A. G. Brookfield School, Hay  
 Payne, C. W. Steyne School, Worthing  
 Peachey, L. F. Shoreham Grammar School  
 Pearl, C. E. Eton House School, Southend-on-Sea  
 Pearson, J. F. The Douglas School, Cheltenham  
 Peasgood, C. W. Steyne School, Worthing  
 Peel, R. York Minster Choir School, York  
 Peeps, C. Barton School, Wisbech  
 Peerless, P. G. Godwin College, Margate  
 Pierce, M. W. Richmond Hill School, Surrey  
 Pillinger, J. V. All Saints' Choir School, Clifton, Bristol  
 Pinsent, G. S. Wallingbrook School, Chulmleigh  
 Poole, T. L. C. Godwin College, Margate  
 Povey, C. W. Grove House School, Highgate  
 Powell, E. F. Modern School, Streatham Common  
 Powell, L. A. H. Modern School, Streatham Common  
 Powell, T. J. G. The College, Weston-super-Mare  
 Price, D. F. All Saints' Choir School, Clifton, Bristol  
 Proctor, S. Modern School, Streatham Common  
 Proudman, G. H. C. Shoreham Grammar School  
 Pruddah, J. W. Ongar Grammar School  
 Pryor, S. H. Eton House School, Southend-on-Sea  
 Purdon, A. S. The Western College, Harrogate  
 Rake, D. J. T. Brighton House School, Bristol  
 Ramsay, E. Norwich High School for Boys  
 Ramsay, H. Norwich High School for Boys  
 Ramshaw, W. F. Elmhurst, Kingston-on-Thames  
 Ramus, C. M. Steyne School, Worthing  
 Ramus, P. De N. Steyne School, Worthing  
 Raphael, T. D. New College, Harrogate  
 Read, J. N. Swindon High School  
 Reeves, E. Southampton Boys' College and High School  
 Reynolds, K. Herne Bay College  
 Richards, R. J. Eton House School, Southend-on-Sea  
 Roberts, G. H. Norwich High School for Boys  
 Roberts, O. W. Penrith Friends' School, nr. Warrington  
 Roberts, R. Brighton House School, Bristol  
 Roope, R. H. Argyle House School, Sunderland

Rowe, A. E. Modern School, Streatham Common  
 Rowe, F. T. Shoreham Grammar School  
 Russ, E. M. Herne Bay College  
 Russell, F. W. H. Herne Bay College  
 Russell, G. E. Southport College  
 Salmon, N. Godwin College, Margate  
 Sanders, R. M. Ongar Grammar School  
 Schollar, W. H. Penrith Friends' S., near Warrington  
 Scrafton, T. E. Argyle House School, Sunderland  
 Seares, J. Raleigh College, Brixton  
 Sealey, H. J. Herne Bay College  
 Sealey, A. F. Richmond Hill School, Surrey  
 Senior, R. V. The College, Weston-super-Mare  
 Sharp, C. G. New College, Harrogate  
 Shead, M. M. Shoreham Grammar School  
 Shelbourne, G. J. Broadgate School, Nottingham  
 Shepherd, P. S. The College, Weston-super-Mare  
 Simmons, E. P. Tophill School, Plymouth  
 Sims, R. F. Tophill School, Plymouth  
 Slater, J. L. York Minster Choir School, York  
 Spackman, H. D. Swindon High School  
 Stapley, F. E. Grove House School, Highgate  
 Starr, R. Streatham Grammar School  
 Starr, S. W. Swindon High School  
 Stewart, A. Tellisford House, Redland, Bristol  
 Stokes, A. V. Godwin College, Margate  
 Stone, N. W. B. Godwin College, Margate  
 Stubbs, A. D. Shoreham Grammar School  
 Stubbs, R. D. Shoreham Grammar School  
 Styles, E. G. Raleigh College, Buxton  
 Sullivan, R. T. Eton House School, Southend-on-Sea  
 Swaby, H. York Minster Choir School, York  
 Sweet, S. F. Eton House School, Southend-on-Sea  
 Tainton, J. B. New College, Harrogate  
 Tarbuck, J. Southport College  
 Tattersall, S. A. Ansdell School, Lytham  
 Tencer, L. Clapham College, Clapham Common  
 Thomas, W. A. West End School, Jersey  
 Thornton, B. A. Herne Bay College  
 Tillet, D. J. Herne Bay College  
 Tinsey, E. C. Kersal School, Manchester  
 Townsend, J. New College, Harrogate  
 Trimming, H. A. Steyne School, Worthing  
 Tucker, J. F. Godwin College, Margate  
 Tudman, J. E. Swindon High School

Tunbridge, A. F. H. Bethany House S., Goudhurst  
 Turner, S. C. Penrith Friends' School, nr. Warrington  
 Turpin, E. J. Streatham Grammar School  
 Upton, B. M. Eton House School, Southend-on-Sea  
 Upton, R. F. Eton House School, Southend-on-Sea  
 Vavasour, J. E. St. Placid's, Horsham  
 Verity, C. C. Arlington Park College, Chiswick  
 Wade, H. L. Norwich High School for Boys  
 Walker, E. H. Herne Bay College  
 Wanstall, E. St. Dunstan's College, Margate  
 Ward, J. Shoreham Grammar School  
 Ward, J. S. Swindon High School  
 Wardroper, R. Shoreham Grammar School  
 Watkins, G. R. Richmond Hill School, Surrey  
 Watson, C. H. New College, Harrogate  
 Watts, M. H. M. York Minster Choir School, York  
 Welch, W. P. York Minster Choir School, York  
 Welsh, A. Argyle House School, Sunderland  
 West, E. G. Shoreham Grammar School  
 West, W. Barton School, Wisbech  
 Westrip, N. Bethany House School, Goudhurst  
 White, C. S. Grove House School, Highgate  
 Whyte, M. W. St. Placid's, Harsham  
 Wightman, R. G. The Grammar School, Holsworthy  
 Wilkins, A. L. Shoreham Grammar School  
 Williams, R. Fulwood Grammar School, Preston  
 Williamson, E. A. R. Clapham Coll., Clapham Common  
 Wilson, G. C. Swindon High School  
 Wimhurst, C. G. Steyne School, Worthing  
 Wing, T. E. St. Dunstan's College, Margate  
 Winzor, F. G. Dalkeith School, Ripon  
 Winterton, N. H. New College, Harrogate  
 Wood, W. A. T. Shoreham Grammar School  
 Woolcock, W. L. Ongar Grammar School  
 Woolman, T. L. Penrith Friends' S., nr. Warrington  
 Workman, P. V. Modern School, Streatham Common  
 Wright, G. Streatham Grammar School  
 Yates, S. Southport College  
 Yelland, E. J. The Grammar School, Holsworthy  
 Yeo, F. H. Modern School, Streatham Common  
 Yeo, S. A. The Grammar School, Holsworthy  
 Young, G. H. Shoreham Grammar School  
 Young, P. C. The Convent, Pulteney Road, Bath

**GIRLS.**

Allen, J. V. B. Private tuition  
 Allen, W. L. Elmercroft High School, Winchmore Hill  
 Almond, M. Bandycroft, Commercial St., Blackpool  
 Amis, M. G. Crowstone House S., Westcliff-on-Sea  
 A-ser, M. V. St. Leonards, Ealing  
 Banner, E. M. Ballure House School, Gt. Crosby  
 Barrett, D. M. Highams Park S., Hale End, Chingford  
 Bates, M. M. Heath Kirk S., Newton Heath, Manchester  
 Baxter, A. H. Steyne High School for Girls, Worthing  
 Bean, M. Lime Tree House School, York  
 Beckett, E. M. Private tuition  
 Beasley, D. I. Fauntleroy, St. Leonards-on-Sea  
 Bennett, E. M. Steyne High School for Girls, Worthing  
 Bentley, E. A. Laucefield College, Westcliff, Southend-on-Sea  
 Birchall, H. Ladies' College, Nantwich  
 Blenkinsop, S. S. Westoe High S. for Girls, S. Shields  
 Bolt, F. N. Weirfield School for Girls, Taunton  
 Bolton, F. M. Alexandra Coll., Shirley, Southampton  
 Bown, S. M. Havelock House School, Southsea  
 Bradburn, E. Royal School for the Deaf, Old Trafford, Manchester  
 Brock, Marjorie The Limes, Buckhurst Hill  
 Brock, Mollie The Limes, Buckhurst Hill  
 Brownlow, A. D. Wintersdorf, Birkdale, Southport  
 Buchanan, P. M. Crowstone House S., Westcliff-on-Sea  
 Busby, G. F. Lamorna, Church End, Fitchley  
 Butler, C. M. S. Newry Lodge School, St. Margaret's-on-Thames  
 Calland, E. E. Cornwallis High School, Hastings  
 Chambers, E. E. St. Helen's College, Seven Kings  
 Clancy, D. A. St. Ursula's School, Westbury-on-Trym  
 Clare, E. M. Rock Hill School, Chulmleigh  
 Clay, C. M. Wintersdorf, Birkdale, Southport  
 Clayton, L. Metfield, Hartwood Road, Southport  
 Clifton, A. B. Hartley School, Mannameal, Plymouth  
 Cohen, A. M. The Limes, Buckhurst Hill  
 Cohn, G. The Close, Dyke Road, Brighton  
 Cole, C. D. V. The Grammar School, Holsworthy  
 Conway, D. K. M. The Aberfoyle (Argyle) Girls' School, W. Ealing  
 Craig, R. G. St. Ursula's School, Westbury-on-Trym  
 Creal, C. L. Alexandra College, Shirley, Southampton  
 Cress, F. L. The Aberfoyle (Argyle) Girls' S., W. Ealing  
 Crocker, J. C. The Grammar School, Holsworthy  
 Crookall, A. Sandycroft, Commercial Street, Blackpool  
 Davies, M. M. L. Brookfield School, Hay  
 DeGruchy, L. A. Helvetia House, Jersey  
 Dexter, K. Steyne High School for Girls, Worthing  
 Dickinson, H. G. Fairlie S., Grassendale, Liverpool  
 Dodge, D. G. Weirfield School for Girls, Taunton  
 Downes, O. B. Beecherof, Mt. Ararat, Richmond  
 Doyle, D. A. Laucefield College, Westcliff, Southend-on-Sea  
 Duggleby, W. A. Southend Grammar School  
 Duncan, A. A. Alexandra Coll., Shirley, Southampton  
 Dunn, A. J. Crowstone House School, Westcliff-on-Sea

Ellis, D. M. Private tuition  
 Falle, I. F. Greenhill House School, Les Landes, Jersey  
 Fraser, K. Glenarm College, Ilford  
 Fryer, M. N. Cornwallis High School, Hastings  
 Gadsdon, E. B. H. Burnham Girls' School, Burnham-on-Crouch  
 Gough, T. A. Fairlie School, Grassendale, Liverpool  
 Gray, B. V. Steyne High School for Girls, Worthing  
 Gray, K. M. Steyne High School for Girls, Worthing  
 Green, M. J. B. The Grammar School, Holsworthy  
 Greer, E. Crowstone House School, Westcliff-on-Sea  
 Grylls, F. M. R. Spunborough Preparatory School, Cleckheaton  
 Guarella, M. S. Alexandra Coll., Shirley, Southampton  
 Haines, N. M. Helvetia House, Jersey  
 Harcourt, K. Beecherof, Mount Ararat, Richmond  
 Harris, B. C. The Grammar School, Holsworthy  
 Harris, F. M. The Grammar School, Holsworthy  
 Harris, R. M. The Grammar School, Holsworthy  
 Harry, K. E. The Grammar School, Holsworthy  
 Hatch, G. F. Newry Lodge S., St. Margaret's-on-Thames  
 Heather, M. R. Brownlow College, New Southgate  
 Hill, M. A. Rock Hill School, Chulmleigh  
 Hill, W. E. St. Helen's College, Seven Kings  
 Hockley, G. W. Westoe High S. for Girls, South Shields  
 Holway, M. M. Weirfield School for Girls, Taunton  
 Hough, N. Southend Grammar School  
 Houillebecq, V. F. Helvetia House, Jersey  
 Hughes, D. P. Brownlow College, New Southgate  
 Hughes, N. C. Wellesley Terrace School, Liverpool  
 Hunt, M. H. Highams Park S., Hale End, Chingford  
 Inch, E. Fairlie School, Grassendale, Liverpool  
 Inskip, C. E. H. Wintersdorf, Birkdale, Southport  
 Jackson, L. M. Laucefield College, Westcliff, Southend-on-Sea  
 Jenner, D. M. Crouch End High School & College, N.  
 Jespersen, M. C. Westoe High S. for Girls, S. Shields  
 Jones, E. M. College School, Colwyn Bay  
 Keller, E. M. Rock Hill School, Chulmleigh  
 Kenworthy, D. L. Ballure House School, Gt. Crosby  
 Kirkman, N. Carshalton Park School, Carshalton  
 Knight, V. J. Cornwallis High School, Hastings  
 Laban, D. Wintersdorf, Birkdale, Southport  
 Lampard, W. L. Southend Grammar School  
 Larking, F. H. C. Private tuition  
 Laurens, J. J. Helvetia House, Jersey  
 Laws, E. R. U. Burnham Girls' S., Burnham-on-Crouch  
 Leach, N. K. Salisbury House School, Plymouth  
 LeCocq, L. A. Springside House School, Gorey  
 LeGresley, M. Greenhill House S., Les Landes, Jersey  
 Lockett, P. Ladies' College, Nantwich  
 Logan, R. Heath Kirk S., Newton Heath, Manchester  
 Lothian, E. J. Westoe High S. for Girls, South Shields  
 Lyldon, M. J. Dunmore School, St. Leonards-on-Sea  
 Mahe, M. Plaisance Terrace S., St. Luke's, Jersey  
 Mann, W. A. E. Crouch End High School & College, N.  
 Manners, E. Rock Hill School, Chulmleigh

Musker, M. Ballure House School, Gt. Crosby  
 Nicholls, M. I. Steyne High School for Girls, Worthing  
 Noel, E. A. Helvetia House, Jersey  
 O'Brien, P. E. S. Dunmore School, St. Leonards-on-Sea  
 Oke, M. G. The Grammar School, Holsworthy  
 Orclard, H. M. R. The Aberfoyle (Argyle) Girls' School, W. Ealing  
 Owles, M. Laucefield Coll., Westcliff, Southend-on-Sea  
 Palmer, I. St. Ursula's School, Westbury-on-Trym  
 Pawson, G. M. Colville House, Eastbourne  
 Payne, G. Westoe High S. for Girls, South Shields  
 Pennington, E. Rock Hill School, Chulmleigh  
 Pinchbeck, M. V. Elmercroft High S., Winchmore Hill  
 Plucknett, M. B. Crouch End High School & College, N.  
 Priest, E. Fairlie School, Grassendale, Liverpool  
 Reay, I. Dunmore School, St. Leonards-on-Sea  
 Richards, H. W. A. Crouch End High School & Coll., N.  
 Richmond, S. K. Hartley S., Mannameal, Plymouth  
 Rive, G. Vauxhall School, St. Helier, Jersey  
 Roberts, L. Glenarm College, Ilford  
 Robins, O. L. Greenhill House S., Les Landes, Jersey  
 Rolson, H. Penrith Friends' School, nr. Warrington  
 Roper, E. M. W. Wintersdorf, Birkdale, Southport  
 Scott, K. M. Ballure House School, Gt. Crosby  
 Seed, M. M. Penrith Friends' School, nr. Warrington  
 Sprague, L. Alexandra College, Shirley, Southampton  
 Sqaunce, E. V. A. The Grammar School, Holsworthy  
 Stanhope, I. D. Ballure House School, Gt. Crosby  
 Stanfield, F. Wintersdorf, Birkdale, Southport  
 Stickland, C. M. St. Leonards, Ealing  
 Stowell, E. F. The Aberfoyle (Argyle) Girls' S., W. Ealing  
 Strong, M. Weirfield School for Girls, Taunton  
 Thomas, C. St. Helen's College, Seven Kings  
 Thompson, M. Southend Grammar School  
 Thorougood, D. Ballure House School, Gt. Crosby  
 Tindal, B. The Close, Dyke Road, Brighton  
 Trible, F. B. The Grammar School, Holsworthy  
 Triggs, D. L. Glenarm College, Ilford  
 Vicary, D. G. Rock Hill School, Chulmleigh  
 Ward, O. M. Fauntleroy, St. Leonards-on-Sea  
 Watson, D. L. Sussex House School, Rye, Sussex  
 Weaver, M. F. D. Rock Hill School, Chulmleigh  
 Webber, E. V. Weirfield School for Girls, Taunton  
 Webster, D. E. Crouch End High School & College, N.  
 Webster, E. M. Steyne High School for Girls, Worthing  
 Weir, E. I. Westoe High School for Girls, South Shields  
 Wheatley, L. M. Metfield, Hartwood Road, Southport  
 White, D. E. Fairlie School, Grassendale, Liverpool  
 Whittingham, N. St. Helen's College, Seven Kings  
 Wilkin, M. Beecherof, Mount Ararat, Richmond  
 Williamson, J. Crouch End High School & College, N.  
 Willis, I. N. Metfield, Hartwood Road, Southport  
 Winstanley, L. E. Penrith Friends' S., nr. Warrington  
 Woodroffe, W. M. Steyne High S. for Girls, Worthing  
 Worboys, W. M. Les Marais School, Grouville, Jersey  
 Young, J. Colne Valley School, Rickmansworth



# THE EDUCATIONAL TIMES

AND JUNE 7 1917

JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXX No. 662

MAY 1, 1917

Published Quarterly. Price, to Non-Members, 6d.; by post, 7d. Annual Subscription, 2s.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.1.

### LECTURES FOR TEACHERS.

The eighth Lecture of a Course of Twelve on "The Essentials of Educational Psychology," by Professor John Adams, will be delivered on Thursday, the 3rd of May, at 6.30 p.m.

For Syllabus, see page 80.

### EXAMINATIONS.

**Diplomas.**—The next Examination of Teachers for the Diplomas of the College will begin on the 31st of December, 1917.

The Summer Diploma Examination has been discontinued.

**Practical Examination for Certificates of Ability to Teach.**—The next Practical Examination will be held in February, 1918.

**Certificate and Lower Forms Examinations.**—The Midsummer Examinations will begin on the 25th of June, 1917.

Entry forms must returned by the 14th of May.

In and after June, 1917, Italian papers will be set in the Senior and Junior Grades.

**Professional Preliminary Examinations.**—The next Examination will begin on the 4th of September, 1917.

**Commercial Examinations.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1917.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS, *Secretary.*



## THE ASSOCIATED BOARD

OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).** Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 17th, 1917.

**SCHOOL EXAMINATIONS (Syllabus B).** Held throughout the British Isles three times a year, viz., June-July, October-November, and March-April. Entries for the June-July Examinations close Wednesday, May 9th (Irish Entries, May 2nd; or, with extra fee, May 17th (Irish entries, May 10th), 1917.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 3d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, the Syllabus in Ear Training and Sight Singing, entry forms and any further information will be sent post free on application to—

JAMES MUIR, *Secretary.*

15 Bedford Square, London, W.C.1.

Telegrams: "Associa. London."

## University Correspondence College.

(FOUNDED IN 1887.)

Principal: WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.Sc.

## Free Guides

TO

## LONDON UNIVERSITY MATRICULATION,

INTER. ARTS, INTER. SCIENCE,  
B.A., B.Sc., B.D.

DURING THE LAST TEN YEARS

3,770

U.C.C. Students

Passed Matriculation.

The above Guides and Full Prospectus post free to **Private Students** from

University Correspondence College,  
No. 15, Burlington House, Cambridge.

## LONDON COLLEGE OF MUSIC.

(Incorporated.)

GREAT MARLBOROUGH STREET, LONDON, W.

Patron: HIS GRACE THE DUKE OF LEBDS.

Dr. F. J. KAEN, Mus. Bac. Cantab., Principal.

G. AUGUSTUS HOLMES, Esq., Dir. Exams.

### EXAMINATIONS, LOCAL AND HIGHER.

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN SINGING, ELOCUTION, THEORY, &c. will be held in London and over 45 Local Centres in JULY. Last day of Entry, June 15th.

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars.

Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, *Secretary.*

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Birmingham, Blackburn, Brighton, Bristol, Cardiff, Croydon, Devonport, Edinburgh, Glasgow, Hull, Inverness, Leeds, Liverpool, London, Manchester, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, St. Andrews, Sheffield, Swansea, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

WOLSEY  
HALL,  
OXFORD.

POSTAL TUITION

For London University  
MATIC. INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

FREE GUIDE  
on application to  
THE SECRETARY.

B.A.

**BIRKBECK COLLEGE**

BREAMS BUILDINGS, CHANCERY LANE, E.C.

**UNIVERSITY OF LONDON.**

**COURSES OF STUDY (DAY AND EVENING)**

FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**

under RECOGNIZED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).

**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.

Evening Courses for the Degrees in Economics and Laws.

POST GRADUATE AND RESEARCH WORK.

SESSIONAL FEES { Day : Arts, £10. 10s. ; Science, £17. 10s. Evening : Arts, Science, or Economics, £5. 5s.

**MATRICULATION COURSES AND ACCOUNTANCY.**

Prospectus post free, Calendar 3d. (by post 5d.).

**DENMARK HILL PHYSICAL**

TRAINING COLLEGE AND SCHOOL OF MASSAGE.

Open air Gymnasium and Sports Ground attached. Preparation for Public Examinations in Science, Swedish Gymnastics, Massage. Scholarships, value £40 and £20, offered annually.

Principal: Miss E. SPELMAN STANGER, Member of the Incorporated Society of Trained Masseuses, Sunray Avenue, Herne Hill, S.E.

**MRS. CURWEN'S PIANO-FORTE METHOD.**

EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

TRAINING CLASSES for MUSIC TEACHERS are held on Saturdays and Wednesdays at Wigmore (late Bechstein) Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. Lessons by Correspondence may be had if desired. Address—Miss GARDNER, or Miss KNAGGS, at the Studio.

**Teachers Registration Council**

Representative of the Teaching Profession (Constituted by Order of Council, Feb. 29, 1912.)

In accordance with the above-mentioned Order a

**REGISTER OF TEACHERS**

is now maintained by the Council.

For Information apply to—

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

**MARIA GREY TRAINING**

COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Preparation for the Teaching Diploma of the London University for the Certificate of the Cambridge Teachers' Training Syndicate and for the National Froebel Union Higher Certificate, Parts I and II.

Demonstration School attached to the College: and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £12 to £24 offered to Students with a Degree or its equivalent. Loan Fund.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salusbury Road, Brondesbury, London, N.W.

**JOINT AGENCY FOR WOMEN TEACHERS.**

OAKLEY HOUSE, 14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1. Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.)

THIS Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews: 11.30 a.m. to 1 p.m., and 3 to 5 p.m. Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m. When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

**JOINT SCHOLASTIC AGENCY.**

23 Southampton St., Bloomsbury Sq., W.C.1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

- HEAD MASTERS' CONFERENCE.
- INCORPORATED ASSOCIATION OF HEAD MASTERS.
- COLLEGE OF PRECEPTORS. TEACHERS' GUILD.
- ASSOCIATION OF ASSISTANT MASTERS.
- HEAD MASTERS OF PREPARATORY SCHOOLS.
- WELSH COUNTY SCHOOLS ASSOCIATION.
- ASSOCIATION OF TECHNICAL INSTITUTIONS.

Registrar: Mr. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

Thomas Murby & Co. regret the inconvenience to numerous inquirers caused by the delay in publication of Dr. Knapp's Larger ST. LUKE. It is being printed, and will be ready by the first week in May.

**Dr. KNAPP'S COMMENTARIES**

<b>ST. MARK</b> ... .. Larger	1/9 net	Smaller ... ..	1/3
<b>ST. LUKE</b> ... .. "	3/- net	" ... ..	1/6
<b>THE ACTS</b> ... .. "	3/- net	" Vol. I	1/3
		Vol. II	1/3

**In MURBY'S NEW SCRIPTURE MANUALS.**

Commended by all the Educational papers.

In preparation: SAMUEL II, by Dr. WADE and Rev. J. H. WADE.

THOMAS MURBY & CO., 6 Bouverie Street, London, E.C.4.

Whose 6d. Scripture Manuals have been well known for 50 years.

**CAREY'S "GRADUS AD PARNASSUM,"**

WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

**PRINTING FOR SCHOOLS**

GEORGE OVER

(Printer to Rugby School),

**THE RUGBY PRESS, RUGBY.**

Telegrams: "OVER, PRINTER, RUGBY."

Nat. Tel.: 126 Rugby.

**OUTLINE MAPS AND DRAWING COPIES.**

As Set at the College of Preceptors Examinations.

**OUTLINE MAPS.**

The World, British Isles, England & Wales, Scotland, Ireland.

Thames Basin, Mersey Basin, North Sea, Mediterranean, Europe.

Asia, Africa, N. America, S. America, Australia.

Price 1½d. per Map, post free; or 10d. per dozen. (alike or assorted).

**DRAWING COPIES** (Freehand). About 100 different subjects. Price 2½d. per copy, post free; or 1/9 per dozen, post free (alike or assorted). State whether Senior, Junior, Preliminary, or Lower required.

**CARPENTER'S DRAWING BOOKS.**

By GEORGE CARPENTER, late Drawing Master, Stationers' School. Pencilled Copies and Easy Examples, interleaved with Tissue Paper.

Curves. Outlines of Familiar Objects. Introduction to Perspective. Trees. The Human Figure. Ornament.

1/2 each Part, post free; or the Six Parts, post free, for 6/6

**FRANCIS HODGSON, 89 Farringdon Street, Ludgate Circus, E.C.4.**

**EDUCATIONAL AGENCY.**

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices:—34 Bedford Street, Strand; and  
22 Henrietta St., Covent Garden, London, W.C.

Telegraphic Address:—

"Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

**Scholastic.**

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

**Assistant Mistresses.**

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

**COVENTRY EDUCATION COMMITTEE.**

APPLICATIONS are invited for positions as Organizers of Physical Training in the Public Elementary Schools of the City.

Candidates must possess such training and experience as may be required by the Board of Education under Paragraph 15 of the Medical Grant Regulations. A sound knowledge of the Swedish system is necessary, and personal experience in teaching children of all ages is desirable.

Salary for men is at the rate of £150 per annum, and for women £110, rising to £130 per annum.

Form of application, which should be returned as soon as possible, may be obtained from the undersigned.

FREDK. HORNER, Secretary.

Education Offices, Coventry.  
1st March, 1917.

**ALBERDARE HALL, CARDIFF.**—RESIDENCE FOR WOMEN STUDENTS OF THE UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE.

Principal: Miss KATE HURLBATT, Somerville College, Oxford.

Fees £43. 10s., £38. 10s., and £34 per annum. College tuition fees £12 per annum. Scholarships of £25, awarded on the result of Entrance Scholarship Examination of University College, Cardiff, held annually in the Spring. For Post-graduate Scholarships of £50 for Secondary Training or Research work, or Medical work, awarded without examination, apply before June 1st. Students prepare for the B.A. and B.Sc. Degrees of the University of Wales. Departments for Elementary and Secondary Training, including Kindergarten Training, are attached to the College. Students with recognized academic qualifications can enter in October or January, for one year's Secondary Training Course. In the Medical School the Composition Fee varies from £20 to £28 for the first 3 years of medical study which can at present be taken at Cardiff. The Composition Fee for the Diploma in Public Health is £30. Apply to the PRINCIPAL.

**University Tutorial College.**

LONDON.



**LONDON MATRICULATION.**

SEPTEMBER, 1917.

A Morning Class for the September Examination is just commencing, and works continuously throughout the Summer, excepting the last two weeks of July.

Annually for the last twenty years about 100 Students of University Tutorial College have passed London Matriculation.

**ENTRANCE EXAMINATIONS.**

By a combination of Class Work and Private Tuition, Students are prepared for the Entrance Examinations held by the different Incorporated Societies as well as for Examinations admitting to Universities other than London.

**PRIVATE TUITION.**

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study. Fees: Eight hours, £2. 2s.; Twenty-one hours, £5. 6s.

Full particulars may be had from

THE PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C. 1.

**NORMAL**  
Coll. College.

**NORMAL CORR. COLLEGE**

(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Foebel.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

**BOOKS**

On Educational,  
Scientific, Medical,  
Law, Theological, and  
ALL other Subjects.

**SECOND HAND AT HALF PRICES.  
NEW BOOKS AT DISCOUNT PRICES.  
BOOKS SENT ON APPROVAL.**

Catalogues Free. State Wants. Books Bought.  
**W. & G. FOYLE,**  
121/123 Charing Cross Road, London, W.C. 2.

Messrs.

**TRUMAN & KNIGHTLEY,**

LTD.

Educational Agents,

158 to 162 OXFORD STREET,  
LONDON, W. 1.

Directors:

S. A. TRUMAN,  
JAMES HEARD, B.A.  
(Trinity College, Cambridge).

Telegrams—"TUTORESS, OX, LONDON."  
Telephone—No. 1136 Museum.

*This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.*

**A.—EMPLOYMENT DEPARTMENT.**

**(i) ASSISTANT MASTERS & TUTORS.**

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

**(ii) ASSISTANT MISTRESSES.**

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

**(iii) LADY MATRONS AND HOUSE-KEEPERS.**

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

**B.—SCHOOL TRANSFER DEPARTMENT.**

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the Transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

*No charge is made to Purchasers.*

*All communications and inquiries are treated in the strictest confidence.*

**C.—PUPILS' DEPARTMENT.**

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

*Full particulars will be forwarded on application.*

# Cambridge University Press

## RECENT PUBLICATIONS

### The Books of Ezra and Nehemiah.

Edited by the Rev. T. W. CRAFFER, D.D. With a map. Fcap 8vo. 1s 6d net. Revised Version for Schools Series

### The Acts of the Apostles.

The Greek Text, edited, with introduction and notes for the use of schools, by W. F. BURNSIDE, M.A. With 8 illustrations and maps. Extra fcap 8vo. 4s net

### The First Epistle of Paul the Apostle to the Corinthians.

Edited, with introduction and notes, by R. ST JOHN PARRY, D.D., Fellow of Trinity College, Cambridge. Extra fcap 8vo. 4s 6d net. Cambridge Greek Testament for Schools and Colleges

### The First Epistle of Paul the Apostle to the Corinthians.

In the Revised Version. With introduction and notes by R. ST JOHN PARRY, D.D. Extra fcap 8vo. 2s 6d net. Cambridge Bible for Schools and Colleges

### Jātaka Tales.

Selected and edited, with introduction and notes, by H. T. FRANCIS, M.A., sometime Fellow of Gonville and Caius College, and E. J. THOMAS, M.A., Emmanuel College. With 8 plates. Royal 8vo. 7s 6d net

### Livy: Book XXIII.

Edited, with introduction and notes, by A. G. PESKETT, M.A. Extra fcap 8vo. 3s net. Pitt Press Series

Works by T. C. WEATHERHEAD, M.A.

### First Rules for Latin Prose.

With Hints and Examples. Royal 8vo card, folded. 8d net

### Biennium Latinum.

A Translation and Composition Book for Beginners. Crown 8vo. 2s. 6d net

### Further Rules for Latin Prose.

Crown 8vo. 2s net

### Exercises on Rules for Latin Prose.

Crown 8vo. 2s 6d net

### Outlines of Medieval History.

By C. W. PREVITÉ ORTON, M.A., Fellow of St John's College, Cambridge. With 7 maps. Crown 8vo. 10s 6d net

### A History of Modern Europe from the Middle

of the Sixteenth Century. By JOHN E. MORRIS, D.Litt. Third impression. With 8 maps. Crown 8vo. 4s net

### Europe in the XIX Century, 1815-1878.

By JOHN E. MORRIS, D.Litt. With 8 maps and 3 pedigrees. Crown 8vo. 2s 6d net

### English Grammar: Descriptive and Historical.

By T. G. TUCKER, Litt.D., and R. S. WALLACE, M.A. Crown 8vo. 3s net

### The Granta Shakespeare.

Edited by J. H. LOBBAN, M.A. With frontispiece, introduction, notes, and glossary. Pott 8vo. 1s net each. New volumes:—

*Cymbeline* *Coriolanus* *King Henry V*

### The Cambridge Book of Poetry for Children.

Edited by KENNETH GRAHAME, Author of *The Golden Age*, etc. Crown 8vo. In 2 parts, 1s net each. In 1 volume, cloth extra, 3s net

### Graduated French Dictation.

By SYDNEY H. MOORE, B.A., Assistant Master at the College, Bishop's Stortford. Crown 8vo. 2s 6d net

### Nature Study Lessons.

Seasonally arranged. By J. B. PHILIP, M.A. With 23 illustrations. Large crown 8vo. 2s 6d net. Cambridge Nature Study Series

### Domestic Economy.

A Textbook for Teachers and Students in Training. Third impression. In two parts. Crown 8vo. Part I, Theory, by MARION GREENWOOD BIDDER; 2s 6d net. Part II, The Practice and Teaching of Domestic Economy, by FLORENCE BADDELEY; 2s 6d net

### The Combination of Observations.

By DAVID BRUNT, M.A., B.Sc., Lecturer in Mathematics at the Monmouthshire Training College. Demy 8vo. 8s net

## Books suitable for the COLLEGE OF PRECEPTORS EXAMINATIONS, Midsummer and Christmas, 1918

### The Pitt Press Series, &c.

Author	Work	Editor	Net Price
De Foe	Robinson Crusoe, Part I	J. H. B. Masterman	2/-
Macaulay	The Lays of Ancient Rome	J. H. Fether	1/6
Scott	Marmion	J. H. B. Masterman	2/6
"	Woodstock	A. S. Gaye	2/-
Shakespeare	A Midsummer Night's Dream	A. W. Verity	1/6
"	Tempest	"	1/6
Spenser	Faerie Queene, Book I	L. Winstanley	2/6
Caesar	De Bello Gallico, Book I	A. G. Peskett	1/6
"	" " Books II-III	"	2/-
"	" " Books I and II (with vocabulary)	E. S. Shuckburgh	ea. 1/6
Cicero	Pro Lege Manilia	J. C. Nicol	1/6
Vergil	Aeneid, Book VIII	A. Sidgwick	1/6
Homer	Iliad, Books IX-X	J. C. Lawson	2/6
Xenophon	Anabasis, Book II	A. Pretor	2/6
"	" " Book II (with vocabulary)	G. M. Edwards	1/6

### The Revised Version for Schools

Samuel I	W. O. E. Oesterley	1/6
Kings I	H. C. O. Lanchester	1/6
Kings II	G. H. Box	1/6
The Gospel according to St Matthew	A. Carr	1/6
The Acts of the Apostles	C. West-Watson	1/6
Ephesians, Philippians, Colossians, & Philemon	W. K. Lowther-Clarke	1/6
Peter, John, & Jude	C. M. Blagden	1/6

### The Cambridge Bible for Schools and Colleges

Book	Editor	Net Price
Samuel I	A. F. Kirkpatrick	2/-
Kings I and II	J. R. Lumby	each 2/- or in one vol. 3/6
Kings I and II (R.V.)	W. E. Barnes	each 2/- or in one vol. 3/6
Hosea	T. K. Cheyne	1/6
Joel and Amos	S. R. Driver and H. C. O. Lanchester	2/6
The Gospel according to St Matthew	A. Carr	2/- or with Greek Text 3/6
The Acts of the Apostles	J. R. Lumby	3/- or with Greek Text 4/6
Philippians	H. C. G. Moule	1/6 or with Greek Text 2/6
Peter and Jude	E. H. Plumptre	2/-
Peter I (Greek Text)	G. W. Blenkin	3/6
The Acts of the Apostles (Greek Text)	W. F. Burnside	4/-

### The Smaller Cambridge Bible for Schools

Samuel I	A. F. Kirkpatrick	1/-
Kings I and II	T. H. Hennessy	ea. 1/-
Joel and Amos	J. C. H. How	1/-
The Gospel according to St Matthew	A. Carr	1/-
The Acts of the Apostles	H. C. O. Lanchester	1/-

Complete educational catalogue post free on application

Fetter Lane, London: CAMBRIDGE UNIVERSITY PRESS: C. F. Clay, Manager

CONTENTS.

	Page		Page
Leader: The Beginnings of a Profession .....	45	Wolf Cubs.....	59
Notes .....	46	Sursum Corda. By H. A. L. Fisher .....	61
The Minister of Education—His Proposals—National Service: Men — National Service: Women — Reconstruction — Other Changes — Inspiration — N.U.T. Programme — W.E.A. Conference—The Annual Service for Teachers—Clergy as Teachers —The Commercial Examination.		Simplified Spelling .....	62
Education in Japan. By H. B. Watson .....	49	The Uplands Association .....	68
The College of Preceptors—		Reviews .....	69
Teachers' Diploma Examination, Christmas 1916: Pass List .....	53	Hindu Mind Training—The Permanent Values in Education (Richmond)—German and English Education (Fr. de Hovre)—Professionalism and Originality (Hayward)—The Cambridge History of English Literature, Vols. XIII and XIV—An English Pronouncing Dictionary on strictly Phonetic Principles (Jones)—Generalized Coordinates (Byerly)—The Days of Alkibiades (Robinson)—The Old Grammar Schools (Watson)—Science and Education—Teaching High-school Latin (Game)—The Nation's Health (Morris)—Shrewsbury Fables (Alington); &c., &c.	
Professional Preliminary Examination, March 1917: Pass Lists .....	54	Overseas .....	72
Certificate and Lower Forms Examination, Christmas 1916: Colonial and Foreign Class Lists.....	55	General Notices .....	73
Meetings of the Council .....	59		
Half-yearly General Meeting .....	63		

The Educational Times.

Until further notice, "The Educational Times" will be issued four times a year: on the 1st of February, May, August, and November. The next issue will appear on August 1st.

Communications intended for the Editor should be addressed to Ulverscroft, High Wycombe.

THE BEGINNINGS OF A PROFESSION.

MORE than fifty years ago, in 1861 to be precise, the Council of the College of Preceptors felt the necessity for organization within the teaching profession, and urged before Parliament and elsewhere that teachers should be registered, just as medical practitioners are registered. For many years the College stood alone in voicing these claims, but by its insistence it gradually converted teachers to the need for professional registration. It is not without interest to note that the first Official List of Registered Teachers was compiled in the College buildings, though the need for more space has now taken the Registration Council to Bedford Square.

The Official List of Registered Teachers, or the Teachers Register, to give it the name by which it will be generally known, was published on February 21 of this year, and is based on an Order in Council issued in February 1912. The Register has taken five years of unceasing work on the part of the Registration Council. There were many difficulties of detail. In the first place the failure of the previous attempt at registration, with its Column B reserved exclusively for teachers in secondary schools, had tended to make people shy of a second application. Though the guineas previously paid were returned when asked for, teachers hesitated at first to run the risk of sharing in a second *fiasco*. Still greater difficulties were encountered in drawing up schemes for the enrolment of pri-

vate teachers and teachers of arts and crafts. By continuous and patient work on the part of the various Committees of the Registration Council, helped by the advice of experts in the different branches concerned, these difficulties have been surmounted. It was felt, and rightly felt, that a Register of Teachers should include all those who taught, assuming that they were properly qualified for their work. But tradition dies hard: and the tradition in the scholastic world is that a teacher is a man or woman who teaches the knowledge contained in printed books. The publication of this Register, in which the craftsman stands side by side with the University graduate, will do much to eradicate a tradition that has ceased to be useful.

There is nothing in the Register to indicate superiority or inferiority. It appears as a democratic document in which all, as far as the eye can see, are equal. Thus the Hon. and Rev. Canon Lyttelton, D.D., Head Master of Eton (as he was at the time when the Register was compiled) appears simply as "Lyttelton, Edward, Eton College, Windsor. 2062. May 1, 1914." No one could guess Miss Cleghorn's fame from the bald entry: "Cleghorn, Isabel. Heeley Bank Girls' School, Sheffield. 13. Jan. 1, 1914." This simplicity is captivating, and appears to have been rendered necessary by considerations of cost and convenience. In giving details, it is difficult to decide what to insert and what to exclude; and if everything were inserted the result would be a costly and bulky volume. But these considerations cannot have permanent weight. The present Register is by no means satisfying. It is welcome as a first proof of the possibility of an organized and registered profession of teaching. But we consult "Who's Who," "The Schoolmasters Yearbook," or "Debrett" in order to find out all about the name in which we are interested. We do not expect to be balked because one duke's blood is bluer than that of another duke, or because one graduate has taken a first class and another no class at all, or because one man's favourite game is polo and another marbles. We go to such books for information, and information we must have if the book is to serve its purpose. In future editions

of the Teachers Register we confidently expect to see all the information given that has been accepted by the Registration Council as worthy of being inscribed in its books. That is to say, each entry should give a record with dates of the teachers' education, experience, and qualifications. It should be possible for parents to consult the Register in order to be guided in the choice of a school.

The publication of the Register is a step forward, and a very important step. It marks a very definite stage in the history of the efforts of teachers to become a self-governing profession. The step won is likely to be retained. The foundations are firm. We can with some confidence anticipate continued progress. The issue of the list will encourage those who up to the present have held back. But it must be recognized that this list is only a beginning. It contains in all 17,628 names. There are not as many secondary teachers as were enrolled on the old Column B. For, although the list itself gives no evidence of status, we are informed in the preface that a rough analysis of the names gives about nine and a half thousand teachers in public elementary schools, nearly six thousand in secondary schools, and over two thousand specialist teachers. In Column B there were about eleven thousand teachers.

A step forward has been made. It is well to see the goal. In the words of the Registration Council, "the Register itself is but the beginning of a movement towards the promotion of self-government and self-organization such as will place the work of teaching on a truly professional basis."

## NOTES.

MR. FISHER'S speech introducing the Education Estimates delighted his friends and surprised those to whom he was previously unknown. He made an able presentation of the administrative facts as they exist to-day, and of the changes that he proposes to effect by administrative order. More than this, in the eyes of Parliamentarians, he held a large House attentive, interested, and even enthusiastic for two hours. When he sat down he was complimented by one speaker after another. Such a Parliamentary success goes far to justify the modern method of choosing a Minister because he is the best man for the post, in opposition to the former view of looking upon the post as a reward for party services. Without any emotional flights or striving after oratorical effects, Mr. Fisher held the House by the clearness of his explanations, the directness of his appeal, and his occasional humour. He had the House with him: we hope that he will have the country with him also; and that he is right in saying that a wave of real interest in education is arising throughout England.

THE definite proposals contained in Mr. Fisher's

*His Proposals.* speech do not greatly differ from those contained in the notes following, which were written before the speech was delivered. He will establish nursery schools, endeavour to discriminate between town and rural education in the elementary stage, see that every child stays at school till the age of fourteen, and introduce a new grant that will be fairer to the poorer districts and which will encourage the localities to pay better salaries. For he sees clearly that a very much larger supply of teachers—and able teachers—is necessary, and that to bring this about the conditions of service must be improved. He is not in favour of making the teacher a Civil Servant, because this would take from the interest of the Local Authorities. The idea of making secondary education free has been presented to him, but he sees sufficient reason to put this tempting scheme on one side. Continuation education up to the age of eighteen is, of course, foreshadowed, as is also a pension scheme for secondary teachers; but for these changes legislation is necessary. Additional estimates to the amount of nearly four millions were passed.

THE position of schoolmasters in reference to the demand of Mr. Neville Chamberlain for volunteers for National Service is by no means clear. At one time it was suggested that teaching should be recognized as a form of national service, and that schoolmasters should be content to remain in their places and not enrol under the national scheme. Then it was seen that to exempt one class of men from the obligation—a moral obligation only—might cause misunderstandings among other classes. So it is understood that teachers, along with judges, bricklayers, and members of Parliament, are asked to enrol, but that teachers will not be taken away from their schools without an opportunity for appeal. Each man must decide for himself what he considers to be his duty. Most men would prefer to enrol. But it is to be remembered that the schools must be carried on as long as possible. The vagueness of Mr. Neville Chamberlain's scheme is an objection to enrolment that causes a stumbling-block to many. The form once signed, the teacher is in the hands of a junior clerk who may know nothing of the circumstances. Whether he will be called upon to serve, or in what capacity, are matters to which no answer is attempted. If he decides that he can do work more useful to the country than he is doing at present, he had best go to a Labour Bureau and pick the job for which he feels himself to be suited.

THE position of women teachers in reference to the proposals of voluntary enrolment for National Service is quite clear. They are considered to be already performing work of national service of the most valuable kind. In this opinion Mr. Neville Chamberlain and Mrs. Tennant concur. The personal decision is often a hard one

to make. The interest, the glamour, the excitement of undertaking some fresh form of work which stands out in the public eye, or the desire for sacrifice, to give up familiar work for the unknown and possibly arduous task—these considerations may make many teachers hesitate as to their duty. There are no doubt exceptional cases, and, as was said in the preceding note in reference to men, each woman must judge for herself. After the provision of munitions and the necessary food and clothing, there can be little hesitation in feeling that the education of the children is the first duty of the nation. From some points of view it is a tame duty, and in these days of peril there is a natural craving to be doing some actual work that shall help directly to end the war. But, if the children are to suffer as little as possible, teachers must stick to their posts.

It is now becoming fairly clear what form the "reconstruction" of education is likely to take in the immediate future. **Reconstruction.** Legislation will provide compulsory full-time education in school for all children up to the age of at least fourteen years. This age may perhaps rise by successive stages up to sixteen years. From the ages of fourteen (or sixteen) to eighteen there will be compulsory part-time education during the day; and the hours of wage-earning during that period will be limited, so that children may be restrained from working long hours before and after their school lessons. There will be smaller classes, gradually working down to forty and thirty as the maximum. There will be a fuller provision of secondary schools, and the way to them from the elementary schools will be made broader. There will be provision for schools of a new type for very young children. In these changes the Board of Education will have to play a very arduous and important part. The Board will have to do three things:—(1) wring the additional money from a reluctant Treasury and from (sometimes) reluctant localities; (2) attract into the teaching profession the additional men and women required; (3) reconcile parents to the loss of their children's wages.

These changes are likely to be carried out so soon as teachers can be found; but there are other and wider changes in view. **Other Changes.** In some way or other social differentiation in schools will be gradually eliminated. All schools must become so good that exclusive parents need no longer hesitate to send their children to a given school lest they meet with "common" children. All schools must gradually take their place in the national system. This implies that all schools will be under inspection and control. The inspection that is to come will be very different from the existing inspection of the Board of Education, which is on a purely commercial basis and merely certifies to Parliament, the paymaster, that the goods have been delivered according to invoice be-

fore the money has been handed over. The control will extend to Universities: though this control, if we read aright the signs of the times, will leave Universities (and schools as well) freer than they are at present to carry out their real work of education. It is probable, too, that before long education will be free in all its stages, the entire cost being borne by the State. These are, indeed, important changes, and call for organization; but, taught by experience, we shall succeed in establishing an organization without crushing out the life of the institutions organized.

In all these changes, immediate and in the future, the Board of Education will play a **Inspiration.** controlling part. The primary function of the Board is administration.

But, in carrying out the wide scheme of reconstruction indicated, something more than administration is needed. The nation needs a leader to arouse, inspire, and guide. Judging from Mr. Fisher's public utterances, he is likely to prove himself this leader. In England we shall not have, nor does the state of the country require, a revolution such as has recently taken place in Russia, and such as we hope for in Prussia; but one result of the War in this country will undoubtedly be that we shall move a stage further towards pure democracy (in feeling, not necessarily in form of government); sound education will no longer be the preserve of those children whose parents can afford to pay for it. The country is in ferment with regard to education: many advisers and many plans appear; but among them certain indications are taking definite shape. The Workers' Educational Association have crystallized many longings. Mr. Fisher will know how to read the signs, and to steer between conflicting parties. If he reads aright and speaks with confident voice, the nation will follow, trusting in its leader.

THE National Union of Teachers have issued an important statement of their views as to the educational provisions that should be brought into existence at the close of the War. We have space here to indicate the main proposals only; the whole document deserves careful study, as showing the lines of progress laid down by the largest organized group of teachers in the country. Education is viewed as a national obligation, and should therefore be free in all its stages. Compulsory education should extend from the age of five to the age of eighteen, attendance being full-time up to the age of fourteen, and part-time later; but the hours for labour and school attendance shall not exceed forty-eight a week. No certificated teacher should be responsible for more than forty children. Girls shall be trained for the duties of home-life. The need of proper physical education, of hygienic buildings, suitable playgrounds, necessary meals, are fully recognized in a series of resolutions. In order to secure

a supply of qualified teachers, it is recommended that there be great improvement in regard to salaries, pensions, and the general conditions of teachers' service. Under the heading of training, it is urged that every candidate should have an opportunity of obtaining a University degree at the close of the training-college course.

**THE** College of Preceptors have accepted an invitation to send representatives to an important conference organized by the Workers' Educational Association for May 3. The resolutions to be submitted to the Conference demand the establishment of nursery schools for children from the ages of two to six; the abolition of all forms of exemption under the age of fourteen; the raising of the leaving age to fifteen within five years; the immediate reduction of all classes to forty, with a view to a further reduction to thirty; the establishment of a school medical and dental service, to ensure proper treatment for all scholars; and greater facilities for games, swimming, bathing, and open-air teaching. The necessity of establishing a broad highway to the University is urged in another resolution. With regard to part-time education, after the age of fourteen (or fifteen or sixteen), it will be proposed that the hours of labour for young persons under the age of eighteen be limited to twenty-five per week. Free full-time secondary schools are to be provided for all children who are desirous of entering, and an adequate number of scholarships to the Universities are to be granted. The conditions of the teaching profession are to be such as will induce the best men and women to enter and remain in the schools. Finally, as regards finance, the Board of Education should bear 75 per cent. of the cost.

**THE** usual annual service in St. Paul's Cathedral, arranged by a committee representing most associations of teachers, both elementary and secondary, will be held on the evening of Ascension Day, Thursday, May 17, at 6 o'clock. We note the date precisely, because last year there was some confusion between the Eve and the Evening. There are no tickets and no reserved seats. The preacher is the Rev. Canon Newbolt, and the service will take the form of a Service of Intercession in connexion with the War. It is hoped that the whole congregation will take part in the simple music; but it is also proposed to have a special choir, and those who are willing are invited to send their names to Mr. Alan May, 31 Bonham Road, Brixton Hill, S.W.2. The anthem, "Justorum Animae," can be bought from Novello for 3d.

**THE** Board of Education have now issued their Regulations for the payment of grants to Play Centres. For some years these centres have been organized and managed by voluntary workers. They have been a great

boon to the children. The time has come when it is due that official recognition should be granted and financial help given. Especially at the present moment it is needful to continue and multiply these centres. It is common knowledge that the children who have no playing ground except the public street are getting out of hand, possibly, as has been suggested, owing to the absence of so many fathers at the War. The hooliganism is, of course, merely the result of vitality wrongly directed or unhealthily repressed. These play centres, if they can be established in connexion with all the schools, will afford opportunity for interesting games and occupations for children who have nothing to do after school hours except to play in the streets. It is to be hoped that the smaller localities, where the need is just as great, will follow the example of the larger towns.

**THE** permission given by the Board of Education to Clerks in Holy Orders or Regular Ministers of Congregations to offer their services as teachers in public elementary schools has not been warmly welcomed. This is inevitable. The memory of the Vicar's control is too recent. But the proposal is, under the circumstances, quite reasonable. We hope many of the clergy will take advantage of it and that they will meet a friendly spirit in the schools. They will be temporary teachers only, and will have no recognized status under the Code. Some of them will certainly show sufficient knowledge of boy nature and sufficient sympathy with original sin to make fairly effective teachers for a short period. A further provision makes it possible to employ a clergyman or minister only when no qualified teacher can be obtained. Not only, nor especially, in the interest of the school do we welcome this decision of the Board, but more especially in the interest of the clergy who, for the most part, have few opportunities at the present time of sharing in any special emergency work resulting from the War.

**THE** arrangements for the new Commercial Examination of the College of Preceptors are now complete, and specimen papers are ready for distribution. These papers have been very carefully prepared and subjected to expert criticism. It is confidently expected that they will be found to be on the right lines from two points of view: that the schoolmaster will find that they indicate the proper lines of preparation for commercial life, and that the employer will recognize that the subjects thus taught and tested are the right ones to produce the qualities he desires. There is to be one examination, at about the existing Senior standard. Boys and girls who have won the Certificate should be greatly helped in finding suitable posts. The College has done a useful piece of work in establishing this examination.



## EDUCATION IN JAPAN.

By H. B. WATSON.

## I.

A FEW years ago, during a pleasure trip to Japan, I was enabled, by the good offices of friends at the British Embassy and by the kind courtesy of Mr. Nobuaki, then the Minister of Education, to visit some ten or a dozen typical schools of Tokyo and Kyoto, the modern and ancient capitals of the country. It may seem a far cry from England to Japan, but the movements—educational or otherwise—of an ally that has done great service in this deadly war ought to be a concern to us, and I have thought that a few notes, made mostly at first hand, would not be uninteresting.

I am indebted to my friend, the late Lieut.-Colonel E. F. Calthrop, R.F.A., to the writers of several pamphlets and blue books, or books of varying hue, and to the author of "Murray's Guide to Japan," Prof. B. H. Chamberlain, who could make even a time-table interesting; but chiefly to those many courteous Japanese teachers whom it was a privilege to meet and without whose kind assistance this article could never have been written.

## II.

It is hardly fifty years since Japan was in the dark ages of feudalism; in September 1864 a few American warships "cannonaded their way" into the Straits of Shimonoseki, the entrance to the picturesque Inland Sea, and forced the East to open her gates to the West. In May 1904 Admiral Togo inflicted a crushing defeat on one of the proudest of European nations, not far from these same straits. The self-confident efficiency that produced this remarkable change in the destiny of Japan was largely the result of education in which England, France, America, and Germany can claim a share. I do not intend to surmise to what heights Japan may rise in the scale of first-class nations; when the oldest European inhabitants in Japan are bewildered by the rapid advances she has made, it would be foolish for a casual observer like myself to hazard an opinion. I shall content myself with merely giving a plain, uncritical—and, I hope, fairly accurate—account of what I saw of the system that is producing these results.

To England, Japan owes her naval efficiency; to France, she owes greatly in medicine; to Germany, something in medicine and much in military organization; to America, however, is almost entirely due, for better or worse, the establishment of a system of education.

## III.

The warrior-nobles of Satsuma and Chu-shu who, in 1869, had been largely responsible for the overthrow of the Shogunate, or military despotism of Japan, and for the restoration of the power of the Mikado, were clever enough to see\* that no eastern country that "retains exclusively Oriental institutions could hope to keep its country free from Western aggression." These Samurai, or nobles, once recognizing this, threw themselves heart and soul into the task of Europeanizing their country. The Marquis Ito, perhaps the most important statesman of modern Japan, ran away in a French ship to Europe in order to imbibe at first hand the new learning. It must not be thought that here was a race, such as the Maori or the Fijian, forced by circumstances to take on the civilization of its conquerors; "rather was it the case of a people, civilized, but different from ourselves, acknowledging that they had found a more excellent way, deliberately cutting adrift, whether for good or for ill, from the ties of the past, and attaching themselves to the new ways of the hitherto hated barbarian." Never has history seen such a change of front! The chief practical points to note are the disestablishment of the State religion, Buddhism, the consequent crumbling away of the old priestly education, and the substitution in essentials of a system similar to that of the leading countries of the world. Even before the overthrow of the Shogunate, leading nobles had established schools under foreign advisers; but it was not until 1871 that a department of education was set up; the next year saw the promulgation of the code that is to-day in vogue. It will thus be seen that the establishment of systematic education was almost synchronous in Japan and England.

\* Prof. B. H. Chamberlain's "Things Japanese," from which I have borrowed freely.

"It is designed," runs their Code, "that henceforth education shall not be confined to the few, but shall be so diffused that there shall not be a village with an ignorant family, nor a family with an ignorant member." When the Mikado became Emperor *de facto*, many of the knightly families, the Samurai, were deprived of their livelihood, and exchanged the soldier's sword for the scholar's book. In this way education had the advantage, in its earliest teachers, of men who were inspired with those ideas of

"Truth and honour, freedom and courtesy,"

that in Japan are sometimes known under the name of Bushido.

## IV.

The chief schools of Japan fall under five heads: (1) Primary schools; (2) higher primary schools; (3) secondary or high schools, called in Japan middle schools; (4) higher colleges or schools for advanced students; (5) Imperial Universities. Besides these, there are normal schools for the training of teachers, agricultural, technical, commercial, military and nautical schools, not to mention the many missionary institutions supported by the forty-five Christian sects established in Japan, one of which—the Doshisha Congregational school—I visited. The work done here under American instructors was about equal to that of one of our good secondary schools; its aim, as is that of Count Okuma's private foundation at Waseda, is to grow to the importance of University teaching.

With regard to agricultural schools, it may be remarked that, probably owing to the close settlement of the soil, Japan established scientific instruction long before England had anything of the sort. Primary education is practically free. In the rare cases where a charge is made, the fee is rather under 2d. a month; in the higher primary schools it is as high as 2d., the middle schools leap to 4s., while the colleges exact a lump sum of about £2. 10s. for the whole year. Fees then can only very partially defray the cost of education—the bulk of it is defrayed by local taxation.

The majority of school buildings in Japan are unsightly structures, as a rule mere huge packing cases. Built of wood and unpainted, they are clear evidence of the poverty of the country. In most cases no provision is made for the warming of rooms, and this in a land far colder in winter than our own country. The populace generally seemed to me to suffer from cold, and though the poorer people do have *hibachi* or charcoal braziers, round which they miserably crouch, how the poor school children, nearly always thinly clad, manage to endure the winter is puzzling, unless the ten-minute spell between each lesson enables them to get up some animal heat by rushing about. Most of them, however, take their pleasures so sadly that it is doubtful whether they can be anything but wretchedly cold throughout the winter months. Some of the higher schools are better served, and the pupils better clad; both the Tokyo and Kyoto Universities are fine brick piles, modern in design, and well equipped in every way. Everywhere the apparatus seemed adequate; the imitative Japanese produce all their maps, charts, and scientific requisites in the country. I should imagine the equipment of the Tokyo University and of the Higher Technological College in the same city to be equal to that of similar institutions anywhere, except perhaps some few wealthy and well endowed ones I can think of in America and the old world.

In this Technological College every kind of industrial training is given with a view to fitting the young mechanic for the stress of modern competition. Good as the work was, it was somewhat lamentable to notice a complete jettisoning of all those ancient practices that hitherto have made genuine Japanese ware of national inspiration such delights to behold and such treasures to possess. In the designing rooms, where there happened to be a sort of exhibition of students' work, the chief prizes fell to those productions that in my eyes most nearly approximated to the most tawdry European models—the bold impressionist imaginative style of this naturally artistic and æsthetic people found no favour with the judges, who were no doubt educational reformers and keen business men. With obvious pride some student had shown some hideous coloured post cards, without character, drawing, or any artistic merit. As similar work filled shop windows, and evidently commanded a large sale, it is not surprising that he secured a first prize. The pottery rooms contained for exhibition fine collections of Sèvres and other well known makes. Such work is, of course,

above imitation, and, if it were not, there would be little demand for it in Japan; but it was distressing to see that all the work turned out was poor in design and quality. The reason is obvious. There is a demand for this poor quality stuff among the millions of workers between Peking and Singapore, and Japan is as alive to her material and commercial interests as are the countries of the older world to the importance of capturing these lucrative markets.

Is this but a passing phase, or has the production of delicate *cloisonné*, shapely metal work, and artistic china become an entirely lost art in this race for commercial supremacy? Returning for a moment to school equipment, there is in Tokyo a large educational museum where may be seen an exhibition of the apparatus used, and specimens of the work done, in all the elementary schools of the world. It was not inspiring to find that, especially in writing, drawing, and sewing, the work shown from English schools was noticeably inferior. Such work could hardly be typical, but the critical and rather head-inflated Japanese—and they thronged this museum—were not impressed by it. Have we a similar exhibition? Such an establishment might be of good value if nothing but the best were exhibited.

With regard to salaries, these at first sight will seem ridiculously inadequate, but it must be remembered that the cost of living, though, as in all progressive countries, constantly rising, is still extremely low. An ordinary Japanese can live well on 20 sen, or twopence a day! Hence the average salaries of £21 and £48 per annum in primary and middle schools are, if not princely, not particularly small. The colleges and Universities rarely pay a salary of over £250 a year; the average of the Tokyo professors is less than £200; the President, who controls the destinies of more than 3,500 students, receives but £400 per annum! The social status, however, even of the lowest teacher is high; his position is reasonably secure; he has a pension to look forward to, and a definite rank in this country of social distinctions. For instance, the primary teacher, by virtue of his office, is a *Hannin*, and to belong to this lowest of four official grades is considered a high honour. Professors and the Principals of Departments in the secondary schools are in the second grade of *Chokunin*, to which Cabinet Ministers belong. With us eminent scientists are reluctantly honoured by the State; clerical head masters are occasionally elevated to the *Episcopate*; one public-school master has been knighted, and I believe the head of a colonial school was once accorded the dignity of *C.M.G.*

To continue. If primary education is practically free, it is also practically compulsory. There are no truant inspectors or prosecutions of parents for not sending their children to school, but public opinion, working in conjunction with the school authorities, secures that 95 per cent. of the children of Japan are enrolled on the school lists, and that, of these, 90 per cent. is the average attendance. If these figures are correct (and they are taken from official reports), they show very effective organization. The numbers in classes, the subjects taught, and the length of the school day, call for no special mention; school begins early in the morning, and is generally over by two o'clock in the afternoon, ostensibly to leave time for recreation and amusement, but too often for the young people to be employed in some way that will add a few sen to the family purse; drill and physical exercises occupy more than four hours a week in school hours; the syllabus is simple and sensible, confined to the three R's and to sewing and elementary manual work.

There is an organized system of medical inspection of all schools. One noteworthy feature of elementary education is the retention of the abacus, or counting board. The merchant or the banker, however Europeanized, will produce his counting board—framed, of course, to suit the decimal system—and, even if capable of computing by Western methods, prefers to keep to his old way, as quicker and more accurate. The difficulties of mastering the abacus, and of learning to read and write Japanese, account for the smaller number of subjects on the syllabus, which would look unimposing if put alongside our more pretentious array of subjects.

In all schools definite instruction is given in morals, so that the system cannot be considered entirely secular. The basis of instruction is an Imperial Edict of 1890, with which many may be familiar, but which is sufficiently striking to repro-

duce. Textbooks based on it are used throughout schools of all grades, and it is formally read with almost religious ceremony on anniversaries and other important occasions.

The following translation, issued by the Japanese Board of Education, is claimed to be an improvement on all previous versions, but no doubt it suffers from the defects of all translations:—

Know ye, Our subjects:

Our Imperial Ancestors have founded Our Empire on a basis broad and everlasting, and have deeply and firmly implanted virtue; Our subjects, ever united in loyalty and filial piety, have from generation to generation illustrated the beauty thereof. This is the glory of the fundamental character of Our Empire, and herein also lies the source of Our education. Ye, Our subjects, be filial to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious, as friends true; bear yourselves in modesty and moderation; extend your benevolence to all; pursue learning and cultivate arts, and thereby develop intellectual faculties and perfect moral powers; furthermore, advance public good and promote common interests; always respect the constitution and observe the laws; should emergency arise, offer yourselves courageously to the State, and thus guard and maintain the prosperity of Our Imperial Throne coeval with heaven and earth. So shall ye be not only Our good and faithful subjects, but render illustrious the best traditions of your forefathers.

The way here set forth is indeed the teaching bequeathed by Our Imperial Ancestors, to be observed alike by Their Descendants and the subjects, infallible for all ages and true in all places. It is Our wish to lay it to heart in all reverence in common with you, Our subjects, that we may all thus attain to the same virtue.\*

This is a veritable counsel of perfection; but, except in Yokohama and other treaty ports, where the people have been not a little demoralized by contact with not too scrupulous traders and with the scum of all nations, the honesty, kindness, and politeness of the Japanese were conspicuous.

## V.

Coming more particularly to what we should call secondary education—that of the middle and higher schools—it is regrettable to find that about 40 per cent. of those qualified and anxious to go on to more advanced work are debarred by lack of accommodation. As things are, about one in every 300 of the population passes through these higher schools. In all schools of this stamp the study of English is compulsory, and as much time (six hours a week) is devoted to it as to Chinese and Japanese combined. In the still higher schools, either French or German is also learnt. Reckoning Chinese as equivalent to Latin or Greek, the subjects otherwise are precisely the same as with us, mathematics being taught in the usual branches.

The teaching of morals is still persevered with, though apparently definite instruction is omitted in the girls' schools. A prized privilege of boys passing prescribed examinations from the secondary schools is that only one year of military service is further required, and such boys are regarded, not as conscripts, but as volunteers. This exemption is reasonable, for right through his school career a boy is a member of a cadet corps; on inquiry, however, I was surprised to learn that shooting was practised only once a year, and then more as a holiday recreation than as a serious business; my information here was probably incorrect.

In all schools above the primary grade, the boys wear a neat uniform of dark blue, with heavy military overcoat, in which they delight to disport themselves even on the warmest days; in private life they doubtless quickly get into the more becoming and more comfortable kimono. At my interview with the Minister of Education—who, by the way, spoke perfect English—I found him dressed in the ordinary grey or brown silk kimono of the Japanese gentleman; his carriage was waiting at the door, and on my departure he would have to don the top hat and frock coat that is obligatory on all the higher officials.

A word or two with regard to physical training. Gymnastics are carefully taught, and in the first middle school in Tokyo, systematic breathing exercises are enforced at the beginning of every school day. Large numbers of the young Japanese, like the Germans, are shortsighted; this is partly

\* This from *School*, a now defunct magazine.

due to the intricacy of their ideographs, but I noticed that those who study German are much more often shortsighted than those who study French—no doubt owing to the strain of reading the German characters.

The Japanese are sensitive, too, on the subject of their small stature, and many schools are doing much to improve their national physique. The statistics furnished me by the head master of the admirable middle school mentioned above, show that, despite much curvature of the spine induced by squatting on the floor, and over *hibachi*, it may be that, by taking further thought, the Japanese may in time "add one cubit to his stature." Tennis and baseball are played everywhere, and *ju-jitsu* and the old-time fencing are favourite pastimes among the older boys. Adequate playgrounds, as unfortunately too often here, are almost non-existent. The endowed Peers' school, the Eton of Japan, and some of the military colleges, have good playing fields, but the scanty acres about the fine University buildings at Tokyo and Kyoto show that the undergraduate has little scope, even if he has the taste, for athletic pursuits. At one primary school I visited, the physical drill for girls consisted of a set of quadrilles, nicely danced in a concreted quadrangle, to the strains of a villainous American organ.

## VI.

One great obstacle in the path of the Japanese in their attempts to assimilate Western knowledge lies in the necessity of learning Chinese, as well as their own language. One must remember that they still use Chinese ideographs, or word-pictures, and have to learn by rote at least 4,000 arbitrary symbols. These symbols both a Chinaman and a Japanese can read, but each interprets them by different words, and neither understands a word of the other's language. Then, too, the grammar and style of conversational Japanese differ from that used in correspondence and in literature. There is an influential movement in the direction of Romanizing the writing of the language on phonetic principles that may prevail, but, though most of the teachers with whom I came in contact were in favour of the change, old prejudices die hard, and, owing to practical difficulties, a reform is probably as far distant with them as, with us, is the adoption of a decimal system of counting or a rational method of spelling.

It was particularly interesting to me to notice the teaching of English; the desire to know our language is pathetic; you will find shopkeepers and errand boys in odd moments, instead of snowballing one another, or passers-by, pulling out an English-Japanese dictionary from the sleeves of their kimonos, with a view to firing off a phrase at the next foreigner. In any good secondary school you will find English taught by the natural method, and it would have delighted the heart of any keen inspector of schools to hear the instruction of the lowest class of one school by a painstaking Japanese:—

"It ees a—a bird," said he, pointing to a picture of an ostrich. "Eet has wings; but eet cannot fly. Eet can run very fast. Is eet a fow-ell? No! Eet is an orstreecher!"

A higher class, evidently excellently taught by an American lady, was able to repeat with correctness and fair understanding a piece of repetition of the "Lochinvar" order. I was amused to meet this class afterwards cleaning their rifles, and ragging their old sergeant-major with all the cheerfulness of irresponsible boyhood. The master who was accompanying me explained to two boys that I had just come from Australia and New Zealand, when one of them instantly responded, with a grin, "Good day, kapai Nihon" (Japan very good). The "kapai," a common Maori word for "very good," must have been a reminiscence of a well taught geography lesson. In a higher school the standard of reading was equal to that of our University pass classes. One class was following with zeet a passage from Carlyle's "Heroes and Hero Worship." On my asking a few questions, though too shy to answer very correctly, the students showed that they understood what they were reading. Abstract and philosophical writing seems like mother's milk to the Oriental mind. While going through the chief training college for teachers, I came across two students in the library chuckling over the "Pickwick Papers." I could hardly believe that their knowledge of

English was sufficient for them to appreciate the vulgarisms of the immortal Sam Weller, and asked one of them the meaning of a phrase; this he gave quite correctly, and he was evidently prepared to reel me off a résumé of a lecture, lately delivered, I suppose, on Cockney English. Perhaps I was sent to exceptional schools, and perhaps I encountered exceptional students, but one could not fail to be struck with their intelligence and their industry. Spoken English was another pair of shoes, but certainly not worse than the attempts of most of us to express ourselves in French and German.

The ignorance or diffidence of the Japanese instructors in English is doubtless responsible for great weakness in wrestling with our spoken language. In these higher schools the ability to write English fluently and correctly was marked, but, despite six or eight years' study, the efforts at idiomatic speech were too often lamentable. In walking down one of the less important streets of Tokyo, I was surprised to find that nearly all the shops had a few words of English painted on their signboards. The idea of the Japanese shopkeeper may have been to try to impress his neighbour with his own superior education, but I must confess that much of the English was quite unintelligible to me. "Dealer in Pest Milk," "Extract of Fowl" (meaning "eggs") were two, while a barber described himself as a "head cutter." "Milliners and Ladies' Outfitters" are common. Prof. Chamberlain, who probably knows more of the Japanese language than the Japanese themselves, and who for many years was professor of Japanese literature in the Imperial Tokyo University, records a poetical effusion of one of his students who, having heard women described as the cement of society, apostrophized them as "Social glue"! In his "Things Japanese" to which I am indebted for my historical statements, he gives an extract from an essay on the character of an Englishman, that is quaintly expressed, and hits off shrewdly some of our supposed characteristics: "The England which is occupied of the largest and greatest dominion which rarely may be. The Englishman works with a very powerful hands, and the long legs, and even the eminent mind; his chin is so strong as decerved iron. He are not allowed it to escape, if he did seized something. Being spread, his dominion is dreadfully extensive, so that his countrymen boastfully say, 'the sun never sets on my dominion.' The testamony of England say that he that lost the common sense, he never any benefit, though he had gained the whole world. The Englishman always said, 'Give me your land, and I will give you my Testamony.' So it is not a robbed but an exchanged."

But this is hardly fair. Reflecting on my own feeble efforts to express myself in Japanese, I can only admire the determination of these clever people to acquire English. And many of them succeed; the best teachers and professors, educated as many of them have been in England and America, spoke and wrote admirable English. The principal of the first higher school, as he sat in cap and gown before a desk on which lay the latest scientific and philosophical works of England and Germany, was, for all his brown skin, a typical head master as we know him. In Japan, as in America, education is taken seriously; great zeal on the part of the teacher is rewarded by corresponding earnestness on the part of the scholars. There is perhaps an excess of earnestness. After a school or University examination it is no uncommon thing to hear of suicides, a favourite spot chosen being that romantic waterfall on the way to Chusenji, near the famous temples of Nikko.

Some may ask: "What does it matter to us here in England what the Japanese teach in their primary and secondary schools?" To this I can only reply that their system, even if less ambitious than our own, leads to efficiency in all directions, especially from the national point of view. Their patriotism is no mere lip service; to fit themselves to live for their country, and, if need be, to die for it, is with them a real passion. Can any one doubt this who has followed the record of their deeds in the Russo-Japanese War, or who has realized the intensity of performance revealed in such a book as "Human Bullets"? Nowadays the East is not so far sun-dered from the West as some imagine, and we can all afford a sympathetic thought to a valiant ally that not long ago threw in its lot with ourselves in the cause of civilization and in a struggle for ideals which we are now striving to maintain with the best blood of our race.

# MACMILLAN'S BOOKS SUITABLE FOR THE COLLEGE OF PRECEPTORS' EXAMINATIONS, MIDSUMMER AND CHRISTMAS, 1918.

## ENGLISH LANGUAGE, HISTORY, & GEOGRAPHY.

**Shakespeare.—The Tempest.** With Introduction and Notes. By K. DEIGHTON. (*Senior and Junior*) ... 1 9

— **The Tempest.** Eversley Edition. With Notes (*Senior and Junior*) ... 1 0

— **The Tempest.** Edited by H. E. GREENE, Ph.D. (*Senior and Junior*) ... 1 0

— **A Midsummer Night's Dream.** With Introduction and Notes. By K. DEIGHTON. With an Appendix. (*Senior and Junior*) ... 1 9

— **A Midsummer Night's Dream.** Edited by P. T. CRESWELL, M.A. (*Senior and Junior*) ... 1 0

— **A Midsummer Night's Dream.** Edited by E. C. NOYES. (*Senior and Junior*) ... 1 0

— **A Midsummer Night's Dream.** Edited by J. H. CUNLIFFE, D.Litt. (*Senior and Junior*) ... 1 0

— **A Midsummer Night's Dream.** Eversley Edition. With Notes. (*Senior and Junior*) ... 1 0

**Spenser.—The Faerie Queene.** Book I. With Introduction and Notes by H. M. PERCIVAL, M.A. (*Senior*) ... 3 0

— **Faerie Queene.** Book I. Edited by Prof. G. A. WAUCHOPE. (*Senior*) ... net 1 0

**Dickens.—A Tale of Two Cities.** Edited by H. G. BUEHLER and L. MASON. (*Junior*) ... net 1 0

**Scott.—Woodstock.** With Introduction and Notes. (*Junior*) ... 2 6

— **Marmion and The Lord of the Isles.** By F. T. PALGRAVE. (*Preliminary*) ... 1 0

— **Marmion.** With Introduction and Notes. By M. MACMILLAN, D.Litt. Cantos I and VI separately. (*Preliminary*) ... 1 0

— **Marmion.** Edited by G. B. AITON. (*Preliminary*) net 1 0

**Macaulay.—Lays of Ancient Rome and other Poems.** (Containing "Horatius," "Lake Regillus," and "The Armada.") With Introduction and Notes, by W. T. WEBB, M.A. (*Preliminary and Lower Forms*) ... 1 9

**Macaulay.—Lays of Ancient Rome and other Poems.** (Containing "Horatius," "Lake Regillus," and "The Armada.") By F. T. BAKER. (*Preliminary and Lower Forms*) ... 1 0

**Defoe.—Robinson Crusoe.** Part I. Edited by C. R. GASTON, Ph.D. (*Preliminary*) ... net 1 0

— **Robinson Crusoe.** Abridged and Edited by C. JOHNSON. (*Preliminary*) ... net 1 0

— **Robinson Crusoe.** Abridged and Edited by J. HUTCHISON. (*Preliminary*) ... 1 0

**Tennyson.—The Revenge.** Macmillan's Recitation Cards, No. 30. (*Lower Forms*) ... 0 2

— **The Defence of Lucknow.** Macmillan's Recitation Cards, No. 42. (*Lower Forms*) ... 0 2

**Gwynn.—Masters of English Literature** ... 3 6

**Saintsbury.—A First Book of English Literature** ... 1 6

**Saintsbury.—Short History of English Literature** Also in Five Parts. 2s. each. ... 8 6

**Nesfield.—Outline of English Grammar.** (*Junior and Preliminary*). (KEY, 2s. 6d. net) ... 1 6

— **Oral Exercises in English Composition.** (*Preliminary*) ... 1 6

— **Junior Course of English Composition.** (*Junior and Preliminary*) ... 1 6

— **Senior Course of English Composition.** (*Senior*). (KEY, 1s. net) ... 3 6

— **Manual of English Grammar and Composition.** (*Senior*). (KEY, 2s. 6d. net) ... 2 6

— **Matriculation English Course.** (KEY, 3s. 6d. net.) ... 3 6

— **Aids to the Study and Composition of English.** (KEY, 4s. 6d. net) ... 4 6

**How to Summarise, Expand, or Recast Extracts in Prose and Verse.** (KEY, 2s. 6d. net) ... 2 0

**Rowe and Webb.—Guide to the Study of English** ... 3 6

**Brooksbank.—Essay and Letter Writing** ... 2 6

**Beak.—Indexing & Précis Writing.** (KEY, 1s. 6d. net.) ... 2 6

**Hearnshaw.—First Book of English History** ... 1 6

**Buckley.—History of England for Beginners.** New Edition ... 3 0

## ENGLISH LANGUAGE, HISTORY, AND GEOGRAPHY

*—continued* s. d.

**Green.—Short History of the English People.** Revised and Enlarged with Epilogue, by A. S. GREEN ... net 5 0

**Thompson.—History of England** ... 2 6

**Tout.—Short Analysis of English History** ... 1 0

**Macmillan's Graphic Geography—The British Isles.** By B. C. WALLIS, B.Sc. ... 0 9

**Davies.—Geography of the British Isles, with numerous Practical Exercises** ... 3 0

Also in Two Parts: Part I, England and Wales, 2s.; Part II, Scotland and Ireland, 1s.

**Heawood's Geography of Africa. (Junior)** ... 2 6

**Blanford.—Elementary Geography of India, Burma, and Ceylon. (Junior)** ... 2 6

**Smith.—A First Book of Commercial Geography** ... 1 6

**Wallis.—A First Book of General Geography** ... 1 6

— **A Junior Geography of the World.** Part I. The World in General. 1s. 6d. Part II. The Continents in Detail. 1s. 6d. Complete in one volume. 2s. 6d.

— **Geography of the World** ... 3 6

## ARITHMETIC AND ALGEBRA.

**Hall and Stevens.—School Arithmetic.** Complete, with Answers, 4s. 6d.; without Answers, 3s. 6d. Answers, 1s. KEY, 10s. 6d.—Part I, with Answers, 2s. 6d.; without Answers, 2s. KEY, 4s. 6d. Part II, with Answers, 2s. 6d.; without Answers, 2s. KEY, 6s.

**Palmer.—Arithmetic—chiefly Examples.** With or without Answers ... 3 6

**Sydney Jones.—Modern Arithmetic, with Graphic and Practical Exercises** Parts I and II. With or without Answers, 2s. 6d. each. Complete, with or without Answers ... 4 6

**Loney and Grenville.—Shilling Arithmetic.** 1s. With Answers ... 1 6

**Hall and Knight.—Elementary Algebra for Schools.** Containing a full treatment of GRAPHS. Without Answers, 3s. 6d. With Answers ... 4 6

KEY, 8s. 6d. Answers, 1s.

**Hall.—School Algebra.** With or Without Answers. Part I, 2s. 6d. KEY, 6s. Part II, 1s. 6d. Parts I and II, 3s. 6d. Part III, 1s. 6d. Parts II and III, 2s. 6d. KEY, 6s. Complete, 4s. 6d. KEY, 10s.

**Barnard and Child.—New Algebra for Schools.** Parts I, II, and III, with or without Answers, 2s. 6d. KEY to Parts I-III, 6s. 6d. Part I, 1s. 6d., Parts II and III, 1s. 6d. Parts I-IV, 4s. Part IV, 1s. 9d. Vol. II, Parts IV, V, and VI, 4s. KEY, 8s. 6d.

## FRENCH.

**Siepmann and Pellissier.—Public School French Primer** ... 3 6

KEY, 4s. 6d. net.

**Siepmann.—Primary French Course.** Part I, 2s. 6d. Word and Phrase Book, 6d. KEY, 3s. 6d. net. Part II, 2s. 6d. Word and Phrase Book, 6d. KEY, 3s. 6d. net. Part III, 2s. 6d. Word and Phrase Book, 6d. KEY, 5s. net.

**Siepmann.—Primary French Course.** (First Term.) Lessons in Colloquial French based on the Transcript of the Association Phonétique ... 1 6

## LATIN AND GREEK.

**Caesar.—The Gallic War.** Edited by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. (*Senior, Junior, and Preliminary*) ... 4 6

— **Gallic War.** Book I. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. (*Senior, Junior, and Preliminary*) ... 1 6

— **Gallic War.** Books II and III. With Notes and Vocabulary by W. G. RUTHERFORD, M.A., LL.D. (*Senior*) ... 1 6

**Virgil.—Aeneid.** Book VIII. With Notes and Vocabulary by Rev. A. CALVERT, M.A. (*Senior and Junior*) ... 1 6

**Cicero.—Pro Lege Manilia.** Edited by A. S. WILKINS, Litt.D. (*Senior*) ... 2 6

**Homer—Iliad.** Book IX. Edited by J. H. PRATT, M.A., and W. LEAF, Litt.D. (*Senior*) ... 2 0

**Xenophon.—Anabasis.** Book II. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. (*Senior and Junior*) ... 1 6

— **Anabasis.** Books I-IV. Edited by Prof. W. W. GOODWIN and J. W. WHITE. (*Senior and Junior*) ... 3 6

\*. Complete List post free on application.

MACMILLAN & CO., Ltd., ST. MARTIN'S STREET, LONDON, W.O.2.

## THE COLLEGE OF PRECEPTORS.

## TEACHERS' DIPLOMA EXAMINATION.—WINTER, 1916.

THE Winter Examination commenced on the 2nd of January, and was held in London and at the following Local Centres:—Belfast, Birmingham, Bristol, Cardiff, Cork, Dublin, Glasgow, Jersey, Leeds, Liverpool, Manchester, Newcastle-on-Tyne, Plymouth; Bombay, Mussoorie (India); Taiping (F.M.S.); Shanghai (China); Abeokuta, Ibadan (S. Nigeria); Freetown (Sierra Leone).

## LIST OF CANDIDATES WHO PASSED IN THE VARIOUS SUBJECTS.

(hon.) attached to a name, or to a letter denoting a subject, indicates that the candidate obtained Honours in the subject.

## THEORY AND PRACTICE OF EDUCATION.

## FELLOWSHIP.

Dennys, Rev. Bro.

## LICENTIATESHIP.

Ashcroft, Miss M.  
Boyd, J. S.  
Calvert, G. W.  
Green, G. W. C.

Gunton, T. P.  
Hatch, F.  
Hudson, D. R.  
Lloyd Wood, E.

O'Connor, J.  
Richardson, J. G.  
Row, E. F.

Smith, W. E.  
Ward, F. G. S.  
Williams, W. R.

## ASSOCIATESHIP.

Adams, C. G.  
Aldridge, Miss G.  
Ambrose, J. J.  
Britton, G. F.  
Calderwood, Miss E.  
Carlile, S. C.  
Clifford, J. J.  
Davey, L. A.  
Davies, D.  
Elliott, Miss M.

Goldsmid, Miss G. F. B.  
Gould, W. J.  
Guest, Miss G.  
Harrop, P. F.  
Hymers, B.  
James, F.  
Kay, Miss H.  
Lloyd, J.  
Loftus, P.

Maddy, J. E.  
Magill, Miss E.  
Mead, C. D.  
Mobbs, A. H.  
Muirhead, J.  
Needham, Miss E.  
Omideyi, A. A.  
Overy, Miss E. M.  
Parnell, Miss G. M.

Rigney, J.  
Rogers, H. J.  
Smith, R. J. D.  
Symonds, Miss M. T.  
Taylor, Miss M. M.  
Veever, W. E.  
Warriner, Miss D. E.  
Weigs-Jepson, J. A.  
Woodhouse, C. L.

## ENGLISH (Subject No. 1).

Adams, C. G.  
Baker, Miss A. M.  
Bate, F. A.  
Calderwood, Miss E.  
Clifford, J. J.  
Dinwoodie, W.

Downes, T. J.  
Guest, Miss D. E.  
James, F. (hon.)  
Lewis, Miss J. K.  
Lloyd, J.

McDonald, T. F.  
McNelly, Miss E.  
Mead, C. D. (hon.)  
Newman, Miss A. K.  
Omideyi, A. A.

Rodenhurst, Miss I. M.  
Roll, F.  
Rose, A. S.  
Smith, R. J. D.  
Widdows, C. P.

## ENGLISH HISTORY.

Bate, F. A.  
Byrne, Miss E. H.  
Davey, L. A.  
Dawber, H.  
Dinwoodie, W.  
Doran, Miss R.

Downes, T. J.  
Fusier, L.  
James, F.  
Johnson, R. A.  
Jordan, H. G.  
Kay, Miss H.

Lewis, Miss J. K.  
Lloyd, J.  
Loftus, P. (hon.)  
Murphy, P. J.  
O'Dea, P. J.  
Petters, Miss M. R.

Rodenhurst, Miss I. M.  
Rogers, Miss A.  
Rose, A. S.  
Woodhouse, C. L.  
Wyatt, Miss E. R.

## GEOGRAPHY.

Byrne, Miss E. H.  
Dinwoodie, W.  
James, F.  
Lewis, Miss J. K.

Lloyd, J.  
Maddy, J. E.  
Murray, J.  
Quinn, Miss S. M.

Ridout, R. E. T.  
Roberts, E. J.  
Roll, F.  
Smith, R. J. D.

Walker, A. H.  
Warriner, Miss D. E.  
Yeal, R.

## ARITHMETIC.

Baker, Miss A. M.  
Brennan, P. C.  
Burke, C. T. J.  
Byrne, Miss E. H.

Clifford, J. J.  
Fusier, L.  
Hymers, B.  
Kay, Miss H.

Lewis, Miss J. K.  
Mead, C. D.  
Murray, J.  
Ridout, R. E. T.

Roll, F.  
Sanderson, G. G.  
Walsh, J. J.  
Yeal, R.

## MATHEMATICS.

## LICENTIATESHIP.

Dobson, J. C.

## ASSOCIATESHIP.

Baker, Miss A. M.  
Britton, G. F.

Burke, C. T. J.  
Dawber, H.

Dinwoodie, W.  
Harrop, P. F. (hon. geometry)

Mead, C. D.  
Randles, C. J.

## LANGUAGES.

## ASSOCIATESHIP.

*f.* = French.

Clifford, J. J. <i>f.</i>	Guest, Miss D. E. <i>f.</i>	James, F. <i>f.</i>	Widdows, C. P. <i>f.</i>
Cocker, Miss A. A. <i>f.</i>	Herbert, Miss L. L. <i>f.</i>	Lavery-Connelly, Mrs. H. M. <i>f.</i>	Wyatt, Miss E. R. <i>f.</i>
Goldsmid, Miss G. F. B. <i>f.</i>	Hymers, B. <i>f.</i>	Roll, F. <i>f.</i>	

## SCIENCE.

*a.* = Astronomy.      *b.* = Botany.      *ch.* = Chemistry.      *phys.* = Physiology.

## LICENTIATESHIP.

Hudson, D. R. <i>a. phys.</i>	Streeter, E. G. <i>a. phys.</i>
-------------------------------	---------------------------------

## ASSOCIATESHIP.

Kay, Miss H. <i>phys. b.</i>	Taylor, Miss M. M. <i>phys. b.</i>
Reece, W. J. <i>ch. phys.</i>	Weaver, Miss E. E. <i>ch. phys.</i>

## LIST OF CANDIDATES TO WHOM DIPLOMAS WERE AWARDED.

## LICENTIATESHIP.

Ashcroft, Miss M.	Dobson, J. C.	Hudson, D. R.	Sanderson, G. G.
Boyd, J. S.	Green, G. W. C.	Richardson, J. G.	Smith, W. E.
Calvert, G. W.	Hatch, F.	Row, E. F.	Williams, W. R.

## ASSOCIATESHIP.

Adams, C. G.	Dawber, H.	Mobbs, A. H.	Rigney, J.
Aldridge, Miss G.	Dinwoodie, W.	Muirhead, J.	Rogers, H. J.
Bate, F. A.	Elliott, Miss M.	Needham, Miss E.	Symonds, Miss M. T.
Britton, G. F.	Gould, W. J.	Overy, Miss E. M.	Taylor, Miss M. M.
Calderwood, Miss E.	Jordan, H. G.	Parnell, Miss G. M.	Veevers, W. E.
Carlile, S. C.	Lavery-Connelly, Mrs. H. M.	Randles, C. J.	Weigs-Jepson, J. A.
Davies, D.	Mead, C. D.	Reece, W. J.	

## THE COLLEGE OF PRECEPTORS

### PROFESSIONAL PRELIMINARY EXAMINATION.—MARCH, 1917.

## CLASS LISTS.

THE Professional Preliminary Examination was held on the 6th, 7th, and 8th of March in London, Birmingham, Blackburn, Bristol, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, Manchester, Newcastle-on-Tyne, and Nottingham. The following candidates obtained Certificates:—

## SENIOR.

## Pass Division.

Dale, H. W. L. <i>l.</i>	Sykes, C. E.
Dodd, R. W. <i>ma.</i>	Turner, E. S.

## JUNIOR.

## Honours Division.

Allen, J. V. D. <i>l.</i>	Jenkins, T. L. <i>a.l.l.</i>	Smith, H. A. <i>e.</i>
Fripp, G. H. S. <i>a.a.l.l.</i>	Sage, H. W. <i>e.a.al.</i>	Wolfendale, R. E. <i>al.</i>

## Pass Division.

Annis, E. N. C.	Evans, A. E.	Houlton, J. V. <i>a.al.</i>	Richman, H.
Anthony, F. L.	Evans, G. I. <i>al.</i>	Howe, W. F. <i>a.l.l.</i>	Robertson, Mrs. M. C. <i>e.</i>
Bailey, W. E.	Evans, Miss M. <i>g.al.</i>	Hughes, T. W.	Satchwell, R. E.
Barlow, T. F. <i>l.</i>	Field, E. V.	Jeffers, Miss A.	Shaw, J. K.
Bechal, I.	Fletcher, C. <i>e.</i>	Lakin, H. H. <i>al.</i>	Snook, A. J. <i>a.</i>
Bishop, H. <i>a.al.</i>	Folwell, W. E.	Lambert, Miss M.	Strickland, J. N. <i>l.</i>
Blaik, W. M.	Fox, Miss B. M.	Lys, W. F.	Summers, R. D.
Brettell, H. MacD.	Frazer, Miss L. <i>h.</i>	MacWilliam, D. T.	Taylor, C. G. <i>a.al.</i>
Budgen, N. F.	Gandil, S. S.	Nutt, T. D.	Thomson, C. D.
Caldwell, A. J.	Gifford, R. C. D. <i>al.</i>	Oliver, L. M.	Thornton, Miss M. O.
Corfield, R. H. <i>a.al.</i>	Greenwood, A. W. <i>e.</i>	Pereira, G. H.	Whiting, Miss M. E. <i>a.</i>
Curtis, E. J. B.	Hamilton, J. E. S.	Popham, I. H. B.	Wickenden, H. W. <i>l.</i>
Douglas, F. <i>ch.</i>	Hamilton-Jones, L. M.	Rankin, D. R.	Wilkinson, F. E. <i>a.</i>
Elliott, B. <i>a.</i>	Haynes, G. G. T.	Richardson, R. W. <i>a.</i>	Wootton, Miss P. R. <i>a.al.</i>

N.B.—The small italic letters denote distinction in the following subjects respectively:—

*a.* = Arithmetic.  
*al.* = Algebra.  
*ch.* = Chemistry.

*e.* = English.  
*g.* = Geography.  
*h.* = History.

*l.* = Latin.  
*ma.* = Magnetism and Electricity.

# THE COLLEGE OF PRECEPTORS. CERTIFICATE AND LOWER FORMS EXAMINATIONS. CHRISTMAS, 1916.

## PRIZES.

- SENIOR.**  
**General Proficiency.**
1. Aufenast, F. (Ishier Prize.) Tollington School, Muswell Hill, N.
  2. Lloyd, T. E. (Pinches Prize.) The Palace School, Bewdley.
  3. Arnold, H. G. (Hodgson Memorial Prize.) Norwich High School for Boys.
  4. Goolding, M. B. Tollington School, Muswell Hill, N.
- JUNIOR.**  
**General Proficiency.**
1. Chitty, F. S. C. Mercers' School, Holborn, E.C.
  2. Allen, A. T. L. The Jersey Modern School, St. Helier's, Jersey.
  3. Meat, S. Shoreham Grammar School.
  4. Inch, J. V. Shoreham Grammar School.
  1. Patterson, A. T. Newcastle Modern School, Newcastle-on-Tyne.
- PRELIMINARY.**  
**General Proficiency.**
1. Tonkin, G. R. Newquay College, Cornwall.
  2. Davis, E. St. John's College, Finsbury Park, N.
  3. D'Authreau, F. J. The Jersey Modern School, St. Helier's, Jersey.
- English Subjects.**
1. Jarnet, R. C. Harleston House School, St. Lawrence, Jersey.
  2. Lloyd, T. E. The Palace School, Bewdley.

- Mathematics.**  
Norwich High School for Boys.  
The High School for Boys, Croydon.
- Modern Foreign Languages.**  
Tollington School, Muswell Hill, N.
- Classics.**  
Not awarded.
- Natural Sciences.**  
Tollington School, Muswell Hill, N.  
Tollington School, Muswell Hill, N.
- "Taylor-Jones" Prize for Scripture History.**  
Sutton, H. F. Private tuition.
- Soames' Prize for Scripture History.**  
Everett, L. W. Norwich High School for Boys.
- "Eve Silver Medal" for Proficiency in German.**  
Aufenast, F. Tollington School, Muswell Hill, N.
- Miss Mears Prize for Domestic Economy.**  
Stennett, Miss D. E. Ladies' College, Nantwich.

### Errata in list of successful candidates at the Home Centres.

#### BOYS.

##### Senior—Pass Division.

For "H. C. Walters" read "H. C. Waters."

##### Preliminary—Pass Division.

In the case of B. F. Besemer and H. W. Pack, for "Clapham College, Clapham Common" read "Clapton College, Clapton Common."

##### Lower Forms.

For "J. Seares" read "J. Scares."

## LIST OF SUCCESSFUL CANDIDATES AT COLONIAL CENTRES.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

<p><i>a.</i> = Arithmetic. <i>al.</i> = Algebra. <i>b.</i> = Botany. <i>bk.</i> = Book-keeping. <i>ch.</i> = Chemistry. <i>d.</i> = Drawing.</p>	<p><i>do.</i> = Domestic Economy. <i>du.</i> = Dutch. <i>e.</i> = English. <i>f.</i> = French. <i>g.</i> = Geography. <i>ge.</i> = German. <i>gm.</i> = Geometry.</p>	<p><i>gr.</i> = Greek. <i>h.</i> = History. <i>he.</i> = Hebrew. <i>i.</i> = Irish. <i>l.</i> = Latin. <i>lt.</i> = Light and Heat. <i>m.</i> = Mechanics.</p>	<p><i>ma.</i> = Magnetism &amp; Electricity. <i>ms.</i> = Mensuration. <i>mu.</i> = Music. <i>p.</i> = Political Economy. <i>ph.</i> = Physiology. <i>phys.</i> = Elementary Physics. <i>s.</i> = Scripture.</p>	<p><i>sc.</i> = Elementary Science. <i>sh.</i> = Shorthand. <i>sp.</i> = Spanish. <i>ta.</i> = Tamil. <i>t.</i> = Trigonometry. <i>w.</i> = Welsh.</p>
--	---	--	--	--

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively. In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.-T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

## BOYS.

- SENIOR.**  
**Honours Division.**
- Gravell, J. W. *a.f.l.ch.* Christian Bros.' Coll., Kimberley  
Vigne, C. *e.a.f.l.* Christian Brothers' Coll., Kimberley  
Sassin, C. G. *a.* Marist Brothers' Coll., Johannesburg  
Tapscott, C. L. *e.a.g.m.f.* Christian Brothers' College, Kimberley  
Cooper, M. *a.al.l.* Marist Bros.' Coll., Uitenhage  
Sutton, C. F. *e.a.f.l.ch.* Christian Brothers' College, Kimberley  
Kelly, W. E. *e.du.l.ch.* Christian Brothers' College, Kimberley  
Falck, R. R. *a.f.l.ch.* Christian Bros. Coll., Kimberley
- SENIOR.**  
**Pass Division.**
- Harington, A. L. *e.* Christian Bros.' Coll., Kimberley  
Eve, R. J. *e.l.* Christian Brothers' Coll., Kimberley  
Tomkyns, H. *a.* Marist Bros.' Coll., Johannesburg  
Husemeyer, F. *a.d.* Marist Bros.' Coll., Johannesburg  
Bloch, J. *a.he.* Marist Bros.' Coll., Johannesburg  
McNally, L. Christian Brothers' College, Kimberley

- Agranat, A. *du.* Private tuition  
Harris, A. Marist Brothers' College, Uitenhage  
Weatherby, A. W. Christian Bros. Coll., Kimberley  
Lindsay, J. H. *a.du.* Marist Bros. Coll., Uitenhage  
Nicholas, D. T. Marist Bros. Coll., Johannesburg  
Hopley, R. G. H. *e.* Christian Bros. Coll., Kimberley  
Thamotharampillay, T. *a.l.* Private tuition  
Leyard, J. J. *l.* Christian Brothers' Coll., Kimberley  
Robinson, E. Marist Brothers' Coll., Johannesburg  
Tunstall, E. Government School, Nairobi  
Fotheringham, H. F. Marist Bros. Coll., Uitenhage  
Henshaw, L. M. *e.* Private tuition  
Hallick, B. *a.* Marist Bros. Coll., Johannesburg  
Campbell, W. J. Christian Bros. Coll., Kimberley  
van Geuns, R. Marist Brothers' College, Uitenhage  
Lewis, H. E. Marist Brothers' Coll., Johannesburg  
Ignatius, S. *a.* St. Michael's, Batticaloa  
Rattray, H. M. *du.* Marist Bros. Coll., Uitenhage  
Wigeyesinghe, E. C. B. Private tuition  
Warren, L. J. Christian Brothers' Coll., Kimberley  
RamChandra, N. National Christian Acad., Manepay  
Gordon, J. B. Christian Brothers' Coll., Kimberley  
Somers, H. St. Charles's College, Maritzburg  
Kelly, H. Christian Brothers' College, Kimberley  
Ekanayaka, V. Maha-Bodhi College, Colombo  
Byass, F. O. O. Wesleyan Boys' High S., Lagos

- Maxwell, R. J. Government School, Nairobi  
Horwitz, H. Marist Brothers' Coll., Johannesburg  
Bateman, N. A. Marist Brothers' Coll., Uitenhage  
Rajasingain, A. I. St. Michael's, Batticaloa  
Lipkin, R. Private tuition  
Sanoon, O. L. M. M. Private tuition  
Michaelis, N. M. Marist Brothers' Coll., Johannesburg  
Beaton, W. G. Government School, Nairobi  
Smith, A. *a.* St. Charles's Coll., Maritzburg  
Bernstein, H. Marist Brothers' Coll., Johannesburg  
Nagalingam, T. National Christian Acad., Manepay  
Eldred, J. F. Christian Brothers' Coll., Kimberley

## JUNIOR.

- Honours Division.**
- Mazell, J. *a.al.* Marist Brothers' Coll., Johannesburg  
Jayasuriya, F. B. F. *al.f.* Private tuition  
Levin, S. *al. du.* Private tuition  
Pitt, C. *s.h.a.* Private tuition  
Mendis, J. H. V. *al.f.* Private tuition  
Viechweg, W. Private tuition

JUNIOR. Pass Division.

Vogl, F.J. al. Marist Brothers' College, Johannesburg
McDonell, A. Government School, Nairobi
Nellaissen, T.M.P. Central College, Colombo
Paulickpulle, C.H.A.S. al. Private tuition
Pitt, B. s.al. Private tuition
Schwartzel, W.A. Government School, Nairobi
Franklin, F.A. f. St. Charles's Coll., Maritzburg
Scoon, J.E. do. Private tuition
Wilson, J. Private tuition
DuPlessis, J. du. Marist Bros.' College, Uitenhage
Haynes, G. s. Private tuition
Ducasse, L.A. St. Charles's Coll., Maritzburg
Perera, W.D. Sri Jinaraja School, Wadduwa
Smith, E. Private tuition
Gooding, N. s. Private tuition
Gordon, B. St. Charles's College, Maritzburg
Kanagasabai, A.V. Central College, Colombo
Rajaratnam, F.S. c.ta. Private tuition
Crentsil, A.E. Government S., Cape Coast Castle
Joseph, E.M. Private tuition
Perera, F.J.C. a. Private tuition
Rajasengam, C.S. al. Private tuition
Breckenridge, S.R.N. s. Central College, Colombo
Paterson, W.J. Christian Brothers' Coll., Kimberley
Gill, W. E. Private tuition
Acquash, T.B. s. Baptist Training Coll., Accra
Modeste, S. a. Private tuition
Wickramasingham, S. Private tuition
Arunasalem, K.P. National Christian Academy, Manepay
James, B.R. al. Private tuition
Odumosu, A.O. al. Gram. S., Ijebu Ode, via Lagos
Lipman, B. al. Marist Brothers' Coll., Johannesburg
Daviat, A.E. Private tuition
Jayatileke, D.S. Sri Jinaraja School, Wadduwa
Neptune, C.A. Private tuition
Adebowale, J.A. al. Gram. S., Ijebu Ode, via Lagos
Perera, L.J. Sri Jinaraja School, Wadduwa
Sodeinde, E.O. Abeokuta Gram. School
Fernando, W.E. Private tuition
Krishnaswami, A. A. al. Private tuition
Lyman, H.T. National Christian Acad., Manepay
McLaren, J. St. Charles's Coll., Maritzburg
Keeley, J.A. Christian Brothers' Coll., Kimberley
Munro, G. Government School, Nairobi
Fenlon, E.M. St. Charles's College, Maritzburg
Bown, S. Marist Brothers' College, Uitenhage
Perer, K.A.J. Private tuition
Wittatchy, J. Private tuition
Leonard, H.D.V. Private tuition
Lee, G.M.P.F. M.G. National Christian Academy, Manepay
Ratcliff, J.R. Emilian School, Johannesburg
Charawanamnttu, V.E. Private tuition
Miranda, M.G. Private tuition
Cutlbert, H.S. Government School, Nairobi
DeCroos, A.V. Private tuition
Sapara, L.A. Private tuition
Banjee, R.D. Private tuition
Brenning, V. Marist Brothers' Coll., Johannesburg
Theunissen, M. Private tuition
Woolfaon, H. du. Private tuition
Devadurai, K. ta. National Christian Acad., Manepay
Boham, E.K. Baptist Training College, Accra
Mahon, A.W. Private tuition
Carolis, T.B. Private tuition
Fernando, D.E. Private tuition
Jayasinha, L. Maha-Bodhi College, Colombo
Karalasingham, K. al. National Christian Academy, Manepay
de Zoysa, M. al. Maha-Bodhi College, Colombo
Kandiyah, V.ta. National Christian Acad., Manepay
Arunangam, V. National Christian Acad., Manepay
Cato, J.R. Private tuition
Dick, W.B. Private tuition
Marikar, A.K. Central College, Colombo
McGovern, E.F. St. Charles's Coll., Maritzburg
Ramanathan, A. National Christian Acad., Manepay
Subramaniam, T. ta. National Christian Academy, Manepay
Anandappa, E.T. Private tuition
Abrahams, M. Private tuition
Sivagnanathan, T. National Christian Acad., Manepay
Peters, E.O. Abeokuta Grammar School
Punchibanda, J.H. a. Private tuition
Flores, G.P. Private tuition
Briggs, I.O. Private tuition
Chitty, V.C. Private tuition
Coker, G.O. Abeokuta Grammar School
Ettin, A. Marist Brothers' Coll., Johannesburg
Martins, I.O. Private tuition
Hasiah, A. National Christian Acad., Manepay
Martins, R.A. New High Class School, Lagos
Numperumal, R.N. Private tuition
Fernando, P.A.S. Private tuition
Jainudeen, M.T. Private tuition
DeNozza, A.F. Private tuition
Effiong, K. s. Grammar School, Ibadan
Savage, K.B. New High Class School, Lagos
Ziegler, S. al. Government School, Nairobi
Peters, D.O. Abeokuta Grammar School
Sijuade, J. s. Grammar School, Ibadan
Fasuyi, D. s. Grammar School, Ibadan
Joachim, S.A.M. al. Central College, Colombo

\*Cole, A.B. New High Class School, Lagos
Fernando, M.R. Sri Jinaraja School, Wadduwa
Lagunade, D. s. Grammar School, Ibadan
Somasekeram-Pillai, S. ta. National Christian Academy, Manepay
DeSilva, D.J.A. Central College, Colombo
John, D.K. National Christian Acad., Manepay
Ogunmekan, G.A. Abeokuta Grammar School
Papadolambakis, C. Marist Brothers' College, Johannesburg
Wijayasingha, S. Private tuition
Vadivelu, S. National Christian Acad., Manepay
Vivakanandaraja, S. National Christian Academy, Manepay
Quartey, J.A. Grammar School, Accra
Abayomi, A.O. Private tuition
Elalasingham, R.H. Wesleyan Central S., Batticaloa
Ramanathan, T. Central College, Colombo
Jayatunga, W.M.P. Private tuition
Vytilingam, P. National Christian Acad., Manepay
Coker, C.A. Hope Institute, Lagos
Corera, G.V. Central College, Colombo
Mirando, S.P. Private tuition
Yone, M.T. Central College, Colombo
Jaya wardhana, W.P. Maha-Bodhi Coll., Colombo
Quayson, J.A. s. Private tuition
Appadurai, T. National Christian Acad., Manepay
Tanimawo-Ariori, A.S. Private tuition

PRELIMINARY. Honours Division.

Davidson, R.N. s.a.al.bk. Private tuition
Coard, F. s.a.al.bk. Private tuition
Downes, P.G. s.a.al.bk.f. Private tuition
Macgregor, H.F. s.a.al.d. Government S., Nairobi
Modeste, C. s.a.al.bk. Private tuition
Forsyth, S. a.al.s.d. Marist Brothers' College, Johannesburg
Fuller, L.R. s.g. al. Government School, Nairobi
Jackson, S.G. s.a.al.bk. Private tuition
George, A. s.al. Private tuition
Coard, L.C.C. a. Private tuition
De la Harpe, N. a.al. Marist Brothers' College, Uitenhage
Goble, P.G. g.a.al. St. Charles's College, Maritzburg
Garbrah, J.F. s.a.al.bk. Government School, Cape Coast Castle
Phillips, V. a.al.du. Marist Brothers' College, Uitenhage
Aberdeen, J.E. a. Private tuition
Cuffy, M.E. s.al. Private tuition
Hurwitz, J. a.al.gm.sc. Marist Brothers' College, Johannesburg
Scallan, D.W. a.al.gm. St. Joseph's Academy, Cape Town
Cromwell, F. a.al. Government School, Cape Coast Castle
Goebel, H. a.al.du. Marist Brothers' College, Uitenhage
Burke, E. al. St. Joseph's Academy, Cape Town
Griffin, E. a. St. Joseph's Academy, Cape Town
Hughes, V. a.al. Marist Brothers' College, Johannesburg
Karie, I. a.al. Marist Brothers' College, Uitenhage
Martin, S. a.al. Private tuition
Redhead, T.A. a.al. Private tuition
Dickson, H.E. e.a.al.gm. St. Joseph's Academy, Cape Town
Phillips, H. a.al. Marist Brothers' Coll., Uitenhage
Baptist, J.A. s.h.al. C.M.S. Grammar School, Lagos
Coleman, A.B. a. Cape Coast Wesleyan Centenary Memorial School
Dadzie, E. s.a.al. Government School, Cape Coast Castle
Greenidge, T. s. Private tuition
Shelton, E.H. al. Government School, Nairobi
Ziervogel, H.B. al. Marist Brothers' College, Johannesburg
Garbrah, J.C. al. Cape Coast Wesleyan Centenary Memorial School
Harry, S.E. e. Private tuition
Tooth, E. g.al. Marist Brothers' College, Johannesburg

PRELIMINARY. Pass Division.

Madduma Acharige, J. al. Private tuition
Ponnial, K. Central College, Colombo
Poopalapillai, D.G.K. Wesleyan Central S., Batticaloa
Karanatilaka, D.S.W. Maha-Bodhi Coll., Colombo
Stott, F.I. Marist Brothers' Coll., Johannesburg
DeHeer, A.N. a.al.bk. Cape Coast Wesleyan Centenary Memorial S.
Edmondson, W.B. s. Cape Coast Wesleyan Centenary Memorial S.
Singleton, W. al.d. Marist Bros. Coll., Johannesburg
Usher, V.H. St. Charles's Coll., Maritzburg
Gillmer, G.E. a. St. Joseph's Acad., Cape Town
Hoyle, S. al.d. Government S., Cape Coast Castle
Oddoy, E.V.N. al.bk. Government School, Cape Coast Castle
O'Doherty, K.P. e.a.al. St. Joseph's Acad., Cape Town
Stafford, A. s.a.al.bk. Private tuition

Wilson, W.C. a.al. Cape Coast Wesleyan Centenary Memorial S.
Stannard, R.N. St. Charles's Coll., Maritzburg
Vanace, M.W. d. Cape Coast Wesleyan Centenary Memorial S.
Meuds, G.A. Cape Coast Wesleyan Centenary Memorial S.
Mitchell, T. St. Charles's Coll., Maritzburg
Bascombe, H.M. al. Private tuition
Jadesimi, I.G. s. Gram. S., Ijebu Ode, via Lagos
Johnson, J.V. Private tuition
Hourquebie, E.L. g.f. St. Charles's Coll., Maritzburg
Manro, D.R. al. St. Charles's Coll., Maritzburg
Woolf, S.H. a.al.sc. Marist Bros. Coll., Johannesburg
Ayesu, C. s.al. Government S., Cape Coast Castle
Jibowu, S.T.O. Abeokuta Grammar School
Munro, H. a. Government School, Nairobi
Williams, I.O. a.al. Wesleyan Boys' High S., Lagos
Bush, G. Marist Brothers' Coll., Johannesburg
Kofe, A.J. e.a. Government S., Cape Coast Castle
Lenaghan, M. Marist Brothers' Coll., Uitenhage
Ajayi, E. Private tuition
Buzetti, N. Marist Bros. Coll., Johannesburg
Page, R. a.al. Marist Bros. Coll., Uitenhage
Sandy, G.Mcl. s. Private tuition
Erlank, J.S. Marist Brothers' Coll., Johannesburg
Jacob, C. s.a.bk. Private tuition
Marcelle, G. s.bk. Private tuition
Gilbert, J. bk. Private tuition
Gordon, D.C. al. Wesleyan Mission S., Secondee
Jayasinghe, V.A. al.gm. Sri Jinaraja S., Wadduwa
Phillips, E.O. Abeokuta Grammar School
de Alwis Robert, T.P.G. Maha-Bodhi Coll., Colombo
Hime, A. al. St. Charles's Coll., Maritzburg
Blankson, J.E. al. Cape Coast Wesleyan Centenary Memorial S.
Cobb, A. s.a.al. Private tuition
Edley, S. s. Private tuition
Ponnampalam, S.a.al. Wesleyan Central S., Batticaloa
Barford, T. al. Marist Brothers' Coll., Uitenhage
Beresford, E. a.d. St. Joseph's Acad., Cape Town
Ferdinando, K.J.A.E. Private tuition
Laftan, C. a. St. Joseph's Acad., Cape Town
McGuire, H.D. a. Private tuition
Wall, H.F. gm. St. Vincent Grammar School
Bates, C. al. Marist Brothers' Coll., Johannesburg
Coker, E. al. Eko High School, Lagos
Pennefather, T.D. la.C.a. St. Charles's Coll., Maritzburg
Seennon, D.G. Central College, Colombo
Sinnacutty, N. National Christian Acad., Manepay
Stewart, L. a. Private tuition
Barrett, B.A. Marist Brothers' Coll., Johannesburg
Collier, C.W. St. Charles's Coll., Maritzburg
Hodgson, R. a.al. Marist Bros. Coll., Johannesburg
McFarlane, W. a.al. Marist Bros. Coll., Johannesburg
Waller, S. al. Private tuition
Phillips, M. al. Marist Brothers' Coll., Uitenhage
Ehmke, W.F. al. St. Joseph's Acad., Cape Town
Liberty, L.J.F. Marist Bros. Coll., Johannesburg
Marshall, C.A. St. Vincent Grammar School
Mullen, J.G. s.a.al. Government S., Cape Coast Castle
Pechey, N.K. St. Charles's Coll., Maritzburg
Watts, C. Marist Brothers' Coll., Johannesburg
Aina, J.O. Abeokuta Grammar School
Bagloine, V. St. Joseph's Acad., Cape Town
Hood, B.C. Private tuition
Jacob, T. s. Private tuition
Sellathuray, K. National Christian Acad., Manepay
Shaw, D.P.T. s. Wesleyan Boys' High S., Lagos
Chellatambu, V. Wesleyan Central S., Batticaloa
Hill, S. a. Marist Brothers' Coll., Uitenhage
Knipe, J. a.al. Marist Brothers' Coll., Uitenhage
Lufora, A.M.P. Hope Institute, Lagos
Pattison, W.J. Marist Bros. Coll., Johannesburg
Quansah, E.G.H. Government S., Cape Coast Castle
Somasaundram, K. Central College, Colombo
Adai, S.A. Baptist Training Coll., Accra
Amirthalingam, V. National Christian Academy, Manepay
Cartwright, J. a. Marist Brothers' Coll., Uitenhage
Dorisamy, R. s.al. Central College, Colombo
Menzies, W. a. St. Joseph's Acad., Cape Town
Oduntan, S. al. Eko High School, Lagos
Schlyer, H. Marist Brothers' Coll., Johannesburg
Simon, J.L. ca. Marist Bros. Coll., Johannesburg
George, C.L.I. Private tuition
Harsveldt, W.J. Marist Bros. Coll., Johannesburg
Maidman, R. a.al. Marist Bros. Coll., Johannesburg
Misbak, H.A.M. Private tuition
Peat, B. Marist Brothers' Coll., Uitenhage
Rhodes, I.Q. s. Wesleyan Boys' High S., Lagos
Sylvester, A.L. McA. a.al. Private tuition
Van Hoff, G.E. Private tuition
Wood, L. al.du. Marist Brothers' Coll., Uitenhage
Bernstein, C. Marist Bros. Coll., Johannesburg
Fernando, B.L. Private tuition
Fraser, D. d. Marist Brothers' Coll., Uitenhage
James, H.C. Private tuition
Noris, K.D. a.al. Maha-Bodhi Coll., Colombo
Price, C. al. Marist Brothers' Coll., Johannesburg
Slippe, R.A.E. Government S., Cape Coast Castle
Adenuga, M.A. s. Gram. S., Ijebu Ode, via Lagos
Broadbent, G. St. Charles's Coll., Maritzburg
Maurer, H.W. Marist Bros. Coll., Johannesburg
Paterson, R. al. Marist Bros. Coll., Uitenhage
Soysa, S.H. Piyatessa School, Panadura



**BOYS—PRELIM., Pass Division—continued.**

Cole, J. O. *al.* New High Class S., Lagos  
 deSilva, W. E. Maha Bodhi Coll., Colombo  
 †Howard, H. G. St. Charles's Coll., Maritzburg  
 †Johnson, J. S. Central College, Colombo  
 †Lanyade, C. O. Gram. S., Ijebu Ode, via Lagos  
 Lewis, J. D. Private tuition  
 O'Connell, J. F. *al.* St. Joseph's Acad., Cape Town  
 Swanson, D. Marist Bros.' Coll., Johannesburg  
 †Akintola, S. O. Private tuition  
 Appuhamy, L. D. W. *al.* Maha Bodhi Coll., Colombo  
 Biney, E. A. C. s. Cape Coast Wesleyan Centenary Memorial S.  
 †Freeman, G. Private tuition  
 Usher, W. W. *al.* St. Charles's Coll., Maritzburg  
 †Aful, J. Government School, Cape Coast Castle  
 †Beach, E. Mel. Private tuition  
 †Doyle, R. Conv. of the Sacred Heart, Potchefstroom  
 †Kandiah, V. National Christian Acad., Manepay  
 †Teiris, K. K. Private tuition  
 †Phillips, E. E. Private tuition  
 †deZoysa, R. R. Maha Bodhi Coll., Colombo  
 †Kramer, H. L. Marist Bros.' Coll., Johannesburg  
 †Oyedele, E. Grammar School, Ibadan  
 Senanayake, G. C. *al.* Sri Jinaraja School, Wadduwa  
 Silbermann, I. Marist Bros.' Coll., Johannesburg  
 †Tambiah, C. P. National Christian Acad., Manepay  
 †Allen, E. A. Hope Institute, Lagos  
 Basset, J. G. *al.* St. Joseph's Acad., Cape Town  
 Cadmus, A. L. s. Wesleyan Boys' High S., Lagos  
 Hayford, M. A. s. Baptist Training Coll., Accra  
 †Rahim, A. M. A. Private tuition  
 Rowland, R. St. J. St. Charles's Coll., Maritzburg  
 †Tambiah, V. *al.* National Christian Acad., Manepay  
 Cloete, G. K. *al.* St. Joseph's Acad., Cape Town  
 †Fonseka, G. S. S. *al.* Private tuition  
 Glass, S. du. Marist Bros. Coll., Uitenhage  
 †John, V. Marist Brothers' College, Johannesburg  
 Newton, E. S. St. Joseph's Academy, Cape Town  
 Ogunmekan, E. O. *al.* Abeokuta Grammar School  
 Witter, S. *al.* St. Joseph's Academy, Cape Town  
 †Kailasapillai, M. National Christian Academy, Manepay  
 †Mohideen, U. L. M. M. Private tuition  
 Power, M. J. G. *al.* St. Charles's Coll., Maritzburg  
 Quartey, J. W. s. Baptist Training College, Accra  
 †Rajaratnam, N. National Christian Academy, Manepay  
 Vintura, M. B. *al.* Eko High School, Lagos  
 †Adams, A. L. St. Charles's College, Maritzburg  
 Addy, D. O. s. Grammar School, Accra

**SENIOR.  
Pass Division.**

Secretan, G. du. *mu.* Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Bramwell, A. Conv. of the Sacred Heart, Potchefstroom  
 Robinson, B. f. Parktown Convent, Johannesburg  
 Dickson, G. f. *mu.* Parktown Convent, Johannesburg  
 Cook, M. J. s. Government School, Nairobi  
 Broekhuizen, B. *mu.* Parktown Conv., Johannesburg  
 Sparrow, M. A. Government School, Nairobi  
 Einkamerer, M. du. Parktown Conv., Johannesburg  
 Mathis, E. f. Parktown Convent, Johannesburg  
 Tate-Smith, E. C. Government School, Nairobi

**JUNIOR.  
Pass Division.**

Mitchell, G. C. Private tuition  
 †Evans, P. E. z. Government School, Nairobi  
 Hudson, I. St. Ann's Conv., Umzinto  
 Duncan, A. M. *al.* Government School, Nairobi  
 Etheridge, I. M. z. St. Mary's Coll., Oakford  
 Gabbe, B. du. Conv. of the Sacred Heart, Potchefstroom  
 Calafato, E. f. St. Ann's Conv., Umzinto  
 Pollock, F. *mu.* Conv. of Holy Family, End St., Johannesburg  
 Aplin, D. du. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Maybery, W. E. St. Mary's Coll., Oakford  
 Hughes, M. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 McInerney, A. Conv. of Holy Family, End St., Johannesburg  
 English, D. *al.* Conv. of Holy Family, End St., Johannesburg  
 Arenstein, B. Conv. of the Sacred Heart, Potchefstroom  
 Solomon, B. du. Conv. of the Sacred Heart, Potchefstroom  
 Thomas, E. Conv. of Holy Family, End St., Johannesburg  
 †Hargreaves, M. M. Government School, Nairobi  
 Levy, M. St. Ann's Conv., Umzinto  
 Woolf, E. Conv. of Holy Family, End St., Johannesburg  
 †Stephenson, A. E. Government School, Nairobi  
 Schochor, F. Conv. of Holy Trinity, End St., Johannesburg  
 †Duir, E. R. Government School, Nairobi  
 Davidson, C. Maris Stella Convent, Durban

†Banjiro, H. A. New High Class School, Lagos  
 Davidson, A. bk. Government School, Cape Coast Castle  
 †Francis, W. Marist Brothers' Coll., Johannesburg  
 †Heathcote, N. *al.* St. Charles's College, Maritzburg  
 †Jayasinha, D. J. L. Maha Bodhi College, Colombo  
 Jayatileke, D. C. R. Sri Jinaraja School, Wadduwa  
 †Majekodunmi, S. G. O. Private tuition  
 Martins, S. T. *al.* C. M. S. Grammar School, Lagos  
 Ricca, C. *al.* Marist Brothers' College, Johannesburg  
 †Schroeder, J. G. Marist Brothers' College, Johannesburg  
 Shanley, G. St. Charles's College, Maritzburg  
 Tackie, A. T. *al.* Private tuition  
 Yankah, J. N. *al.* Government S., Cape Coast Castle  
 †da Costa, R. A. s. C. M. S. Grammar School, Lagos  
 †Fitzpatrick, C. T. St. Joseph's Academy, Cape Town  
 †Laing, T. Grammar School, Accra  
 †Perera, J. A. D. Private tuition  
 †Ratnasingham, M. E. National Christian Academy, Manepay  
 Rezek, A. P. Marist Brothers' College, Johannesburg  
 Saidman, M. *al.* Marist Brothers' Coll., Johannesburg  
 †da Silva, V. L. St. Vincent Grammar School  
 †DonPowles, W. M. Private tuition  
 Quamina, J. A. Government S., Cape Coast Castle  
 †Sorinolu, J. O. Abeokuta Grammar School  
 †Spencer, S. A. Marist Brothers' Coll., Johannesburg  
 †Ferraro, C. St. Joseph's Academy, Cape Town  
 Macarthur, J. E. J. *al.* St. Joseph's Acad., Cape Town  
 Rose, H. P. St. Joseph's Academy, Cape Town  
 †Shepherd, F. H. *al.* St. Charles's College, Maritzburg  
 †Fernando, E. A. A. Central College, Colombo  
 Fernando, W. C. Piyatissa School, Panadure  
 Rajakaruna, D. S. *al.* Maha Bodhi College, Colombo  
 †Ramalingam, S. National Christian Acad., Manepay  
 †Souza, S. S. Private tuition  
 †Speldewinde, H. A. V. Private tuition  
 Cockin, C. Marist Brothers' College, Uitenhage  
 †Fraser, C. A. Marist Brothers' College, Johannesburg  
 †Barrow, T. E. Private tuition  
 Brand, P. Marist Brothers' College, Uitenhage  
 †Dias, F. H. Private tuition  
 †Hameed, Y. L. S. Private tuition  
 Hay, K. Marist Brothers' College, Uitenhage  
 Kihm, H. D. St. Joseph's Academy, Cape Town  
 Perera, L. M. *al.* Maha Bodhi College, Colombo  
 †Sule, E. A. New High Class School, Lagos  
 †Bristow, G. Marist Brothers' College, Johannesburg  
 Luther, J. Eko High School, Lagos  
 †Mallagama Deva Surendia, C. de S. Private tuition

**GIRLS.**

**PRELIMINARY.  
Honours Division.**

James, M. *al.* *du. mu.* Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Michel, L. *al.* *mu.* Parktown Convent, Johannesburg  
 Richards, N. *al.* *al. f. l.* Parktown Conv., Johannesburg  
 Eisenhoffer, D. *al.* Parktown Convent, Johannesburg  
 Fortomme, C. *al.* *f.* Parktown Conv., Johannesburg  
 Jooste, Y. *al.* *f. d.* Parktown Convent, Johannesburg  
 Haig, D. *mu.* Conv. of the Sacred Heart, Belgravia, Johannesburg  
 †Francis, E. M. *al.* Private tuition  
 †Victor, T. *al.* Private tuition  
 Furrage, M. *al.* *al.* Conv. of the Sacred Heart, Potchefstroom  
 †Giles, E. *al.* *f. d.* Loreto Conv. S., Lydenburg  
 Seunaryan, A. *al.* Private tuition

**PRELIMINARY.  
Pass Division.**

†Rodger, E. *mu.* Conv. of Holy Family, End Street, Johannesburg  
 Klomfass, L. *al.* Parktown Convent, Johannesburg  
 Webbstock, D. K. *al.* Conv. of the Holy Family, Kimberley  
 †Biemer, D. *al.* *f.* Government School, Nairobi  
 Williams, L. *al.* Private tuition  
 †Dods, M. *al.* *du.* Loreto Convent School, Lydenburg  
 Hatton, F. H. *al.* Conv. of the Holy Family, Kimberley  
 Rawstorne, S. *al.* Conv. of the Sacred Heart, Belgravia, Johannesburg  
 †Gale, L. St. Ann's Convent, Umzinto  
 †Mitchell, A. S. *al.* Private tuition  
 O'Connor, E. M. *al.* Conv. of the Holy Family, Kimberley  
 †Vining, J. *al.* St. Mary's College, Oakford  
 †Bain, E. *al.* Private tuition  
 †Ogilvy, M. *al.* Conv. of Holy Family, End Street, Johannesburg  
 †Jacobson, B. *al.* Conv. of Holy Family, End Street, Johannesburg  
 †Antoine, A. Private tuition  
 †Cauvin, B. Maris Stella Convent, Durban  
 †Harrison, M. Conv. of the Sacred Heart, Potchefstroom  
 †Beardwood, E. Conv. of the Holy Family, Yeoville, Johannesburg  
 †Donohoe, N. A. *al.* *f.* Conv. of the Holy Family, Kimberley  
 †Rouillard, F. Maris Stella Convent, Durban  
 †Rowe, K. M. *al.* Conv. of the Holy Family, Kimberley

†Hennessey, D. *al.* Marist Bros. Coll., Johannesburg  
 †Mazery, H. Marist Brothers' Coll., Johannesburg  
 †Mendis, J. C. Private tuition  
 †Grant, H. W. St. Charles's College, Maritzburg  
 Ogunzola, J. s. Grammar School, Ibadan  
 Pereira, P. T. *al.* Central College, Colombo  
 †Perera, K. A. Sri Jinaraja School, Wadduwa  
 †Rahiman, R. M. A. Central College, Colombo  
 †Arthur, R. A. H. Baptist Training College, Accra  
 †Gittens, S. A. Private tuition  
 †Sirisena, A. Maha Bodhi College, Colombo  
 †Vincent-Lambert, S. St. Charles's Coll., Maritzburg  
 †deSilva, V. C. T. Central College, Colombo  
 †Lanerolle, J. Central College, Colombo  
 †Paitaki, A. St. Joseph's Academy, Cape Town  
 †Ricci, M. Marist Brothers' College, Johannesburg  
 †BadurDeen, A. Private tuition  
 †Turner, J. O. Private tuition  
 †Ranabahu, D. P. Maha Bodhi College, Colombo  
 †Sinnadurai, K. National Christian Acad., Manepay  
 †Callanan, B. J. *al.* St. Joseph's Academy, Cape Town  
 †Sinnappah, J. National Christian Acad., Manepay  
 †Bram, C. B. O. Baptist Training College, Accra  
 †Disu, B. A. New High Class School, Lagos  
 †Fernando, R. C. Private tuition  
 †Lobban, W. Emilian School, Johannesburg  
 †Vallipuram, A. National Christian Acad., Manepay  
 †Allen, G. Grammar School, Ibadan  
 Cole, A. A. Eko High School, Lagos  
 †Ogidan, I. Grammar School, Ibadan  
 †Cartaria, S. K. B. f. Wesleyan Boys' High S., Lagos  
 †Doherty, J. Abeokuta Grammar School  
 †Jimo, G. A. Abeokuta Grammar School  
 †Perera, G. S. Maha Bodhi College, Colombo  
 †Hammond, E. L. Grammar School, Accra  
 †Fowokan, J. A. Grammar S., Ijebu Ode, via Lagos  
 †Francis, D. D. Maha Bodhi Coll., Colombo  
 †Pereira, N. J. W. Private tuition  
 †Ramanyaka, D. P. Maha Bodhi College, Colombo  
 †Nadairaja, V. National Christian Acad., Manepay  
 †DeSoyza, J. M. Central College, Colombo  
 †Fonseka, V. F. Sri Jinaraja School, Wadduwa  
 †Samarakone, K. B. Maha Bodhi College, Colombo  
 †Salu, Y. New High Class School, Lagos  
 †Ahliif, J. E. Private tuition  
 †Davies, J. O. Abeokuta Grammar School  
 †Foenander, C. O. A. Private tuition  
 †Chandrasekara, R. M. S. Private tuition  
 †Perera, H. E. Private tuition

†Kayser, E. *al.* Conv. of the Holy Family, Yeoville, Johannesburg  
 Wallis, M. *al.* Conv. of the Sacred Heart, Potchefstroom  
 †Adams, L. *mu.* St. Ann's Convent, Umzinto  
 †Goodwin, L. Maris Stella Convent, Durban  
 †Ziegler, B. B. Government School, Nairobi  
 †Betts, P. *mu.* Conv. of the Sacred Heart, Potchefstroom  
 †Greene, E. St. Ann's Convent, Umzinto  
 †Salmons, J. *mu.* St. Mary's College, Oakford  
 †Machell, W. *al.* Parktown Convent, Johannesburg  
 †Lee, D. Conv. of the Holy Family, Yeoville, Johannesburg  
 †Langaigne, E. Private tuition  
 †Quin, J. T. Conv. of the Holy Family, Kimberley  
 †Sinclair, A. St. Mary's College, Oakford  
 †Felix, C. *al.* Private tuition  
 †Howley, B. Maris Stella Convent, Durban  
 †Marais, M. Conv. of Holy Family, End Street, Johannesburg  
 †Marks, L. M. Maris Stella Convent, Durban  
 †Nathan, J. *al.* Conv. of Holy Family, End Street, Johannesburg  
 †Smeeton, B. L. *al.* Conv. of the Holy Family, Kimberley  
 †Johnston, L. St. Ann's Convent, Umzinto  
 †Layne, K. s. Private tuition  
 †Roberts, F. M. Conv. of the Holy Family, Kimberley  
 †Burden, A. *al.* Loreto Convent School, Lydenburg  
 †Jackson, M. P. Conv. of the Holy Family, Kimberley  
 †Evans, M. Maris Stella Convent, Durban  
 †Goodman, P. St. Mary's College, Oakford  
 †Jensen, N. *al.* Conv. of Holy Family, End Street, Johannesburg  
 †Bennett, A. M. Conv. of the Holy Family, Kimberley  
 †Crawford, M. *du.* Conv. of the Sacred Heart, Belgravia, Johannesburg  
 †Farrell, M. K. St. Mary's College, Oakford  
 †Smart, E. M. *al.* Government School, Nairobi  
 †Vroom, M. O. s. Wesleyan Girls' High School, Cape Coast Castle  
 †Wolfowitz, R. Conv. of Holy Family, End Street, Johannesburg  
 †Kayser, A. *al.* Conv. of the Holy Family, Yeoville, Johannesburg  
 †Bance, L. St. Mary's College, Oakford  
 †Levin, A. *f.* Conv. of Holy Family, End Street, Johannesburg  
 †Simmonds, E. *al.* Loreto Convent School, Lydenburg

**GIRLS—PRELIM.—Pass Division—continued.**

†Jackson, A.L. Maris Stella Convent, Durban  
 Jennings, E. Conv. of the Holy Family, Yeoville, Johannesburg  
 Kneale, I. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Lane, K. Conv. of the Sacred Heart, Potchefstroom  
 †Wapenaar, A. St. Mary's College, Oakford  
 Loomie, P.E. Conv. of the Holy Family, Kimberley  
 Paddock, K. Conv. of the Holy Family, Yeoville, Johannesburg  
 Small, N. Parktown Convent, Johannesburg  
 Boettcher, I.G. Conv. of the Holy Family, Kimberley  
 Finlay, C.E. Private tuition  
 Fraser, V.L. Maris Stella Convent, Durban  
 †Johnstone, M. Parktown Convent, Johannesburg  
 †Murray, J. Maris Stella Convent, Durban  
 Olumide, F.I. Abeokuta Girls' School  
 Quartey-Papafo, G.K. al. Grammar School, Accra  
 Ramsay, M.L. Private tuition

†Thomas, F.O. Abeokuta Girls' School  
 Woolf, O. Conv. of Holy Family, End Street, Johannesburg  
 †Amonu, B.R. s. Wesleyan Girls' High S., Cape Coast Castle  
 Gallwey, M. d. Maris Stella Convent, Durban  
 Marechau, C.A. Private tuition  
 Moloney, S. Conv. of the Holy Family, Yeoville, Johannesburg  
 Hack, D. al. Conv. of Holy Family, End Street, Johannesburg  
 Joffe, J. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Murphy, N. Maris Stella Convent, Durban  
 †Arenstein, R. Conv. of the Sacred Heart, Potchefstroom  
 Cartner, K. Maris Stella Convent, Durban  
 †Lipede, B.A. s. Abeokuta Girls' School  
 †Williams, D. al. Conv. of the Holy Family, Yeoville, Johannesburg  
 †Manera, I. al. Conv. of Holy Family, End Street, Johannesburg

Thompson, J. Conv. of Holy Family, End Street, Johannesburg  
 Milton, D. al. Maris Stella Convent, Durban  
 Martens, P. Maris Stella Convent, Durban  
 Stow, V. Maris Stella Convent, Durban  
 †Eberhardt, U. Conv. of the Sacred Heart, Potchefstroom  
 Gibson, M. Conv. of Holy Family, End Street, Johannesburg  
 Harrison, D. Conv. of the Holy Family, Yeoville, Johannesburg  
 Mason, N. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Sykes, F. e. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 †Hayford, A.A. Wesleyan Girls' High School, Cape Coast Castle  
 Hesse, H. Wesleyan Girls' High School, Cape Coast Castle  
 Stiebel, E. Maris Stella Convent, Durban  
 Thomson, P. Maris Stella Convent, Durban

**LOWER FORMS EXAMINATION.  
 BOYS.**

Alcock, S. Marist Brothers' College, Johannesburg  
 Allen, J.O. Ijebu Ode Grammar School, via Lagos  
 Anderson, J.R. Wesleyan Boys' High School, Lagos  
 Attenhovan, J.E. St. Charles's College, Maritzburg  
 Aye, E. Baptist Training College, Accra  
 Benjamin, E.A. Wesleyan Boys' High School, Lagos  
 Bentei, I. Marist Brothers' College, Johannesburg  
 Betts, E. St. Mary's College, Oakford  
 †Hortop, H.F. St. Charles's College, Maritzburg  
 Bristow, R. St. Charles's College, Maritzburg  
 Bunting, A.M. Baptist Training College, Accra  
 Burton, P. St. Charles's College, Maritzburg  
 Busby, E. Marist Brothers' College, Johannesburg  
 Busschan, C. Marist Brothers' College, Johannesburg  
 Busschan, L. Marist Brothers' College, Johannesburg  
 Callanan, E. St. Joseph's Academy, Cape Town  
 Camilleri, R. Marist Brothers' College, Johannesburg  
 Chart, H.R. Government School, Nairobi  
 Chloessy, J.F. St. Joseph's Academy, Cape Town  
 Coetzer, F. Marist Brothers' College, Johannesburg  
 Cole, J.P.A. Wesleyan Boys' High School, Lagos  
 Colman, N. Marist Brothers' College, Johannesburg  
 Condon, J. Marist Brothers' College, Johannesburg  
 Contat, C. Marist Brothers' College, Johannesburg  
 Court, A. Marist Brothers' College, Johannesburg  
 Cowie, D.H. Government School, Nairobi  
 Davidson, K. Government School, Nairobi  
 Doherty, R.A. Ijebu Ode Grammar School, via Lagos  
 Duncan, A.R. Government School, Nairobi  
 Ehlenke, E.C. St. Joseph's Academy, Cape Town  
 Ellenberger, R. Marist Brothers' Coll., Johannesburg  
 Fernandez, K.A.E. Sri Jinaraja School, Wadduwa  
 Fitzroy, J.P. St. Joseph's Academy, Cape Town  
 Fowler, H. Marist Brothers' College, Johannesburg  
 Fuller, E.H. Government School, Nairobi  
 Gibb, H. Marist Brothers' College, Johannesburg  
 Gilbert, F.W. St. Charles's College, Maritzburg  
 Gill, N.F. St. Charles's College, Maritzburg  
 Glass, J. Marist Brothers' College, Johannesburg

Goller, B. Marist Brothers' College, Johannesburg  
 Greenberg, J. Marist Brothers' College, Johannesburg  
 Harris, S.E. St. Charles's College, Maritzburg  
 Hellyer, A. Marist Brothers' College, Johannesburg  
 Higgs, H.M. St. Joseph's Academy, Cape Town  
 Hodgson, G. Marist Brothers' College, Johannesburg  
 Hoffmann, E.K. Emilian School, Johannesburg  
 Horn, J. St. Mary's College, Oakford  
 †Hortop, W. Marist Brothers' College, Johannesburg  
 Jacobs, A. Marist Brothers' College, Johannesburg  
 Jager, D. Marist Brothers' College, Johannesburg  
 Jones, A.D. Government School, Nairobi  
 Jourdan, A. Marist Brothers' College, Johannesburg  
 Kantor, W. Marist Brothers' College, Johannesburg  
 Kartunsekere, L.S. Sri Jinaraja School, Wadduwa  
 Kilroe, A.J. St. Charles's College, Maritzburg  
 Kufuji, S.O. Wesleyan Boys' High School, Lagos  
 Kunnu, I.W.F. Wesleyan Boys' High School, Lagos  
 Lane, J.A. Central School, Colombo  
 Laurens, E. St. Charles's College, Maritzburg  
 Lawrence, H.W. St. Charles's College, Maritzburg  
 Lawrie, C.A. St. Charles's College, Maritzburg  
 Leithbridge, B.E.B. Private tuition  
 Lewsen, S. Marist Brothers' College, Johannesburg  
 Levin, P. Marist Brothers' College, Johannesburg  
 Lucas, W.M.G. Grenada High School  
 Luyckx, L. St. Joseph's Academy, Cape Town  
 Macaulay, C.G. Wesleyan Boys' High School, Lagos  
 Madden, G. Marist Brothers' College, Johannesburg  
 Marks, H. St. Mary's College, Oakford  
 Matern, K. Marist Brothers' College, Johannesburg  
 McClean, D.M. St. Charles's College, Maritzburg  
 McCormack, J. Marist Brothers' Coll., Johannesburg  
 McMahon, P.J. St. Charles's College, Maritzburg  
 Morgan, D. Loreto Convent School, Lydenburg  
 Mould, F.J. Wesleyan Boys' High School, Lagos  
 Muller, A. Marist Brothers' College, Johannesburg  
 Ojuri, J.A. Ijebu Ode Grammar School, via Lagos  
 O'Meara, J.V. St. Joseph's Academy, Cape Town

Palmer, E.B. St. Charles's College, Maritzburg  
 Pascoe, N.W. St. Charles's College, Maritzburg  
 Peattie, J. St. Charles's College, Maritzburg  
 Peiris, T.V. Sri Jinaraja School, Wadduwa  
 Perera, A.H. Sri Jinaraja School, Wadduwa  
 Perera, B.T. Sri Jinaraja School, Wadduwa  
 Perera, I.A. Sri Jinaraja School, Wadduwa  
 Perera, I.S. Sri Jinaraja School, Wadduwa  
 Perera, J.A. Private tuition  
 Perera, K.P. Sri Jinaraja School, Wadduwa  
 Perera, K.S.L. Sri Jinaraja School, Wadduwa  
 Perera, M.J. Sri Jinaraja School, Wadduwa  
 Pinto, L. Abeokuta Grammar School  
 Power, E.O. St. Charles's College, Maritzburg  
 Roberts, G.C. St. Charles's College, Maritzburg  
 Romain, S. St. Charles's College, Maritzburg  
 Rose, F.A. St. Joseph's Academy, Cape Town  
 Rosmarin, M. Marist Brothers' College, Johannesburg  
 Rowe, J. Loreto Convent School, Lydenburg  
 Rubern, T.M. Sri Jinaraja School, Wadduwa  
 Samarasekera, W.P. Sri Jinaraja School, Wadduwa  
 Seelanatha, K.S. Private tuition  
 Shelton, L. Government School, Nairobi  
 Short, R. Marist Brothers' College, Johannesburg  
 Shyngle, C.B. Wesleyan Boys' High School, Lagos  
 Skinner, S. Marist Brothers' College, Johannesburg  
 Smith, F.J. St. Charles's College, Maritzburg  
 Smyth, J. St. Mary's College, Oakford  
 Soyoye, S.S. Abeokuta Grammar School  
 Tarlton, A.F. Government School, Nairobi  
 Thabrew, M.S. Maha Bodhi College, Colombo  
 Thornton, P.A. St. Joseph's Academy, Cape Town  
 Tilley, C.S. St. Charles's College, Maritzburg  
 Usher, G.E. St. Charles's College, Maritzburg  
 Vieyra, S. Marist Brothers' College, Johannesburg  
 Walker, G. Marist Brothers' College, Johannesburg  
 Wallach, S. Marist Brothers' College, Johannesburg  
 Walsh, T. Marist Brothers' College, Johannesburg

**GIRLS.**

Agnew, S. Emilian School, Johannesburg  
 Akers, M. Conv. of the Sacred Heart, Potchefstroom  
 Alexander, Y. Maris Stella Convent, Durban  
 Alin, B. Maris Stella Convent, Durban  
 Allnutt, E. Conv. of Holy Family, Kimberley  
 Allsop, G. Conv. of Holy Family, Yeoville, Johannesburg  
 Anderson, M.M. Conv. of Holy Family, Kimberley  
 Archer, D. Maris Stella Convent, Durban  
 Bardone, M. St. Ann's Convent, Umzinto  
 Belman, R. Maris Stella Convent, Durban  
 Bender, I. Loreto Convent School, Lydenburg  
 Bernstein, B. Conv. of Holy Family, End Street, Johannesburg  
 Blyth, E. St. Ann's Convent, Umzinto  
 Bohlman, A. St. Mary's College, Oakford  
 Bouille, E. St. Mary's College, Oakford  
 Bouille, M. St. Mary's College, Oakford  
 Bowman, E. Maris Stella Convent, Durban  
 Bradford, M. Parktown Convent, Johannesburg  
 Brown, P. Conv. of the Sacred Heart, Potchefstroom  
 Calder, D. Maris Stella Convent, Durban  
 Clarke, M.I. Conv. of Holy Family, Kimberley  
 Cockran, B.C.H. Grenada High School  
 Cohen, B. Conv. of Holy Family, End Street, Johannesburg  
 Cohen, T. Conv. of Holy Family, Yeoville, Johannesburg  
 Cummings, E. Grenada High School  
 Deare, C. St. Mary's College, Oakford  
 De Beer, I. Loreto Convent School, Lydenburg  
 Doig, W. Conv. of Holy Family, End St., Johannesburg  
 Dold, V.A. Conv. of Holy Family, Kimberley  
 Dyas, M. Conv. of Holy Family, Yeoville, Johannesburg  
 Ebert, P. St. Mary's College, Oakford  
 Eddy, E.E. Conv. of Holy Family, Kimberley  
 Edgar, O. Loreto Convent School, Lydenburg  
 Farquharson, I. St. Mary's College, Oakford  
 Fordred, K. Conv. of Holy Family, End Street, Johannesburg

Freedman, K. Parktown Convent, Johannesburg  
 Gauntlett, E. Conv. of Holy Family, Yeoville, Johannesburg  
 Goller, M. Conv. of Holy Family, End Street, Johannesburg  
 Grice, D.E. Government School, Nairobi  
 Hancock, E. Conv. of Holy Family, Yeoville, Johannesburg  
 Harding, B. Conv. of Holy Family, Kimberley  
 Hardy, M. Conv. of the Sacred Heart, Potchefstroom  
 Harrison, J. Conv. of the Sacred Heart, Potchefstroom  
 Heiligstein, H. Parktown Convent, Johannesburg  
 Hendry, F.A. Conv. of Holy Family, Kimberley  
 Herbert, M. St. Mary's College, Oakford  
 Herschowitz, M. Parktown Convent, Johannesburg  
 Hogan, B. Conv. of the Sacred Heart, Potchefstroom  
 Hoyle, M. Maris Stella Convent, Durban  
 Hudson, C. St. Ann's Convent, Umzinto  
 Ivey, G. St. Mary's College, Oakford  
 Jack, G. St. Ann's Convent, Umzinto  
 Jackson, L. Conv. of the Sacred Heart, Potchefstroom  
 Jensen, K. Conv. of Holy Family, End St., Johannesburg  
 Johnston, C. Conv. of Holy Family, End Street, Johannesburg  
 Kalkwarf, R. Conv. of Holy Family, End Street, Johannesburg  
 Kennedy, K. Conv. of Holy Family, End Street, Johannesburg  
 Keyworth, G. Loreto Convent School, Lydenburg  
 Levy, B. St. Ann's Convent, Umzinto  
 Lowden, D. St. Mary's College, Oakford  
 Malcolm, M. St. Mary's College, Oakford  
 Markin, M. St. Ann's Convent, Umzinto  
 Marks, E. Maris Stella Convent, Durban  
 Marriott, P. Maris Stella Convent, Durban  
 Mastoraks, I. Conv. of Holy Family, Yeoville, Johannesburg  
 Maton, D. Parktown Convent, Johannesburg

McDonald, E. Loreto Convent School, Lydenburg  
 McDougall, E.P. St. Mary's College, Oakford  
 McGibbon, J. St. Mary's College, Oakford  
 Minnaar, E. St. Mary's College, Oakford  
 Nathan, D. Conv. of Holy Family, End Street, Johannesburg  
 Noonan, L. Parktown Convent, Johannesburg  
 O'Connor, H. Conv. of Holy Family, Kimberley  
 Offord, K. Maris Stella Convent, Durban  
 Pack, M. St. Mary's College, Oakford  
 Poil, L. St. Mary's College, Oakford  
 Powell, K. Maris Stella Convent, Durban  
 Rade, J. St. Ann's Convent, Umzinto  
 Renshaw, A. St. Ann's Convent, Umzinto  
 Richardson, N. Parktown Convent, Johannesburg  
 Rishton, I. St. Ann's Convent, Umzinto  
 Robb, D. Conv. of Holy Family, End St., Johannesburg  
 Salmon, D. St. Mary's College, Oakford  
 Scochör, R. Conv. of Holy Family, End Street, Johannesburg  
 Simms, I. Maris Stella Convent, Durban  
 Stedall, M. Maris Stella Convent, Durban  
 Stone, I. Maris Stella Convent, Durban  
 Stuppel, A. Parktown Convent, Johannesburg  
 Sykes, K. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Thompson, W. Conv. of the Sacred Heart, Potchefstroom  
 T-Smith, J. Conv. of Holy Family, Yeoville, Johannesburg  
 Tysack, J. Maris Stella Convent, Durban  
 Underwood, K. Conv. of Holy Family, Kimberley  
 Urbach, S. St. Mary's College, Oakford  
 Van Reenan, E.M. Conv. of Holy Family, Kimberley  
 Venter, P.J. Conv. of Holy Family, Kimberley  
 Webbstock, G.E. Conv. of Holy Family, Kimberley  
 Welfore, M. Maris Stella Convent, Durban  
 Williamson, J. Maris Stella Convent, Durban  
 Wright, I. Maris Stella Convent, Durban

## THE COLLEGE OF PRECEPTORS.

## MEETINGS OF COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 28th of February, 1917. Present: Mr. R. F. Charles, Vice-President, in the chair; Prof. Adams, Mr. Barlet, the Rev. J. O. Bevan, Mr. Brown, Mr. Butler, Mr. F. Charles, Miss Dawes, Mr. Eagles, Mrs. Felkin, Miss Frodsham, Miss Lawford, the Rev. R. Lee, Mr. Longsdon, Mr. Morgan, Mr. Ritchie, Mr. Rushbrooke, the Rev. C. J. Smith, Mr. Starbuck, Mr. Thornton, Mr. Vincent, Mr. Whitbread, Mr. White, and Mr. Wilson.

Diplomas were awarded to the successful candidates at the last Christmas Examination (for list see page 54). The Diploma of Associate was granted to John Sidney Hawkes, who had completed his qualification at a previous examination.

Mr. R. F. Charles was appointed to attend as the representative of the College the Conference at the Board of Education on the 15th of March, for the purpose of considering a request by the War Office that the Committee of the British Prisoners of War Book Scheme should arrange with examining bodies in this country for the acceptance of the Records of Study of British Prisoners of War in enemy or neutral countries as part of a course of study or even of an examination.

The following persons were elected members of the College:—

Miss K. Browne, A.C.P., 23 Charlotte Street, Ballymoney, co. Antrim.

Miss E. A. Bull, Trevelyan, Hayward's Heath.

Mr. C. V. Coates, M.A. Camb., 93 Lechfield Grove, Church End, Finchley, N.

The following books had been presented to the College since the last meeting of the Council:—

By JOHN MURRAY.—Thomson's Study of Animal Life.  
By the OXFORD UNIVERSITY PRESS.—Forbes's Second Russian Book; Herbertson's Preliminary Geography; Holmes's Caesar's Campaigns in Britain; Lamborn's Rudiments of Criticism; Robeson's Historical Passages for Precise Writing; Scott's Short History of Australia.  
By RIVINGTONS.—Borchardt's Revision Papers in Arithmetic.  
By W. RICE, JUN.—The Journal of Education, 1916.  
Calendar of the Pharmaceutical Society of Great Britain.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 31st of March, 1917. Present: Sir Philip Magnus, President, in the chair; Prof. Adams, Dr. Armitage-Smith, Mr. Bain, Mr. Barlet, Mr. R. F. Charles, Mr. Cholmeley, Miss Crookshank, Miss Dawes, Mr. Eagles, Mrs. Felkin, Mr. Hawe, Mr. Maxwell, Mr. Millar Inglis, Mr. Pendlebury, Mr. Ritchie, Mr. Roscoe, Mr. Rushbrooke, Mr. Starbuck, Mr. Thornton, Mr. Vincent, Mr. Whitbread, and Mr. White.

The Secretary reported that the total number of entries for the approaching Newfoundland Examination was 4,200.

He submitted a letter from a member of the College drawing attention to the hardships to which schools situated on the East Coast were subjected through the War, and suggesting that schools more fortunately situated might render assistance.

The Rev. J. O. Bevan, Mrs. Felkin, Mr. A. Millar Inglis, and Mr. W. G. Rushbrooke were appointed the representatives of the College to attend the meetings of the Imperial Union of Teachers in July 1917.

The following persons were elected members of the College:—

Mr. J. S. Hawkes, B.A. Lond., A.C.P., H.M.M.S. "Gallinule."

Captain H. J. P. McAllen, A.C.P., 98 Herbert Road, Plumstead, S.E. 18.

A grant of £10 from the College Benevolent Fund was made to the widow of a former life member of the College.

A contribution of £5 was made towards the funds of the Federal Council of Secondary School Associations.

The following books had been presented to the College since the last Meeting of the Council:—

By the TEACHERS REGISTRATION COUNCIL.—Official List of Registered Teachers, 1917.  
By METHUEN & Co.—Oxenham's The Vision Splendid.  
By the UNIVERSITY TUTORIAL PRESS.—The University Correspondent 1916; Finch and Gardiner's Hugo's Hernani.

## WOLF CUBS.

THE eagerness and intelligence with which the modern small boy takes up any new activities or studies that appeal to him gives promise of his ultimately being the man we want for our future citizens, if he is properly encouraged. Our present standard of efficiency is not high enough to ensure our existence as a first-class nation in the competition which lies before us in the twenty years following on the War. So far the youngster between eight and eleven has not been taken very seriously, but there is no doubt that in this stage of his psychology his character can most easily be moulded were it only taken in hand as it should be.

In the Wolf Cub Movement, which is the junior branch of the Boy Scouts, the attempt is made to provide a means to this end, of which parents and teachers have not been slow to avail themselves. The small boys are organized in companies known as "Packs." These consist of anything from a dozen to fifty boys, or more, and are divided again into groups of six, under boy leaders. The Packs are organized by men (or more often women), whose aim is not so much to be the officer as the big brother or sister, ready to play with the "little brother"—sympathize with him, teach him all sorts of fascinating hobbies and accomplishments. The Cubmaster—or, as the Cubs call him, the "Old Wolf"—without either preaching or acting schoolmaster, finds himself able to wield a tremendous influence over the small boys. The youngster is, at this age, eager to imitate somebody or something; to pick up tips from anybody and everybody; to do something, and "pretend" at something, and make something. But as to whether his pattern is good or bad, the "tips" clean and wholesome or not, the occupations useful or merely mischievous, he is, perhaps, not over particular. In the Wolf Cub Pack he finds a big brother whose chief aim is to raise the boy's ideals to a high level; to develop his character along straight and healthy lines; to teach him to interest and amuse himself, and at the same time serve his fellow men.

But how does this busy man, with just an occasional free evening and Saturday afternoon, manage to keep some forty little boys at the highest pitch of enthusiasm, not merely over games, but over becoming useful and efficient citizens and loyal subjects of God and the King? He does it by following out a certain scheme of training and by expounding a certain set of ideals. This training is the Scout training (modified to suit the younger boys). These ideals are the Scout ideals. At the evening meetings and the Saturday afternoon parades there is a definite course of instruction and games to be followed out, with simple tests to be passed in various grades, and stars and badges to be gained. The ideals do not consist in what the boys would term "pie talk"; they are summed up in a few straight and simple ideas concerning the boys' honour and chivalry and trustworthiness, his duty to his God and his King and to those in authority. When the Cub understands the solemnity of a promise and the responsibility of membership in a brotherhood, he makes the following promise, in the presence of the Pack:—

"I promise to do my best to be loyal to God, the King, and the Law of the Wolf Cub Pack; and to do a good turn to somebody every day."

The Cub motto is "Do your Best." There are already in Great Britain many thousands of bare-kneed youngsters, clad in green jerseys and coloured neckerchiefs, all "doing their best." Daily their ranks are being swelled with eager recruits. Scarcely a day passes without letters being received at Head Quarters from boys wanting to be Wolf Cubs. But half of these little chaps have to be disappointed, and their enthusiasm nipped in the bud, as no officer is forthcoming in the district. If any one would like to know details of our work, I shall be delighted to hear from him. The Wolf Cub system has been equally successful in the country and in the city: in schools and out of them.

As an additional step we have issued for these boys a newspaper of their own—*The Wolf Cub*—such as will, we hope, appeal to them through its attractive yarns, &c., and will at the same time provide them with clean and wholesome matter that will tend to develop their minds and lead them to study for themselves.

ROBERT BADEN-POWELL.

# J. M. DENT & SONS, LTD.

FOR EVENING SCHOOLS.

**A Rapid French Course.** By RANDAL WILLIAMS and WALTER RIPPMMANN, M.A. [*In preparation.*]

This book has been written for the use of students of seventeen years and upwards, whether working in evening classes or privately. It deals with French life in an interesting way, contains a useful and extensive vocabulary, with many dialogues, and is well illustrated.

By WALTER RIPPMMANN, M.A.

**First Steps in French.** Crown 8vo, Cloth, 2s.

An alternative to "Dent's First French Book," containing many new and improved features, and based upon **Four New Wall Pictures** (price 4s. net). The first part of the book is also issued separately in **Phonetic Transcription** (price 6d. net), and a **Teacher's Handbook, The Early Teaching of French**, is also published (price 1s. 6d. net).

**Further Steps in French.** Crown 8vo, Cloth, 2s.

**Première Grammaire Française.** By H. E. BERTHON, M.A., Taylorian Lecturer in French in the University of Oxford. Fcap. 8vo. Cloth. 2s.

**First Exercises in French Grammar.**

**Further Exercises in French Grammar.**

By Miss F. M. S. BATCHELOR. Each 1s. 4d.  
These books are intended for use with "Première Grammaire Française."

**A French Notebook.** By C. E. HODGES, M.A. Fcap. 4to. 1s. 9d.

A skeleton notebook designed for a four years' course, and specially arranged for use in connexion with Berthon's "Première Grammaire Française."

**La France.** By G. GUIBILLON, Professeur au Lycée de Bordeaux. [*In Preparation.*]

An attractive series of pen pictures, with many drawings, of the varied aspects of French life, in town and country. It is a treasure house of valuable information presented in a scholarly form.

**French Songs.** With Airs and Tonic Sol-fa. Compiled by VIOLET PARTINGTON. Crown 8vo. Limp Cloth, 6d. net.

**Dent's First Spanish Book.** By F. R. ROBERT. Extra fcap. 8vo. Pp. viii + 184. 2s. net.  
[*New and Revised Edition.*]

**Composition Through Reading.** The Direct Method of Teaching English. By F. PICKLES, M.A., Head Master of St. George's Secondary School, Bristol.

**Introductory Book, 1s. 3d. net.**  
Book I, 1s. 4d. net; Book II, 1s. 9d. net.

By Dr. RICHARD WILSON,  
Editor of "Laureata," "In Golden Realms," &c.  
Crown 8vo. 1s. 6d. each.

**Coronata.** A Book of Poems in Rhyme and Rhythm from Shakespeare to the present day.

**Storytellers' Hall.** A Reading Book for Lower and Junior Middle Forms.

**Treasure Trove.** A Reading Book for Middle Forms.  
Each book contains eight illustrations in colour.

**The Old Testament for Schools.** Arranged and Edited by Canon MORLEY STEVENSON, M.A., and C. W. BAILEY, M.A. Crown 8vo. 512 pages. 2s. 6d.  
Contains the Bible narrative in historical sequence. All incidents and terms unsuitable for children's reading have been deleted.

**English Literature for Schools.** Edited by ARTHUR BURRELL, M.A. Fcap. 8vo, Cloth. Price 6d. each.  
"Eminently suited for school reading. They are well edited, well printed, and well bound; and they are cheap."—*School World.*

Messrs. J. M. DENT & SONS will be pleased to send Catalogues and Lists on application. Unless you apply they cannot be sent.

10-13 BEDFORD STREET, W.C.2.

# G. BELL & SONS, Ltd.

Just published.

**A Modern Spanish Grammar.** By E. ALEC WOLF, B.A., D.Lit., Modern Language Master, Hackney Downs School, London. 3s. net. Among the special features are:—(1) The abundance of material for oral work and verb drill; (2) the progressive vocabulary and use of colloquial idiom; (3) the complete verb lists and appendixes on the Irregular and Radica changing verbs; (4) the practical order of development; (5) the translation exercises.

**Recent Books by Marc Ceppl.**

**C'est la Guerre!** Stories of the Great War. A new Reader for Junior Forms, by MARC CEPPI, Whitgift School, Croydon. With numerous Illustrations by GERTRUDE LINDSAY. With or without Vocabulary. Second Edition. 1s. net.

**Récits Héroïques.** By CHARLES GUYON, Inspecteur d'Académie Honoraire. Edited, with Questionnaire and Vocabulary, by MARC CEPPI. With 16 Illustrations. With or without Vocabulary. Second Edition. 1s. 6d. net.

**L'Histoire de Peter Pan.** Par DANIEL O'CONNOR, d'après la pièce de Sir J. M. BARRIE. Traduction en français par MARC CEPPI. Crown 8vo. With 12 Illustrations and Questionnaire. With or without Full Vocabulary. 1s. 6d. net.

**New Editions of Gasc's French Dictionaries.**

Brought up to date, and each provided with a Supplement of military terms.

**Concise Dictionary of the French and English Languages.** Seventh Edition, Revised. Medium 16mo, 3s. 6d. Also in Two Parts, Part I (French-English), 2s. Part II (English-French), 2s.

**Pocket Dictionary of the French and English Languages.** With a Supplement by MARC CEPPI. Strongly bound. 2s. net. Gasc's Dictionaries have for long been recognized as the standards of correctness, comprehensiveness, and fulness of idiom. With this new issue the "Pocket" volume completes its 92nd Thousand.

**Little Gem French Dictionary.** Abridged from Gasc's French Dictionary by MARC CEPPI. Twenty-seventh thousand. Narrow 8vo. 1s. 3d. net; limp leather, 2s. 6d. net.

Latest Edition, with full new Supplement by Marc Ceppl.

**Dictionary of the French and English Languages.** New Edition (the Fourteenth) with Special Supplement of 3900 new words. Large 8vo, bound in half buckram. 12s. 6d.

**Latest Volumes In**

**Bell's Mathematical Series.**

**Commercial Arithmetic and Accounts.** By A. RIBDON PALMER, B.A., B.Sc., Matric. Dept., and JAMES STEPHENSON, M.A., M.Com., B.Sc. (Econ.), Head of the Higher Commercial Dept., The Polytechnic, Regent Street, London.

Now ready:

Parts I and II, 2s. net each; with Answers, 2s. 6d. net each. Also Parts I and II in one vol., 3s. 6d. net; with Answers, 4s. net.

**Statics.** By R. C. FAWDRY, M.A., B.Sc., Head of the Military and Engineering Side, Clifton College. 4s. Also Part I, 2s. 6d. Part II, 2s.

**Dynamics.** Part I. By R. C. FAWDRY, M.A., B.Sc. 3s.

**A Shilling Arithmetic.** By J. W. ROBERTSON, M.A., B.Sc., Mathematical Master, Robert Gordon's College, Aberdeen, and Lecturer at Aberdeen Technical College. 1s. net; with Answers, 1s. 4d. net.

**Latest Textbooks by Prof. Smith.**

**Introduction to Inorganic Chemistry.** By ALEXANDER SMITH, B.Sc. Edin., Ph.D., F.R.S.E., Professor of Chemistry and Head of the Department of Chemistry in Columbia University. 8vo. 35th Thousand. 7s. 6d. net.

**General Chemistry for Colleges.** By Prof. ALEX. SMITH. New Edition, entirely rewritten and reset. 6s. 6d. net.

**A Laboratory Outline of General Chemistry.** By Prof. ALEX. SMITH. Fourth Edition. 47th Thousand. Revised in collaboration with WILLIAM J. HALE. Crown 8vo. 2s. 6d.

**Elementary Chemistry for Schools.** By Prof. ALEX. SMITH. Adapted by H. A. WOOTTON, M.A., B.Sc., Senior Science Master, Westminster School. With numerous Diagrams. 5s. net.

This new textbook, intended mainly for use in Public and Secondary Schools, covers the ground required for English Examinations up to the London Inter. Sc.

**A Laboratory Outline of Elementary Chemistry.** By Prof. ALEX. SMITH. 2s. net.

YORK HOUSE, PORTUGAL ST., LONDON, W.C.2.

SUITABLE BOOKS PUBLISHED BY THE  
**University Tutorial Press**  
 FOR THE  
**CERTIFICATE AND LOWER FORM  
 EXAMINATIONS, 1918.**

*S. denotes the Senior Examination, J. the Junior, P. the Preliminary,  
 L.F. Lower Forms.*

**Scripture History.**

- (S., J.) **Acts of the Apostles** (Part II, Ch. 13-28). Edited, with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham. 1s. 6d.
- (S., J.) **Gospel of St. Matthew.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and Rev. J. W. SHUKER, M.A. 1s. 6d.
- (P., L.F.) **Gospel of St. Matthew.** (Preliminary Edition.) With Introduction, Notes, and Maps. By Rev. T. WALKER, M.A. 1s.

**English Literature.**

- (J.) **Dickens.—A Tale of Two Cities.** By A. R. WEEKES, M.A. 1s. 6d.
- (P., L.F.) **Macaulay.—Horatius, Lake Regillus, The Armada.** By A. J. P. COLLINS, M.A. 1s.
- (P.) **Scott.—Marmion. Cantos I and VI.** By FREDERICK ALLEN, M.A. 3d.
- (S., J.) **Shakespeare.—A Midsummer Night's Dream.** By A. F. WATT, M.A. 2s.
- (S.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A. 2s.
- (J.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A., and FREDERICK ALLEN, M.A. 1s. 4d. (Junior Shakespeare.)
- (S.) **Spenser.—Faerie Queene, Book I.** By W. H. HILL, M.A. 2s. 6d.

**English History.**

- (S.) **Earlier History of England (to 1485).** With Biographies, Maps, and Plans. By C. S. FEARENSIDE, M.A. 2s. 6d.
- (S.) **Modern History of England. Part II, 1688-1901** (with a concise Introduction down to 1714). 2s. 6d.
- (S., J.) **School History of England.** By M. E. CARTER, Honour School of Modern History, Oxford. With Plans and Coloured Maps. 3s. 6d. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 1s. 6d.
- (P., L.F.) **Preliminary History of England.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s.

**Geography.**

- (J.) **Geography of Africa (with Australasia). Junior.** By G. C. FRY, M.Sc. 3d.

**Latin.**

- (S., J.) **Caesar.—Gallic War, Book I.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s. 6d.
- (P.) **Caesar.—Gallic War, Book I, Ch. 1-29.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction and Notes. 1s.
- (S.) **Caesar.—Gallic War, Book II.** By LL. M. PENN, M.A. (School Latin Classics.) With Introduction, Notes, and Alphabetical Lexicon. 1s.
- (S.) **Cicero.—Pro Lege Manilia.** By A. WAUGH YOUNG, M.A., and A. F. WATT, M.A. With Introduction and Notes. 2s. 6d. Vocabulary, 1s.
- (S., J.) **Vergil.—Aeneid, Book VIII.** By J. F. RICHARDS, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s.

*Fall Catalogue of Text-books suitable for the College of Preceptors Certificate, Oxford and Cambridge Local, and the Higher School Certificate Examinations, post free on application.*

**University Tutorial Press, Ltd.,**  
 High Street, New Oxford Street, W.O.2.

**The Educational Times**

AND

**JOURNAL OF THE COLLEGE OF PRECEPTORS.**

*Sixty-eighth Year of Publication.*

Published on Feb. 1, May 1, Aug. 1, Nov. 1. Price 6d., by Post 7d.

**SCALE OF CHARGES FOR ADVERTISEMENTS.**

	WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	„	2 10 0	„	3 0 0
QUARTER PAGE	„	1 10 0	„	1 15 0
PER INCH in broad column (half width of page)				0 7 0
NARROW COLUMN (one-third page)	..	..	..	2 0 0

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch.

Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.)

Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to the Publisher,

FRANCIS HODGSON, 89 FARRINGTON STREET, LONDON, E.C. 4.

Telephone: City 4871.

Communications intended for the Editor should be addressed to THE EDITOR OF THE EDUCATIONAL TIMES, Ulverscroft, High Wycombe.

**SURSUM CORDA.**

**TO MY FELLOW TEACHERS.**

WE are now in the third year of a war unprecedented in its demands upon the endurance, the courage, and the devotion of our people. But our end is not yet accomplished, and the great cause which inspires the national effort is about to make still further demands upon us. We believe that we are now approaching the decisive hour of the War, and though this means more sacrifice it means also sacrifice tempered by confidence and vision of an end which is not remote.

Under arrangements made between the Army Council and the Board of Education it has hitherto been possible to reserve for the service of the schools a certain number of men teachers of military age. The enemy have now brought the whole population of the German Empire under a scheme of National Service, and have impressed the inhabitants of occupied territory for forced labour. In order to do our part in countering his efforts and to secure at once the fullest measure of man power which, in expert opinion, is required to bring the War to a successful conclusion, we now have to give up more of the men remaining in our educational reserve. I am fully alive to the effect of this withdrawal on educational organization, and I do not blind myself to the fact that, for the time being, the school life of the country will suffer; but the call of the nation at this critical moment of its history cannot be denied, and I know that the teaching profession will meet this call in the spirit in which it has responded to every other call of duty since the beginning of the War.

In no age of our history has the character of the British people displayed itself to such advantage as in the present struggle. The Napoleonic Wars gave evidence of the tenacity and courage of our aristocracy and of that comparatively small proportion of the population which was then dedicated to the service of arms; but the land was full of division, of bitterness, and of misery; the voice of Party spirit was never silent, so that the impartial student, comparing the annals of those times with the story of our country during the present War, must feel how great has been the improvement in public magnanimity, in civic cohesion, and in that living and educated sense of ethical issues which is the governing condition of human progress.

In this War which, in a degree far higher than any war known to history, has enlisted the total energy of the nation, the teaching profession has borne an honourable part. When

war broke out the teachers did not hesitate to volunteer. Our returns last October showed that some 19,000 teachers from State-aided elementary and secondary schools had joined the colours, and of these many had laid down their lives or had been so gravely incapacitated by wounds or disease as to be unable to resume their former occupation. Those who remained behind have cheerfully grappled with the problems caused by depleted school staffs and the occupation of school buildings for military purposes, and wherever any form of suitable civic service has offered itself they have stepped forward to undertake it. In the schools themselves they have been active in spreading abroad among the young those elementary notions of simple duty and self-sacrifice, the better appreciation of which often grows out of great public calamities.

But every sound system of education assumes as its fundamental principle that society is organized for peace, and that in the cultivation of the arts of peace man obtains his highest development. It is not premature that we teachers should fix our eyes mainly on the greater future which lies beyond the end of the War. The proclamation of peace and victory in the field will summon us, not to complacent repose, but to greater efforts for a more enduring victory. The future welfare of the nation depends upon its schools. This is a truism, but it is a truism upon which it is wise to insist. Schools depend on teachers, and this means two things. First of all we must secure the teachers, and in this connexion we cannot disregard the many new forms of attractive activity which modern life is unfolding on every side. I regard the establishment on a sound basis of an efficient and devoted corps of teachers as a public necessity, less obvious, perhaps, but no less imperious than the maintenance of the Fighting Forces of the Crown. Secondly, the teachers must give of their best. Never will the effort of teachers be more needed than in the period of reconstruction which will ensue upon this War. I do not doubt that you will meet this need in a spirit which leaves no room for the perfunctory or niggardly performance of duty. Those who have borne the burden of these troublous times at home will join in the great work of education with their comrades who return from the field, having learnt once more the lesson that no experience in life is alien to him who aspires to teach.

The War has confirmed the conviction that the moral and material strength of the realm is founded upon qualities of character and intelligence which education forms and cultivates. The national system of education has indeed proved its worth in the War, but the future welfare and security of the Empire require that its influence should be deepened and widened.

I know that for this task the united efforts of many men and women, and of many agencies, both official and voluntary, are needed. The Board of Education, the Local Education Authorities and their officers, the Universities, the governors and managers of schools, must all do their part, endeavouring to enlist the sympathy and support of the parents and the active interest of industry and commerce. But I speak now as a teacher to teachers. The career of a teacher is an honourable and liberal profession; at its highest it is a vocation—a vocation which in every age has claimed the cheerful dedication of many noble lives. Let us rise to the height of our calling.

*Sursum Corda.*

H. A. L. FISHER.

Board of Education,  
February 19, 1917.

### SIMPLIFIED SPELLING.\*

THE Simplified Spelling Society has for the past eight years urged the importance of a reform of the English spelling. Two years ago it was decided to promote a petition for a Royal Commission to deal with this subject, but, by establishing the Reconstruction Committee, the Government has provided other means of considering suggestions for reform, and this Society claims that the reform of English

\* A letter addressed to the Secretary of the Reconstruction Committee and signed by Gilbert Murray, William Archer, and Walter Rippmann.

spelling is eminently one that merits the practical consideration of the Committee.

If we adopted a rational spelling—that is, a reasonably consistent representation of good spoken English—(1) we should save at least a year in the education time of our children—a year that is much needed for the teaching of intrinsically valuable subjects; (2) we should be able to teach this essential subject in a reasonable and educative way, which would not necessitate the memorizing of inconsistently spelled words nor inculcate wrong ideas; (3) we should secure clearer, better speech, for good speech would be the best preparation for correct spelling, and the spelling would be a constant reminder of good speech; (4) the speech training involved would facilitate the acquisition of foreign languages; (5) the difficult work of teaching defective children would be appreciably lightened.

It is particularly in the elementary schools that the grave drawbacks of the present spelling are felt, and teachers in these schools are eager for the reform. There is reason to believe that the rapid acquisition of the spelling by Italian children is due not to superior skill on the part of the teachers or to superior intelligence on the part of the children, but rather to the rational character of the Italian spelling.

The advantages to be derived from adopting a rational spelling would, however, not be confined to our own children. Many of our fellow-subjects are of alien race, and it is of great importance that they should learn our language. The task of bringing education to India, for instance, is much complicated by the difficulties presented by our spelling, which are all the greater for those who do not start with a knowledge of the spoken language. The movement for spelling reform has received support from all parts of the Empire where English is taught as a foreign language.

That English should be known to every member of the Empire is a justifiable ambition, and we may also look forward to its increasing use in the rest of the world. There is evidence to show that the desire to study English is becoming more common in almost all foreign countries. Its commercial value and the richness of its literature, together with the simplicity of its grammar, explain its popularity, which, as all teachers abroad are agreed, would be vastly increased if the spelling gave real guidance to the pronunciation instead of presenting countless irregularities that have no relation to the spoken language. At a recent educational conference Lord Bryce said: "If English were simplified it would in a generation become the language of commerce all over the East, with enormous benefit to British trade."

The above considerations have convinced the members of the Simplified Spelling Society and many others who have signed the petition that, to quote a resolution passed at the last Imperial Educational Conference, "the simplification of English spelling is a matter of urgent importance in all parts of the Empire, calling for such practical steps in every country as may appear most conducive to the ultimate end in view—the creation, in connexion with the subject, of an enlightened public opinion and the direction of it to the maintenance, in its purity and simplicity among all English-speaking people, of the common English tongue." If this was true before the War, we submit that the arguments for an inquiry into the question of spelling reform have now gained in force and urgency.

The Simplified Spelling Society invites the Reconstruction Committee fully to consider this important reform, and the Society will gladly place at the disposal of the Committee evidence as to the progress which the movement has made in the Empire and in the United States of America.

RESEARCH SCHOLARSHIPS FOR WOMEN.—Two scholarships of £75 each are offered by *The Common Cause* (the organ of the National Union of Women's Suffrage Societies), to women who wish to qualify for positions as industrial chemists. Preference will be given to students willing to study at the Imperial College of Science and Technology, South Kensington, or the School of Technology, Manchester. Applicants, who must have a Science degree or its equivalent, should send in their names to the Scholarship Secretary, *The Common Cause*, 14 Great Smith Street, London, S.W. 1, giving full particulars of their qualifications and of the course of research which they wish to pursue.

## THE COLLEGE OF PRECEPTORS. HALF-YEARLY GENERAL MEETING.

THE Ordinary Half-yearly General Meeting of the members of the Corporation was held at the College of Preceptors, Bloomsbury Square, W.C., on Saturday, March 31st.

Sir PHILIP MAGNUS was appointed Chairman.

The minutes of the last meeting were confirmed.

The CHAIRMAN having appointed Mr. Walters and Mr. Whitbread to act as Scrutators, the meeting elected twelve members of the Council and three Auditors as follows:—

### AS MEMBERS OF COUNCIL.

Rev. F. W. Aveling, M.A., B.Sc., Glen Turk, Wimbledon Park Road South, Wimbledon, S.W.19.

A. W. Bain, B.A., B.Sc., F.I.C., Fairlight, Muswell Rise, Muswell Hill, N.10.

J. L. Butler, B.A., The Douglas School, Vittoria Walk, Cheltenham.

E. M. Eagles, M.A., The Grammar School, Enfield.

Mrs. Felkin, 119 Grosvenor Road, S.W.1.

Rev. R. Lee, M.A., Ealing Common, W.5.

Sir Philip Magnus, M.P., 16 Gloucester Terrace, W.2.

C. Pendlebury, M.A., Arlington House, Brandenburg Road, Gunnersbury, W.6.

W. G. Rushbrooke, LL.M., B.A., 13 Cathcart Hill, N.7.

A. P. Starbuck, B.A., St. John's College, Green Lanes, N.

Rev. Canon Swallow, M.A., The Mall House, Wanstead, Essex.

W. Vincent, Loughton School, Loughton, Essex.

### AS AUDITORS.

H. Chettle, M.A., 76 Ridge Road Hornsey, N.8.

A. E. C. Dickinson, M.A., LL.D., L.C.P., Grove House, Highgate, N.6.

J. Blake Harrold, F.C.R.A., A.C.I.S., 61 Streatham Hill, S.W.16.

The Report of the Council was laid before the Meeting, and was taken as read, a copy having been previously sent to every member of the College. It was as follows:—

### REPORT OF THE COUNCIL.

THE Council beg leave to lay before the members of the College the following Report of their proceedings since the issue of their last Report:—

1. A Course of Twelve Lectures to Teachers on "Aspects of School Practice" has been delivered by Prof. John Adams, and a Course of Twelve Lectures on "The Essentials of Educational Psychology" was begun on February 10. The Council hope to be able shortly to arrange, in connexion with these lectures, for the adoption of a scheme of training.

2. The Christmas Examination of Teachers for the College Diplomas began on the 1st of January and ended on the 6th. It was attended by 116 candidates—2 for the Fellowship, 26 for the Licentiate, and 88 for the Associateship. Since the issue of the last Report the Diploma of Licentiate has been conferred on 21 candidates, and that of Associate on 61, who had satisfied the prescribed conditions. The Council have decided to discontinue the Summer Diploma Examination. A Practical Examination for Certificates of Ability to Teach was held in October; two candidates were examined.

3. (a) The Christmas Certificate and Lower Forms Examinations were held on the 4th–9th December, and were attended by 3,689 candidates.

(b) For the Professional Preliminary Examination, which is to be held on the 6th, 7th, and 8th March, the number of entries is 260.

4. The Council have instituted an Examination for Certificates of Proficiency in Commercial subjects. The first Examination will be held in December 1917.

5. Since the issue of the last Report seven members have been elected, and six have withdrawn from membership. The Council regret to have to report the death of the following members:—Mr. W. N. Barker, Miss F. E. Bull, Mr. C. Clough, Rev. C. W. Ganly, Miss P. C. Hehl, Lieut. J. A. Monkhouse, L.C.P., Mr. D. Murray, Mr. G. A. Reinicke, Mr. J. R. Sieling, and Mr. G. Tweedy, L.C.P.

6. At a meeting of members of the College, held on the 11th October, Mr. Norman MacMunn delivered a lecture on "The New Discipline." A joint meeting of the Private Schools Section of the College and the Private Schools Association was held at the College on the 1st of March, to consider "The Orders of the Food Controller as they affect Boarding Schools."

7. (a) Representatives of the Council have taken part in the work of the Teachers Registration Council, the Federal Council of Secondary School Associations, the Teachers' Training Committee, the Joint Scholarships Board, the Committee of the Conference of Educational Associations, the Secondary School Teachers' War Relief Association, the League of the Empire, the Joint Scholastic Agency, and the Joint Agency for Women Teachers.

(b) *Teachers Registration Council.*—The Teachers Registration Council issued, on the 16th February, the first Official List of Registered Teachers, which contains in alphabetical order the names of 17,628 teachers who have been admitted to the Register. It is expected that the List will be brought up to date and published at regular intervals.

The Registration Council has also devoted much attention to the position brought about by the suspension of the proposals contained in the Board of Education Circular 849. An effort is being made to carry out such of the proposals as are possible during the continuance of the War, and in particular to institute an Advisory Committee or School Examinations Council which shall be able to advise the Board of Education on the best method of bringing about some reduction in the present diversity of examination standards without necessarily abolishing existing examinations.

The Council has recently issued a statement in support of a substantial improvement in the conditions of teaching, especially in regard to salaries, pensions, and retiring allowances, and has approached the Director-General of National Service with a suggestion that teachers who are unfit for Military Service should be permitted to remain in the schools and not be withdrawn for other work, since teaching is a most important form of National Service.

The Council is now engaged in drafting a short statement concerning Reconstruction in Education, and this will be issued in due course.

(c) *Federal Council.*—The College of Preceptors was represented at the forty-first meeting of the Federal Council of Secondary School Associations, on Wednesday, November 29th, held at the University of London Club. The question of War Bonuses was discussed at considerable length, and the following resolutions, among others, were passed:—

(I) That this Council considers it desirable and necessary that War Bonuses should be granted to Secondary School Teachers.

(II) That the above Resolution be communicated to the Executives of the several Bodies represented on the Federal Council, and that their consent be requested to the approaching by the Federal Council of the Board of Education with a view to pressing for a Special Grant from the Treasury to meet this urgent need.

(d) *League of the Empire.*—During the last six months the energies of the League of the Empire have been mainly concerned with War work. The League's depot at 28 Buckingham Gate has now sent out nearly three quarters of a million gifts to the hospitals, prisoners of war, to men in the trenches, and those in distress through the War. Gifts of colours and shields have been made to the Overseas contingents, Queen Alexandra and other members of the Royal Family having made the presentations. Souvenirs consisting of a specially bound volume of Shakespeare are being given to all soldiers disabled in the present War. Two general presentations have taken place, one at St. Dunstan's, where H.R.H. Princess Louise presented the books, and the other at the Star and Garter, where H.R.H. Princess Christian gave the Souvenirs. The Correspondence Branch of the League numbers now over 36,000 members. Preparations are being made for an Empire Day Service in St. Paul's Cathedral on June 2nd, and for the Annual Meeting of the Imperial Union of Teachers in July. To this Conference representatives have been invited from Teachers' Associations in the United States as well as representatives of those Nations now allied to the British Empire.

(e) *Secondary School Teachers' War Relief Association.*—This Association is permitted to make use of the excellent organization of the Assistant Masters' Association, and is thus enabled to effect considerable economies of time and money in making inquiries and in the distribution of relief.

(f) *The Joint Scholastic Agency.*—The effect of the War on the Agency during the year 1915–16 was necessarily to diminish somewhat its normal success. Many vacancies had to be filled at short notice and during term-time when suitable candidates were unable to apply, and many appointments were temporary—while the present occupant was with the forces—a condition that did not attract the best men. Many posts also were filled by Assistant Mistresses. At the present time the Committee have under consideration a scheme for incorporating the Agency. If this should take effect it would involve an abandonment of the existing contract of guarantee, and the promotion of a company to continue and enlarge the work hitherto carried on. The Council of the College have approved the principle of the scheme, and have given authority to their representatives on the Committee to carry out the scheme under certain conditions.

(g) *Joint Agency for Women Teachers.*—In this Agency the influence of the War was felt in two ways. The actual number of posts filled last quarter was rather higher than usual, about one-third being in Mixed and Boys' schools; on the other hand, many teachers have left the profession for work more definitely connected with the War. There was especially great dearth of Science and Mathematical teachers.

March 7, 1917.

PHILIP MAGNUS,  
President of the Council.

The Report of the Council was adopted.

The accounts were approved and were signed by the Chairman.

The Report of the Auditors was adopted.

The Report of the Dean, which was adopted, was as follows:—

#### THE DEAN'S REPORT.

In addition to the general statement of the examination work of the College during the past half-year, which has been embodied in the Report of the Council, I have now to submit to you some details concerning the Christmas Certificate and Lower Forms Examinations, together with extracts from the reports of the Examiners.

The examinations were held on the 4th-9th of December at the following places in the United Kingdom:—Aberdeen, Bewdley, Birmingham, Blackburn, Blackpool, Brighton, Bristol, Cardiff, Carlisle, Carmarthen, Cheltenham, Chulmleigh, Colwyn Bay, Croydon, Ealing, Edinburgh, Exeter, Glasgow, Goudhurst, Harrogate, Hastings, Herne Bay, Holsworthy, Horsham, Jersey, Knowle, Leeds, Leicester, Liverpool, London, Manchester, Margate, Muswell Hill, Nantwich, Newcastle-on-Tyne, Newquay (Cornwall), Norwich, Nottingham, Ongar, Penketh, Plymouth, Portsmouth, Preston, Richmond, Sheffield, Shirley, Shoreham, Southampton, Southend, Southport, St. Leonards, Sunderland, Swindon, Taunton, Torquay, Totland Bay, Weston-super-Mare, Wisbech, Woodford, Worthing, York.

The Examinations were also held at the following Colonial Centres:—Abeokuta, Accra, Cape Coast Castle, Ibadan, Lagos (West Africa); Nairobi (East Africa); Cape Town, Johannesburg, Kimberley, Lydenburg, Oakford, Pietermaritzburg, Potchefstroom, Uitenhage, Umzinto (South Africa); Batticaloa, Colombo, Manepay, Wadduwa (Ceylon); Grenada, St. Vincent (West Indies); Malta.

The total number of candidates who sat for the Certificate Examination was 2,749—2,144 boys and 605 girls.

The following table shows the proportion of candidates who passed in the grade for which they were entered:—

		Examined.	Passed.	Percentage.
BOYS.	Senior .....	261 .....	146 .....	56
	Junior .....	798 .....	439 .....	55
	Preliminary .....	805 .....	597 .....	74
GIRLS.	Senior .....	91 .....	38 .....	42
	Junior .....	182 .....	116 .....	64
	Preliminary .....	254 .....	206 .....	81

The above table does not take account of those candidates who obtained Certificates of a lower grade than that for which they were entered, nor of those (358 in number) who entered for certain subjects required for professional preliminary purposes.

The number of candidates who sat for the Lower Forms Examination was 940—612 boys and 328 girls. Of these 458 boys and 261 girls passed, or 75 and 80 per cent. respectively.

W. G. RUSHBROOKE.

### EXTRACTS FROM EXAMINERS' REPORTS.

#### Scripture History.

**Senior.**—The work had been well prepared: there were but few bad mistakes, most candidates wrote as if interested in the subject, and the average standard was good. The faults were an occasional tendency to write off the point, and sometimes a want of proper assimilation of imparted knowledge. In the Old Testament sections there were a few papers of exceptional excellence. In the New Testament there were a few excellent papers on the Epistle to the Galatians; otherwise the work, though good, was not remarkable. Most of the papers were well written and well arranged.

**Junior.**—This was a very uneven set of papers, ranging from excellent to very poor, but, considering the many difficulties of the time, it may be said that the average standard was satisfactory. The best answering was on the Book of Joshua and on the Acts of the Apostles. Much of the work here was excellent, careful, intelligent, conscientious. So, too, was much of the work in the section dealing with the Gospel of St. Mark; but in this section many candidates did only just enough to secure a pass—no real interest seemed to be felt in the subject. A cheering note of the work was the growing intelligence in the treatment of the Old Testament.

**Preliminary.**—The work was very good. More attention should have been given to the abrupt ending at St. Mark xvi, 8; but on the whole, the Gospel was well known throughout. Answers on the Old Testament generally require more thought in the framing, and therefore are apt to be less complete; but the periods from the Judges to Ahab appear to have been studied very thoroughly.

**Lower Forms.**—On St. Mark many excellent papers were written. Some missed the point of the healing of the paralytic as a proof of Divine power, and there was confusion in some minds between the

Chief Priests, the High Priest, and Pilate the Governor. In the Old Testament sections the answers were generally incomplete, though a few were remarkably good. The story of Ruth seemed to have received but little attention, and the life of Moses was not well known, but more acquaintance was shown with the lives of the Kings and the religious influence of the Prophets. These young people evidently take their work in a serious and earnest spirit.

#### English.

**Senior.**—The Senior candidates acquitted themselves better than usual. They had worked at their Literature subjects more thoroughly, and their Essays were on a higher level.

Part I: (a) The answers to both the "Tempest" and "Julius Caesar" were satisfactory, often showing independence of thought, but many answers would have been more effective had they been more concise. (b) Chaucer had been studied carefully by nearly everyone who chose that subject, with the result that frequently more marks were obtained on the Chaucer than on the Shakespeare paper. (c) The answers on "Bacon's Essays" were of scarcely any value—few of the writers had understood their author.

Part II: The Grammar paper was on the whole done well. The candidates, however, showed little exact knowledge of the meaning of various selected pairs of words, and very few could give instances of metaphor occurring in common daily talk. The Essays were generally earnest and clear in expression, yet disfigured by spelling that often made serious subject-matter appear ludicrous.

**Junior.**—Literature: The answers on Shakespeare were good and usually intelligent. Many answers, however, were too curt, and therefore inadequate. The two plays seemed to have been read with real interest, and not as a task. Scott and Dickens were selected by a small percentage of candidates, but these were well acquainted with their respective books.

Essay: The Essays were only moderately good as a rule, though the writers were equally at home in each of the topics provided, but it seemed as though they had reserved their force and enthusiasm for Shakespeare, and had little left to inspire a convincing essay. There were, however, some striking exceptions to this general statement.

Grammar: Analysis was generally good. Parsing was poor, because it shirked the important points, and dilated on what was obvious. There were also on the average good answers to the question on Pronouns, as well as to the one on various meanings of the word "or." The question asking for a single word to express the sense of a phrase was answered well by a few, and badly by most. And there was once more displayed the usual inability to distinguish between a Transitive and an Intransitive verb. On the whole this paper was answered with considerable credit to the candidates.

**Preliminary.**—Literature: The books had all been read carefully, and the average mark gained was quite satisfactory. "Hiawatha" was well known, and the reproduction of the stories contained in it were generally speaking, meritorious. The poems of Macaulay were well remembered, but the proper names were too often misspelled. The least satisfactory question in this paper was that relating to the spread of the news of the Armada's approach; very few gave more than a small proportion of the places mentioned. The papers on "Ivanhoe" were hardly so good; from the fragmentary nature of some of the answers it seems possible that certain classes had only read "selections" of the novel.

Composition: The general result was quite good; very few candidates failed to obtain the qualifying mark. Most of them wrote a very fair Christmas letter, though some few forgot to insert address, date, and signature. The writing and spelling were almost universally satisfactory; there was very little careless or untidy work.

Grammar: The straightforward questions dealing with the grammatical points usually included in this paper were well done, but some of the weaker candidates failed to cope successfully with those which were off the normal lines. This was noticeable in two instances especially. The present tense *only* of the verbs used in the poem was asked for, in order to see if the candidates knew the simple form of the verbs, "stole, set, rose," &c.; the majority either gave two lists (of past and present) or omitted the present altogether. Again, as no names were mentioned in the poem, its meaning could only be properly understood by knowing who the people were to whom the pronouns referred. The simple way to show this was to write a line or two describing the incident; but nearly everybody drew up a long list of the pronouns, giving much irrelevant information about each in turn. Some missed the point of the story by misapplying the last two lines to the nurse instead of to the mother; others thought that "Rose" was the nurse's name. The parsing might have been better. The words which gave most trouble were "like," "must," and "watching." One of the commonest faults was to insert unnecessary and incorrect details—*e.g.* to give gender, number, case (and even person) to the present participle, and to assign gender and case to verbs.

**Lower Forms.**—Grammar: The Analysis was satisfactory, and the Parts of Speech were recognized well, but there was a sin-



gular ignorance of possessive cases, and the past participles were not often correctly given. Candidates should be trained, when they are exercised in questions on different meanings belonging to the same word, to construct sentences that clearly indicate their knowledge, instead of sentences like "He has a profession," or "The rail is there." The question on formations of verbs, &c., was well answered. But the question on punctuation clearly penetrated an area to which the candidates were absolute strangers. With the exception of a few uninviting scrawls, the presentation and handwriting of the papers were good.

Dictation, &c.: Generally, the spelling was satisfactory. The weakness in this paper is nearly always in the composition of the reproduced matter. Candidates do not construct sentences properly; sometimes they spell badly; and they have no idea of punctuation. Very few present a composition which, as a simple independent essay would be faultless. But the matter of the Reproduction was well known; and some candidates gave a more explicit presentation of its point than the original had provided. Some handwriting was excellent; most very good; the execrable exhibitions were very few indeed.

Literature: There was a preponderance of candidates in favour of the paper on "Macaulay." In the answers to this paper especially there were sometimes welcome evidences of very careful preparation. The general standard attained, however, was not high. Questions A 5 and B 6 were very poorly done; scarcely any one noticed the alliteration in Question A 5. Such statements as that Horatius was "bored by the joyous crowd," and that "Bohemia's plume" was "three oyster's feathers," indicate too great a dependence on oral teaching, and suggest the need of more practice in writing answers.

### English History.

Senior.—The candidates, as usual, fall into two markedly distinct groups—those who passed generally well and those who failed, generally completely. Among the latter candidates such answers as the following were not infrequent:—(1) "William Wilberforce instituted the slave trade. He used to go to Africa and carry off black men and women with every form of cruelty. In his latter days he saw the error of his ways and tried to abolish the trade." (2) "*Habeas Corpus* stated that no Catholic was to be allowed to preach in public." (3) "The Act of Settlement (1701) said that the sons of William III were never to have the Crown." (4) "Dean Colet was a Greek." (5) "Maria Theresa attacked Salonica." (6) "Tippoo Sahib shut up people in the Black Hole." It is difficult to see why candidates prepared like this should be sent up for the Senior Examination. Many candidates, even good ones, lost marks by not attending to the limitations of a question. For instance, in a question about the *Protectorship* of Cromwell, candidates wrote at length about every part of his career except the years when he was Protector. When asked to compare the political condition of the working classes to-day with what it was in 1760, they wrote about the social or industrial condition—seldom a word about the political.

Junior.—Candidates mostly satisfactory, but many very weak. Some of these lost marks through insufficient practice in writing answers to questions. Thus, when asked "Where are the following places and for what are they famous?" they would say: "Dunbar, Scotland, a battle," or "Shrewsbury, England, a battle." To such answers, obviously, few marks could be assigned. Some questions to which good answers might have been expected, even from Junior students, were answered badly by almost all who attempted them—e.g. those on Canute, Edward II, William III. The most encouraging features of the examination were greater accuracy and better composition on the part of the majority of the candidates.

Preliminary.—The work, as usual, varied greatly, but there were one or two sets of papers which reflected much credit on the teaching. Questions on war, especially those relating to the Navy, produced, perhaps, the best answers; but Colonial history was little known. On Canada, for example, every boy and girl seems to know about Wolfe, but many placed his capture of Quebec in Victoria's reign. The number who could write intelligently on the points in dispute between Charles I and Parliament was very small, and the Bill of Rights was very often confused with the Petition of Right.

Lower Forms.—The work was above the average. The dates of certain kings were better known than formerly, but many who knew the dates assigned events within those years to other reigns. Practically no one knew the number of members in the House of Commons, while many guessed "23"! This showed the influence of newspaper placards, on which "the 23" often figured in the month before the examination. It might be worth while to explain the elements of Parliamentary history backwards—to describe Parliament as it is, and then proceed "from the known to the unknown." The history of Parliament seems to have received astonishingly little attention.

### Geography.

Senior.—The following passages in the Report on the last Midsummer Examination apply equally to the recent Examination:—

"These papers on the whole are weak, and quite below a 'Senior' standard. Many candidates appear to have read nothing but what was contained in inferior or antiquated textbooks." "There was much carelessness in reading questions." To the question "Why is Australia so dry?" such answers as the following were given:—(a) It has no mountains, (b) it is surrounded by a ring of mountains, (c) it is desert, (d) it is sandy, (e) it has no (or few) rivers. To the question "Why are the lowlands of Scotland more wealthy, &c.?" there were the following answers:—(a) They have more rivers, (b) they are protected from cold winds; and in most cases there was no mention of coal and iron. Few could give the boundaries of Russia correctly on a sketch-map, and few—about ten—could draw a contour map respectably, though the question has been asked recently in every paper.

Junior.—A very uneven set of papers. The map (Question A 1) was fairly well filled in, though in many cases the towns and rivers in the New World were omitted. Question A 2 was selected by most candidates, and was on the whole unsatisfactory. The choice of wet regions was often unfortunate. Some chose regions that are generally regarded as dry, others selected regions that were too extensive, e.g. "West side of America" or "India," while others singled out regions that are famous neither for rain nor for the want of it. Naturally the reasons advanced were unsatisfactory. A 3 was astonishingly weak; A 4 produced some thought, though few of the reasons given were sound.

Section B. Europe: The map was satisfactory, but few candidates had a clear idea of the position of Kola peninsula. Question B 6 was fairly well done, but few candidates were able to indicate satisfactorily the advantages or disadvantages derived from the position of the town. The same can be said of such candidates as selected Question C 6. In answer to Question B 8 many candidates selected the Suez Canal, some even the Panama, as canals of Europe. Answers to Question B 10 and C 10 showed in most cases a certain amount of original thought, though they were not always convincing.

Section C. Africa South of the Sahara: This section was the most popular. The map was very fairly filled in. The maps drawn in answer to Question C 7 were singularly poor.

Section D. Was selected by only a few candidates. The results, with the noteworthy exception of a certain group of papers, were exceedingly poor, and gave the impression that most candidates had had no previous preparation in the subject.

Preliminary.—The general impression is that the papers this year were rather better than usual; but, notwithstanding this improvement, most of the old defects were apparent, especially (a) the usual muddling-up of sections in spite of the italicized instructions both at the head of the paper and at the head of each section; and (b) the lack of diagrams and illustrations and sketch-maps. The filling in of the map was, as a rule, satisfactorily done. The other questions, both physical and regional, were also satisfactorily attacked. Of mistakes common to a large number of papers the most striking were: (a) the ascription of coal-mining to the special industries of Malta ("a coaling station," evidently); and (b) the ever-recurring description of a volcano as a "burning mountain."

Lower Forms.—These papers were very varied: some were very good indeed, others very much the reverse. A weak point was the physical geography and its application, especially noticeable in the attempts to answer Question 4, which asked for the "chief physical features" of a district, and the "effect" of these features on occupations. On the other hand, there was much good work—evident particularly in the answers to the questions asking why such and such a town has gained importance (Question 5), and why population is denser (Question 8) in one part of a country than in another. Put in this form, the question elicited plenty of signs that the candidates' ideas of physical geography, if latent, were nevertheless in existence, and only needed drawing out. For the rest, there was an intermittent recurrence of all the old mistakes—no location dots in the maps, rivers running across mountain ranges, mountains "bursting" clouds and so making rain, volcanoes described as "burning mountains," linen made from cotton (or wool)—but in distinctly less numbers.

Lower Forms.—South Africa: A very creditable and remarkably even set of papers, with few poor results and none of exceptional merit. The chief fault was want of explicitness in giving localities, especially in answer to Question 3, where most candidates were content to describe Paarl, &c., as "in the Cape Province." The map, Question 1, was fairly well filled in. The answers to Question 7 were astonishingly poor. Section (b) in Question 8 was satisfactorily answered, but the answers to Sections (a) and (c) showed that conditions affecting climate are imperfectly known.

### Arithmetic.

Senior.—The easier questions were usually done well, but the decimal work was frequently incorrect owing to over-contraction. Comparatively few candidates knew the number of square chains in an acre, and of these the majority worked the "cost" sum, involving

them in decimals, instead of by the much easier and more direct method of "practice." The work on percentages and profit was very poor, and seemed to show an unintelligent reliance on formulae. The use of factors as a means of lightening arithmetical calculations was not sufficiently appreciated, e.g. in finding the square root of a perfect square already expressed in factors, fully 75 per cent. of the candidates multiplied the number out and then found the square root. The method of setting out and working a compound interest question still leaves much to be desired. Formulae should not be used at this stage, and the working should not be carried beyond four decimal places of a £.

**Junior.**—The work sent up was, on the whole, very satisfactory. A large proportion of the candidates gave correct answers to the first four questions, which involved simple, practical, and straightforward work, excepting, however, a certain number who were weak in fractions. A frequent error needs notice—many candidates wrote

$$\frac{5\frac{1}{2} + 6\frac{1}{2} + 7\frac{1}{2}}{\frac{1}{2} + \frac{1}{2} + \frac{1}{2}} = \frac{18\frac{3}{2}}{\frac{3}{2}} = 18.$$

Such a mistake should not occur. A question on income-tax was not answered with sufficient frequency, though, on the other hand, a fairly hard question on interest was, as a rule, well done; so, too, was a question on square root. Generally the papers were well written, but certain candidates so muddled up their calculations as to be quite unintelligible. Masters should insist on clear and intelligible exhibition of work.

**Preliminary.**—The easier questions on the more elementary section of the course, except No. 2, were answered fairly well. The harder questions (7-10), although presenting no special difficulties to candidates adequately prepared, were not successfully solved by so high a percentage as one might expect. A too common fault of the weaker work was the use of lengthy roundabout processes where short direct ones were fairly obvious. In some cases the "rough" work was intermixed with the normal work, which should have been kept apart and set out consecutively in order. There were some instances of results sent in without any work showing how they were obtained.

**Lower Forms.**—While the number of failures was not large, and several candidates obtained full marks, there was a larger proportion of mediocrity than usual. A very common mistake was the omission of a "0" in the quotient of a division sum. Slovenly marginal work frequently caused inaccuracy, and in fact the practice of working out the details of a sum in one place and putting a summary of the results in another (which is sometimes a different sheet of paper) might with advantage be discouraged.

### Algebra.

**Senior.**—There were many weak papers, but the better papers showed much promise and some were excellent. Factorization was generally weak, and simplification often spoilt by inaccuracies. The problem of Question 3 was generally correctly answered, except in the weakest papers. The equations were fairly well done, but a good many could not interpret  $21(x+1)^{-1}$  correctly, although a knowledge of indices is required by the syllabus. The question in proportion was often begun rightly, but in many cases  $\sqrt{a} + \sqrt{b}$  was treated as equal to  $\sqrt{a+b}$ . There were some, but not many, good answers to Question 7. The better candidates gave excellent answers to both questions on Progressions. In the Graphs A was generally well done, but only a few good answers were given to B and C, the equations of the latter being not infrequently calculated as  $x+y=24$ .

**Junior.**—The paper was easier than it seemed at first sight. The first question needed but mechanical work, and was correctly done by the majority of the candidates. The most disappointing results of the paper fell to Question 2. The majority of the candidates gave no continuous answers—nothing but a series of terms. Questions 3 and 4 were satisfactorily answered, as also were Questions 5 (i) and (ii); but Question 5 (iii), though often worked out at great length, and (almost as a natural consequence) wrongly, from inability to see its easy resolution into two simple equations, gave very imperfect results. The Quadratic Question 8 (A) was frequently muddled. Not many candidates attempted Question 8 (B).

**Preliminary.**—The papers showed a distinct improvement on those of a twelvemonth ago. Insufficient attention is still given to brackets, substitution, division, and multiplication. In fractions, adding numerators and denominators and cancelling terms instead of factors are still far too common. Problems were better.

**Lower Forms.**—There was a marked recovery of standard. Grounding is still not good enough, and the answers to Questions 1 and 2 showed far too many errors in principle.

$$\frac{1}{2} - \frac{1}{3} = \frac{1}{6}, \quad 6pa^3 + pa^3 = 7p^2a^3,$$

and like errors occurred too often, and brackets and division need attention. Factors and problems were good.

### Geometry.

**Senior.**—A fair proportion of the candidates, especially of those who took the A Paper, knew their bookwork; but the performance on the riders was poor on the whole. Those who took the B Paper were very varied in quality; some did the drawing very neatly and correctly, knew ordinary constructions, and at the same time showed good knowledge of theory; others were thoroughly bad in both parts of the subject, and evidently knew nothing about it.

**Preliminary.**—From many centres satisfactory work was received, but there were several centres at which the candidates had scarcely any knowledge of the subject. The chief faults were lack of references, congruence of triangles inferred from equality of two sides and non-included angle or from equality of three angles, wholly illogical development of proofs by super-position, the substitution for a general proof of a *verification* by measurement from a particular figure, and—in Paper B—an absence of knowledge of the theoretical portion of the syllabus.

**Lower Forms.**—Taken generally, the answers were quite satisfactory, but at some centres the candidates had practically no knowledge of the subject.

### Mechanics.

**Senior.**—With one or two exceptions the candidates showed extremely superficial knowledge of the subject, a loose grasp of mechanical ideas, a want of power to grasp the conditions of the problems, and a lack of the mathematical ability and practice necessary to work out their solutions.

**Junior.**—Of the few candidates presented nearly all passed the examination and solved the problems. But the bookwork was deficient.

### Book-keeping.

**Senior.**—The papers were not up to the level of the last few examinations. The customary weakness in the meaning of the terms in Question 1 was shown. While the calculations in Questions 2 and 4 were generally well done, the necessary entries were poor.

**Junior.**—The papers were on the whole better than in past examinations. Most candidates did all the books, and fewer than usual confined themselves to the journal only. This one book of primary entry is not now asked for, and candidates should be warned to do as directed in the paper, where what is required is clearly set out. The calculations were often badly done, and so was "Interest on Capital."

**Preliminary.**—Although the ledger was not asked for, and candidates were confined to books of first entry, the average level of marks was little, if any, higher than at the last examination. The terms asked for, some of which were very common, were poorly done.

### Mensuration.

**Senior.**—About one-half of these candidates showed a very fair knowledge of the subject, though there was much inaccuracy. Many of the candidates relied too much on special formulae instead of working out the problems from first principles.

**Junior.**—Some very good sets of answers were received. The methods employed were usually good, and the calculations accurate.

### French.

**Senior.**—The passages for translation proved difficult, and many candidates failed to make out the general sense. The fault of poor English still remains. Almost all candidates showed sufficient knowledge of words and construction to enable them to attempt the translation into French; but great carelessness in agreements was shown. In the free composition there was an improvement; several candidates wrote quite good essays. The grammar questions received careful answers.

**Junior.**—The absence of care in writing French words is still lamentable. The impression is given that these candidates have not grasped the essentials of either accidence or syntax, and have no feeling of security in writing even the simplest phrases. Still, there was much good work, and the composition showed improvement.

### Welsh.

**Senior.**—The work as a whole was very fair, although no paper reached a high standard. The candidates were evidently colloquially conversant with the language, but neither the translations nor the answers to the grammatical questions showed adequate exercise in composition or reading of authors in Welsh or translation from Welsh to English. Some showed more intimate acquaintance with advanced grammar and the idioms of the Welsh language.

**Junior.**—The work was on the whole good. The translations were good, particularly those from English to Welsh. The translations from Welsh to English showed the need of continuous exercise in English composition and the continual perusal of good Welsh literature. The grammar was well done as far as the nouns and adjectives.

**Preliminary.**—The work was quite satisfactory. The translations were good, and the grammar questions were all well attempted. More care should be taken with the spelling of simple Welsh words.

### Latin.

**Senior.**—The set books had been well prepared by a considerable number of the candidates, both as to Translation and subject-matter. The compulsory Unprepared Translation was usually the weakest point, only a few really good versions having been sent in. The grammar was often satisfactory, but the answers on Syntax were weaker than those on Accidence. The Translation of Sentences into Latin was of varying merit, some quite creditable versions being sent in, while those of the weaker candidates were often quite worthless. Of the small number of candidates who chose Unprepared Translation instead of Prepared Book four (all from Home Centres) obtained the mark of distinction; of those from Colonial Centres two-thirds failed to reach the minimum mark for passing.

**Junior.**—The Set Books, Caesar and Virgil, had been fairly well prepared at most of the Home Centres; several renderings were both accurate and pleasing, and there were no signs of memorized translation. The subject-matter of both books had received attention and had excited interest. The Colonial work was very poor; at many centres the translation was left unattempted. The Unseen Passages were not attacked intelligently; there was too much guessing at the sense, too little regard for the grammar. The questions on Grammar were answered satisfactorily on the whole, except those on verb-accidence and syntax. A few candidates sent up very promising work in Composition, avoiding bad blunders and showing a very fair grasp of ordinary constructions; but the copies of the rest were marred by violations of the simplest rules of syntax and serious mistakes in accidence.

### Light and Heat.

**Senior.**—The Light portion of the paper yielded some very good answers, especially to Questions 2 and 3. The question on the formation of shadows was answered unsatisfactorily, the importance of the fact that light travels in straight lines being insufficiently appreciated. The description of the eye was good as a rule, but pupils should be taught that the principal amount of the bending occurs at the front surface of the cornea, and only about one-third at the lens. The answers on Heat were less satisfactory. There was no correct answer to Questions 7, 10, 12, or the second part of Question 9. The use of a knowledge of the dew point was not shown well, and there was no good account of the experimental part of the determination of specific heat.

### Magnetism and Electricity.

**Senior.**—The candidates did not seem familiar with the section on Electrostatics. Question 6, which deals with a very fundamental point, was not answered. The omission to teach it leaves a gap between electrostatics and current electricity. There were some good answers to Question 10, but candidates did not appear to know that alternating currents must be employed. Pupils should be taught the conventional methods of representing on a diagram the details of the electric circuit.

### Elementary Physics.

**Junior.**—Apart from one most deplorable batch of scripts, the answers sent in to this paper from home centres were satisfactory; the scripts from colonial centres were rather poor. The method of finding areas by counting squares seemed familiar, though the counting itself was done rather carelessly. Archimedes' principle was not known properly, and not one of the candidates had any knowledge of the very simple form of hydrometer mentioned in the question. In stating Boyle's law the necessity for keeping the temperature constant was often overlooked, and there was but one completely correct answer to Question 5 on the spring balance. As a rule, only the external features of the domestic variety were described; indeed, one colonial candidate said that the only spring balances he had ever seen were those used in butchers' shops. The answers to the questions on Heat were weak. It was disappointing to meet once again the bad old experiment of dropping hot balls of various metals into a cake of wax. This time it was brought out in order to demonstrate the difference in the thermal conductivities of the metals. Generally it pretends to show the difference in their thermal capacities; while all it really does is to confuse the student who thinks at all about his work. It should never be shown at all.

### Elementary Science.

**Preliminary.**—Most of the candidates possessed a creditable knowledge of at least one section of the subject. There seems to be some lack of practical work; for example, it was evident that few of the candidates had actually found the area of a circle by the "counting squares" method or the weighing method, and the lever had not been studied experimentally in a quantitative manner. The proper method of filling a thermometer was seldom described, and the reasons for the use of a small bore and bulb were quite unknown. The question on the description of a given solid substance received a few really excellent, well thought out answers. More stress might

with advantage be laid on simple observational work, especially in the Colonial schools.

### Chemistry.

**Senior.**—The written work, on the whole, was creditable. In some cases it was evident that work in the laboratory had not kept pace with instruction in theory; but many of the papers showed a practical knowledge of the experiments under discussion. The practical work was generally satisfactory.

**Junior.**—The work was generally satisfactory. Few of the candidates were acquainted with the elementary facts concerning the preparation of ammonia on the commercial scale. In Section B, most of the candidates appeared to realize the necessity of care in the use of a balance. The importance of the proper care of apparatus cannot be over emphasized. Some failed in attempting a detailed account of experiments they had carried out; for example, in the description of the determination of the loss of weight in heating chalk the essential details of manipulation were omitted. The practical work was fairly satisfactory.

### Drawing.

**Senior.**—As compared with recent previous examinations, there was a very perceptible increase in the proportion of really valueless papers, which may be due—at least, in part—to a neglect of the subject caused by War conditions. An average standard of attainment that shall express, even moderately, the truth about the appearance of a model-group can only be secured by steady practice as well as sound teaching; and there is no doubt a tendency to curtail the time available for drawing as the pupil reaches the higher stages of work; and this not infrequently just when experience is beginning to bear fruit. As has been noted in previous reports, the difficulty of representing surfaces as more or less horizontal seems to be decreasingly felt, but any real observance of perspective laws makes slow progress, and the treatment of circles shows lack of perception. A discreditable amount of ruling has to be recorded. In Memory Drawing, the smoothing plane proved something of a mystery, except to habitués of the workshop. There were only a few excellent renderings, but the great majority showed little or no understanding of the construction or use of a plane. On the other hand, a reasonable number displayed good observation of general proportions.

**Junior.**—All the comments on Senior Model Drawing apply to the Junior work; but the proportion of quite ignorant and futile efforts was still more marked. Memory Drawing was, on the whole, successfully done, though better observation of proportion should be sought for. Drawing from the Flat was hardly so well done as usual, largely owing to absence of proper "setting out" of main features, and consequent failure to get right relations between the parts. Some candidates, indeed, did surprisingly well, in view of their bad, blind methods. Real freedom of hand, too, is often not adequately taught—timid, scrappy, patchy line being far too prevalent.

**Preliminary.**—*Freehand from the Flat.* Speaking broadly, more attention than formerly seems to have been given to the proportions of the larger facts of the example, and also to the swing of the big curves; hence the number of papers earning marks well above the minimum for passing was definitely increased. There were, however, many candidates who drew individual curves well, but who neglected to consider the proportion of the structural forms; so the marks awarded in such cases were less than might easily have been earned.

**Model Drawing.**—Possibly the weakness which was noticeable in a number of the ellipses was to some extent owing to their large size, but this does not excuse the shapeless travesties which were in some cases presented. The lower ellipse was frequently made flatter than the upper one. Every student of Model Drawing should know and use the rule: "In a circular object, considered separately, the partly hidden ellipse is rounder than the one which is entirely visible." The apparent convergence of receding parallel lines was often well represented. All the drawings were made to an adequate scale.

**Lower Forms.**—The somewhat subtle form of the example (a stirrup) was well appreciated by a considerable majority of the candidates. Here and there proportion (though it was both obvious and simple) was not sufficiently studied. In the case of a symmetrical figure an axis is a *sine qua non*; but, for want of it, a number of drawings were either lop-sided or falling over. There was a satisfactory percentage of quite good drawings.

### Domestic Economy.

The results, as a whole, were very good, and indicated sound teaching and a genuine interest in the subject. The importance of a knowledge of Domestic Economy as an aid to national efficiency had evidently been impressed on the pupils by their teachers. More attention should be given to the methods of washing and drying woollen and flannel materials, and to the correct methods of making a cup of cocoa or a pot of tea.

Section III, Clause 4, of the By-Laws was amended so as to read thus:—

The Council is authorized to admit, without examination, to the grade of Fellow, *honoris causa*, such Members of the College and other persons as possess well-attested high classical or mathematical attainments, or are eminent as Teachers, or have obtained distinction in Science, Literature, or Art.

The CHAIRMAN, in moving the amendment of the By-Law on behalf of the Council, explained that the question of amending the By-Law in the way now proposed had arisen in connexion with an important movement for the promotion of an educational *entente* between England and the allied countries. The Council felt that some help might be given to that movement if they had the power to grant the Fellowship of the College to distinguished educationists in the allied countries.

The meeting concluded with a hearty vote of thanks to the Chairman for presiding.

## THE UPLANDS ASSOCIATION.

### STATEMENT OF PRINCIPLES ON PHYSICAL EDUCATION.

#### I. THE GENERAL PRINCIPLE.

During childhood (up to thirteen years of age) the child should manifest a purposeful, joyous activity in all his pursuits. His physical development is, therefore, just one aspect of an activity which absorbs his entire being, body and mind in unison. Growth of physical organs is a necessary accompaniment of such activity, but the healthy child is not specifically interested in this growth. Bodily growth demands a very large amount of movement, and this should be afforded by the variety of practical, æsthetic, and recreative pursuits to which his developing human nature responds.

This is the normal procedure; it implies that there should be large opportunities for work and play in the open air, and that school pursuits generally should involve much more activity than is commonly permitted at the present day.

Under subnormal conditions, such as *e.g.* prevail in the congested areas of large cities, or are found in children suffering from malformation, remedial measures may be approved to supplement (but not to replace) the wholesome activities of a rational healthy life. Only under such conditions can the massed movement of Swedish or other systems be countenanced. The principle applies in the same way to breathing exercises. This device, imposed for a few minutes at stated intervals day by day, may serve as a partial remedy against stunted development, when children are too much confined, and thus are prevented from inhaling fresh air with spontaneous vigour for an adequate time.

#### II. THE FUNCTION OF DRILL.

All collective or mass instruction can be called "drill" if the instructor aims to practise his class in some specific exercise. All such massed movements, as in rifle and bayonet drill in the Army, swimming or cricket drill in schools, are only serviceable as preliminary to real activities in which each performer must act for himself. In a similar way soldiers and sailors, like other adults, can appreciate the benefit of a gymnastic drill, which among children is only accepted as a physical relief from sitting at desks. Apart from such *realized* motives, drill is boredom to an intelligent mind and has neither psychological nor moral value; parades and marches, imposed in the belief that drill in itself is educative, have the contrary effect, and induce stupidity both in the teacher and the taught. The assumption that a *general* power of mental alertness is trained by inducing smart responses to specific commands is baseless. Drill, therefore, can only function as a particular type of class teaching, and it can only be sanctioned when a specific exercise is profitably learnt through precise directions which the whole of a class can follow at once.

#### III. DEVELOPMENT.

If development follows its normal course, the instinctive

desire for incessant movement during infancy is reinforced by habits which will lead the boy and girl, first, to cultivate active pursuits out of doors; secondly, to accept the more controlled movements which are provided on the one hand by ordered recreation in games, and on the other hand by industrial pursuits in workshop, garden, or house.

After fourteen years of age, and more frequently after eighteen years of age, many young people acquire a self-regarding interest in some form of physical development—*e.g.* in swimming, running, gymnastics; these, as well as competitive games, should be allowed their fair share of public support, in school as in parks and open spaces. At this period of life, however, each person can claim an increasing freedom of choice as between differing modes of exercise. The current practice of many secondary schools is to be deprecated, where interest is confined to a few conventional games and sports, especially when the desire to secure good "results" restricts participation to the more proficient.

Under normal conditions the habits formed in healthy childhood will lead the adolescent to keep himself physically fit, and therefore to take an appropriate part in games or the like; whatever control is exercised over youth of both sexes, whether in schools, workshop, or offices, this control should not debar them from opportunity to attain normal physical development at maturity.

Further investigation is needed in detailed scientific examination at each of these stages of development to determine the type of gymnastics or games congenial to the powers and tastes of those upon whom they are imposed.

#### IV. MUSIC IN RELATION TO BODILY EXERCISE.

A. Where large numbers of children move quickly from place to place, they will find pleasure (as do adults also) in keeping step with the accent of song or musical instrument. Any other form of musical drill (see II above) has no meaning, and therefore no educational value.

B. Every normal child is stimulated to make spontaneous rhythmical movements of the limbs in correspondence with the rhythm of music. The teacher of music can therefore help the child to a conscious appreciation of rhythm, identifying the rhythms of music with the rhythms of movement, and can thereupon offer him a technique, such as that invented by Dalcroze. Such an enlargement of musical experience promotes also the grace and vigour of the body; along with singing games and folk-dancing, it should hold a prominent place in the activities of childhood.

Conventional dancing can only be sanctioned at a later period, when young people are sufficiently developed to share the new social interests of sex to which dancing responds.

At every stage the value of such pursuits in respect of physical education should be recognized, especially if attention is paid to fresh air and hygienic dress; but the æsthetic and moral value of "good" music and of "good" dancing are even more important, since the influence of bad art is disastrous.

Since music has a social purpose, all these forms of expressing rhythm should be associated with festival, drama, and other social functions (supplying to the school community and its circle a congenial field for the expression of delight in every form of fine art).

#### V. PHYSICAL TRAINING AND PHYSIOLOGY.

Little importance can be attached during childhood to the acquiring of information about the functions of bodily organs, since normal human beings form right habits at an early age, induced by authority and by suggestion rather than by research and reason. In later adolescence, physiology, as a branch of biology, affords explanations for which minds, informed by full contact with the natural world at earlier stages, are quite ready; but at this period also all that is required for normal development can be conveyed by brief empirical information. The will is not strengthened by focusing the attention on scientific aspects either of digestion, of circulation, of nerve and brain processes, or of sex.

January 1917.

## REVIEWS.

*Hindu Mind Training.* By an Anglo-Saxon Mother.  
(10s. 6d. net. Longmans.)

The writer of this book proclaims herself a disciple of Mr. S. M. Mitra, who is a medical man and the author of several works on Indian subjects. He supplies an eighty-page Introduction and a concluding chapter, and the intelligent reader will have little difficulty in making up his mind that Mr. Mitra has had more to do with the text than had the Anglo-Saxon Mother. The book provides a wholesome tonic for us Occidentals who are a little proud of our western civilization. Some of us have resented the continual reference of all our ideas back to Plato and Aristotle: but those worthy philosophers are now in turn treated as comparatively modern thinkers who have borrowed all they possess from the thinking of Mr. Mitra's ancestors of thirty centuries ago. All our philosophical and educational ideas from Aristotle to Freud, from Pythagoras to Montessori, were *vieux jeu* to the Hindus of thirty centuries ago. From them we might have borrowed the notion of unconscious cerebration thirty centuries since, instead of reluctantly accepting it a few decades ago. To tell the truth, this ever recurring chorus of "thirty centuries ago" becomes more than tiresome in the book, and we feel that the necessary amount of humility might have been instilled into us with less reiteration. Some of us may resent being told that "the idea of evolution had been discussed at length by the Hindu over thirty centuries before the birth of Darwin or Spencer, and what was a mighty 'discovery' in the eyes of Europe was no novelty to those conversant with the teachings of Hindu India." The trouble is that Mr. Mitra does not ask us to take his bare word for it. He cites the Sanskrit Scholar Sir Monier Williams: "the Hindus were Spinozites more than two thousand years before the existence of Spinoza, and Darwinians many centuries before Darwin, and evolutionists many centuries before the doctrine of Evolution had been accepted by the scientists of our time."

In any case, Mr. Mitra gives evidence of a wide knowledge of western educational and philosophical literature. It is when we come to the actual scheme of Hindu mind training that we begin to think of the Latin tag about mountains and mice. For the result of thirty centuries of cogitation is nothing more than a scheme of training the mind by a series of fairy-tale fables manipulated during their presentation by a carefully arranged series of questions, to which the pupils give answers that form an exercise in purposive thinking. Out of the 536 pages some 420 are given up to these improving tales, with the appropriate questions and typical answers. Among those grown-up persons who have supplied the answers Mr. Mitra mentions with perhaps justifiable pride that there "are graduates of Cambridge and Oxford, two peeresses, doctors of both sexes, and a leading suffragist." With such contributors it is only to be expected that the comments and answers are quite interesting. The stories, too, are not without attraction. But we cannot find any trace of systematic training; though it has to be admitted that almost every aspect of human experience is touched upon somewhere or other in the volume. We should be inclined to criticize the psychological soundness of this glorification of edited story-telling as a complete educational system had we not been told that "psychology has scarcely been studied long enough in the West to justify the dogmatism in which some writers indulge." This warning prevents us from commenting upon the remarkable statement that the dates at which the answers were written had to be carefully noted "to see how the influence of the waxing or waning moon on certain temperaments guided the choice of questions." Much might be said about a statement like that, but we have learnt something by a careful reading of this long book, and hope to be included among the favoured ones referred to in the following passage from which we have extracted genuine consolation:—"A careful perusal of this volume would no doubt in most cases eradicate the germs of fanaticism, and make its students rational beings, capable of proper self-expression as well as necessary self-repression." We accept this word to the wise, and repress ourselves.

*The Permanent Values in Education.* By Kenneth Richmond.  
(2s. 6d. net. Constable.)

It is generally a mistake for a capable writer to get another person to write an Introduction for him. Mr. Richmond stands in no need of a supporter, but he has been fortunate enough to secure from Mr. Clutton-Brock an introduction that contains an idea. The elimination of the notion of *status* from education deserves attention. The public will have gained something if it can assimilate the truth underlying the epigram: "One of the first aims of education should be to remove all pride in it." Coming to the book itself, we find that Mr. Richmond's purpose is to supply teachers with "*hors d'œuvre* for the neglected feast of educational history." He believes that the past has serious lessons for to-day, and that at present these lessons are not sufficiently impressed upon teachers. The book is "roughly historical," but its author feels constrained to add that "personal conclusions, personal attempts at a revaluation of old ideas in terms of new conditions are put forward." This is too modest a statement; the book is mainly a revaluation of old ideals, and contains far more of Mr. Richmond than of any of the educationists that he criticizes. It is just here that the present volume differs from Mr. R. H. Quick's (not "R. B." as Mr. Richmond has it on page 27) "Educational Reformers."

The older book supplies the materials on which criticisms are made. Mr. Quick describes what Mr. Richmond takes for granted. Accordingly this book is of less value to the reader who comes to it without previous reading in educational history. It should be read by the student who has already gone through a course. The tired teacher referred to in the preface can benefit by this book only if he has already mastered the broad outlines of educational history. One cannot put into the 134 pages of this little book what demands 759 pages in Monroe's "Text-Book." But when one has read Monroe one may come to Mr. Richmond for help in understanding the meaning of what one has read. In this respect the book is admirable. Its author displays marvellous ingenuity in discovering or inventing—it is not always easy to say which—underlying currents of thought and influence that throw a grateful light in dark places. Even the most *blasé* exponent of educational history will be compelled to admit that many familiar and vague generalizations become here fresh and clear cut. Mr. Richmond has a quite exceptional gift of seeing into the inwardness of things, and suggesting new and illuminating points of view. The book is provocative, but in the best sense of that word. It stimulates thought without alienating sympathy.

The epigrammatic style will confuse the more matter-of-fact readers: we wonder, for example, how many will get to the bottom of the sentence, "Froebel's recognition of the issues involved was far-reaching enough to have been widely neglected." But almost every epigram in the book is worth the trouble it involves. What could be better than the Herbartian escape from difficulty "by reducing will to its simplest terms, and calling it interest," or "the conflict in the mind of man between everything and everything else," or "education is not a hypnotic process"? The fact that much of the material has lately appeared in the periodical press guarantees its freshness and its applicability to the present educational crisis where such guidance as Mr. Richmond's is urgently needed.

*German and English Education.* By Fr. de Hovre.  
(2s. 6d. net. Constable.)

Dr. de Hovre is a Professor of Education at Louvain who has spent some of his time of exile among us in writing this comparative study. Little cause as he has to love the Germans, he is scrupulously just to them, and even generous in proclaiming their good points. We may therefore, perhaps, accept with less doubt than we otherwise would the favourable opinion he expresses on the English soul and on English education. In the contrast he makes Germany stand for *Kultur* and England for Civilization. The difference between them is broadly: *Kultur* stands for the selfishly national, the intellectual, the State; while Civilization stands for internationalism, the moral, the individual personality. Passing from a study of the German soul to an examination of German edu-

cation, Dr. de Hovre has many enlightening remarks to make. He tells us, for example, that from the purely individualistic English point of view the "school exists merely because it is impossible to provide each pupil with a private teacher." We are startled to be told that all individualistic conceptions are, at bottom, utilitarian and mean; but we are cheered to find that, "raised to the national standpoint, they are brought again into the light of sound idealism." In illustration of the close connexion between education and political life in Germany we are reminded that "at the national Congresses which preceded the Unification of Germany (1846, 1848, &c.) the great majority of the members were men of the teaching profession."

It is a very pleasant change from our usual self-depreciation to turn to the views of a keen and capable outsider. One thing that strikes Dr. de Hovre is that in English we have no term for intellectual education as such. The one term, "education," has to do duty for the double processes of intellectual and moral training. Our critic is too polite to say, what most of our intelligent educationists now realize, that we must let the intellect count for more in our system. He confines himself to the statement that "social life is the high school of English education." It is a neat way of putting the difference between us and our enemies to say that German education sets out to make Germans, English education to make men. It is refreshing to have it on continental authority that before the War there was already a predisposition in most countries on the continent in favour of the distinctively English form of education. Most encouraging of all is Dr. de Hovre's conclusion that while we are weak where Germany is strong, and *vice versa*, "the great fact must not be overlooked that the strength of English education lies in its fundamental principles and its weakness in its superstructure, whereas the opposite is the case with Germany." Since we are thus sound in our vital organs we have every chance of a rapid recovery from our present educational indisposition. Hence our author can give us the comforting assurance: "For England, to remedy intellectual backwardness will only require a short period compared with the time it will take Germany to recover from her moral atrophy."

The style shows occasional traces of the difficulties of writing in a foreign language, but is on the whole remarkably clear and effective.

*Professionalism and Originality.* By F. H. Hayward.  
(6s. net. Allen & Unwin.)

Dr. Hayward, with his usual vigour, draws a sharp line of demarcation between the original man and the professional man. His previous study of educational administration had convinced him that teachers and officials rather tend to degenerate because of their professional environment, and a further study of professionalism in itself has not weakened his conviction. He does not now confine himself to teachers—all professional people are included in the same condemnation. His book reads rather like an attack upon human nature, but he is careful to assure us that his real object is to demonstrate the temptations to which we are all exposed through the power of the conventional. The general impression conveyed by the book is that competition, in whatever form, leads to the evils that he attributes to professionalism. This view is distinctly set forth on page 31, and, indeed, has all the emphasis that underlining can give. "When a profession, as is usual, has grades of its own, these grades compete against each other for power, privileges, and emoluments." How does this differ from the root principle laid down by Hobbes? The profession is really only a limited field in which the general principle is applied. It may be true, as Shaw tells us, that "professions are conspiracies against the laity," but within them we have the same laws as are exemplified in the struggle between the professions and the society against which they conspire. All the same there is value in the study of the special conditions under which these laws operate in the professions, and this study has been dramatically made by Dr. Hayward. His results are thoroughly discouraging, and it is only when we get to the second part of his book that our spirits begin to rise.

Dr. Hayward writes as if he had a brief for what he calls "the living man," that is the original, creative person, the

"real live man" of the Americans, the "genius" of the more conventional textbooks. It is difficult to avoid the conviction that there is, underlying the treatment of the living man, an application to the author's own case. Whether this be so or not, it is clear that Dr. Hayward's sympathies are entirely on the side of the living man as compared with the professional, for he is at pains to make it evident that "professional men are mostly just ordinary mediocre people." Whatever else he is, Dr. Hayward does not belong to this class. He is at his best when attacking the meannesses and trickery of the professions, and in suggesting more or less practicable schemes for the improvement of professional organization.

The book is written in the most courageous spirit, and is free from rancour, however severe the criticisms it contains. Its main defect is a lack of co-ordination between the two parts. The antithesis of the living man is not the professional, but the dull, mediocre person. It is true that the book tries to show that professional people belong to this class; but, after all, the two classes—the professionals and the mediocres—do not quite coincide. What we want is an analysis of the nature of professionalism as such, and an examination of the way in which it produces the results that this book describes.

*The Cambridge History of English Literature.* Vols. XIII and XIV. (9s. net each. Cambridge University Press.)

These two volumes complete a very notable work, carefully planned, executed with ripe judgment by numerous scholarly writers, and forming an instructive guide and interesting companion to serious students of English literature. The importance of the nineteenth century production is emphasized by the devotion of the last three volumes of the fourteen to what, after all, is felt to be only a comprehensive general sketch. There is no need to consider this final instalment in detail: the principal authors usually have their separate chapters, the minor authors their groups, and the running commentary usually furnishes a suggestive appreciation from at least one instructed point of view. Yet one or two articles deserve special notice. Sir Henry Jones gives the flower of his profound study of the Brownings in fresh and attractive form. He does much to explain, if not to reconcile us to, Browning's characteristic qualities; he cannot freshen the fading tints of Mrs. Browning's laurels. The mere fact of his admitting the question whether Browning was dramatic decides the question against his own conclusion; or, perhaps, we may say that, while Browning had dramatic elements, he could produce a drama dramatic only in form. The marvel is that experienced actors should have even attempted to present Browning's plays on the stage. It was not the defection of an actor that killed "Strafford": it was sheer lack of dramatic vitality. Prof. Saintsbury surpasses himself in his elaborate analysis of Dickens—a triumph of critical insight and handling. After all, as Prof. Saintsbury admits, Dickens did well to go his own way; even if he had had all his present critic's comments before him he could not well have improved matters; you must take the defects with the achievement. This article inevitably suggests wide considerations about criticism generally. The standpoint of knowledge of the text is an always necessary standpoint; but the standpoints of author and audience require also to be considered, and Prof. Saintsbury does not ignore this. Perhaps some readers will be startled to find Bulwer Lytton in a group of "Lesser Novelists," especially after finding certain other novelists outside that group, though the place of these may have been determined by their affinity to some other set, say, "Political and Social Novelists." "The age must be rich indeed which can afford to consider the author of 'The Cloister and the Hearth' a minor novelist," says the writer; and some will say the same for the author of "The Last Days of Pompeii." The same writer gives very scant measure to George Macdonald and William Black. The final volume consists mainly of very able and instructive summaries of the progress of various departments—philosophy, history and biography, journalism, sport, travel, science, education, and literature in the Dominions and India. Special attention should be drawn to Prof. Adamson's careful article on education. The final article, on "Changes in the Language since Shakespeare's time," might well form the basis of a developed treatise of wider scope.

*An English Pronouncing Dictionary.* On strictly Phonetic Principles. By Daniel Jones. (6s. net. Dent.)

This publication is one of the many signs that spoken language is being rehabilitated. Just as in biology until recently man has been considered as a piece of mechanism apart and complete, so in language the word has been treated as a dead thing to be studied as history. The new biology tells us that man cannot be fully studied apart from the external world upon which he impresses himself; the new language study insists that the word is a living thing, and must be considered in its vocal use. The word is, indeed, a living thing, and therefore changes constantly. Mr. Jones has fixed it for a moment in its career and at a point in its spreading life. He takes the public-school pronunciation for much the same reason that Prof. Viëtor took the stage as his standard. In Germany actors need to be intelligible in various parts of the country, among various dialects. They tend, therefore, to a uniform speech. The public-school pronunciation is a widely accepted standard amongst educated people in England.

Mr. Jones is careful to limit himself to actual facts; his task has been to record the pronunciation of the public schools as he hears it, without saying that it is good or bad, without claiming that it forms a standard. If he finds two common pronunciations, as in "laboratory," he records them both without comment. He takes the more careful speakers as his guide, we may presume. We have not found, for instance, any case of omitted *g* in the ending *-ing*. He gives the *t* in "Latin" as definitely heard. Of course, there are many pronunciations even among the public-school class. Apart from special words that may vary according to the taste of the speaker, there is a general difference of intonation and stress between the careful speaker, the pedantic school-master, the teacher of elocution, and the careless speaker.

It is useless to try to record all these variations. Mr. Jones, with unremitting labour, has given us a pronouncing dictionary of nearly fifty thousand words, which will be of very great interest to English students of their own language and of first-rate value to foreigners of all nationalities who are familiar with phonetic symbols. "Monumental" is the reviewer's favourite word for a work that has involved so much continued industry. Among those interested discussion will naturally arise as to Mr. Jones's accuracy. He puts down what he hears as an artist paints what he sees. Other ears, other sounds. But few people take the trouble to consider how they pronounce—witness the word "zoological."

*Generalized Coordinates.* By William Elwood Byerly. (Boston, &c.: 5s. 6d. Ginn.)

This valuable little treatise on the subject of generalized coordinates as employed in connexion with the sciences of mechanics and physics was originally inspired by Prof. B. O. Peirce, whose untimely death prevented his contributing the substantial help which he had contemplated giving towards its production. The chief part in the task of preparation had, however, been assigned to Prof. Byerly, and in his very able hands the work has been carried through to its completion.

He takes the Cartesian system of coordinates as the basis of his discussion, and shows how, by means of suitably framed equations and methods of transformation, we may place at our disposal a practically indefinitely large number of systems of reference, and so enable ourselves to adopt for any particular problem that one of them which is best adapted to our needs.

Equations of a perfectly general type are discussed as well as the special and more familiar systems which are ordinarily employed. Illustrative examples are fully treated, and problems are proposed for the reader's consideration. Various deeply interesting topics which are met with in mechanics—for example, Hamilton's equations and portions of the theory of impulsive and conservative forces—claim the author's attention; and, further, the application of his subject to physical problems has been made abundantly evident by him. The nature of the matter constituting the contents of the volume is full of interest, and the manner in which the details are set forth will appeal to its readers.

*The Days of Alkibiades.* By C. E. Robinson. Foreword by Prof. Oman. (5s. net. E. Arnold.)

Mr. Robinson's aim is to give the reader a series of pictures of life in Greece as it was lived in classical times. To give a certain unity to the volume the sketches centre round Alkibiades and his times. An idea of the scope of the work may be given by the titles of the chapters, which include Life on a Farm, Battles at Sea and on Land, Delphi, Eleusis, Olympia, a dinner party, a Funeral, and a Wedding. Mr. Robinson takes what he can learn from historians and playwrights about life and manners, and where there are gaps in knowledge supplies it boldly. The result is neither history nor fiction as generally understood, but an eminently readable book which portrays life in Greece in a convincing and interesting manner. History need no longer be dull when it is illumined by such studies as the book before us. The illustrations are numerous and full of interest, as they really illustrate and elucidate the text. They are based on what authority is to be found, but the author admits that, where authority is wanting, surmise has had its way. One criticism only may be made—the figures are nearly always wanting in grace and comeliness.

*The Old Grammar Schools.* By Foster Watson. (1s. 3d. net. Cambridge University Press.)

It is pleasant to find in this popular series a volume on the old grammar schools contributed by so high an authority as Dr. Watson. Information is not readily accessible to the ordinary reader who wants to know something about these interesting and important national institutions, and few indeed are so well qualified to give information on this subject as is the author of this volume. It runs to a hundred and fifty pages, and is divided into ten chapters. After tracing carefully the origin and early history of the schools, paying due attention to the work of the great warrior prelates and the public-spirited Tudor merchants, Dr. Watson examines the relations between the Church and the schools, and then goes on to a most interesting and instructive account of their curricula and internal life. This is perhaps the most attractive part of the book, though many readers will, at the present time, value still more the admirable account of the decadence of the grammar schools especially in relation to the rise of what are usually called the great public schools. The book appears at a most opportune time, and should help to spread that sound knowledge of our educational past that is so necessary to a wise policy for the educational future. We hope it will be widely read.

*Science and Education.* (1s. net. Heinemann.)

This is a reprint of a volume published in 1855, containing seven lectures delivered at the Royal Institution of Great Britain in 1854 by seven of the most distinguished men of science of that period—Whewell, Faraday, Latham, Daubeny, Tyndall, Paget, and Hodgson. It is a happy idea to present this material again at a time when the interest in scientific instruction is specially keen. One is not surprised at the zest with which Sir Ray Lankester writes an introduction to a volume that glorifies science teaching and attacks by implication "the old-established and curious 'classical curriculum' which it must eventually completely replace." He is himself specially interested in the lecture by Faraday entitled "Observations on Mental Education," and would have been content to have had that lecture republished by itself, but he naturally welcomed Mr. Heinemann's proposal to reprint the whole series of seven. Very brief biographies of the various lecturers are supplied, and Sir Ray gives some useful notes on Faraday's lecture. It is striking how modern the lectures read in spite of the advance science has made in the interval between 1854 and to-day. The arguments are as cogent as ever, and the publisher and editor have deserved well of the country by producing the book.

*Teaching High School Latin.* By Josiah B. Game. (4s. net. Cambridge University Press.)

It can hardly be said that this volume fully justifies its claim to be "an actual working manual fitted to the needs of high-school instructors." Too many of its 123 pages are

given up to a general defence of the place of Latin in the schools. But, when Prof. Game does settle down to his subject, he treats it in a fresh and stimulating way. He deals with each of the four years' study of Latin and has a great many useful and striking things to say about classroom equipment, textbooks, and general reading material in Latin. He does not give sufficient attention to Latin prose as judged by the standard adopted in England. Indeed, the English teacher of Latin will be a little at a loss in presence of the novel points of view adopted in the volume; but perhaps we are none the worse for getting stirred up a little and driven out of our ruts. Probably for English teachers it is not necessary to elaborate, as Prof. Game does, the thesis "Latin teachers must know Latin"; but from his other theses we English teachers may learn much. We welcome this addition to the literature of specialist instruction.

*The Nation's Health.* The Stamping out of Venereal Disease.

By Sir Malcolm Morris. (3s. 6d. net. Cassell.)

Few people have the time or the patience necessary to read the report of a Royal Commission. It is for the larger number that Sir Malcolm Morris has written this book. In a comparatively brief space, and in clear, non-technical language, he gives the main points of the Commission's report. He writes in pursuance of a policy of "candid, but not unrestrained, discussion." Only recently, and largely as a result of Brioux's play, "Les Avariés," which has been translated under the title of "Damaged Goods," has the seriousness of the evil been known outside the medical profession. This knowledge is one step in the campaign against the disease, and the knowledge should be possessed by every intelligent person. This book is specially intended for members of Boards that deal with matters of health and for (to quote the preface) "head masters and head mistresses." For such responsible readers we have no hesitation in advising strongly the study of the book.

*Shrewsbury Fables.* Being Addresses given in Shrewsbury School Chapel. By Cyril Alington. (2s. net. Longmans.)

To give these fables their full value one needs the voice of the present Head Master of Eton and the chapel of Shrewsbury School in which they were delivered. The personality of the trusted and understanding Head Master and the circumstances, full of solemnity and joyous hope, under which the addresses were given, add greatly to their effect. Confirmation and the end of the Summer Term are seasons alike when some of the boys were led to think seriously of themselves and their future. It was on these occasions that the addresses were given. Mr. Alington wrote them to deliver: he did not write for the printer. Nevertheless they make good reading, and might with good effect be read aloud to other boys. They are, as fables should be, based on simple facts or objects well known to the boys, and each contains fine thoughts that can well be grasped and retained.

OVERSEAS.

The statistician of the Metropolitan Life Insurance Company of New York has made an investigation of the physical disability of the New York city teachers. He credits teachers with a longevity next to that of clergymen. He finds that of the 20,421 teachers employed during the year 1914-15, no less than 18.7 per cent. were reported sick during the school year of 41 weeks. Among the men there were 88.5 cases of physical disability per thousand, and among the women 201.5 per thousand. "In relation to the number employed there were, therefore, 228 cases of illness among women for each 100 cases registered among men." With regard to the length of time individual teachers were absent, whether from illness or with leave of absence, the average duration was for men 1.34 days per teacher, and for women 3.11 days per teacher. The Boston magazine, *Education*, commenting on these figures, says: "It is a pertinent (we trust not an impertinent) query arising out of the study of these statistics, whether or not they have a bearing upon the question of equal salaries for men and women teachers, which latter question has often been vigorously discussed in the pages of *Education*."

It appears that a law has been passed in Ohio called the Danford Law, that is described in the *Ohio Teacher* as "A Disgrace to the Profession." It provides that a person who has never had any high-school education may be granted a certificate to teach for one year. Such a teacher is not required to have had any normal training, but after he has taught one year, the State will require him to have at least one year of high-school education, and also the amount of normal training that is required of other teachers. In other words, an eighteen-year-old boy or girl may be given thirty or forty children to practise upon for a year, and then must be ejected by the State as inefficient till he has gone through a regular course. One does not wonder that the *Ohio Teacher* says that: "The operations of the Danford Law are so plainly iniquitous that it can hardly find a defender anywhere. It could not be otherwise. The strangest thing about it is that such a measure could be enacted."

In Chicago there are two educational journals. *The School Review* represents the secondary side, and the *Elementary School Journal* the elementary. It is a sign of the times that the two journals, feeling in an increasing degree that there is an overlapping of interests, have agreed to come more into line with one another. They both appear monthly, and they have now arranged to make their editorials and their news notes supplement each other, and, by appearing the one at the beginning of the month and the other at the middle, contrive to gain the advantages of a fortnightly issue. Naturally each will have a certain bias towards its original field as elementary or secondary, but the co-operation is a most favourable indication of the growing solidarity of education in the States.

It is surely a sinister sign of the times when a teacher's magazine can devote an article to the discussion of the blunt question: "Why the Teacher?" Has it come to an open question whether there should be teachers or not? But the article gradually thins down to much the same sort of argument as we find in our home journals. "When we pay the teachers as they should be paid, and when we cease overcrowding the schools with so many children that proper attention to the individual child is impossible, then, and we fear not till then, can we 'put it up to' the schools that it is their fault and theirs alone, if our child fails of promotion at the end of the year." Obviously our problems are very like those that face our colleagues on the other side of the Atlantic.

A great deal of attention is being given at present in the United States to what is called "directed reading." In 1915 the teachers of Wisconsin formed the "Wisconsin Teachers' and Young People's Reading Circle." The plan it suggests is that all pupils of school age beyond the second grade, whether in school or not, are to be given credit for reading. One year of prescribed reading is to entitle to a diploma, and every successive year of reading entitles to an additional seal on the diploma. It is interesting to note that the Education Bureau at Washington is taking its part in encouraging home reading and has published some monographs on the kinds of books to be recommended for young people. There is, however, a certain danger in this guiding of the young people's reading. Grown-ups are very apt to recommend things that the young folk ought to enjoy, rather than what they really do enjoy. This is suggested in the "Reading for Pleasure and Profit" published by the Free Public Library of Newark, N.J. It is described as "a list of certain books which young people find entertaining, being chiefly books which older readers enjoyed when they were young." We hope that the youngsters will justify the oldsters' expectations, but we who are no longer young must be prepared for a change in taste, and must not push our antiquated preferences too vigorously.

*School and Society* for March 3 contains a melancholy chart showing three increases since 1908 (1) of average salary of Harvard professors, (2) of cost of commodities, (3) of wages at large. The second curve meanders gently till the end of 1915, when it takes to itself wings and soars practically out of sight of the third curve which up till then made a decent show of keeping up with it. As for curve number one, it drags its slow length along at the foot of the chart showing hardly any deviation from the plain horizontal. There is room for a similar chart on this side drawn up at the address of our secondary and our elementary teachers.



## GENERAL NOTICES.

## LATIN.

*Caesar in Britain: Gallic War.* Books IV and V. Edited by T. Rice Holmes. With Map, Illustrations, and Vocabulary. (1s. 6d. Clarendon Press.)

This edition for school use is based upon Dr. Rice Holmes's larger edition, published in 1914. The book contains an epitome of preceding commentaries, very full notes, vocabulary, a detailed map, and several illustrations.

## GREEK.

*A Greek Reader for Schools.* Edited, with Introduction, Notes, and Vocabulary, by C. E. Freeman and W. D. Lowe. (2s. 6d. Clarendon Press.)

Mr. Lowe had collected the material for a reader which should make Greek literature possible for boys with a fair knowledge of elementary grammar, when his military duties prevented the completion of the book. Mr. Freeman undertook the final form and arrangement. The passages are from Aesop, Theophrastus, Lucian, Herodotus, Thucydides, Xenophon, and Plato. There are notes designed to explain the difficulties that could not easily be removed from the text, and each author is prefaced by an explanatory note. The type is clear and well spaced.

## FRENCH.

*Gringoire.* Comédie en un Acte en Prose. Par Théodore de Banville. Edited by A. Wilson-Green. (2s. 6d. Cambridge University Press.)

Schoolboys are (at any rate outwardly) indifferent to the appearance of their schoolbooks; but subconsciously they must experience a satisfaction in handling a production such as this. The binding pleases the eye, the type is clear-cut and stands out well on a pleasant paper. The play will interest elder boys and girls. It portrays Louis XI in his twofold character—the amiable friend and the unscrupulous politician. Gringoire himself is a creation of genius. The editing is careful and exhaustive; but for senior pupils, who should know how to use a dictionary, the vocabulary is superfluous.

*Les Quatre Évangiles et les Actes des Apôtres.* Avec Notes Explicatives. Illustrations de Harold Copping. Version Synodale de la Société Biblique de France. (1s. net. Religious Tract Society.)

The text, printed in double column, is clear and of a readable size, and is arranged in paragraphs, the verses being indicated by small interlinear figures. The notes, at the foot of the page, are mainly doctrinal. The illustrations, in colour, will evoke varied opinions. They may be characterized as well drawn and illustrative of the text; on the other hand, it may be felt that nothing short of genius can represent adequately the solemn incidents of the Gospels.

*Aide-Mémoire of Everyday French Words and Phrases.*

By Basil Readman. (3s. net. Blackie.)

Mr. Readman is quite right when he points out in his preface that the possession of a vocabulary is essential in mastering a language. Grammar forms and syntax may be known to perfection, but if the words are wanting neither speaking, reading, or writing is easy. The vocabularies here given begin with short lists of words classified according to meaning—military terms, naval terms, sport, and so on; phrases arranged in the same manner follow. This *Aide-Mémoire* is a sizable volume printed on good writing paper. The French words are well spaced, so that they are the more easy to learn. Opposite each list is a blank page, on which further words can be written; in addition there are blank pages at the end, forming a voluminous notebook. For boys of sixteen who want to make progress in French, and who will take trouble, the book might prove very useful. It is written quite frankly on time-honoured lines; for example, we find *le lion rugit, le chien aboie, le cheval hennit* each translated fully into English; and there are lists of words such as *le poêle, la poêle, le vase, la vase*. English equivalents are sometimes best left vague: "hope to meet again" gives no real idea of the use of *à tantôt*. As much may be said of many translations in this book.

"Siepmann's French Series for Rapid Reading."—(1) *La Reine des Neiges* (Alexandre Dumas); (2) *Le Tour de France* (Frédéric Soulié); (3) *Un Secret de Médecin* (Emile Souvestre). (Each 6d. Macmillan.)

A pleasant series of interesting readers. About thirty-five pages of text, a brief notice of the author, a vocabulary of the less common words arranged by pages, and the minimum of necessary notes. The volumes before us belong to the elementary section; they are well chosen to maintain the interest of the pupils in the story.

(Continued on page 74.)

## A. & C. BLACK'S FIRST (REFORM) FRENCH COURSE

Edited by

F. B. KIRKMAN, B.A. Oxon.

A New Book for Beginners in French.

### PETIT COURS PRÉPARATOIRE.

By L. H. ALTHAUS, Organizing Mistress in Modern Languages to the West Riding Education Committee. A two-term course in phonetic transcript leading up to *La Première Année*. May be used independently. Containing Frontispiece in colours, several black-and-white illustrations and line drawing in the text. Price 1s. 6d.

Chief features:—(1) Systematic and thorough training in the production of French sounds; (2) Vocabulary built up on the sounds as taught; (3) Intonation Exercises; (4) all the lessons have been practically tested in various classrooms during the last four to five years; (5) LESSON NOTES (*supplied gratis*) provide all the information necessary for the teacher; (6) if followed by the Phonetic Edition of *LA PREMIÈRE ANNÉE* (1ère Partie), a full year's course in phonetic transcript is secured.

*La Première Année*, with Coloured Plates.

### LA PREMIÈRE ANNÉE DE FRANÇAIS

By F. B. KIRKMAN, B.A. A Day passed by an English Boy in Paris. Sixty-three illustrations, of which four are in colour. Eighth Edition. Price 2s.

New features:—(1) Four Coloured Plates—(i) Un Cocher Parisien, (ii) Le Charmeur d'Oiseaux, (iii) Les Champs Elysées, (iv) La Seine; (2) A prefatory note containing suggestions as to the best way of using the book so as to obtain the best results.

### LA PREMIÈRE ANNÉE DE FRANÇAIS.

Première Partie (Phonetic Edition).

Third Edition, Revised, and with the liaison of words indicated. Transcribed by Prof. D. L. SAVORY, M.A. Illustrated. With Teachers' Lesson Notes (*gratis*) by L. VON GLEHN. Price 6d.

### SOIRÉES CHEZ LES PASCAL.

By F. B. KIRKMAN, B.A. A First Reading Book. Evenings with the Fairies. Five Coloured Plates. Second Edition, completely Revised. Price 6d.

### FIRST FRENCH SONG BOOK.

By R. B. MORGAN, B.Litt. Thirty-seven Songs, of which ten are in Phonetic Script. Airs and Tonic Sol-fa. Second Edition. Price 6d.

### COLOURED WALL PICTURES

to accompany *La Première Année de Français*. No. 1.—*La Famille Pascal à Table*; No. 2.—*La Porte Saint-Martin à Paris*; a Street Scene. Both drawn from French Models and Photographs. Measurements: 45 by 35 in. Prices: on linen, with rollers, varnished, 7s. 6d. net each; on linen, unvarnished, 5s. net each; unmounted, 3s. net each. Write for post card (reproductions in colour facsimile).

All Lesson Notes for Teachers separate and gratis. A complete list of texts, with recommended courses, will be sent on application to the Publishers.

Published by A. & C. BLACK, Ltd.,  
4, 5, & 6 Soho Square, London, W. 1.

*A First French Prose Composition. Based on Conversation and Imitation.* By F. W. Wilson and C. A. Jaccard. (1s. 6d. net. Bell.)

There are sixty pieces of English in the first Part of the book, beginning with quite simple stories. Each piece has foot-notes, grammar questions, and conversational sentences in English based on the story. Part II contains conversational questions in French and lists of French words, each piece in Part II being based on the corresponding piece in Part I.

*Quatre Comédies.* Par Alfred de Musset. *Les Caprices de Marianne; Barberine; On ne savait penser à tout; Bettine.* Edited, with Introduction and Notes, by Raymond Weeks. (3s. 6d. net. Milford.)

The introduction gives an account of Musset's life and work, and occupies about eight pages. Very brief notes at the end occupy four pages. The whole of the rest—nearly 300 pages—consists of the four plays in good clear type and well spaced.

"Harrap's Shorter French Texts."—*Le Château de la Misère.* Extrait du *Capitaine Fracasse.* Par Théophile Gautier. Edited by H. Adolphe Gérard. (1s. net.)

A brief introduction gives an account of Gautier and of "*Le Capitaine Fracasse.*" The text occupies 50 pages. There are notes, exercises for retranslation, and a vocabulary.

*Black's First German Book: Phonetic Transcription of the First Thirty Lessons.* By L. H. Althaus. (1s. 6d. Black; also Teacher's Notes, 1s. 6d.)

Miss Althaus is an indefatigable worker in the cause of clear speaking, a cause that still requires much continued effort on the part of its advocates. More teachers every year realize that the clear analysis of sounds can be helped greatly by the use of symbols. The German language offers a good opportunity for the scientific study of sounds for two reasons: usually a beginner's class in German consists of pupils who have no previous knowledge of the language and who consequently start with a fair field for the teacher's work, and, secondly, they are, as a rule, old enough to understand the teaching. In French it is rare for the teacher in a secondary school to be able to make a fair start. The children have generally learnt a "little French" before, and errors of pronunciation already acquired have to be corrected. Until the teacher of the mother tongue in its earliest stages is convinced of the value of clear enunciation, it will be left to the teacher of modern languages to give the instruction that will enable the pupil to train his vocal organs.

#### RUSSIAN.

*A School Russian Grammar.* By E. G. Underwood. (2s. 6d. net. Blackie.)

Contains the minimum amount of grammar that it is necessary to know in order to read, write, or speak simple Russian, and is planned either for school use or for the general beginner.

*A Progressive Russian Course.* By P. M. Smirnoff. (2s. 6d. net. Blackie.)

Aims at producing a practical and simple course for beginners. Each lesson contains Russian conversation translated into English, vocabulary, an extract for reading, and sentences for translation into Russian.

#### SPANISH.

*A Practical Spanish Grammar.* By Ventura Fuentes and Victor E. François. (4s. 6d. net. Macmillan.)

Beginning with the simplest rules and phrases, the book gives the student all he needs to enable him to read, write, and speak the Spanish language. There are passages for reading, modern Spanish, with conversation and commercial expressions, two vocabularies, and numerous exercises. The plan adopted is to make a passage in Spanish the basis of each lesson, grammar rules are deduced and plentiful exercises added. There are numerous illustrations from photographs of South American or Spanish scenes. These can be used as subjects for conversation or descriptive writing.

#### ENGLISH.

*English Dictations for Home Work.* By Hardress O'Grady. (1s. 4d. Constable.)

The proved utility of French Dictations for Home Work has induced the publishers to issue this volume. For those who are not familiar with the method, it may be stated that the book contains a number of short extracts in English printed in phonetic symbols. These may be written out by pupils, in the ordinary spelling, as home-work. Of course, the use of a dictionary is not allowed.

"The Granta Shakespeare"—*Cymbeline.* Edited by J. H. Lobban. (1s. net. Cambridge University Press.)

The volumes in this series are as pleasant to hold and read as any we have seen. An advantage is that they look like ordinary books and do not announce themselves as lesson-books. They are not overweighted with introductions, and the notes and glossary at the end are kept well within reasonable bounds. In this volume the play occupies three times as many pages as the editor takes to

himself. The young reader is therefore led to the right conclusion that the play is of greater importance than the comments.

*Njal and Gunnar.* A Tale of Old Iceland. By H. Malim. (1s. Macmillan.)

This fresh volume in the series of English Literature for Secondary Schools contains a story from Sir G. W. Dasent's "*Story of Burnt Njal*," retold by Mr. Malim. The story itself fills more than 100 pages. There are short introduction and notes. In the same series selections from *Le Morte d'Arthur* of Sir Thomas Malory, edited by Dorothy M. Macardle.

*Some Minor Poems of the Middle Ages.* Selected and arranged, with an Introduction, by Mary G. Segar, and a Glossary by Emmeline Paxton. (2s. net. Longmans.)

This little volume has a threefold purpose. It renders accessible to ordinary readers a number of lyrics belonging to the middle period of English literature. The glossary makes it easy to follow the meaning. Students of language can trace from this volume the growth of English. Students of literature or history will be helped to realize the spirit of the Middle Ages.

*A First Course of English Phonetics.* By Harold E. Palmer. (2s. 6d. net. Heffer.)

The somewhat lengthy sub-title explains the aims of the writer. He gives "an explanation of the scope of the science of phonetics, the theory of sounds, and a number of articulation, pronunciation, and transcription exercises. It may be added that the book is clearly printed and well provided with diagrams.

*Discovery and Commerce.* By David W. Oates. (6d. Macmillan.)

A new volume in "Here and There Stories," of the senior grade. It contains an account of Marco Polo, the Cabots, Columbus, and Captain Cook. There are illustrations from ancient sources.

*A Shakespeare Dictionary.* Part I: *Julius Caesar.* By Arthur E. Baker, Borough Librarian, Taunton, England. (1s. 9d. net. From the author.)

Mr. Baker's object is to bring together the names of the characters, place-names and other words, whether fictitious or historical, created or utilized by Shakespeare. The plays will be issued separately at nominal prices and, when the work is complete, title-page and index will be supplied. "As You Like It" is in preparation. Under the heading, "Brutus, Marcus" (to give an example) we have a reference to every line in the play in which the name is used, followed by an account of Brutus's life. Under "Lupercal" there are the references and a full description of the festival.

*Historical Passages for Précis Writing.* By F. E. Robeson. (2s. net. Oxford University Press.)

Mr. Robeson writes a brief introduction summarizing the rules and methods for producing a good précis. He also cites the instructions issued by the Civil Service Commissioners. Then follow 43 extracts from historians, each involving about an hour's work for writing a précis.

*Poetry for Repetition.* Selected and Edited by E. H. Blakeney. (1s. 6d. Bell.)

There are 117 pieces, mostly short, so that they can be learnt by heart. These are taken from some eighty poets, so that a wide range is secured. A note on poetry, brief explanatory notes on the pieces, and an index to the poets quoted complete the volume.

*English Grammar: Descriptive and Historical.* By T. G. Tucker and R. S. Wallace. (3s. net. Cambridge University Press.)

The authors have aimed at bringing a knowledge of comparative grammar and of the historical grammar of English to bear upon our language as it is to-day. The book is written in paragraph form for straightforward reading, and is not intended as a class-book. Special attention is paid to those difficulties in modern English that are felt by all students of the language.

#### HISTORY.

*Why Britain Went to War.* By Sir Edward Parrott. (1s. 6d. Nelson.)

Intended probably as a reader for the higher classes of public elementary schools. It is in readable type, and contains many illustrations. It gives the story of the nations concerned in the present War, up to the moment of its declaration.

*An Experiment in Practical Civics.* By E. M. White. (2d. Watts.) Shows how a mistress at Brighton, with the help of her pupils, arranged an exhibition illustrating the growth and present activities of the town.

*History's Background.* Book I: Eurasia, including the Mediterranean Region. The Dawn of History to the Close of the Fifteenth Century. By J. S. Townsend and T. Franklin. (1s. 6d. net. Macmillan.)

The authors propose a series of historical geography readers to serve as a link between the two subjects, and show the influence of geographical conditions upon leading historical movements. The books are intended for senior classes of elementary schools or junior

classes of secondary schools. Maps necessary to illustrate the text are given.

*Children of the Empire.* By C. Gasquoine Hartley and Arthur D. Lewis. (Werner Laurie.)

Well illustrated and well printed on stout paper. Written to give the young reader grounds for a feeling of patriotism. The authors describe the conditions in various parts of the Empire, and show how liberty grew.

*The Earliest Voyages Round the World, 1519-1617.* Edited by Philip F. Alexander. (3s. net. Cambridge University Press.)

Contains the voyages of Magellan, Drake, Cavendish, Le Maire, and Houten, with an introduction and notes by the editor.

*The Towns of Roman Britain.* By the Rev. J. O. Bevan. (2s. 6d. net. Chapman & Hall.)

Mr. Bevan writes an introduction which enables the reader to understand the Roman invasion and follow its course geographically, and adds notes on some thirty towns of Roman origin.

*Australia.* By J. W. Gregory. (1s. 3d. net. Cambridge University Press.)

Prof. Gregory aims at giving, within the limits of a brief sketch, a fairly complete account of the country—its discovery and early history; its political development, together with social and industrial conditions; its flora, fauna, natural features, and products.

*This Realm, This England! Born Again.* Short National Studies by John Kirkpatrick. (1s. 6d. net. Simpkin, Marshall.)

The author, Emeritus Professor in the University of Edinburgh, would stir the nation to a serious consideration of the problems raised by the War, and deals with National Service, citizenship, industries, religion, drink, strikes, and reform.

*Japan: From the Age of the Gods to the Fall of Tsingtau.* By F. Hadland Davis. (2s. 6d. net. Jack.)

This volume belongs to "The Nation's Histories," a new series designed to give a clear and interesting account of various nations from the earliest times. There are many illustrations, an index, and appendixes giving the latest information available as to present industrial and social conditions.

*The German Colonial Empire: its Beginning and Ending.* By Paolo Giordani. Translated by Mrs. G. W. Hamilton. (2s. 6d. net. Bell.)

The writer traces the origin of German Colonial expansion, sketches

the German Colonies and their activities, and shows how the idea of *Welt-Politik* arose.

*The Government of the United Kingdom: its Colonies and Dependencies.* By Albert E. Hogan. Third edition, revised and enlarged. (2s. 6d. Clive.)

Dr. Hogan's book, specially written to meet the requirements of candidates preparing for the Teacher's Certificate Examination, has already run through two editions. The preparation of the third edition, involving certain changes and additions up to 1911, has been entrusted to Mr. A. W. Parry.

RELIGION.

*The Books of Ezra and Nehemiah.* By T. W. Crafer. (1s. 6d. net. Cambridge University Press.)

Contains the text in clear, though rather small, type of the Revised Version, with abundant foot-notes, simple enough for young students, but containing the main results of modern scholarship. Dr. Crafer writes a full historical and explanatory introduction.

*The Cross of Job.* By H. Wheeler Robinson. (1s. 6d. net. Student Christian Movement.)

The contents of this book have been given as lectures to non-theological students, and the author thinks that they may serve as an introduction to "one of the most fascinating" books of the Old Testament. The general line taken is that critical study brings gain rather than loss to a devotional use of the Bible, while the study of the Old is necessary to an understanding of the New Testament. Appendixes contain help for systematic study.

*The Student's Catholic Doctrine.* By Charles Hart. (3s. 6d. net. Washbourne.)

A complete statement of the doctrine of the Church of Rome for the use of students in colleges, prospective teachers, and intending converts.

*The Jesus of History.* By T. R. Glover. With a Foreword by the Archbishop of Canterbury. (3s. 6d. net. Student Christian Movement.)

The book has grown out of lectures upon the historical Jesus given recently in many cities in India. The aim is to suggest lines of study that will deepen love of and interest in Jesus. The Archbishop commends it confidently.

(Continued on page 76.)

**450 MEDALS & PRIZES !!**

**STUDENT'S ELEMENTARY**

**BOOK-KEEPING**

By ARTHUR FIELDHOUSE, Accountant,

66 West Parade, Huddersfield,

who will forward copy Index and Specimen Pages on receipt of Post Card addressed to Box A 27, Huddersfield.

364 Pages. 21st Edition. Post Free, 2s.  
100 Exercises. 350 Questions.

Teacher's Specimen Copy, from Author only, 1s. 4d.

The ONLY TEXTBOOK to which there is a FULL KEY.

While this textbook more than covers all Elementary Examinations in this subject, its special design is to meet the requirements of the excellent Syllabuses issued by the Society of Arts, West Riding County Council, the College of Preceptors, Oxford and Cambridge Locals, the London Chamber of Commerce, and the National Union of Teachers.

The Exercises and the principles introduced therein are so carefully graded in point of difficulty that the student is trained to work the most difficult set of transactions without being appalled at any stage of his study. No exercise is too long or too complicated to be completed between each lesson. The Questions will be found very useful for testing the student's knowledge at each stage of his work. Examination Papers of the Society of Arts, the W.R.C.C., and College of Preceptors are included.

London: SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.

**THE STUDENT'S BUSINESS METHODS**

and

**COMMERCIAL CORRESPONDENCE.**

By ARTHUR FIELDHOUSE, Accountant,  
66 West Parade, Huddersfield,

who will forward Specimen Pages and Index on receipt of Post Card addressed to P.O. Box A 27, Huddersfield.

Eighth Edition. 380 Pages.  
2s. 6d. Post Free.

80 TEST and EXAMINATION PAPERS,  
containing 1,300 QUESTIONS.

This is the only practical, up-to-date book on Commercial Correspondence and Office Work, and is characterized by the qualities that have made the author's other textbooks so popular. The lessons are well graduated, and the teacher is saved the drudgery of preparing Test Papers, one of which follows every chapter, in addition to numerous Examination Papers. PRACTICAL Work is provided in the Series of Business Transactions included in some of the Test Papers. It is the only Complete Guide, covering all the Elementary Examinations. Small-priced books may be had on the subject, but as they do not cover the Syllabuses they are dear at a gift. Efficiency should be the first consideration. It is an excellent Handbook for the Junior in the Office. Teacher's Specimen, from Author only, 1s. 7d. post free.

London: SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.

## MATHEMATICS.

*Second Year Mathematics for Secondary Schools.* By Ernst R. Breslich. (4s. net. Cambridge University Press.)

This volume carries on the work begun in Mr. Breslich's "First Year Mathematics." Technically a second edition, it is, as the preface states, a new contribution with its own plans and purposes. It may be used by classes that had only algebra during the first year.

*Revision Papers in Arithmetic.* By W. G. Borchardt. (1s. 6d.; with answers, 2s. Rivingtons.)

A useful book for examination purposes. Many of the examples given are taken from recent papers set by the various examining bodies that deal with secondary schools. There are 100 papers, each containing seven examples, and, in addition, 150 miscellaneous problems.

*William Oughtred: A Great Seventeenth Century Teacher of Mathematics.* By Florian Cajori. (4s. net. The Open Court.)

Contains a biography, an account of his principal works, and a discussion of his views and influence in the mathematical world.

*Housecraft Arithmetic.* By Theodora Mellor and Hilda H. Pearson. (1s. 6d. Longmans.)

A volume in Longmans' Housecraft Series for Secondary Schools. The work covers areas, volume, bills, metric system, graphs, investments, house accounts, taxes, banking, and the examples are taken in connexion with domestic consumption.

*The Geometrical Lectures of Isaac Barrow.* Translated by J. M. Child. (4s. 6d. net. Open Court.)

The translator gives notes and proofs, and discusses the advance made by Isaac Barrow on the work of his predecessors in infinitesimal calculus. A portrait of Isaac Barrow is given.

*Analytic Geometry.* By W. A. Wilson and J. I. Tracey. (3s. 6d. net. Harrap.)

The purpose of this volume is to present to the student those parts of the subject that are essential for the study of the calculus. Classes that aim at covering the ground in one year may do so by omitting certain of the chapters without breaking the continuity of the course. The authors have based their book on a pamphlet written by Prof. William Beebe.

*Algebra: Theoretical and Applied.* A Class-Book for Secondary, Higher Elementary, and Technical Schools. By A. H. Bell. (4s. 6d. Blackie.)

An extract from the preface contains a criticism, sometimes well-founded, of mathematical work in schools, and indicates the author's aim: "Although some boys find a satisfaction in juggling with meaningless symbols, the application of algebra to practical problems rouses their interest and fills them with enthusiasm." It is this quality, the substitution of problems the practical use of which is clear to the student, for academic and meaningless calculations that gives the book its value.

## SCIENCE.

*One Hundred Chemical Problems.* Suitable for University, Local, and other examinations. By E. Arthur Mason. (6d. net. Bell.)

A useful little book for test work.

*Science in the School.* Being Three Letters to the Literary Supplement of *The Times*. By Sir Clifford Allbutt. (6d. net. Heffer.)

Straightforward and deserved, as many people will think) blows at the want of method in school teaching that may well be felt by schoolmasters. "Excellent fellows," says the writer, come up to the University from the schools, "but of learning, as a rule, their minds are a blank."

*Chemistry for Beginners, and for use in Primary and Public Schools.*

By C. T. Kingzett. (2s. 6d. net. Baillière.)

The author is convinced that an elementary knowledge of chemistry should be given to every boy; and he has prepared this book in such a way that, even where there are no facilities for demonstrations or for practical work, its use as a reading book may be found helpful.

*General Chemistry for Colleges.* By Alexander Smith. (6s. 6d. net. Bell.)

This, a second edition of a widely used book, has been entirely rewritten, with a view to removing difficulties at the beginning, and making additions that are of importance to prospective students of biology and medicine.

*The Study of Animal Life.* By J. Arthur Thomson.

With Illustrations. Revised Edition. (6s. net. Murray.)

Prof. Thomson's book is well known and has run through several editions during the twenty five-years of its life. The plan involves four divisions:—(1) the life and activities of animals; (2) form and structure; (3) race; (4) evolution. In other words, Physiology, Morphology, Embryology, and *Ætiology*. The book is printed in good type, and there are many illustrations.

*Nature Study Lessons.* Seasonally arranged. By J. B. Philip. (2s. 6d. net. Cambridge University Press.)

There are twelve chapters, three for each of the four seasons of the

year. In each chapter a plant typical of the season is studied. The author's photographs of the work are reproduced. The book is intended for pupils of from eleven or twelve up to fourteen years of age, both in primary and in secondary schools.

*Farm Spies: How the Boys Investigated Field Crop Insects.*

By A. F. Conradi and W. A. Thomas. (Macmillan.)

The authors have written a number of stories about insect pests in which the facts are correct and the action proposed scientific. The form is interesting. The boll-weevil is introduced in a story entitled "A Great Fight to Save the Cotton," and the other common pests are dealt with in the same way. A book that should have a vogue in the United States.

*An Introduction to a Biology, and Other Papers.* By A. D. Darbishire. (7s. 6d. net. Cassell.)

A. D. Darbishire is best known for his work in further investigation of the laws of heredity as laid down by Mendel. His influence was already felt among biologists, and his powers would have enabled him to continue his researches with the certainty of adding valuable contributions to the science of biology had he not fallen a victim to the European War. In this volume are collected such literary remains as were still unpublished. The introduction to biology that he had planned is incomplete; but enough is written to show how he joins forces with Samuel Butler and Bergson, and opposes the existing schools of biologists. In Darbishire's opinion the study of biology must include man, and man not as an isolated piece of mechanism, but in relation to the tools by which he expresses himself. It would seem that biologists had fallen into the old error of the political economists, who dealt with man as an inanimate machine. The new biology must perforce, since Darbishire has lived, revise its limitations, and study man as a being with a soul, which may have, and probably has, been responsible for the material form.

## HANDCRAFT.

*Soft Toys and How to Make Them.* By E. A. Hickman. Illustrated. (2s. net. Robert Scott.)

This book may well help to introduce a pleasing variety into the handwork of young children. The letterpress is well printed, and the directions are clearly given. There are paper patterns to be used for each toy, and there is a photograph of the completed doll, rabbit, or elephant.

"Longmans' Housecraft Series for Secondary Schools."—*The High School Cookery Book.* By Grace Bradshaw, with Preface by Sara A. Bursall. Diagrams. (2s. 6d. Longmans.)

Miss Bradshaw has had a long and successful experience in teaching cookery in high schools. This book is the result of her work in placing the art of cooking on a scientific basis in accordance with the views now generally held, which demand that the chemistry of the subject should be studied. This line is taken in the more advanced examinations, taken at the conclusion of the high-school course, and for these the books will be found suitable.

*Needlecraft in the School.* By Margaret Swanson. Introduction by Prof. John Adams. Coloured plates and other illustrations. (5s. Longmans.)

Prof. Adams's introduction would make any reader wish he were in a position to work through Miss Swanson's book with small boys and girls: for it is not only to girls that the book is addressed. The power to use a needle does not make our naval handy-men less manly, but Miss Swanson is a careful observer, and does not expect the two sexes to produce the same type of work. Section I is for children up to twelve years (including boys' sewing); Section II (over twelve), millinery; Section III for training college students. The book is very fully illustrated with diagrams, and there are coloured plates of more elaborate embroideries. Certainly a book to be considered by all teachers of needlecraft.

## NOT CLASSIFIED.

*Be a Man! A Word in Season to Junior Boys.* By H. Bucknall. Preface by Sir John McClure. (2s. 6d. net. Harrap.)

In his brief preface Sir John McClure says: "It is rarely indeed that one comes across a series of such good, strong, straightforward talks to boys." After reading the book we can whole-heartedly endorse this opinion. Mr. Bucknall is neither a preacher nor a sentimentalist, but he knows his schoolboy, and how to lead him on to make the best of his powers, to win courage, honesty, seriousness, and clear thinking. Other schoolmasters, and parents also, may profit from Mr. Bucknall's talks, which could, on occasion, be read aloud to boys.

*Oxford University Handbook.* Being the twenty-first edition of the "Student's Handbook," revised to September 1914 and with Addenda, December 1916. (2s. 6d. net. Clarendon Press.)

The index and table of contents enable the reader to find the information he wants without trouble. The necessary details are given as to conditions of residence, courses of study, examinations, and scholarships.

"Macmillan's Commercial Series." — *The Science and Art of Salesmanship.* By Simon Robert Hoover. (3s. 6d. net. Macmillan.)

The writer of this book is the Principal of a High School of Commerce in the United States, and the volume is intended for school use. It is directed rather at the Traveller who sells wholesale to the retailer, than to the counterman who sells to the individual user of the commodity. It is well written and would certainly prove both interesting and helpful to the Commercial Traveller.

*The Next War: The British Industries Fair.* By C. H. Betts and Matthias Watts. (1s. net. Simpkin, Marshall.)

The Board of Trade have decided to organize after the War a huge industrial fair on the lines of the well-known Leipzig Fair. The present volumes explain the objects of the movement and urge upon business men the need for it. There are many portraits of industrial leaders.

**Handwriting.**—(1) *Handwriting in the Light of the Present Day Requirements.* By G. C. Jarvis. (1s. net.) (2) *Free-Arm Writing Book* (to accompany above). (6d. net.) (George Philip.)

Mr. Jarvis addresses teachers and would persuade them that handwriting is an art not to be neglected and one that can be acquired with industry. The style he advocates is very clear and free from affectation.

*I Sometimes Think. Essays for Young People.* By Stephen Paget. (5s. net. Macmillan.)

Mr. Paget, who tells us in his preface that he looks forward to the title of "Old Fossil" bestowed by his grandchildren, writes a series of essays in a pleasant and leisurely mood of philosophizing. The reader who is not feeling hurried and who likes to linger awhile over subjects that have no direct bearing on examinations or professional advancement will find much to interest him in London, moving pictures, words, and science. But a word of warning may be given. The word "young" is comparative. As in a previous title of Mr. Mr. Paget's, the young people concerned must be at least eighteen years of age in order to enjoy the book.

*The British Boys' Annual.* (5s. Cassell.)

A large volume, printed in double column, profusely illustrated and containing stories and articles by well known writers for boys.

*The Empire in Arms.* An account of the British Army, the British Navy, and the Indian and Colonial Forces: their Work, Weapons, and Organization for War. Edited by Herbert Strang. (6s. net. Frowde.)

A portentous book, requiring the table or the floor for its support. The detailed information given of trenches and guns, explained by diagrams, will be found of great interest. There are many double-page illustrations, measuring 14 inches across.

**THEOSOPHY.**

*An Outline of Theosophy.* By C. W. Leadbeater. (The Theosophical Publishing Society.)

The reader is told which are the general principles of Theosophy and is assured that, when he has grasped them, he will be freed from the fear of death, have no sense of injustice against his surroundings, and will lead his life in a fuller and wider sense.

**DRAWING.**

*Model Drawing: Geometrical and Perspective.* With Architectural Examples. By C. Octavius Wright and W. Arthur Rudd. Illustrated by over 300 diagrams. (6s. net. Cambridge University Press.)

The joint authors are teachers in a secondary school, convinced by their experience that the cube, the sphere, and other formal geometrical models fail to arouse the real interest of the pupils or stimulate their imagination. Consequently architectural forms are here employed with a suggestion of historical development of architecture; but the book does not aim at being an architectural textbook.

**NAMES.**

*Surnames.* By Ernest Weekley. (6s. net. Murray.)

Prof. Weekley, whose hobby outside his University work has for some years been the study of names, has now issued a new volume to supplement the *Romanic of Names* which he previously issued. The subject is fascinating, and apparently without limits. The index of this volume contains some 6,000 names, but that by no means exhausts the full list. The plan of the book is to study certain groups of names together—e.g. names arising from occupations, from physical characteristics, from costume, or from corruption of place-names.

**GARDENING.**

*Everybody's Flower Garden.* By H. H. Thomas. (1s. net. Cassell.)

A handy little book, freely illustrated, giving the varied information on making and keeping a garden that the amateur is likely to want.

**PUBLICATIONS RECEIVED.**

**EDUCATION.**

- Hindu Mind Training. By an Anglo-Saxon Mother. With an Introduction by S. M. Mitra. Longmans, 10s. 6d. net.
- How we Learn: a Short Method of Scientific Training for Boys. By W. H. S. Jones. Cambridge University Press, 1s. 6d.
- The Old Grammar Schools. By Foster Watson. Cambridge University Press, 1s. 3d. net.
- Report of the Conference on New Ideals in Education, held at Oxford July 1916. 24 Royal Avenue, Chelsea, 2s.
- German and English Education: a Comparative Study. By Fr. de Hovre. Constable, 2s. 6d. net.
- The Permanent Values in Education. By Kenneth Richmond. Introduction by A. Clutton-Brock. Constable, 2s. 6d. net.
- Teaching High School Latin: a Handbook. By Josiah Bethea Game. Cambridge University Press, 4s. net.
- Science and Education: Lectures delivered at the Royal Institution of Great Britain. Edited, with an Introduction, by Sir E. Ray Lankester. Heinemann, 1s. net.
- Why Should we Learn French? By Stanley Leathes. Clarendon Press.

**CLASSICS.**

- A Greek Reader for Schools. Adapted from Aeschop, Theophrastus, Lucian, Herodotus, Thucydides, Xenophon, Plato. Edited, with Introductions, Notes, and Vocabulary, by C. E. Freeman and W. D. Lowe. Clarendon Press, 2s. 6d.
- Cæsar in Britain. Edited by T. Rice Holmes, with Vocabulary compiled by George G. Loane. Clarendon Press, 1s. 6d.

**FRENCH.**

- Gringoire. Comédie en un Acte. Par Théodore de Banville. Edited by A. Wilson-Green. Cambridge University Press, 2s. 6d.
- Les Quatre Evangiles et les Actes des Apôtres. Avec Notes Explicatives. Illustrations de Harold Copping. Version Synodale de la Société Biblique de France. Religious Tract Society, 1s. net.
- Siepmann's French Series for Rapid Reading.—(1) *La Reine des Neiges* (Alexandre Dumas); (2) *Le Tour de France* (Frédéric Soulié); (3) *Un Secret de Médecin* (Emile Souvestre). Macmillan, each 6d.
- Le Château de la Misère (Extrait du "Capitaine Fracasse"). Par Théophile Gautier. Edited by H. Adolphe Gérard. Harrap, 1s. net.
- Quatre Comédies. Par Alfred de Musset. *Les Caprices de Marianne*; *Barberine*; *On ne Saurait Penser à Tout*; *Bettine*. Edited, with Introduction and Notes, by Raymond Weeks. Milford, 3s. net.
- A First French Prose Composition. Based on Conversation and Imitation. By F. W. Wilson and C. A. Jaccard. Bell, 1s. 6d. net.

**SPANISH.**

- A Practical Spanish Grammar. By Ventura Fuentes and Victor E. François. Macmillan, 4s. 6d. net.

**RUSSIAN.**

- A Progressive Russian Course. By P. M. Smirnov. Blackie, 2s. 6d. net.
- A School Russian Grammar. By E. G. Underwood. Blackie, 2s. 6d. net.

**ENGLISH.**

- The Cambridge History of English Literature. Vols. XIII and XIV. Cambridge University Press, 9s. net.
- English Dictations for Home Work. By Hardress O'Grady. Constable, 1s. 4d.
- The Granta Shakespeare.—*Cymbeline*. Edited by J. H. Lobbau. Cambridge University Press, 1s. net.
- Njal and Gunnar. A Tale of Old Iceland. By H. Malim. Macmillan, 1s.
- Some Minor Poems of the Middle Ages. Selected and arranged, with an Introduction, by Mary G. Segar and a Glossary by Emmeline Paxton. Longmans, 2s. net.
- A First Course of English Phonetics. By Harold E. Palmer. Heffer, 2s. 6d. net.
- Discovery and Commerce. By David W. Oates. Macmillan, 6d.
- An English Pronouncing Dictionary: on Strictly Phonetic Principles. By Daniel Jones. Dent, 6s. net.
- Historical Passages for Précis Writing. By F. E. Robeson. Clarendon Press, 2s. net.
- English Grammar: Descriptive and Historical. By T. G. Tucker and R. S. Wallace. Cambridge University Press, 3s. net.

Poetry for Repetition. Selected and Edited by E. H. Blakeney. Bell, 1s. 6d.  
 A Shakespeare Dictionary.—Part I: Julius Caesar. By Arthur E. Baker, Borough Librarian, Taunton, England. 1s. 9d. net from the Author.

## HISTORY.

Why Britain Went to War. By Sir Edward Parrott. Nelson, 1s. 6d.  
 An Experiment in Practical Civics. By E. M. White. Watts, 2d.  
 History's Background.—Book I: Eurasia, including the Mediterranean Region. The Dawn of History to the Close of the Fifteenth Century. By J. S. Townsend and T. Franklin. Macmillan, 1s. 6d. net.  
 Children of the Empire. By C. Gasquoine Hartley and Arthur D. Lewis. Werner Laurie.  
 The Earliest Voyages Round the World, 1519–1617. Edited by Philip F. Alexander. Cambridge University Press, 3s. net.  
 The Towns of Roman Britain. By the Rev. J. O. Bevan. Chapman & Hall, 2s. 6d. net.  
 Australia. By J. W. Gregory. Cambridge University Press, 1s. 3d. net.  
 This Realm, This England! Born Again. Short National Studies. By John Kirkpatrick. Simpkin, Marshall, 1s. 6d. net.  
 Japan: From the Age of the Gods to the Fall of Taingtau. By F. Hadland Davis. Jack, 2s. 6d. net.  
 The German Colonial Empire: its Beginning and Ending. By Paolo Giordani. Translated by Mrs. G. W. Hamilton. Bell, 2s. 6d. net.  
 The Days of Alkibiades. By C. E. Robinson. Foreword by Prof. Oman. Edward Arnold, 5s. net.  
 Sea Power. By Archibald Hurd. Constable, 1s. net.  
 The Government of the United Kingdom: its Colonies and Dependencies. By Albert E. Hogan. Third Edition, enlarged and revised. Clive, 2s. 6d.  
 Historical Atlas. Macmillan, 2s. net.

## GEOGRAPHY.

Macmillan's Geographical Exercise Books.—Key to IV: The Americas. With Questions by B. C. Wallis. 2s. 6d. net.  
 Bacon's Large-scale Map of the Salonika Front. Paper, 1s. net; cloth, 1s. 6d. net.  
 The Oxford Geographies.—Vol. I: The Preliminary Geography. By A. J. Herbertson. Fifth Edition, revised by O. J. R. Howarth. Clarendon Press, 1s. 6d.  
 Oceana: a Supplementary Geography. By James Franklin Chamberlain and Arthur Henry Chamberlain. Macmillan, 3s.

## RELIGION.

The Books of Ezra and Nehemiah. By T. W. Crafer. Cambridge University Press, 1s. 6d. net.  
 Daily Devotions for Schools. By the Rev. C. E. Williams. Milford.  
 The Student's Catholic Doctrine. By Charles Hart. Washbourne, 3s. 6d. net.  
 The Cross of Job. By H. Wheeler Robinson. Student Christian Movement, 1s. 6d. net.  
 The Jesus of History. By T. R. Glover. With a Foreword by the Archbishop of Canterbury. Student Christian Movement, 3s. 6d. net.

## MATHEMATICS.

The Geometrical Lectures of Isaac Barrow. Translated, with Notes and Proofs and a discussion of the advance made therein on the work of his predecessors in the Infinitesimal Calculus, by J. M. Child. The Open Court, 4s. 6d. net.  
 William Oughtred: a Great Seventeenth-century Teacher of Mathematics. By Florian Cajori. The Open Court, 4s. net.  
 Housecraft Arithmetic. By Theodora Mellor and Hilda H. Pearson. With Diagrams. Longmans, 1s. 6d.  
 Revision Papers in Arithmetic. By W. G. Borchardt. Rivingtons, 1s. 6d.; with Answers, 2s.  
 Second-year Mathematics for Secondary Schools. By Ernst R. Brealich. Cambridge University Press, 4s. net.  
 Analytic Geometry. By W. A. Wilson and J. L. Tracey. Harrap, 3s. 6d. net.  
 Algebra: Theoretical and Applied. By A. H. Bell. Blackie, 4s. 6d.

## SCIENCE.

Nature-study Lessons: Seasonally arranged. By J. B. Philip. Cambridge University Press, 2s. 6d. net.  
 Farm Spies: How the Boys Investigated Field-crop Insects. By A. F. Conradi and W. A. Thomas. Macmillan.  
 An Introduction to a Biology, and other Papers. By A. D. Darbishire. Cassell, 7s. 6d. net.  
 General Chemistry for Colleges. By Alexander Smith. Second Edition, entirely rewritten. Bell, 6s. 6d. net.  
 Chemistry for Beginners and for use in Primary and Public Schools. By C. T. Kingzett. Baillière, 2s. 6d. net.

The Study of Animal Life. By J. Arthur Thomson. Revised Edition. Murray, 6s. net.  
 Science in the School. By Sir Clifford Allbutt. Heffer, 6d. net.  
 One Hundred Chemical Problems. By E. Arthur Mason. Bell, 6d. net.

## HANDCRAFT.

The High School Cookery Book. By Grace Bradshaw. Preface by Sara A. Burstall. Longmans, 2s. 6d.  
 Soft Toys: How to Make Them. By E. A. Hickman. Robert Scott, 2s. net.  
 Needlecraft in the School. By Margaret Swanson. Introduction by Prof. John Adams. Longmans, 5s.

## NOT CLASSIFIED.

Shrewsbury Fables. Being Addresses given in Shrewsbury School Chapel. By Cyril Alington. Longmans, 2s. net.  
 Official List of Registered Teachers. 1917. Issued by the Teachers Registration Council. The Yearbook Press, 10s. 6d. net.  
 Jataka Tales. Selected and Edited, with Introduction and Notes, by H. T. Francis and E. J. Thomas. Cambridge University Press, 7s. 6d. net.  
 Stars at a Glance: a Handy Sky Guide on Novel Lines. Philip, 1s. net.  
 I Sometimes Think. Essays for Young People. By Stephen Paget. Macmillan, 5s. net.  
 The Next War: The British Industries Fair. By C. H. Betts and Matthias Watts. Simpkin, Marshall, 1s. net.  
 Macmillan's Commercial Series.—The Science and Art of Salesmanship. By Simon Robert Hoover. 3s. 6d. net.  
 Annual Report of the Board of Regents of the Smithsonian Institution: Showing the Operations, Expenditures, and Condition of the Institution for the year ending June 30, 1915. Government Printing Office, Washington.  
 Oxford University Handbook. 1917. Clarendon Press, 2s. 6d. net.  
 Be a Man! A Word in Season to Junior Boys. By H. Bucknall. Preface by Sir John McClure. Harrap, 2s. 6d. net.  
 Sketch Maps: Illustrating Important Phases in the Great War. By P. R. Clauss. Blackie, 1s. net.  
 Handwriting: In the Light of Present-Day Requirements. By G. C. Jarvis. Philip, 1s. net.  
 Philip's Free-arm Writing Book. By G. C. Jarvis. 6d. net.

**SANITAS**

**DISINFECTANTS**  
**For SCHOOL USE.**

*A leaflet on School Disinfection will be sent post free on application to—*

The "SANITAS" Co., Ltd.,  
 Limehouse, London, E.

Disinfectant Manufacturers by  
 Appointment to H.M. the King.



**EXAMINATION PAPER**  
 AS USED BY THE  
**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements, and each Sheet bears their Watermark.  
 Packed 12 Reams of 480 Sheets ... per Ream, 3s. 6d.  
 960 ... 7s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.  
 Senior, 3d. each; Junior, 6d. each; and Preliminary, 5d. each.  
 Music Paper, 1s. 6d. per 100 sheets.

(Postage extra.) Remittance should accompany Order.

**W. F. SHELBORNE & CO., Wholesale and Retail Stationers,**  
 Telephone: Holborn 690. 63 HIGH HOLBORN, LONDON, W.C.1.

# DUSTLESS and HYGIENIC SCHOOLS

On all School, Laboratory, Library, &c., Floors and Linoleums of every description

USE

# FLORIGENE

(Regd.)

DURING EACH VACATION for Best Results.

BRITISH MADE.

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" ALLAYS the DUST and DIRT for 2 to 12 MONTHS, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods—which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

These sanitary, labour-saving, and economic advantages are **NOT** attained by sweeping-powders or any mechanical or other method.

**NEW ADDRESS:**— Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

The "DUST-ALLAYER" Co., 4 Vernon Place, London, W.C.1. (Connecting Bloomsbury Square with Southampton Row.)

Contractors to the Admiralty, War Office, H.M. Office of Works, Colonial Govts., L.C.C., &c.

**EDUCATIONAL BOOKSELLERS**

**SCHOOL, CLASSICAL, MATHEMATICAL, AND SCIENTIFIC BOOKS.**

Always a large Stock of Second-hand Books at about half prices.

ESTABLISHED 1854.

Keys and Translations.

SCHOOLS SUPPLIED.

BOOKS BOUGHT.

**J. POOLE & CO.,**  
104 Charing Cross Road,  
LONDON, W.C.

Telephone No.: 1088 Gerrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

## Bernon's SHALL AND WILL. 1s. 6d.

"Distinctly interesting and well-informed."—THE EDUCATIONAL TIMES.  
"Those who read this book will know more than ever they knew before about the use, past and present, of these perplexing auxiliaries."—THE GRAPHIC.  
"In all respects the book is excellent. . . . It teaches us as much English as it does French."—SCHOOL GUARDIAN.  
"C'est mieux qu'un bon livre, c'est un monument!"—N. (Barrister-at-Law).  
The Board of Education have found this treatise worthy of being placed among their books of reference.  
"Votre traité sur 'Shall and Will' est l'heureuse solution du problème philologique le plus épineux."—W. A. REYNOLDS, Ancien professeur d'anglais au Lycée Saint Louis (Paris), Officier de l'Instruction publique, Agrégé de l'Université.  
**HACHETTE & CO.,** King William Street, Charing Cross, London.

## Science Made Easy.

## CHEMISTRY FOR BEGINNERS.

BY  
C. T. KINGZETT, F.I.C., F.C.S.  
Past Vice-President, Society of Public Analysts;  
Hon. Member, Société Française d'Hygiène.

No handier book than this could be used in primary and public schools for instilling into the mind of pupils the knowledge of the essentials of chemistry and physics.  
It is written in an interesting and entertaining style, and in such a manner that any section of it may be used advantageously even when there are no facilities for giving practical laboratory demonstrations or illustrative chemical experiments.

PRICE 2/6 NET.

PUBLISHED BY BAILLIÈRE, TINDALL, & COX  
8 HENRIETTA STREET, COVENT GARDEN, LONDON.

THE COLLEGE OF PRECEPTORS will hold an Examination for Certificates of Proficiency in Commercial Subjects in December, 1917.

## THE HAMILTONIAN SYSTEM.

A Short and Easy Method of Learning a Foreign Language by a close INTERLINEAR TRANSLATION.

<b>LATIN.</b>	Caesar, Book I . . . . .	1/-	<b>FRENCH.</b>	Gospel of St. John . . . . .	2/6
	" Books I-VI . . . . .	4/3		French Verbs . . . . .	1/6
	Gospel of St. John . . . . .	2/6		Little Jack . . . . .	2/6
	Eutropius . . . . .	1/6		Perrin's Fables . . . . .	1/6
<b>GREEK.</b>	Virgil, Aeneid, I-VI . . . . .	3/6	Recueil Choisi . . . . .	3/6	
	Sallust, Catiline . . . . .	2/-	Télémaque, I-VI . . . . .	3/6	
	" Jugurtha . . . . .	3/-			
	Selectae e Profanis Historiae, Vol. I . . . . .	2/6			
<b>SPANISH.</b>	" " " " Vol. II . . . . .	3/6	<b>ITALIAN.</b>	Notti Romane . . . . .	3/6
	Homér's Iliad, I-III . . . . .	3/6		Gospel of St. John . . . . .	2/6
	Gospel of St. John . . . . .	3/-		Silvio Pellico . . . . .	2/6
	Xenophon Memorabilia . . . . .	3/-			
<b>GERMAN.</b>	Gospel of St. John . . . . .	2/6	Robinson der Jüngere, Text . . . . .	2/6	
			" Translation . . . . .	3/6	
Prof. Schilling's Spanish Grammar (5th Edition), 3/6. Key, 2/-			Prof. G. Toscani's Italian Conversational Course . . . . .		5/-
" " Don Basilio (Spanish Conversation and Correspondence), 2/6			" " " " Italian Reading Course . . . . .		3/6

FRANCIS HODGSON, 89 Farringdon Street, Ludgate Circus, E.C.4.

1917.

# THE COLLEGE OF PRECEPTORS

INCORPORATED BY ROYAL CHARTER  
BLOOMSBURY SQUARE, LONDON, W.C.1.

## LECTURES FOR TEACHERS ON THE SCIENCE, ART, AND HISTORY OF EDUCATION.

### COURSE OF TWELVE LECTURES ON THE ESSENTIALS OF EDUCATIONAL PSYCHOLOGY.

To be delivered at The College of Preceptors, Bloomsbury Square, London, W.C.1.

By JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,  
Professor of Education in the University of London.

The Course of Lectures (the First Course of the Forty-fifth Annual Series) began on Thursday, February 8th, at 6.30 p.m. The Course is meant to meet the needs of teachers who wish to improve their acquaintance with what underlies the profession, whether they have any examination in view or not. The lecturer will treat his subject in such a way as to fit in with the requirements of the College in connexion with examinations for the Associateship, the Licentiateship, and the Fellowship. The reading of the students will be guided, and problems set for their exercise. Every opportunity will be taken of making practical applications of psychological principles to the work of the classroom.

#### SYLLABUS.

VIII. (May 3.) *Invention and the Mental Flash.*—Place of invention in school work: why it has been so little dealt with in school: wide range of invention: pupil is inventing all the time: two ways of learning—stepwise and totalwise: the mind works totalwise in invention: the place of "the problem" in school exercises: school training in invention: the *flash* of insight.

IX. (May 10.) *Instinct and Habit.*—Nature of instincts and their relation to intellect: educability and eradicability of instincts: their function in the race and in the individual: relation between instinct and habit: Rousseau's condemnation of habit-forming: place of consciousness in relation to the habitual: accommodation and correlation: the "bundle of good habits."

X. (May 17.) *The Affective Aspect.*—Every intellectual process has an accompanying affective tone: the Freudian dissociation: the emotions and their control: the mechanism of the emotions: their function in spiritual life: their manipulation by the educator: distinction between the emotions and the senti-

ments: McDougall's theory of the relation between the emotions and the instincts.

XI. (May 24.) *The Will and its Training.*—Dæmonic view of the will, and its dangers: personality and character: the theory of the "inner court": nature of motives: the fallacy underlying the phrase "the strongest motive": desire and will: origin of the will: possibility of training the will: meaning of the terms "weak will," "breaking the will": *aboulia*: educational implications of the freedom of the will.

XII. (May 31.) *Experimental Psychology.*—Fundamental assumption underlying this branch of psychology: special characteristics of this branch: experience and experiment: free experiment and laboratory experiment: instruments and methods used in experimental psychology: the scientific method: correlation and other formulæ: relation between experimental psychology and experimental pedagogy.

#### FEES FOR ADMISSION.

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\*.\* Members of the College have free admission to the Course.

## The Journal of Education.

*A Monthly Record and Review.*

### Notice of Increased Price.

The price of "The Journal of Education" is now EIGHTPENCE per copy; Ninepence post free. Prepaid Subscription, Nine shillings per annum.

"The Journal of Education," now the oldest monthly of its kind, hopes, by help of this temporary increase in price, to carry out on the same scale the task it has pursued for the last forty years as an independent organ, and still to enlist the support of educationists and teachers of the Empire, both at home and abroad.

London: WILLIAM RICE, Junr., 3 Ludgate Broadway, E.C.4.

## THE School World.

**A MONTHLY MAGAZINE OF EDUCATIONAL  
WORK AND PROGRESS.**

**THE** aim of "The School World" is to provide teachers with information of **practical and permanent value.** To this end all important changes and developments affecting education are dealt with by **leading authorities and experienced teachers.**

The magazine is indispensable to all educational workers who desire to **keep in touch with modern methods of education.**

**PRICE 6d. VOLUME XVII, 1916, 7s. 6d. net.**

\*.\* A new volume began with the January number.

MACMILLAN & CO., LTD., LONDON.



SEP 17 1917

# THE EDUCATIONAL TIMES

AND

JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXX No. 663

AUGUST 1, 1917

Published Quarterly. Price, to Non-Members, 6d.; by post, 7d. Annual Subscription, 2s.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.1.

### GENERAL MEETING.

The Half-Yearly General Meeting of the Members of the Corporation will be held at the College, Bloomsbury Square, on Saturday, the 27th of October, 1917, at 3.30 p.m.

### LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "The Ideal and the Actual in Present Day Education," by Professor John Adams, will begin on Thursday, the 27th of September, at 6.30 p.m.

For Syllabus, see page 124.

### EXAMINATIONS.

**Diplomas.**—The next Examination of Teachers for the Diplomas of the College will begin on the 31st of December, 1917.

The **Summer Diploma Examination** has been discontinued.

**Practical Examination for Certificates of Ability to Teach.**—The next Practical Examination will be held in February, 1918.

**Certificate and Lower Forms Examinations.**—The Midsummer Examinations will begin on the 3rd of December, 1917.

Entry forms must be returned by the 22nd of October.

**Professional Preliminary Examinations.**—The next Examination will begin on the 4th of September, 1917.

Entry forms must be returned by the 7th of August.

**Commercial Examinations.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1917.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS, Secretary.



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).** Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 17th, 1917.

**SCHOOL EXAMINATIONS (Syllabus B).** Held throughout the British Isles three times a year, viz., October-November, March-April, and June-July. Entries for the October-November Examinations close Wednesday, October 10th, 1917. Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 3d. per set, per year, post free.

The Board offers annually **SIX EXHIBITIONS**, tenable at the R.A.M. or R.C.M. for two or three years. Syllabuses A and B, for 1917 or 1918, the Syllabus in Ear Training and Sight Singing, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary;  
15 Bedford Square, London, W.C.1.  
Telegrams: "Associa. London."

## University Correspondence College.

(FOUNDED IN 1887.)

Principal: WILLIAM BRIGGS, LL.D., D.C.L.  
M.A., B.Sc.

## Free Guides

TO

## LONDON UNIVERSITY MATRICULATION,

INTER. ARTS, INTER. SCIENCE,  
B.A., B.Sc., B.D.

Graduates of British Universities and holders of certain diplomas can register as matriculated students of London University without passing the Matriculation Examination.

The above Guides and Full Prospectus post free to **Private Students** from  
**University Correspondence College,**  
No. 15, Burlington House, Cambridge.

## LONDON COLLEGE OF MUSIC.

(Incorporated.)

GREAT MARLBOROUGH STREET, LONDON, W.1.

Patron: HIS GRACE THE DUKE OF LEINSTER.

Dr. F. J. KERN, Mus. Bac. Cantab., Principal.

G. AUGUSTUS HOLMES, Esq., Dir. Exams.

### EXAMINATIONS, LOCAL AND HIGHER.

The **NEXT EXAMINATION** for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c., will be held in London and over 450 Local Centres in DECEMBER. Last day of Entry, November 15th.

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

**NEW LOCAL CENTRES** may be formed, also **SCHOOL CENTRES**. The Secretary will supply all particulars.

Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

**SYLLABUS**, with Annual Report and Forms of Entry, may be had of the **SECRETARY**.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, Secretary.

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Birmingham, Blackburn, Brighton, Bristol, Cardiff, Croydon, Devonport, Edinburgh, Exeter, Glasgow, Hull, Inverness, Leeds, Liverpool, London, Manchester, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, St. Andrews, Sheffield, Swansea, and several other towns.

Information regarding the Examinations may be obtained from the **SECRETARY L.L.A. Scheme**, The University, St. Andrews.

**WOLSEY HALL, OXFORD.**

### POSTAL TUITION

For London University  
MATIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

**FREE GUIDE**  
on application to  
THE SECRETARY.

**B.A.**

**BIRKBECK COLLEGE**

BRAMS BUILDINGS, CHANCERY LANE, E.C.

**UNIVERSITY OF LONDON.**

COURSES OF STUDY (DAY AND EVENING)

FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**

under RECOGNISED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.

Evening Courses for the Degrees in Economics and Laws.

POST GRADUATE AND RESEARCH WORK.

**SESSIONAL FEES** { Day: Arts, £10. 10s.; Science, £17. 10s.  
Evening: Arts, Science, or Economics, £5. 5s.**MATRICULATION COURSES AND ACCOUNTANCY.**  
*Prospectus post free, Calendar 3d. (by post 5d.).***DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.**

Open air Gymnasium and Sports Ground attached. Preparation for Public Examinations in Science, Swedish Gymnastics, Massage. Scholarships, value £40 and £20, offered annually.

Principal: Miss E. SPELMAN STANGER, Member of the Incorporated Society of Trained Masseuses, Sunray Avenue, Herne Hill, S.E.

**ENGINEERING AND TECHNICAL OPTICS.****NORTHAMPTON POLYTECHNIC INSTITUTE,**  
ST. JOHN STREET, LONDON, E.C.**ENGINEERING DAY COLLEGE.**

Full Day Courses in the Theory and Practice of Civil, Mechanical, and Electrical Engineering will commence on Monday, 1st October, 1917. The Courses in Civil and Mechanical Engineering include specialization in Automobile and Aeronautical Engineering, and those in Electrical Engineering include specialization in Radio-Telegraphy.

**ENTRANCE EXAMINATION** on Tuesday and Wednesday, 25th and 26th September, 1917. These courses include periods spent in commercial workshops and extend over four years. They also prepare for the Degree of B.Sc. in Engineering at the University of London. Fees, £15 or £11 per annum.**THREE ENTRANCE SCHOLARSHIPS** of the value of £52 each will be offered for competition at the entrance examination in September, 1917.**TECHNICAL OPTICS.**

Full and Part Time Courses in this important department of Applied Science will be given in specially equipped laboratories and lecture rooms.

**AN FITCHESON SCHOLARSHIP** (value £30) will be offered in this department at the Entrance Examination.Full particulars as to fees, dates, &c., and all information respecting the work of the Institute, can be obtained at the Institute, or on application to **R. MULLINEUX WALMSLEY, D.Sc., Principal.****WANTED,** an educated woman as TRAVELLING SCIENTIFIC TEMPERANCE LECTURER and VISITOR for the National British Women's Temperance Association. Total abstainer essential. Salary according to qualifications.—Apply, with full particulars, to Miss HUNT, 47 Victoria Street, S.W. 1.**Teachers Registration Council**Representative of the Teaching Profession  
(Constituted by Order of Council, 29 Feb., 1912.)

In accordance with the above-mentioned Order a

**REGISTER OF TEACHERS**

is now maintained by the Council.

For Information apply to—

THE SECRETARY,  
TEACHERS REGISTRATION COUNCIL,  
47 BEDFORD SQUARE,  
LONDON, W.C.1.**MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.**

In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Preparation for the Teaching Diploma of the London University for the Certificate of the Cambridge Teachers' Training Syndicate and for the National Froebel Union Higher Certificate, Parts I and II.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £12 to £24 offered to Students with a Degree or its equivalent. Loan Fund.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W.

**MRS. CURWEN'S PIANO-FORTE METHOD.**

EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

**TRAINING CLASSES FOR MUSIC TEACHERS** are held on Saturdays and Wednesdays at Wigmore (late Bechstein) Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. Lessons by Correspondence may be had if desired. Address—Miss GARDNER, or Miss KNAGGS, at the Studio.**SCHOOLS FOR SALE.—(Surrey.)**

Lady removing Boarders to London wishes to dispose of day connection, about 29 pupils. Few boarders may remain. Fine premises, excellent gymnasium, good grounds. (1823 S.).—(Herefordshire.) Old-established Girls' Day and Boarding School. Income about £1,000. Capitation fees accepted. (1,805 S.).—(London, W.) Day connection, 28 pupils. (1,826 S.).—School for Girls and Small Boys, 12 miles from London. 18 daily pupils, 8 boarders. Goodwill £50. (1,825 S.).—Others England, Scotland, Ireland.—HOOPER'S, 13 Regent Street, London. Established 1881. Also Boys' Schools. (Seaside.) 45 day pupils, 12 boarders, goodwill, capitation fees. (1,822 S.).—(County town.) 24 miles London, 50 day pupils, 7 boarders. Principal (teaching 40 years) wishes to retire. (1,786 S.).

**JOINT AGENCY FOR WOMEN TEACHERS.**OAKLEY HOUSE,  
14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1.  
Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.**THIS** Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews in August:  
11.30 a.m. to 1 p.m., and 3 to 4 p.m.  
Saturdays, 11.30 a.m. to 1 p.m.

When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

**JOINT SCHOLASTIC AGENCY.**

23 Southampton St., Bloomsbury Sq., W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS. TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.  
HEAD MASTERS OF PREPARATORY SCHOOLS.  
WELSH COUNTY SCHOOLS ASSOCIATION.  
ASSOCIATION OF TECHNICAL INSTITUTIONS.

Registrar: Mr. E. A. VIERGO.

**The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.**

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

**A PROSPECTUS will be sent on application.****TWO MISTRESSES** required,

School (Cheshire), teach between them English, Latin, Modern Geography, History, Arithmetic, Mathematics, grammatical French. Prepare to Oxford Senior, London Matric. standard. Experience; good disciplinarians. Salaries about £60 each (resident). Many other excellent school vacancies.—HOOPER'S, 13 Regent Street, London. Established 1881. No charge till placed. Stamp.

**FOR SALE.—GYMNASTIC AP-**

PARATUS. Bridge ladder, parallel bars, mattresses, &amp;c., mistresses' desks, K.G. table, &amp;c. Lists sent.—Box S. 100, "Educational Times," 89 Farringdon Street, London, E.C. 4.

**VICTORIA HUT, TERMINUS PLACE, S.W.****VOLUNTARY HELPERS**

wanted as WAITRESSES from 11 a.m. until 3 p.m. during August and September at the above Canteen for Women War Workers.

Apply—Mrs. PERCY BOULNOIS, Superintendent of Helpers, at 12 noon, for further particulars.

**Science Made Easy.****CHEMISTRY FOR BEGINNERS.**

BY

C. T. KINGZETT, F.I.C., F.C.S.

Past Vice-President, Society of Public Analysts;  
Hon. Member, Société Française d'Hygiène.**Q** No handier book than this could be used in primary and public schools for instilling into the mind of pupils the knowledge of the essentials of chemistry and physics.

It is written in an interesting and entertaining style, and in such a manner that any section of it may be used advantageously even when there are no facilities for giving practical laboratory demonstrations or illustrative chemical experiments.

**PRICE 2/6 NET.**PUBLISHED BY BAILLIÈRE, TINDALL, & COX  
8 HENRIETTA STREET, COVENT GARDEN, LONDON.**CAREY'S "GRADUS AD PARNASSUM,"**

WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

**The London School of Dalcroze Eurhythmics,**

23 STORE STREET, W.C.1.

(The Dalcroze School of Eurhythmics, Ltd.)

Under the personal inspection of Monsieur JAKUES DALCROZE, of Geneva.

Director: PERCY B. INGHAM, B.A.

The Autumn Term commences September 26th.

## EDUCATIONAL AGENCY.

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C.2.

Telegraphic Address:—

"Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

### Scholastic.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to MESSRS. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

### Assistant Mistresses.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

## UNIVERSITY OF ABERDEEN.

### FACULTY OF MEDICINE.

#### WINTER SESSION, 1917-18.

The WINTER SESSION COMMENCES on THURSDAY, October 11th, 1917. The PRELIMINARY EXAMINATION will COMMENCE on SEPTEMBER 14th.

THE Degrees of Medicine granted by the University are:—Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), Master of Surgery (Ch.M.). They are conferred only after Examination, and only on Students of the University. A Diploma in Public Health is conferred after Examination on Graduates in Medicine of any University of the United Kingdom. The total cost of the whole Curriculum, including Hospital Fees and Fees for the Degrees of M.B. and Ch.B., is usually about £160. Bursaries, Scholarships, Fellowships, and Prizes to the number of Fifty, and of the aggregate annual value of £1,180, are open to competition in this Faculty.

A Prospectus of the Classes, Fees, &c., may be had on application to THE SECRETARY OF THE MEDICAL FACULTY.

The University also grants the following Degrees:—In Arts: Doctor of Letters, Doctor of Philosophy, and Master of Arts. In Science: Doctor of Science, Bachelor of Science (in Pure Science, Agriculture, and Forestry). In Divinity: Doctor of Divinity (Honorary) and Bachelor of Divinity. In Law: Doctor of Laws (Honorary), Bachelor of Laws (LL.B.), and Bachelor of Law (B.L.).

Particulars may be had on application to THE SECRETARY OF THE UNIVERSITY.

## STEYNING GRAMMAR SCHOOL.

Founded 1614.

WANTED, an ASSISTANT MASTER (ineligible), for French, History and Shorthand. Drill and games a recommendation. Recognized school.—Apply The Rev., THE HEAD MASTER, The Grammar School, Steyning, Sussex.

## University Tutorial College.

LONDON.



## LONDON MATRICULATION.

SEPTEMBER, 1917.

Revision Classes for the September Examination may be taken up any time during August.

Annually for the last twenty years about 100 Students of University Tutorial College have passed London Matriculation.

### ENTRANCE EXAMINATIONS.

By a combination of Class Work and Private Tuition, Students are prepared for the Entrance Examinations held by the different Incorporated Societies as well as for Examinations admitting to Universities other than London.

### PRIVATE TUITION.

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study. Fees: Eight hours, £2.2s.; Twenty-one hours, £5.5s.

Next Term commences Thursday, Sept. 13th.

Full particulars may be had from

THE PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.1.

# NORMAL

Corr. College.

NORMAL CORR. COLLEGE

(FOUNDED 1889.)

## EXAMINATIONS FOR WHICH THE NORMAL PREPARES.

A.C.P. and L.C.P.	County Scholarships.
College of Preceptors.	Matriculation.
Professional Prelim.	Degree Examination.
Froebel.	Hygiene.
L.L.A.	Languages.
Pupil Teachers.	Music.
Preliminary Certif.	Science and Art.
Certificate.	Other Qualifying
Oxford & Camb. Locals.	Exams.

### SEND FOR NORMAL GUIDE.

Cr. Svo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E.22,  
and 110 AVONDALE SQUARE, LONDON, S.E.1.

## BOOKS

On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

SECOND HAND AT HALF PRICES.  
NEW BOOKS AT DISCOUNT PRICES.  
BOOKS SENT ON APPROVAL.  
Catalogues Free. State Wants. Books Bought.

W. & G. FOYLE,  
121/123 Charing Cross Road, London, W.C.2.

Messrs.

## TRUMAN & KNIGHTLEY,

LTD.

Educational Agents,

158 to 162 OXFORD STREET,  
LONDON, W.1.

Directors:

S. A. TRUMAN.  
JAMES HEARD, B.A.  
(Trinity College, Cambridge).

Telegrams—"TUTORESS, OX, LONDON."  
Telephone—No. 1136 Museum.

This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.

### A.—EMPLOYMENT DEPARTMENT.

#### (i) ASSISTANT MASTERS & TUTORS.

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

#### (ii) ASSISTANT MISTRESSES.

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

#### (iii) LADY MATRONS AND HOUSE-KEEPERS.

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

### B.—SCHOOL TRANSFER DEPARTMENT.

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the Transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER OF SCHOOLS, and arranging PARTNERSHIPS.

No charge is made to Purchasers.

All communications and inquiries are treated in the strictest confidence.

### C.—PUPILS' DEPARTMENT.

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

Full particulars will be forwarded on application.

## A Selection of Messrs. LONGMANS, GREEN & Co.'s List of Educational Works in French, Latin, History, Geography, and Mathematics.

### FRENCH.

#### LONGMANS' MODERN FRENCH COURSE.

Containing Reading Lessons, Grammar, Passages for Repetition, Exercises, and Vocabularyes.

By T. H. BERTENSHAW, B.A., B.Mus.,  
Assistant Master in the City of London School.

With Illustrations by D. M. PAYNE. Crown 8vo.

**Part I.**—40 Reading Lessons with Corresponding Grammar and Exercises. With 43 Illustrations of French Life and a Map. Pupils' Edition, 1s. 6d.; Teachers' Edition, 2s.

**Part II.**—57 Reading Lessons with Corresponding Grammar and Exercises. With 20 Illustrations of French Life, 13 from Photographs, and 2 Maps. Pupils' Edition, 1s. 6d.; Teachers' Edition, 2s.

*The Teachers' Edition consists of all the matter in the Pupils' Edition, with additional Notes on Reading Lessons, Grammar, and Passages for Repetition, Translation of Exercises, &c.*

#### LONGMANS' FRENCH TEXTS.

Edited with Notes, Exercises, and Vocabularyes.

By T. H. BERTENSHAW, B.A., B.Mus.,  
Assistant Master in the City of London School.

IN THREE GRADES.

**ELEMENTARY SERIES.**—Price 6d. each; Teachers' Edition, 6d.

LE PREMIER COUCOU DE LA FORÊT-NOIRE. (L. Vuichoud.)

LA COMÈTE, &c. (Eckmann-Chatrian.)

L'AVENTURE DE JACQUES GÉRARD. (M. Stephanie.)

ULYSSE CHEZ LES CYCLOPES. (Octave Simone.)

**Longmans' Illustrated First French Reading Book and Grammar.**—By JOHN BIDGOOD, B.Sc., late Head Master of the Gateshead Higher Grade School, and THOMAS HARBOTTE, Teacher of French in the same School. With 55 Illustrations. Crown 8vo, 1s.

**Longmans' Illustrated First Conversational French Reader.**—With Notes and Full Vocabularyes. By T. H. BERTENSHAW, B.A., Mus. Bac., Assistant Master in the City of London School. With 86 Illustrations. Crown 8vo, 1s. 6d.

### LATIN.

#### LONGMANS' LATIN COURSE.

With Copious Exercises and Vocabularyes. Crown 8vo.

**Part I.**—Up to and including the Regular Verb, Active and Passive, 1s. 6d.

A **Key**, for the use of Teachers only, post free, 3s. 8jd.

**Part II.**—Including Pronouns, Numeral Adjectives, Irregular Verbs, Accusative and Infinitive, Ablative Absolute, Dependent Questions, Dependent Clauses, the Use of the Cases and Oratio Obliqua. 2s. 6d.

A **Key**, for use of Teachers only, post free, 5s. 3d.

**Parts I and II.**—Complete in One Volume, 3s. 6d.

A **Key**, for the use of Teachers only, post free, 7s. 9jd.

**First Steps in Latin.**—By F. RITCHIE, M.A. Fcap. 8vo, 1s. 6d.

A **Key**, for the use of Teachers only, post free, 3s. 8jd.

**Second Steps in Latin.**—By F. RITCHIE, M.A. Fcap. 8vo, 2s.

**Exercises in Latin and Prose Composition.**—By F. RITCHIE, M.A. Crown 8vo, 2s. 6d.

A **Key**, for the use of Teachers only, post free, 3s. 9d.

**Fabulae Faciles.**—A First Latin Reader. Containing Detached Sentences and Consecutive Stories. With Notes and a Vocabulary by F. RITCHIE, M.A. Crown 8vo, 2s. 6d.

**Longman's Illustrated First Latin Reading Book and Grammar.**—By H. R. HEATLEY, M.A., Author of "Gradatim," "Graecula," &c. With 67 Illustrations by LANCELOT SPEED. Crown 8vo, 1s. 4d.

**Gradatim:** an Easy Latin Translation Book for Beginners. With Vocabulary by H. R. HEATLEY, M.A., and H. N. KINGDON, M.A. Fcap. 8vo, 1s. 6d.

A **Key**, for the use of Teachers only, post free, 5s. 2jd.

*A Full List of Messrs. Longmans, Green & Co.'s Books on French, Latin, History, Geography, and Mathematics, will be sent, post free, on application.*

### HISTORY.

#### LONGMANS' HISTORICAL SERIES FOR SCHOOLS.

By T. F. TOUT, M.A.,

Bishop Fraser Professor of Mediaeval and Ecclesiastical History in the University of Manchester.

IN THREE BOOKS. Crown 8vo.

**Book I. A First Book of British History from the Earliest Times to the Death of Edward VII.**—With 85 Illustrations, 13 Genealogical Tables, and 25 Maps and Plans. 2s. 6d.

**Book II. A History of Great Britain from the Earliest Times to the Death of Edward VII.**—With 35 Maps and Plans, 8 Genealogical Tables, and 146 Portraits and other Illustrations. 3s. 6d.

[Book II is also issued in two parts, 2s. each. Part I: From the Earliest times to 1485. Part II: From 1485 to the Death of Edward VII.]

**A Short History of England to the Death of Edward VII.**—By CYRIL RANSOME, M.A., late Professor of Modern Literature and History, Yorkshire College, Victoria University. With Tables, Plans, Maps, Index, &c. Crown 8vo, 3s. 6d. Or in two parts, 2s. each. Part I: To the Death of Elizabeth, A.D. 1603. Part II: A.D. 1603 to 1910.

**Outline of English History, B.C. 55 to A.D. 1910.**—By SAMUEL RAWSON GARDINER, D.C.L. LL.D. With 71 Woodcuts and 17 Maps. Fcp. 8vo, 2s. 6d.

**Landmarks of British History.**—By LUCY DALE, late Scholar of Somerville College, Oxford. With 8 Coloured Plates by H. J. FORD, and 72 other Illustrations. Crown 8vo, 2s. 6d.

**The Life of Nelson.**—With Maps, Battle-plans, and Illustrations. By GEOFFREY CALLENDER, M.A., Merton College, Oxford; Head of the History and English Department, Royal Naval College, Osborne. Crown 8vo, 1s. 6d. Prize Edition, 2s. 6d. net.

**The Growth of the British Empire.** By P. H. and A. C. KERR. With 4 Coloured Illustrations, 63 Maps (4 of which are Coloured), and other illustrations. Crown 8vo., 1s. 9d.

### GEOGRAPHY.

#### LONGMANS' GEOGRAPHICAL SERIES.

Crown 8vo.

**Book I. The First Book of Geography.**—With 17 Illustrations and 52 Maps (38 of which are Coloured). New and Revised Edition. 1s. 6d.

**Book II. The World. For Junior Students.**—With 35 Illustrations and 87 Maps (79 of which are Coloured). New Edition, Revised, partly Re-written and Enlarged. 3s.

### MATHEMATICS.

**The Groundwork of Arithmetic.**—A Handbook for Teachers.

By MARGARET PUNNETT, B.A., Vice-Principal of the L.C.C. Day Training College, Southampton Row, W.C. With Diagrams. Crown 8vo, 3s. 6d.

"A really inspiring work, that every elementary teacher should have on his or her bookshelf: nor can I imagine a teacher of older children reading through the text without obtaining considerable benefit thereby."—*Mathematical Gazette*.

*Companion Books to the above for Pupils' use.*

**Exercises in Arithmetic.**—By MARGARET PUNNETT. Crown 8vo. Book I, 4d.; Book II, 6d.; Book III, 6d.

**Longman's Junior School Arithmetic.**—An Arithmetic for Beginners. Mental and Practical. Fcap. 8vo. Without Answers, 1s.; with Answers, 1s. 6d.

**Longman's Junior School Algebra.**—By WILLIAM S. BEARD, F.R.G.S. Crown 8vo. Without Answers, 1s. 6d.; with Answers, 2s.

**LONGMANS, GREEN & Co., 39 Paternoster Row, London, E.C.4.**  
New York, Bombay, Calcutta, and Madras.

CONTENTS.

Leader: The Secondary School Examinations Council .....	Page 85	Esperanto .....	Page 101
Notes .....	87	Reviews .....	104
Legislation — Administrative Questions — Literature or "Words" — Examination Changes — The Education of the Citizen — Success — Morality — Sir Philip Magnus, Bart. — The Two Lures — The Board at South Kensington — French Classical Plays — The Three Departments — Triumph of Organization — Baby Week — Efficient Secondary Schools — Salaries — The Secondary Schools Association — Ideals — A Correction.		Higher Education and the War (Burnet) — The Compleat Schoolmarm (Hamilton) — God saw that it was Good (House) — Canterbury Leaflets for Parents — Staying the Plague (Harman) — Shantiniketan (Pearson) — The Scientific Measurement of Classroom Products (Chapman and Rush) — Self-reliance (Fisher) — Breaking the Spell (Macan) — Education after the War (Badley) — Physical Education in relation to School Life (Roper) — Report of a Girls' Conference on Education — The Bird of Life (Vaughan); &c., &c.	
Recent Events .....	91	Overseas .....	107
Adolescent Education .....	92	General Notices .....	108
A Latin Lesson .....	97	Publications Received .....	109
The College of Preceptors — Meetings of the Council .....	99	Class List of Candidates who have passed the Midsummer Certificate and Lower Forms Examinations of the College of Preceptors .....	115
Board of Education —			
Circular to Local Education Authorities and Secondary Schools (No. 996) .....	99		
Scheme for the Better Organization of Examinations in Secondary Schools (No. 1,002) .....	100		

The Educational Times.

Until further notice, "The Educational Times" will be issued four times a year — on the 1st of February, May, August, and November. The next issue will appear on November 1st.

Communications intended for the Editor should be addressed to Ulverscroft, High Wycombe.

THE SECONDARY SCHOOL EXAMINATIONS COUNCIL.

Just three years ago, writing on the Board of Education Circular 849, we said that the proposals contained in it were dead, because they were based upon the German leaving examination for secondary schools, and that, war having broken out, Englishmen would not stand an examination scheme copied from Germany. But the Board of Education have now revived the proposals, have ordered them to be carried out, and by the time these words are issued they will be in force. During the War we are ready to obey any orders of the Government that make towards the carrying on of the War. Individual liberty has been largely curtailed, and rightly curtailed, in the face of a grave national danger. But in educational matters we are not planning for present emergencies, but for the future development of the nation. In education, above all things, we need freedom, and the Board have put upon us a yoke that is likely to have disastrous effects.

The Board's scheme, to come into operation on August 1 of this year, is as follows:—The Board will

undertake the functions and responsibilities of a co-ordinating authority for secondary school examinations, with the assistance of "The Secondary School Examinations Council." This Council is to consist of eighteen persons and, in the first instance, is thus constituted: nine representatives of University examining bodies, four representatives of Local Education Authorities, four representatives of the Teachers Registration Council, and one representative of a Standing Committee of professional bodies. The President of the Board will, in the first instance, appoint a Chairman from outside the Council. He has appointed the Rev. W. Temple.

This Council have power to advise the Board on the subject of co-ordinating examinations. Officers of the Board will be present at the meetings, and the Council must consult the Board "before committing themselves on questions of principles or policy which are controversial or specially important."

Certain criticisms are inevitably suggested. The Council will be a dummy: the real power lies with the Board. Thus we have the Board assuming the control of the examination of all secondary schools that are within their sphere of influence. But, if full powers had been given by the Board to the Examinations Council, the result might well have been equally unsatisfactory. It is a self-evident fact that school education is very largely controlled by the examinations for which the pupils are prepared. Consider the composition of this body. Half the members are chosen because they have experience in the management of school examinations. They are on the Council because they are business administrators. They may understand the needs of education; they may be men of imagination, and have the power of seeing what changes in education are essential; but it is not on these grounds that they are chosen. Of the remaining half of the Council, four members are administrative functionaries. They also may have deep knowledge of education, but they are chosen as business managers. One member is to represent organized professions, such as medicine. The contribution of teachers towards this Council that proposes, with the

permission of the Board, to govern schools, consists of four members elected by the Teachers Registration Council. These may or may not be teachers in secondary schools. If the Registration Council chooses, it may send representatives of Universities.

Men and women, say the Board, will alike be eligible. So far as information is at present available, there will probably be three women on the Council: two from the Teachers' Registration Council and one from the Northern Universities Examination Board.

The main function of this body is to approve of itself. The members will have to recommend to the Board examining bodies, which must be Universities (except for music, drawing, and manual instruction). The nine University representatives may recommend the eight Universities which they represent. They will be called upon to see that all examining bodies (themselves) maintain an adequate standard. They will also "be at liberty to submit suggestions" to the Board for the improvement of examinations (their own). They are to establish two examinations: one suitable for pupils about the age of sixteen and one for pupils two years older. Nothing is said in the Circulars about the territorial divisions of the country from which the eight Universities are to collect the £2 which the Board pay for each pupil examined, but it is thought that the Board intend to divide England into University provinces. Poaching will then be illegal.

The worst danger that lies in this plan of the Board of Education concerns the granting of certificates. The intention of the Board is to grant a certificate of a special character to those pupils who have passed successfully through a secondary school, and they clearly hope that this certificate will be generally accepted by professional bodies as the key to their entrance doors. It is here that the German system is very closely followed. It means, if the scheme works out as its promoters hope, that entrance to the professions will be in practice limited to those who have passed through a secondary school under the control of the Board. In this democratic country, at a time when we are trying to widen the opportunities of education, when Mr. Herbert Lewis's report would make continuation education compulsory up to the age of eighteen, if a child fails to get a junior county scholarship at the age of eleven or thereabouts, that child's chance of leaving the ranks of the manual workers is very slight. This is practically the German system. Only those who pass through a State secondary school can enter the Universities, the Civil Service, and the higher commercial grades. The rest remain hewers of wood and drawers of water.

It is true that the Board do not close the door entirely. They expressly say that, although the examinations are designed for pupils in recognized secondary schools, provision must be made for the admission of other candidates under nineteen years of

age. For these candidates there is to be a special form of certificate, designed to show that they have not been educated in a recognized secondary school. It is quite clear that, if the Board's intentions are carried out, this certificate will have a slighter value than the former one. The child in the elementary school who develops his or her powers after the scholarship age, and by industry and ability manages to secure a good education outside the State secondary-school system, will be at a marked disadvantage in the matter of the certificate to be gained.

Schools owned by individual proprietors and other secondary schools not recognized by the Board will suffer the same disability. This autocratic action of the Board makes it more than ever imperative that private schools should assert themselves. It is right that the State should aid education and see that suitable opportunities are provided for all citizens; but it is unwise that the State should so control education as to reduce all schools to a level of mechanical efficiency. Freedom must be retained for education, otherwise it dies.

We have shown that this fresh examination policy of the Board is opposed to the democratic growth of the country. Its intention is to destroy all private schools which do not conform to the Board's regulations and merit their "recognition." It puts another weight to check the free development of State secondary schools. The policy is German in origin and in spirit. When the nation understands this, the policy will have to be reversed, and education will have to receive that measure of freedom without which it cannot live.

[On July 12, the President of the Board, accompanied by Sir Amherst Selby-Bigge, Prof. Gilbert Murray, and the Hon. W. N. Bruce, received a deputation from the Head Masters' Association and the Federal Council of Secondary School Associations. The deputation urged:—(1) That the representation of teachers on the Secondary School Examinations Council was insufficient. The reply was that the constitution of the Council was provisional, and that the appointment of the Rev. W. Temple as chairman indicated that teachers' interests would be safeguarded. (2) That the Board should see that the additional grants were expended on salaries, as was the intention of the Board. The reply to this was "sympathetic." (3) That the new regulations for advanced courses in secondary schools should not be allowed to produce a differentiation of secondary schools into lower and higher. In reply to this, Mr. Fisher criticized the "tops" of some secondary schools, but said that transference would not be compulsory.]

In reference to the expected introduction of an Education Bill, Mr. Bonar Law said, on July 18, in answer to a question whether the Bill would be introduced before the adjournment: "I should very much like, if it is found possible, to do that; but I cannot absolutely say whether it can be done."]

## NOTES.

It is stated that the Government propose to introduce a Pensions Bill for secondary and technical teachers. The Bill will probably provide for an annuity at the age of sixty, secured through an Insurance Society. The teacher and the Local Education Authority would each pay half of the annual premium. It is very necessary that compulsory saving should be introduced in this way; but salaries are so low that it would be equitable for Education Authorities to pay the whole of the premiums. It may be that this Bill will pass during the Session. It is also stated that Mr. Fisher will introduce his expected Education Bill. If he does so, it will be to give the country an opportunity of discussing its provisions; the Bill is not expected to pass this Session. The Bill will no doubt contain clauses dealing with nursery schools, continuation education up to the age of eighteen, and further facilities for secondary education. It will probably aim at a reduction in the size of classes and provide money for the consequent increase in the number of teachers. And it will certainly try to secure for teachers a better status and better salaries; though such matters are not greatly influenced by Acts of Parliament.

At the moment it is administration mainly that occupies the country. The examination circulars of the Board suggest that they have in mind a division of England into educational provinces centring round a University; questions have arisen, and will need to be decided, as to the age at which the State shall assume control of the education of infants, and of the age at which the school education of the citizen shall cease; the quantity of secondary education to be provided, and the proportion of children to be removed annually from elementary to secondary schools, are matters of hot debate; the facilities to be offered by secondary schools is another subject of great uncertainty. These are administrative questions, and will be settled by administrators, by politicians, newspapers, departmental officials, and Local Education Authorities. In the welter of these urgent matters, other questions of no less urgency are likely to be overlooked. What is to be taught in the schools? What is the purpose of education? Are we to aim at making citizens useful to employers and useful to the State? Or is the purpose of education to give the fullest opportunities of life to everyone? It is not schoolmasters, secretaries, functionaries, or politicians who can solve such questions. It is idealists, men of imagination, who are unfortunately few, and not always listened to by their own generation.

SIR HENRY NEWBOLT, in the *English Review* for June, writes an article in which he endeavours to show how life may be restored to the dead bones of linguistic teaching. For the existing deadness he does not blame the schoolmaster, except in so far as he assents to an impossible system imposed upon him by "orders from above." The last phrase seems to refer mainly to school examining bodies. Grammar is science, and in teaching this science the language-master often finds that literature is crowded out. Often, too, he is made to feel that "wasting time" on literature does not pay for examination. "Life," says Sir Henry, "is a highly complex activity. . . . the intellectual, the æsthetic, and the moral activities should all be trained and stimulated. Science is the province of the intellect, Art of the æsthetic power, and Conduct of the moral sense. . . . The three natural affections of the human spirit are the love of truth, the love of beauty, and the love of righteousness; man loves all these by nature, for their own sake, and no system of education can claim to be adequate if it does not help him to develop these natural and disinterested loves." Schoolmasters, for perhaps one hour in the week, may realize the truth of these claims; but, if during all the other hours they are forced by the conditions of their employment to think of examinations, small wonder if their teaching is apt to become lifeless.

WE venture on a further quotation from Sir Henry Newbolt's article:—"Finally, the method of examination must be changed. . . . the boy must be asked such reasonable questions as might occur in conversation between two intelligent and interested talkers, and he must be classed according as he answers them in his own way, with understanding and sincerity." The last word "sincerity" is worthy of notice. Sir Henry continues: "The scheme which I have faintly outlined may prove to be unacceptable to those in authority who rivet the chains of education upon our schools. If so, we who are not in authority must do our best to correct and supplement a defective system. By all means in our power we must see that the generations which are to be touched by the great scientific minds shall be touched also by the great creative minds." Such things need saying to-day; but the power of the authorities must not be exaggerated. The authorities exist to make the educational machine run smoothly: their function is not to wrap the minds and hearts of teachers in swaddling bands. If they try to do so the teacher can decline to be influenced. Examinations, too — they exist for the benefit of schools. Schools can make of the instrument what they will, unless, of course, they are all put under the control of a central examination body, deaf to suggestions.

"THE Education of the Citizen" is the title of an article in the June number of the *Round Table*, which has been written by one of those "men of imagination" whose influence we desire in educational matters. We are often confused by phrases. Citizen education is often understood as meaning teaching about the duties of a jurymen and such-like matters. Before we can decide what education is proper for a "citizen," we must visualize the ideal citizen. Is he the mechanic who can produce most in a given time? Is he the clerk who can write most fluently in three languages? We have to decide whether we are teaching the child for his own sake or for the sake of someone else. "The fundamental truth in modern life," said President Wilson, "as I analyse it, is a profound ignorance." All trade disputes, all international troubles, are the result of ignorance. The man who has been immersed in some engrossing occupation for half his life is usually terribly ignorant of everything outside his immediate occupation. One aim of education is to dissipate ignorance as far as it is possible to do so. Ignorance is not dissipated by a narrow training in a limited field. To the best of our powers we must enlarge imagination, and imagination is fed on facts.

THE prevailing view in England is that success is represented by the style of living. *Success.* We ask what a man has done; but we are not satisfied of the success of his achievement unless the return is expressed in an adequate number of pounds sterling. The writer in the *Round Table*, whom we have already referred to, says: "To say that this *moral* education is the only education that should be given, whether in the schools or afterwards, would appear to be extravagant. It is the simple truth." This generation is apt to look upon moral education as the antithesis of intellectual education. "Be good, sweet maid, and let who will be clever," is a saying that has entered into the mind of the nation and brought about a severance of two things that are mutually interdependent. Goodness is based on knowledge, on intellectual thought. Many a simple and ignorant man who is good in spite of his simplicity and ignorance, really owes his goodness to the deep intellectual wrestling of some saint who has fought out with much strife and anxious thought a problem of conduct, the solution of which has henceforth become the common property of every subsequent generation. "What we attribute to the feelings and call 'instinctive,' is the wisdom of the past become traditional, and on that account instilled into us and assimilated by us as we grow. We do not realize that every shred of that wisdom has cost thought as well as volition, exercised the reasoning powers as well as the emotions. It is a dangerous doctrine that morality is not a matter which men need think about or try to understand."

"MORALITY," says the writer in the *Round Table*, and to these words he adds the emphasis of italics: "Morality is the process of extracting from the station which we occupy, and the events which happen to us, the highest value that is implicit in them." This can only be done by education, by developing as far as possible the faculties that we possess, by learning, studying, practising, and doing. Latin prose is not taught by reading books on "How to write Latin Prose" or by listening to dissertations from teachers, but by writing Latin prose. Goodness is not learnt from sermons or from ethical instruction, but it is acquired by doing good deeds. The sole end of education is that the citizen should do good deeds. Education is not limited to the influences of the form-room; it begins in the cradle and does not end till death. But, so far as concerns school education, the important thing is that the teacher should have in mind and be constantly conscious of the real aim of education, so that it may influence all his teaching, all his actions. Otherwise, the more immediate aims, such as passing examinations, turning out good correspondent clerks, and the like, come to exercise sway over his mind, and his educational influence is the poorer.

ALL the members of the College will join in congratulations to Sir Philip Magnus on the Baronetcy that has been granted to him. Sir Philip has been for many years a strenuous worker in the cause of education. There are, in fact, few educational activities in London with which he has not been connected. The University, the School Board, the City and Guilds Institute, have all been the scenes of his labour. Lastly—and not, in our opinion, least—he has been and still is President of the Council of the College of Preceptors.

THE lack of teachers in secondary schools is a matter of anxiety to appointing bodies; but in public elementary schools the dearth is still more marked. Local Authorities are in despair, and, like desperate men, they resort to desperate expedients. They do not differ, in the economic field, from other employers of labour. They have to make their terms sufficiently attractive to secure the workers they need. But the direct return from these workers cannot be counted in money values. Education Committees are unable to say, as the directors of an industrial concern might say, we can get such a value for our goods, therefore we can afford to pay such an amount for labour. The return from education is large, but it cannot be calculated in precise money terms, and so the employers of teachers haggle over the wages. They will not pay sufficient salaries to attract a sufficient number of teachers: they are offering to parents the bribe of a free education for such of their children as will promise to become teachers at a later date. Instead of the



lure at the end of the training period they offer a lure at the beginning, as Prof. John Adams phrases it in the *Times Educational Supplement*. The first of the two lures is entirely wrong. It is not right for a child of twelve to be bound: it is not possible to know whether a child at the age of twelve will make a teacher.

IN causing the removal of the main part of the Board of Education staff to South Kensington, Mr. Lloyd George has been careful to point out that no disrespect is intended to this important branch of the country's administration. Yet many people appear to look upon the removal as a snub. Years ago, when the State was tentatively putting out feelers towards secondary schools, the headquarters were at South Kensington. Later the secondary branch was brought to Whitehall, in order to remove it from the traditional view that South Kensington meant science only. All danger of that is now past. The Board's three departments—elementary, secondary, and University—are practically one and indivisible, wherever the offices may be. Mr. Fisher and his chief permanent officials will remain at Whitehall, in order to be in touch with Parliament. As things are, there may be advantages in this arrangement; but it is possible to see other advantages if South Kensington were to become the settled home of the Board. Too long has education been the sport of party politicians. At Whitehall, the officials in all their actions and plans are continually thinking "How will this be viewed over the way?" In the calmer academic atmosphere of South Kensington they might come to view education from an educational standpoint.

By the energy of M. le Comte Austin de Croze, an association has been started with the title of "The Classical French Theatre," for the performance in Great Britain of French classical drama for Universities, schools, and colleges. The Board of Education have encouraged the project, and several officers of the Board have allowed their names to appear on the list of supporters, among them Prof. Gilbert Murray. Other names are Prof. Gollancz, Mr. Stanley Leathes, Sir Philip Magnus, Sir Henry Newbolt, Mr. A. C. Benson, Mr. Cholmeley, Dr. Rouse, Miss Purdie, Miss Gray, and a number of head masters and head mistresses. The whole scheme includes proposals for establishing scholarships for British teachers, students, and pupils, to enable them to travel in France. The profits from the performances will be devoted to the scholarships.

THERE is one proposal in the Regulations for Secondary Schools recently issued by the Board of Education that will certainly arouse sharp opposition among head masters and head mistresses, and also among

governing bodies and parents, when they come to grasp the significance of the changes that are ordered. Under the new examination scheme, secondary schools recognized by the Board will prepare their pupils for an examination at about the age of sixteen. Those pupils who pass this examination creditably, and who are to continue their school education until the age of eighteen, will then be called upon to select one of three departments of study: (1) Science and Mathematics; (2) Classics; (3) Modern Studies. The Board anticipate that in most cases a school will be able to provide teaching in one only of these three departments. "Two, or even in rare cases three, of these advanced courses may be organized in a large school . . . but in most cases it is anticipated that the number of advanced pupils in the school will not allow of more than one course being organized." It follows, then, that most boys and girls who, at the age of sixteen in secondary schools, wish to continue their education, will be transferred to other secondary schools. In large towns this procedure may entail the minimum of inconvenience; but a very large number of children do not live within easy reach of more than one secondary school.

THE proposal appears to be an excellent bit of organization. So good, in fact, that it seems ungracious to criticize it. It is quite clear that large numbers of smaller schools will have few pupils staying to the age of eighteen—perhaps two, perhaps a dozen. It would be very wasteful for such schools to be staffed in such a way as to admit of carrying on the three advanced courses. Nothing is more natural than that one school should specialize in science and mathematics, another in classics, and a third in modern studies. The scheme is cheap. Even if railway fares have to be paid or boarding fees granted by the Local Authority, this would be less costly than maintaining the three departments. And yet, though to the official in his room the plan may well seem perfect, when it comes to trying to carry it out it is found that certain human qualities, that will wreck the scheme, have been overlooked. Are the schools to lose their promising pupils at sixteen? Are parents going to send their children to a school which will turn them out at sixteen? To avoid the rough transplantation, the parent who intends his child to remain to the age of eighteen will send him from the beginning to the school that offers the desired advanced course. Will Local Education Authorities allow certain of their schools to be discredited? Is each school to have a label—Science, or Greek, or French? The Board's zeal for organization must take into account that men and women are not so easy to deal with as lumps of coal.

THE campaign against ignorance that, under the name of "Baby Week," was carried out during the month of July, will do much to help mothers, fathers, em-

ployers, Local Authorities, and the State to realize their responsibilities. The large mortality among infants is preventible to a great extent. It is ignorance of the care necessary before birth, and of proper feeding and management after birth, that are the main causes of unnecessary deaths. Fresh air and cleanliness are also of supreme importance, and these matters in the crowded quarters of large cities are the concern of the Authority: they are generally beyond the influence of the parent. It is not only the waste of life that it is desirable to prevent. If the death-rate is high, it follows that a large number of infants, though they survive, never get the chance of becoming physically capable men and women.

THE Board of Education Report for 1915-1916 tells us that there are in England altogether 1,056 secondary schools recognized by the Board as efficient. Of these, 931 are on the grant list. It is interesting to note the government of these schools: 438 are controlled by Local Authorities; 424 are endowed schools, or "schools of a similar type"; 25 are schools of the Girls' Public Day School Trust; and 44 are controlled (whether with or without a formal educational trust) by Roman Catholic Orders or Communions. In addition to the grant-earning schools, the Board recognize 125 other schools. One of these is provided by a Local Authority, 101 are "endowed schools or schools of a similar type," 2 are controlled by Roman Catholic Orders, and 21 are private schools. The whole of these schools are said to be educating, in round numbers, some two hundred thousand pupils, the boys being slightly more numerous than the girls. It is brought out from these figures that the Board of Education are officially ignorant of the thousands of private schools that are giving secondary education to the boys and girls of the country. Yet it is held that this education is a matter of national importance. A complete educational survey, such as Prof. Sadler carried out for a few localities, becomes urgently imperative.

THE Association of Head Mistresses have issued a salary scale. The minimum initial salary for a head mistress is put at £400, "and there should be provision for regular increment." The initial salary of a non-graduate mistress is placed at £130, of a graduate at £150: in each case an annual increment of £10 up to £220. The Manchester Education Committee have just published a revised scale. For assistant mistresses in secondary schools they have four grades: (1) £100 to £120; (2) £120 to £160; (3) £160 to £200; (4) £200 to £240. In each case there is an annual increment of £10. Promotion to a higher grade is not automatic, but depends upon reports of the work. It is interesting to compare these two scales, which, as things are, appear fairly good, with a claim made by Mr. A. Randall Wells, writing in the *English Review*

for July. As a postscript to an article on "A British Commonwealth Party," he says:—"Since this was written the Minister of Education has made public his programme. He does not seem to grasp our needs. It is not a question of whether forty or fifty thousand men and women get £100 or £150 a year. Minute increases in salaries will do nothing towards education; they will only slightly improve the comfort of the present staffs in our schools. It is a revolution in standard that we need, and when we have a Minister of Education who speaks to us of thousands of masters and mistresses earning not less than £1,000 a year, and tens of thousands £500, we shall know that the importance of education has at last been realized."

THE Secondary Schools Association, of which Sir Philip Magnus is Chairman, have just published their Annual Report, from which it appears that there has been a year of serious work in drawing together the governing bodies of secondary schools and laying their views before the Board of Education and Local Authorities. We are reminded in this report that in 1915 the Association opposed the famous Circular 849, in which the Board of Education first expressed their views on the control of examinations for secondary schools. The Committee of the Association have helped to obtain alterations in schemes proposed by the Board of Education for secondary schools. By questions in Parliament and by deputations to Ministers they have elicited information and given public expression to the views of the governors of schools and of others interested in the work of secondary education.

WE have received a fly-leaf entitled "Essentials of a Satisfactory National Education," issued from the International New Thought Alliance (British Section), of which Mr. J. M. Heard is the Chairman. The paper demands opportunities of free education for all, and education of a character to enable every child "to live the fullest and most socially useful life of which he or she is capable." Homes, health, the spiritual basis, curriculum, and status of teachers are all dealt with, and in particular there is a striking paragraph on the "new discipline," from which we take the following:—"Parents and other educators should respect the child's instincts and activities, and provide a wholesome environment, giving them full play. As a rule, it is not their function to punish. The child must be allowed (except where there is danger of serious injury) to reap the consequences of his actions in the natural reaction of his environment. This environment should include other children, of all ages, equally free, whose interaction produces a *communis sensus*, or public sentiment. Thus the child will be ruled by a growing conscience, within and without, founded on a sense of individual and collective responsibility."

It was stated in the May issue of this paper that "the College of Preceptors have accepted an invitation to send representatives to an important conference organized by the Workers' Educational Association for May 3." This statement is incorrect.

## RECENT EVENTS.

In the beginning of May Mr. Fisher had an opportunity of a kind thoroughly congenial to him. He visited Plymouth to open a playing-field given to the Education Authority by Mr. and Mrs. Waldorf Astor. His first official action as President of the Board of Education was to secure from the Treasury a grant towards the maintenance of play-centres in large towns. During his visit to Plymouth Mr. Fisher addressed a large meeting, which gave him an enthusiastic welcome. He was evidently cheered by the signs of interest in education, and suggested that it was a remarkable fact that in the third year of a most exhausting War a large audience of men and women should be gathered together to consider education. He saw in this a fact full of brightest augury for the future. "I do not claim," he said, "that education is the most interesting subject in the world, but I do claim it is the most important; and when I use the phrase 'education,' I am not merely thinking of learning from books: I am thinking of the whole moral, intellectual, and physical development of our race."

### THE RATE-PAYER.

Mr. Fisher put the case for education in a way that would convince any opposing rate-payer who could be persuaded to listen. The consciousness that it is good for the nation as a whole that each individual should be educated is gaining ground; and progress is made each time a responsible speaker has the courage to make a bold profession of faith. He spoke of a dark sinister figure, the rate-payer, in the background, behind all the advancing educational agencies. "The country cannot afford," he said, "to allow its children to grow up undeveloped in mind, body, and character. I hear people say: 'Why should I pay for the education of somebody else's children? That is their affair, not mine.' But is it not everybody's affair that the Army and Navy shall be efficient; that industry and agriculture shall flourish; that crime and intemperance shall be diminished; that our men and women shall be brought up owning the sanctity of civic duties, temperate in habit, and possessing something of our previous heritage of culture? and how can any one of these great objects be obtained unless people are ready to spend money freely upon education . . . until rate-payers insist vehemently that the children who live in their locality shall have no worse an opportunity for obtaining education than the children who live in any other part of the country?"

### PARENTAL RESPONSIBILITY.

Mr. Fisher undoubtedly has the courage to express his opinions. It is often made a charge against the provision of educational opportunities that parental responsibility is thereby weakened. When Mr. Fisher meets this line of argument he says to himself: "The child of the poor parent who goes to a public elementary school at least spends every night of the year at home. The child of the rich parent who goes to a public school is committed—lock, stock, and barrel—to the schoolmaster of an expensive boarding establishment for a period of eight or nine years. Which of the two systems is calculated to develop the sense of parental responsibility?"

### TEACHERS' SALARIES.

"But, after all," said Mr. Fisher, "you will never seriously raise the level of our teaching, either in our country schools or in our town schools, until the country learns to pay the teachers better." The salary is a primary condition, but there is much besides; and Mr. Fisher went on to show that the teacher must still be a learner, and that opportunities must be provided for him. "As soon as the teacher winds up

the living mind within him, his utility as a teacher begins to cease. . . . What greater waste of time can there be for any mortal child than to be condemned to spend an hour of sunshine in the room with a bad teacher?" At a subsequent date (May 8) Mr. Fisher stated in the House of Commons, in answer to a question, that the minimum salary rates he had in view for certificated teachers were: men, £100; women, £90.

### THE CLASSICAL ASSOCIATION.

The Classical Association waited upon Mr. Fisher in the early part of May, and presented a series of resolutions that might be described as a manifesto in favour of providing wide-spread facilities for the study of the Roman and Greek languages, history, and literature. The main argument was that the children of the whole nation should have, in a democratic country, the privileges that had previously been the possession of a limited class only. The deputation thought this might be done by transferring suitable pupils to a school with a classical branch. Mr. Fisher was very sympathetic in his reply, and thought that the new scheme of development for secondary schools that he had outlined before the House of Commons would partly meet the wishes of the Classical Association. At the same time he pointed out that the Board are not in a position to impose curricula upon schools.

### THE HOUSE OF LORDS.

Viscount Haldane introduced a debate on National Education in the House of Lords on May 9. He was in favour of grouping County Authorities to form Provincial Authorities, arguing that the administrative need of the moment was for further devolution, and that while the Board could not successfully deal with 319 Local Authorities, they could do so with seven or eight. He also advocated some form of military training for boys between the years of fourteen and eighteen. The Bishop of Oxford approved of the proposal that all young people from the ages of fourteen to eighteen should have further compulsory education, but he thought the plan would have no reality unless it was accompanied by compulsory reduction in the hours of labour. The Earl of Crawford, replying for the Government, appeared not to be in favour of Provincial Authorities. A great deal of power had already devolved upon the Local Authorities, and more would be done in this direction; but he thought a locality would prefer to be in direct communication with the Board rather than through the intermediary channel of a Provincial Council. On the subject of religion, it was stated that there was no antagonism on the part of the working man to religion in itself, but only hostility to the machinery that was employed.

### THE BOARD AT SOUTH KENSINGTON.

At the beginning of June the greater part of the staff of the Board of Education was removed to the Victoria and Albert Museum at South Kensington; but the offices of Mr. Fisher and such other officers as need to be in close touch with Westminster during Parliamentary Sessions will remain at Whitehall. The reason for the change is that the Government require more space in the vicinity of the War Office and the Admiralty. At one time the Secondary Branch of the Board was housed at South Kensington. We do not suppose that the present arrangement is intended to be permanent; but, if it were so, there might be no disadvantage in moving the Board from the neighbourhood of Parliamentary turmoil and establishing it in the more peaceful area around the University of London.

### BIRTHDAY HONOURS.

Among the birthday honours are the following:—Baronetcy, Sir Philip Magnus; Knighthood, Dr. Thomas Gregory Foster, Mr. R. T. Glazebrook, Prof. W. J. Ashley, Mr. Graham Balfour, and Mr. E. C. Stirling.

### SUMMER COURSES.

The short courses arranged by the Board of Education to be held for teachers in secondary schools or training colleges during the Summer Vacation of 1917 are:

1. A course in French, for women teachers of modern languages in secondary schools recognized by the Board of Education as efficient, to be held at Bedford College for Women, Regent's Park, London, N.W.1, from August 24 to September 6,

inclusive. This course will be generally similar to that held at the same College in 1916, and in the selection of candidates for admission preference will be given to those who did not attend last year.

2. A course in methods of teaching elementary mathematics to children of eleven and upwards for teachers of that subject in secondary schools, to be held by permission of the London County Council at the London Day Training College, Southampton Row, London, W.C. 1, from August 27 to September 8, inclusive. As this course will be a part-time one only, and the number of admissions will be strictly limited, the selection will be restricted to teachers resident in or near London.

3. A course in English phonetics, for teachers engaged in giving instruction in subjects involving a knowledge of phonetics in training colleges, to be held at University College, Gower Street, London, W.C. 1, from August 27 to September 8, inclusive. This course will be planned with special regard to the needs of beginners in the study of phonetics.

Full particulars, with time-table and syllabus, of each of these courses will be circulated shortly by the Board to schools or colleges where teachers are employed who might wish to attend.

#### EDUCATION REFORM COUNCIL.

The President of the Board of Education has received a deputation from the Education Reform Council, which discussed some of the main questions dealt with in the report of the E.R.C. Mr. G. F. Daniell explained the origin of the Council, whose members are all persons of first-hand experience in educational administration and practice. Notwithstanding diversity of experience and tradition, a wide measure of agreement had been reached. The views of the E.R.C. on the block grant, Provincial Councils, and autonomous areas were explained by Mr. F. H. Toyne. Prof. T. P. Nunn discussed primary and post-primary education up to the age of eighteen. Prof. A. N. Whitehead spoke on examinations and inspection for secondary schools, advocating universal inspection.

Mr. Fisher expressed pleasure that so wide an organization of educationists had been considering practical schemes of reform, and that so much agreement had been reached as to the measures needed to improve the education of the nation.

#### ADOLESCENT EDUCATION.

It is a natural and healthy growth of democratic feeling that impels the State, as representing the community, to assume increasing responsibilities for each individual. In the past the State has considered it a duty to see that each individual obeyed the law, paid his taxes, and notified infectious diseases. It is now felt that the State has a further duty—it has to aim at such an organization as will afford to each individual the fullest opportunities of self-development and the completest life that his own powers and the conditions of civilization render possible. The State cannot in these days remain in a condition of complacent ease when a considerable proportion of its members are prevented by poverty or ignorance from becoming healthy and helpful citizens. This attitude of thought no longer implies the philanthropic mood; it implies a grasp of the fact that the soundness or unsoundness of the State depends upon the soundness or unsoundness of all its citizens.

This attitude is clearly seen in the Report of the Departmental Committee on "Juvenile Education in relation to Employment after the War," which was presided over by Mr. Herbert Lewis. This Report, in spite of the limitation of its title, deals with the whole problem of adolescent education, apart from the small proportion attending secondary schools. The tone of the Report and the point of view of the Committee are well indicated in the following paragraph taken from the introduction:—

#### THE AIM OF EDUCATION.

Any inquiry into education at the present juncture is big with issues of national fate. In the great work of reconstruction which

lies ahead there are aims to be set before us which will try, no less searchingly than war itself, the temper and enduring qualities of our race, and, in the realization of each and all of these, education, with its stimulus and its discipline, must be our stand-by. We have to perfect the civilization for which our men have shed their blood and our women their tears, to establish new standards of value in our judgment of what makes life worth living, more wholesome and more restrained ideas of recreation and behaviour, finer traditions of co-operation and kindly fellowship between class and class and between man and man. We have to restore the natural relations between the folk and the soil from which the folk derives its sustenance, to revivify with fresh scientific methods and better economic conditions the outworn practice of our agriculture, to learn over again that there is no greater public benefactor than the man who makes two ears of corn to grow where but one grew before. We have to bring research to bear upon the processes of our manufactures, to overhaul routine and eliminate waste, to carry our reputation for skilful workmanship and honest and intelligent trafficking into new markets and to maintain it in the old. These are tasks for a nation of trained character and robust physique, a nation alert to the things of the spirit, reverential of knowledge, reverential of its teachers, and generous in its estimate of what the production and maintenance of good teachers inevitably cost. Whether we are to be such a nation must now depend largely upon the will of those who have fought for us and upon the conception that they have come to form of what education can do in the building up and glorifying of national life. For ourselves [say the Committee], we are content to leave it to that arbitrament.

In this passage from the Committee's Report there are several utterances that will repay careful study. The same spirit is shown by the Workers' Educational Association in the following extract from their pamphlet on Educational Reconstruction:—

In the opinion of the Association the ideal underlying educational reform, in whatever direction it is undertaken, must be essentially humane and, in the broadest sense of the word, spiritual, and no improvements in legislation or administrative machinery can hope to achieve success unless those who are responsible for their working bear this fact constantly in mind. The object of the proposals submitted is not simply to improve the educational machinery of the country; they have been conceived in the hope and desire that they may serve to set free the spiritual forces which the War has so strikingly brought to light in every section of the people, nowhere more than among the working classes, and that they may thus contribute to the promotion of the work of reconstruction which must of necessity fall in so large a part upon the shoulders of the coming generation.

These two somewhat long quotations, which are by no means isolated examples of the present trend of public opinion, indicate the attitude of the leaders of thought towards the whole field of education. In the present article it is proposed to deal with secondary education alone.

#### SECONDARY EDUCATION.

Mr. Lewis's Committee decide that the secondary stage of education should begin at the age of fourteen, at which time compulsory full-time education in the public elementary schools will, according to their recommendations, cease. This age is fixed, not on the grounds put forward by physiologists that a great change in mental outlook takes place in every child about the age of thirteen or fourteen, necessitating a different form of education, but on the grounds of administrative expediency. They argue that at the present time it is not possible to secure general adherence to the proposal to raise the age for compulsory attendance at full-time day schools beyond fourteen without adopting the plan of paying maintenance allowances to parents in lieu of their children's earnings. And this plan they definitely condemn. The W.E.A. also advocate the age of fourteen for the present, but they would lay upon Local Authorities the duty of raising the age to fifteen within five years, and they advocate the payment of maintenance allowances. It may be taken, then, for the purposes of the present argument, that secondary education is that education given to pupils between the ages of fourteen and eighteen.

Before proceeding to Mr. Lewis's recommendations it will be well to consider what is already done in the way of education for adolescents of these ages. The figures supplied by the Board of Education show that very nearly 5 per cent. are educated in full-time secondary schools. To this may be

added another 5 per cent. (an outside estimate) for those children educated in secondary schools of which the Board have no cognizance. At the most, then, 10 per cent. of the children between the ages of fourteen and eighteen are receiving a continued education in daytime schools. Out of the remaining 90 per cent. it is found that 13 per cent. are enrolled for part-time evening courses. This figure of 13 per cent. is over-generous, because it is known that a large proportion of the enrolled students fail to complete the course. We are, therefore, left with a proportion of at least 77 per cent. of the adolescent population who come under no known educational influence except those of the workshop, the office, and the street.

#### THE DERELICT MAJORITY.

Public opinion is now ripe for proposals that the State should exercise control over the continued education of this derelict majority of at least 77 per cent. of the adolescents of the country. The existing voluntary agencies have not been able to cover the ground, or to persuade the child just freed from the discipline of compulsory attendance at school to come within their influence. Evening continuation schools, technical institutes, polytechnics, University colleges, great though their value is, affect a small proportion only. Apprenticeship and the education of the workshop have become, under modern industrial conditions, a source of incomplete training. Besides this, a large number of boys and girls enter what are known as "blind alley" employments, in which the training is very limited. The one and only remedy that the Committee find for the lamentable condition of affairs at present existing is compulsory part-time education for all adolescents. This is no new proposal. The need for it has been seen for many years. The quickening of national life that has come as a result of the War has now made it possible to carry out this proposal with the minimum of opposition. It is advocated alike by the W.E.A., by the Association of Directors and Secretaries for Education, by the Report of the Consultative Committee of 1909, and by the Royal Commission on Poor Laws. Similar proposals were included in the ill-fated Education Bill of 1911. Compulsion alone will meet the difficulties that will arise. If a scheme of local option were established, it is certain that the whole plan would fail. Both employers and parents would have a legitimate grievance from one of two points of view. Either they might feel that the earning hours of the children were unfairly curtailed in comparison with those in a neighbouring locality, or they might feel that their workpeople or their children were unfairly deprived of opportunities of becoming more useful and skilled.

The Committee feel quite certain that administrative compulsion is necessary to ensure the end they have in view; but they are equally certain that behind the administrative action there must be the driving force of a completely changed attitude on the part of the nation towards education. The remedy, they say, is a thoroughgoing one: "nothing less than a complete change of temper and outlook on the part of the people of this country as to what they mean, through the forces of industry and society, to make of their boys and girls." "Can the age of adolescence," they ask, "be brought out of the purview of economic exploitation and into that of the social conscience? Can the conception of the juvenile as primarily a little wage-earner be replaced by the conception of the juvenile as primarily the workman and the citizen in training? Can it be established that the educational purpose is to be the dominating one, without as well as within the school doors, during these formative years between twelve and eighteen? If not, clearly no remedies (they conclude) are possible in the absence of the will by which alone they could be rendered effective."

The only reply that can be given to the Committee's question is that a large number of people, representing all social grades, believe in the value of education, and that it is hoped that their belief will become sufficiently widespread to ensure the successful working of the Committee's proposals. At the present moment the W.E.A. holds the field as representing the desires and hopes of the working classes; but none know better than this Association itself that a vast mass of parents is untouched by its propaganda.

#### THE COMMITTEE'S PROPOSALS.

After establishing a uniform elementary-school leaving age of fourteen, and abolishing all exemptions, the Committee propose: "To require attendance for not less than eight hours a week, or 320 a year, at day continuation classes between the ages of fourteen and eighteen." When this proposal was published there was a loud wail of disappointment from some quarters. It was held that eight hours a week was a ludicrously inadequate proportion of time for continuation education. The proposal was not accompanied by any recommendation for a statutory limitation of the hours of labour, the Committee contenting themselves with an expression of approval of such action, but holding it to be without the scope of their report. The W.E.A. claim for education 800 hours a year, or not less than twenty hours a week, for (presumably) forty weeks in the year. This is practically the present official attendance for full-time day schools.

This Association also proposes to limit the hours of labour for all young persons under the age of eighteen to a maximum of twenty-five hours a week. The Association of Education Directors recommend that the total hours of labour and school attendance combined should not exceed forty-eight per week. The difference between the Committee and the W.E.A. is perhaps not of immediate importance. If the principle is once accepted that young persons up to the age of eighteen are under the control of the State, both as regards education and working hours, it will not be difficult to shorten the working hours and lengthen the hours given to education by degrees and as the necessary machinery can be gradually perfected.

It will be a great step forward when it is universally recognized that tired and sleepy adolescents, after a full day of labour, cannot usefully continue their education in evening classes. The new proposals do not go beyond the present practice of many wise firms of employers. The Committee propose that the continuation classes shall be held between the hours of 8 a.m. and 7 p.m.

The Committee amplify their proposals in the following paragraph, which is worth quoting:—

There are, of course, no substitutes for a sound early education, but such education, when it terminates at fourteen or even at fifteen, leaves the child with intellect and character still unformed at perhaps the most critical stage of his development, when both his mental and his physical life are at the maximum of instability. Some handrail is required over the bridge which crosses the perilous waters of adolescence, and it is this that a sound system of continuation classes may help to provide. We have asked ourselves [continue the Committee], and have asked others, whether the few hours a week, which is all that appears to us practicable at the present time to secure for education, will be of substantial value for the purpose in view of the numerous hours that will still remain available for the counteracting influences. We believe that the answer is in the affirmative. Many will feel that the system of half-time employment and half-time schooling, which has been put forward in some schemes of reform, approaches more nearly to a counsel of perfection. But we do not believe this to be at present attainable, and we are assured by experienced teachers that, if they are given something like eight hours a week during a continuous period of years from the time of leaving school, they will be able so to utilize those hours as to maintain that effective contact with the forces of civilization, which is at present in too many cases so soon broken. Even though the educational obligation may be a small one, it will still be sufficient to establish the principle that a child is no longer to be regarded as at once attaining, when he enters employment, to the fully independent status of wage-earning manhood. He will still be under authority and open to the influences of encouragement and reproof, of the corporate life and the offered ideals, which even more than mere instruction are of the essence of the educational process.

The paragraph concludes:

Over and above the four years' prolongation of formal education which they imply, we believe that compulsory continuation classes will carry on the moral and disciplinary influence of the elementary school, will increase the industrial efficiency of the mass of the population, and will give those able to profit by it full opportunity for the beginnings of a valuable technical training.

From the area of compulsion the Committee propose to exempt (1) all those who are receiving a full-time education, up to the age of sixteen at least, in a school approved by the Board of Education, a proposal that receives the support of

the Directors of Education; and (2) those who, however educated, have succeeded in passing the Matriculation examination of a British University. In this connexion the Committee think that "considerable freedom should be left for alternative methods of education, provided that any question as to the efficiency of these should be a matter for expert decision, which in the last resort must mean decision by the Board of Education." At the same time, the Committee would "strongly deprecate the establishment of privately controlled systems of continuation classes side by side with the public system." They therefore advise that exemption should only be given to those adolescents who can show that they have greater leisure, and can get something better than the public system can provide.

#### MAINTENANCE.

The W.E.A. have no hesitation in approving a system of grants to parents to make up for the loss of wages. Mr. Lewis's Committee disapprove of the system of maintenance grants, and, further, they believe them to be unnecessary. "We do not think," they say, "that employers as a body will desire to make specific reductions in wages on account of the few hours to be devoted to schooling. We do not think they ought to make such reductions. The incidental limitation of the supply of child labour will probably prevent them from making such reductions. The rapid effect of improved education upon the productivity of juveniles will leave them with little justification for making such reductions. We do not honestly think that parents need have much fear on this score."

#### COST.

Though it is nowhere definitely stated in the Committee's Report, it is assumed that the proposed compulsory continuation classes will be carried on without cost to the pupil or the parent or the employer. The State will bear the burden of the cost. The Committee state that in four years' time the gross cost of educating all children between the years of fourteen and eighteen in continuation classes may, perhaps, cost the country, in round figures, about ten millions a year. They do not attempt any close estimate, and they do not include the cost of providing buildings. The Treasury, now accustomed to think in hundreds of millions, is less likely to boggle at these figures than it would have been before the War. The Committee make no attempt to apportion the gross cost between the Exchequer and the localities; they content themselves with saying that the smaller the proportion added to the rates the less is the opposition of the rate-payers to be feared. The W.E.A. recommend that the State should pay 75 per cent. of the total cost; the Directors of Education, who are in close touch with the rate-payers, think that the State contribution should in no case be less than 50 per cent. of the total amount spent on education.

#### LEGISLATION.

The Committee urge that legislation should be introduced so as to bring about the proposed reforms at the earliest possible moment after the conclusion of the War. It is not to be expected that every locality could move with equal rapidity; but the "appointed day" could be postponed by administrative order when necessary. They appear to think that a very small amount of legislation is needed. It would probably suffice, they think, to amend Section 2 of the Act of 1902 so as to change the power of the Local Authority "to supply or aid the supply of education other than elementary" into a duty to make this provision, coupled with an obligation to submit to the Board of Education within a certain time a scheme for carrying out the new provisions in their area. It will also be necessary to cancel the clause limiting to twopence the amount to be raised from the rates for higher education.

In connexion with fresh legislation, notice must be taken of a movement to group counties into educational provinces. The argument is that the Board of Education cannot deal effectively with 319 Local Authorities; that these should be grouped into eight or nine provinces, each province to centre in a University; and that the Board should only deal directly with the Provincial Authority. Recently Lord Haldane expounded this proposal to the House of Lords. It has also been supported by the Reform Council. The inconveniences

and disadvantages of the proposal appear largely to outweigh its alleged value, and it does not seem likely to commend itself to the Legislature.

#### CURRICULUM.

A satisfactory curriculum can only be worked out after experience, and with the co-operation of those who have made a study of the science of education. The Committee lay down certain principles that will probably meet with general approval. In particular they advocate an extensive adoption of manual work in one form or another. "Education," say the Committee, "is a mental process, but the truth that for many children, especially those who will live by their hands, the best avenue to the mind is through the hands, has not yet worked its complete revolution in the pedagogic methods of the nineteenth century." This is sound doctrine, and the Committee's limitation of its application to those who will live by their hands might well be omitted. Again, the Committee say: "Manual work has long been recognized as a valuable medium of intellectual training."

As to the general aim of the proposed compulsory continuation classes, the Committee make their view plain in the following passage:

We need hardly say that we do not regard the object of establishing continuation classes as being merely an industrial one. The industries stand to benefit amply enough, both directly through the beginnings of technical instruction, and indirectly through the effect of education upon the character and general efficiency of those who come within its influence. But we are clear that the business of the classes is to do what they can in making a reasonable human being and a citizen, and that, if they do this, they will help to make a competent workman also.

#### RURAL EDUCATION.

The Report has some interesting passages on the subject of rural education. This, in the past, has been an admittedly weak spot in the educational system, and farmers have been credited, not without a show of reason, with an inability to appreciate the value of school learning. The opinion of the Committee as to the value of making two blades of grass grow in place of one has already been quoted. Speaking of country schools, the Committee say:

Both for boys and girls it will be both natural and right that the whole curriculum should relate itself to the rural atmosphere, just as it will relate to an artisan or a commercial atmosphere in a manufacturing town or a seaport. It is true that when they become adults, as we have already pointed out, many children brought up in villages will find their way to the towns. . . . We advocate no change in our methods of instruction which would unfit those who leave the country for town life, or which would in any way curtail their opportunities; far from it, we believe that these changes will make more useful citizens of the rising generation, and give them a wider and sounder outlook upon life.

The Committee hold that there ought to be an agricultural revival in England. To this end they urge that the country child ought to have no less good opportunities of education than the town child. "We are glad to find," they say, "that most of the agricultural witnesses who have appeared before us, while fully realizing the special difficulties that will attend progress in rural areas, hold firm to the faith in equality of educational conditions as the essential objective." Again: "Even among farmers there is a growing recognition of the advantage which agriculture may reap from improved education." As to the need of an agricultural revival, Mr. Christopher Turnor, who contributes a memorandum to the Report, says: "The land of the United Kingdom employs a million less men than it did sixty years ago; it employs per thousand acres only about one half the number employed in Germany and other countries.

#### GENERAL AIM.

Two more extracts must be cited to indicate the attitude of the Committee towards the subject of continued education:

Whilst one of the prime objects of the scheme is to increase the industrial efficiency of the workman, the education of the future citizen is even more important. Consequently the instruction provided must not be narrowly technical, but must develop the general powers of the mind. It is not, however, desirable to separate sharply technical instruction from general culture. The antithesis between the education of the workman and the education of the citizen has frequently been pressed too far. If the teaching is given on sound educational lines,

the process of acquiring technical knowledge becomes a good mental training; whilst the knowledge that enables a man to become an interested and intelligent co-operator in modern industry, instead of a mere tool, is in itself a valuable part of a good education for citizenship.

The second quotation shows that the Committee are alive to the investigations of modern educational science. After speaking of the period of adolescence as one in which boys are especially interested in mechanical contrivances and the wonders of Nature, they say :

Consequently a curriculum which has for its object the training of the future citizen, as well as of the efficient workman, must take account of the natural development of mind at this stage, and must give to the practical activities of boys and girls greater scope than is provided in the traditional curricula of the schools.

#### DETAILED SUGGESTIONS.

The Committee add to their Report a Memorandum of Suggestions on the subject of curriculum. They divide the four years of the continuation classes into two parts and deal first with the ages fourteen to sixteen. In their opinion the subjects of study during these two years should be mainly general, with some technical or vocational training added. As is made clear from earlier passages, the Committee mean by "vocational" what some writers prefer to call "environmental." In the second period, from the ages of sixteen to eighteen, they hold that the instruction should be mainly technical, but that the humanities should be continued.

#### FOURTEEN TO SIXTEEN.

They would place the children in three groups. In the first group come those who have adopted industrial, rural, or nautical occupations. The second group contains those who have entered commercial life. In the third group are placed those who do not belong to either of the other groups—in other words, those who have entered occupations often known by the name of "Blind Alley." This third group will, they hope, tend to grow smaller.

For these children they advocate a division of the hours between four subjects—English (which is a general term intended to include literature, history, and geography), Mathematics (which should include practical drawing). The third group is headed Manual and Scientific, and includes woodwork, metal work, gardening, mechanics, physics, cookery, needlework, dressmaking, millinery, and laundry. The fourth group, upon the value of which the Committee lay especial stress, is called Physical, and is taken to include a knowledge of hygiene as well as practice in bodily exercise. For the latter they follow Sir George Newman in advocating what is known as the Swedish system. "Experience during the War," say the Committee, "has shown, to a very marked extent, how seriously deficient are the bodily health and development of our boys and young men, and what great improvements can be effected under suitable training."

#### SIXTEEN TO EIGHTEEN.

After the age of sixteen the Committee advocate greater specialization, while maintaining a liberal basis of the humanities. They would divide adolescents into four groups. The first consists of those who have entered agriculture, engineering, mining, and the building or textile trades. The second group consists of those who have entered upon occupations connected with trade, transport, finance, and insurance. The third group consists of girls outside Groups 1 and 2; the fourth group of boys who are outside 1 and 2. For this last group, a diminishing quantity, as they hope, they recommend a continuation of the general course, including some manual occupation, calculation, vocal music, English, and physical training. For the corresponding group of girls, most of whom will probably be occupied later in household management, they recommend a course, including domestic and English subjects, household accounts, physical training, and vocal music.

There remain the two principal groups, industrial and commercial. For these they recommend a major and a minor course, each of which will be largely technical and definitely related to the occupation of the student.

#### EFFECT OF PROPOSALS.

It may be worth while to consider briefly some of the

effects of these proposals, if they are carried out, upon secondary schools and other existing educational agencies. In the first place, with regard to school fees. The continuation classes will be free. This will help to establish a principle in the minds of parents, and make them less inclined to pay secondary school fees. The W.E.A. advocate the abolition of fees in all secondary schools. Secondly, with regard to curriculum. If the value of manual work is proved by experience in these classes, it may be expected that the fact will react upon the curricula of secondary schools.

A certain class of educational institute stands to be very closely affected by the proposed change. The commercial college preparing for the lower grades of the Civil Service, and teaching shorthand and typewriting to junior clerks, may prove a competitor of the State system. This the Committee would deprecate, and they propose that while alternative schemes should be accepted, these should be shown to entail a substantially greater amount of daytime instruction than would be entailed by attendance at the ordinary classes, and that such alternative courses should be declared suitable by the Board of Education.

#### PRIVATE SCHOOLS.

Proprietors of private schools of all types may view these proposals with some anxiety. The control of the State creeps on, and the private school grows less frequent. Schools relying mainly or entirely on day pupils will certainly find an increase in the severity of State competition. Boarding schools will be less affected, and may yet continue for many years. At the same time, there is a good deal of educational opinion in favour of retaining the opportunities of private initiative in education. In the matter of continuation classes the Committee say that "a considerable freedom should, we think, be left for alternative methods of education"; but they add the proviso that the Board of Education should decide as to their efficiency.

#### EVENING SCHOOLS.

The effect of the new continuation classes on the existing evening schools will be most marked. The reader of the Report will naturally ask what is to become of them, and whether they are to be abolished. The answer of the Committee is admirable, as a quotation will show :

The continuation school, like the day school, ought to become a centre for the self-directed activities of its pupils, as well as for those imposed upon them, and its buildings should serve as a home for innumerable clubs, debates, study circles, concerts, and other forms of social gathering. In the evening, too, the serious instruction of the daytime may be supplemented by voluntary classes in recreative subjects for those who desire them.

In the summer there will be games, scoutcraft, swimming and the like. There will be quiet rooms for those who have no suitable home for the preparation of their class studies. Such a use of the evening schools is in accordance with the suggestions of the W.E.A. There will, of course, also be classes for those above the age of eighteen.

#### CONCLUSION.

The Report sums up what many people have been advocating for some years past. If the proposals contained in it are carried out, a great step forward will have been made in the work of providing sound educational opportunities for all who can profit by them.

"It is in the interest of the State," says the Association of Directors and Secretaries for Education "that no child or young person should be debarred by lack of means from the highest education of which it is capable." That view is now generally held by educational reformers; it receives support from the intelligent democracy of the country. As things are, the child in an elementary school, who at the age of twelve has failed to gain a Junior County Scholarship, may have no further chance of showing his fitness for education. Compulsory continuation schools would give a chance to every child. The times are ripe for the proposed change. The report carries conviction because every page is instinct with the desire to give the child the best opportunities possible, and it views education from the child's standpoint, which is the nation's standpoint, and not from the traditional standpoint of an official, administrative, Government Department.

## 450 MEDALS & PRIZES !!

### STUDENT'S ELEMENTARY

# BOOK-KEEPING

By **ARTHUR FIELDHOUSE, Accountant,**  
66 West Parade, Huddersfield,

who will forward copy **Index and Specimen Pages** on receipt of Post Card addressed to **Box A 27, Huddersfield.**

364 Pages. 21st Edition. Post Free, 2s.  
100 Exercises. 350 Questions.

Teacher's Specimen Copy, from Author only, 1s. 4d.

The **ONLY TEXTBOOK** to which there is a **FULL KEY.**

While this textbook more than covers all **Elementary Examinations** in this subject, its special design is to meet the requirements of the excellent Syllabuses issued by the **Society of Arts, West Riding County Council, the College of Preceptors, Oxford and Cambridge Locals, the London Chamber of Commerce, and the National Union of Teachers.**

The **Exercises** and the principles introduced therein are so carefully **graded** in point of difficulty that the student is trained to work the most difficult set of transactions without being appalled at any stage of his study. No exercise is too long or too complicated to be completed between each lesson. The **Questions** will be found very useful for testing the student's knowledge at each stage of his work. **Examination Papers** of the **Society of Arts, the W.R.C.C., and College of Preceptors** are included.

London: **SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.**

THE INCORPORATED

## FROEBEL EDUCATIONAL INSTITUTE,

COLET GARDENS, TALGARTH ROAD,  
WEST KENSINGTON, LONDON, W. 14.

*Chairman of Committee:*

Right Hon. Sir W. MATHER.

*Treasurer:* Mr. C. G. MONTEFIORE, M.A.

*Secretary:* Mr. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

*Principal:* Miss E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union, and other Examinations.

There is a small Loan Fund to assist Students who are unable to meet the full fees.

Prospectuses and all particulars as to Scholarships may be obtained from the PRINCIPAL.

## THE STUDENT'S

# BUSINESS METHODS

and

## COMMERCIAL CORRESPONDENCE.

By **ARTHUR FIELDHOUSE, Accountant,**  
66 West Parade, Huddersfield,

who will forward **Specimen Pages and Index** on receipt of Post Card addressed to **P.O. Box A 27, Huddersfield.**

Eighth Edition. 380 Pages.  
2s. 6d. Post Free.

80 **TEST and EXAMINATION PAPERS,**  
containing **1,300 QUESTIONS.**

This is the only **practical, up-to-date** book on **Commercial Correspondence and Office Work**, and is characterized by the qualities that have made the author's other textbooks so popular. The lessons are well **graduated**, and the teacher is **saved** the **drudgery** of preparing **Test Papers**, one of which follows every chapter, in addition to numerous **Examination Papers**. **PRACTICAL Work** is provided in the **Series of Business Transactions** included is some of the **Test Papers**. It is the only **Complete Guide**, covering all the **Elementary Examinations**. Small-priced books may be had on the subject, but as they do not cover the **Syllabuses** they are dear at a gift. **Efficiency** should be the first consideration. It is an excellent **Handbook** for the **Junior in the Office**. **Teacher's Specimen**, from Author only, 1s. 7d. post free.

London: **SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.**

## SCHOOL, CLASSICAL, MATHEMATICAL, AND SCIENTIFIC BOOKS.

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

Keys and Translations.

SCHOOLS  
SUPPLIED.

BOOKS  
BOUGHT.

**J. POOLE & CO.,**

104 Charing Cross Road,  
LONDON, W.C.

Telephone No.: 1828 Gerrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

**EDUCATIONAL BOOKSELLERS**



**CERTIFICATE AND LOWER FORM EXAMINATIONS, 1918.**

SUITABLE BOOKS PUBLISHED BY THE

**University Tutorial Press**

*S. denotes the Senior Examination, J. the Junior, P. the Preliminary, L.F. Lower Forms.*

**Scripture History.**

- (S., J.) **Acts of the Apostles** (Part II, Ch. 13-28). Edited, with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham. 1s. 6d.
- (S., J.) **Gospel of St. Matthew.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and J. W. SHUKER, M.A. 1s. 6d.
- (P., L.F.) **Gospel of St. Matthew.** (Preliminary Edition.) With Introduction, Notes, and Maps. By Rev. T. WALKER, M.A. 1s.

**English Literature.**

- (J.) **Dickens.—A Tale of Two Cities.** By A. R. WEEKES, M.A. 1s. 6d.
- (P., L.F.) **Macaulay.—Horatius, Lake Regillus, The Armada.** By A. J. F. COLLINS, M.A. 1s.
- (P.) **Scott.—Marmion. Cantos I and VI.** By FREDERICK ALLEN, M.A. 8d.
- (S., J.) **Shakespeare.—A Midsummer Night's Dream.** By A. F. WATT, M.A. 2s.
- (S.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A. 2s.
- (J.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A., and FREDERICK ALLEN, M.A. 1s. 4d. (Junior Shakespeare.)
- (S.) **Spenser.—Faerie Queene, Book I.** By W. H. HILL, M.A. 2s. 6d.

**English History.**

- (S.) **Earlier History of England (to 1485).** With Biographies, Maps, and Plans. By C. S. FEARENSIDE, M.A. 2s. 6d.
- (S.) **Modern History of England. Part II, 1688-1901** (with a concise Introduction down to 1714). 2s. 6d.
- (S., J.) **School History of England.** By M. E. CARTER, Honour School of Modern History, Oxford. With Plans and Coloured Maps. 3s. 6d. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 1s. 6d.
- (P., L.F.) **Preliminary History of England.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s.

**Geography.**

- (J.) **Geography of Africa (with Australasia). Junior.** By G. C. FRY, M.Sc. 8d.

**Latin.**

- (S., J.) **Caesar.—Gallic War, Book I.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s. 6d.
- (P.) **Caesar.—Gallic War, Book I, Ch. 1-29.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction and Notes. 1s.
- (S.) **Caesar.—Gallic War, Book II.** By LL. M. PENN, M.A. (School Latin Classics.) With Introduction, Notes, and Alphabetical Lexicon. 1s.
- (S.) **Cicero.—Pro Lege Manilia.** By A. WAUGH YOUNG, M.A., and A. F. WATT, M.A. With Introduction and Notes. 2s. 6d. Vocabulary, 1s.
- (S., J.) **Vergil.—Aeneid, Book VIII.** By J. F. RICHARDS, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s.

*Full Catalogue of Textbooks suitable for the College of Preceptors Certificate, Examinations, Oxford and Cambridge Locals, the Higher School Certificates, &c., post free on application.*

**University Tutorial Press, Ltd.,**  
High Street, Now Oxford Street, W.O.2.

**The Educational Times**

AND

**JOURNAL OF THE COLLEGE OF PRECEPTORS.**

*Sixty-eighth Year of Publication.*

Published on Feb. 1, May 1, Aug. 1, Nov. 1. Price 6d., by Post 7d.

**SCALE OF CHARGES FOR ADVERTISEMENTS.**

WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	" 2 10 0	"	3 0 0
QUARTER PAGE	" 1 10 0	"	1 15 0
PER INCH in broad column (half width of page)	0 7 0		
NARROW COLUMN (one-third page)	... ..		2 0 0

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch.  
Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.)  
Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to the Publisher,

FRANCIS HODGSON, 89 FARRINGTON STREET, LONDON, E.C. 4.  
Telephone: City 4871.

Communications intended for the Editor should be addressed to THE EDITOR OF THE EDUCATIONAL TIMES, Ulverscroft, High Wycombe.

**A LATIN LESSON.\***

Few schoolmasters recognize themselves in the pages of writers of fiction, though they may occasionally recognize a colleague. Schoolmasters view schools from the inside, and from the seats of the mighty. The inside knowledge possessed by the writer of fiction is often—not always—limited to points of view enjoyed by an occupant of the learner's bench. So far as we know, Mr. Rudyard Kipling has not been a schoolmaster. It was natural to view "Stalky & Co." with some distrust—a caricature was the general pronouncement. Yet a caricature may be more biting than a photograph.

We are reminded of "Stalky & Co." because in a recent volume, "A Diversity of Creatures," Mr. Kipling includes a sketch of school life which he calls "Regulus." He tells us expressly that "Regulus" was written in 1908; otherwise we might have thought that he had found a few forgotten pages of Stalky's school life. In "Regulus" we have the same setting and the same atmosphere as surrounded Beetle and his friends. The boys, rough but sound, understand silence better than pi-jaw. The masters cloak their enthusiasms and their affection for the boys in an almost impenetrable aloofness or in a shallow facetiousness. The incident described in "Regulus" is chiefly concerned with a lesson in Latin. It may possibly be meant as Mr. Kipling's contribution to the classics *versus* science controversy.

The scene is the Fifth Form Army Class. Enter Mr. King. "Aha!" he began, rubbing his hands. "Cras ingens iterabimus sequor." Our portion to-day is the Fifth Ode of the Third Book, I believe—concerning one Regulus, a gentleman. And how often have we been through it?"

"Twice, sir," said Malpass, head of the form.  
Mr. King shuddered. "Yes, twice, quite literally," he said. "To-day, with an eye to your army *viva voce* examinations—ugh!—I shall exact somewhat freer and more florid renditions. With feeling and comprehension, if that be possible. I expect"—here his eye swept the back benches—"our friend and companion, Beetle, from whom, now as always, I demand an absolutely literal translation." The form laughed subserenly.

"Spare his blushes! Beetle charms us first."

So Beetle, who is evidently meant to be one of the weaker

\* "A Diversity of Creatures." By Rudyard Kipling. (6s. Macmillan.)

brethren, stands up and begins to translate. He has a "guaranteed construe" given him by another boy, and so feels pretty safe.

This is how he begins :

"*Credidimus, we—believe—we have believed,*" he opened in hesitating, slow time—" *tonantem Jovem, thundering Jove—regnare, to reign—caelo, in heaven. Augustus, Augustus—habebitur, will be held or considered—praesens divus, a present God—adjectis Britannis, the Britons being added—imperio, to the Empire—gravibusque Persis, with the heavy—er, stern Persians.*"

"What?"

"The grave or stern Persians."

Beetle now prepares to sit down. But King says: "I am quite aware that the first stanza is about the extent of your knowledge; but continue, sweet one, continue."

Beetle accordingly continues.

"*Milesne Crassi, had—has the soldier of Crassus—vizit, lived—turpis maritus, a disgraceful husband—*"

"You slurred the quantity of the word after *turpis*," said King. "Let's hear it."

Beetle finishes his portion, and then asks:

"Shall I go on, sir?"

Mr. King winced. "No, thank you. You have indeed given us a translation!"

But King does not leave Beetle alone for long. This is how he addresses him after listening to a random reply:

"Guessing, Beetle, as usual, from the look of *delubris* that it bore some relation to *diluvium*, or deluge, you imparted the result of your half-baked lucubrations to Winton, who seems to have been lost enough to have accepted it. Observing next your companion's fall, from the presumed security of your undistinguished position in the rearguard, you took another pot-shot. The turbid chaos of your mind threw up some memory of the word 'dilapidations,' which you have pitifully attempted to disguise under the synonym of 'ruins.'"

Later in the lesson a boy called Vernon makes a mistake that arouses King's wrath. He says:

"So far as in me lies, I will strive to bring home to you, Vernon, the fact that there exist in Latin a few pitiful rules of grammar, of syntax—nay, even of declension, which were not created for your inculcated sport—your Boeotian diversion. You will therefore, Vernon, write out and bring me to-morrow a word-for-word English-Latin translation of the Ode, together with a list of all adjectives—an adjective is not a verb, Vernon, as the Lower Third will tell you—all adjectives, their number, case, and gender. . . ."

"I—I'm very sorry, sir," stammered Vernon.

"You mistake the symptoms, Vernon. You are possibly discomfited by the imposition; but sorrow postulates some sort of mind, intellect, *nous*. Your rendering of *probrosis* alone stamps you as lower than the beasts of the field."

This imposition, which appears to have taken some time to set, was subsequently remitted, because Vernon made an apposite Latin quotation when fumes from the science room began to scent the air.

Winton, one of the better scholars, now takes the field.

"And hastened away," said Winton, "surrounded by his mourning friends, into—into illustrious banishment. But I got that out of Conington, sir," he added in one conscientious breath.

"I am aware. The master generally knows his ass's crib, though I acquit you of any intention that way. Can you suggest anything for *egregius exul*? Only 'egregious exile'? I fear 'egregious' is a good word ruined. No! You can't in this case improve on Conington. Now, then, for 'atqui sciebat quae sibi barbarus tortor pararet.' The whole force of it lies in the *atqui*."

"Although he knew," Winton suggested.

"Stronger than that, I think."

"He who knew well," Malpass interpolated.

"Ye-es. 'Well though he knew.' I don't like Conington's 'well witting.' It's Wardour Street."

"Well though he knew what the savage torturer was—was getting ready for him," said Winton.

"Ye-es. 'Had in store for him.'"

"Yet he brushed aside his kinsmen and the people delaying his return."

"Ye-es; but then how do you render *obstantes*?"

"If it's a free translation, mightn't *obstantes* and *morantem* come to about the same thing, sir?"

"Nothing comes to 'about the same thing' with Horace, Winton. As I have said, Horace was not a journalist."

In an article in the *English Review* Sir Henry Newbolt pleads for more spirit in the Latin lesson. More of the soul of literature and less of the science of words. Assuming that Kipling's "caricature" has a sound basis, it may be asked how much literature the form had tasted up to this moment. King is talking most of the time. He does not let even Winton translate a dozen words without interrupting, suggesting, correcting. King, in a way, is enjoying himself. He is in the sun. Of the rest, one is trying to turn a Latin poem into English, a word or two at a time, intermittently, as King's occasional silences allow, his mind concentrated on syntax; a few are probably listening; Beetle is undoubtedly digging into the desk with his pocket knife.

One is inclined to wonder if these boys ever read the entire Ode either in English or Latin. Yet King is a scholar, and enjoys the classics above all literature. In these days much is heard about the free expression of individuality. King, a ripe scholar, whom even Virgil rouses to enthusiasm, is condemned to spend his days in a school standing alone in the country. He has no society; no intellectual equals outside his colleagues to whom he can express himself. He dare not let himself go to the boys, partly for fear of showing an enthusiastic love of literature that might seem to them ridiculous, and partly for fear of examinations. "Regulus," says King, "which (your examiners won't ask you this, so you needn't take notes) was a sort of God-forsaken Manchester."

Going back to the lesson—King discusses the passage further, and then annoys Beetle by asking him for a translation of *tendens*, a word "which is utterly untranslatable." The fumes intruding from the science room give rise to two pages more of talk before King "headed them back to Regulus."

According to the story, King's conversation occupies the greater part of the lesson, and most of the talk concerns neither Horace nor the Latin tongue.

In the afternoon a rough-and-tumble happened to take place among our heroes. King was a chance witness.

"Oh," said King, "'Dimovit obstantes propinquos.' You, I presume, are the *populus* delaying Winton's return to—Mullins, eh?"

"No, sir," said Stalky behind his claret-coloured handkerchief. "We're the *maerentes amicos*."

"Not bad! You see, some of it sticks, after all," King chuckled to Hartopp (the science master). King had promised his form to have it out with Mr. Hartopp about the fumes. They are naturally led to discuss the value of their respective subjects.

"To go back to what we were discussing," said King quickly, "do you pretend that your modern system of inculcating unrelated facts about chlorine, for instance, all of which may be proved fallacies by the time the boys grow up, can have any real bearing on education—even the low type of it that examiners expect?"

"I maintain nothing. But is it any worse than your Chinese reiteration of uncomprehended syllables in a dead tongue?"

"Dead, forsooth!" King fairly danced. "The only living tongue on earth! Chinese! On my word, Hartopp!"

"And at the end of seven years—how often have I said it?" Hartopp went on—"seven years of two hundred and twenty days of six hours each, your victims go away with nothing—absolutely nothing, except, perhaps, if they have been very attentive, a dozen—no, I'll grant you twenty—one score—of totally unrelated Latin tags, which any child of twelve could have absorbed in two terms."

"But—but can't you realize that if our system brings later—at any rate—at a pinch—a simple understanding—grammar and Latinity apart—a mere glimpse of the significance (foul word!) of, we'll say, one ode of Horace, one twenty lines of Virgil, we've got what we poor devils of ushers are striving after?"

"And what might that be?"

"Balance, proportion, perspective—life."

This article is not written to support one side or the other in the scientific-humanistic fight. Science, or knowledge, is, in our opinion, as necessary as literature, or thought. Neither is it really possible to teach one entirely to the exclusion of the

other, though the one may unwisely preponderate. The suggestion of the writer of the article is that if there is any truth in Kipling's sketch it is time to take thought as to what we are teaching, how we are teaching it, and why. King's contention that he teaches Latin to his whole form, day in and day out, in order that one or two individuals may read Horace with enjoyment, does not convince us that he is doing the best for the remainder.

## THE COLLEGE OF PRECEPTORS.

### MEETINGS OF THE COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 12th of May, 1917. Present: Sir Philip Magnus, President, in the chair; Prof. Adams, the Rev. F. W. Aveling, Mr. Bain, Mr. Bayley, the Rev. J. O. Bevan, Mr. Holland, Miss Lawford, Mr. Longsdon, Mr. Ritchie, Mr. Roscoe, Mr. Rushbrooke, Mr. Somerville, the Rev. Canon Swallow, and Mr. Whitbread.

Sir Philip Magnus was re-elected President of the Council. Prof. John Adams, Mr. R. F. Charles, and Mr. J. F. P. Rawlinson were re-elected Vice-Presidents of the Council.

Mr. Rushbrooke was re-appointed Dean of the College, and Dr. Armitage-Smith Treasurer of the College.

The Moderators, Examiners, Inspectors, and Revisers for the year ending in May 1918 were appointed.

In response to the invitation of the Entente Committee of the Royal Society of Literature, Prof. John Adams was appointed the representative of the College at a Conference to be held on the 1st of June for the purpose of discussing proposals for furthering the objects of the Entente Committee.

Dr. F. A. Sibly was re-elected a member of the Council.

The following resolution was adopted:—

That the Council of the College of Preceptors affirms its strong conviction that monetary or other aid granted to young persons on the condition of their undertaking to become teachers tends to lower the status of teaching work. In this connexion the Council especially deprecates the proposal of the London County Council Education Committee to the effect that children of ten years of age are to receive scholarships on condition that they undertake, through their parents or guardians, to become teachers in public elementary schools in London. Such an undertaking cannot ensure that the recipient of the bounty will be bound to become a teacher.

Mr. W. J. Merridan, A.C.P., Royal Normal College, Upper Norwood, S.E., was elected a member of the College.

The following books had been presented to the College since the last meeting of the Council:—

By the CAMBRIDGE UNIVERSITY PRESS.—Tucker and Wallace's English Grammar.

By the GENERAL MEDICAL COUNCIL.—Minutes of the Medical Council, 1916; Index to Minutes of the Medical Council, 1903-1916. Register of Veterinary Surgeons, 1917.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 27th of June, 1917. Present: Mr. Rawlinson, Vice-President, in the chair; Dr. Armitage-Smith, Mr. Bain, Mr. Barlet, the Rev. J. O. Bevan, Mr. Brown, Mr. F. Charles, Mrs. Felkin, Miss Frodsham, Mr. Hardie, Miss Lawford, the Rev. R. Lee, Mr. Millar Inglis, Mr. Morgan, Miss Punnett, Mr. Roscoe, Mr. Rushbrooke, the Rev. C. J. Smith, Mr. Starbuck, Mr. Thornton, Mr. Vincent, and Mr. Whitbread.

The following resolution was unanimously adopted:—

That the congratulations of the Council be offered to the President, Sir Philip Magnus, on the new dignity of Baronet which has been conferred upon him.

The Secretary reported that he had received from the Rev. H. A. Soames £50 2½ per cent. Consols for the purpose of providing an additional prize for Scripture History.

Prof. John Adams was appointed to deliver the next course of twelve lectures on "The Practice of Teaching."

Mr. T. H. Bowtell was appointed a Reviser in Commercial Subjects.

Mr. Hay and Mr. Wagstaff were re-elected members of the Council. Mr. S. Gregory Taylor was elected a member of the

Council, to fill the place rendered vacant by the resignation of the Rev. J. B. Blomfield.

The Council considered the Board of Education's Circulars 996 and 1002, and adopted the following resolutions:—

(a) That the Council take action to procure more adequate representation of teachers in general, and in particular to secure the direct representation of the College, on the Secondary School Examinations Council.

(b) That the Council of the College of Preceptors is of opinion that teachers, in common with members of other professions, should have the fullest possible measure of freedom and independence in their work.

(c) That secondary-school examinations should be mainly regulated and controlled by school teachers or their representatives.

On the recommendation of the Finance Committee, a grant of £20 was made to a life member of the College.

On the recommendation of the Examination Committee, the Council expressed their willingness to make suitable arrangements for the examination of British prisoners of war interned in enemy or neutral countries.

The Secretary submitted a report on the meeting which was convened by the Entente Committee of the Royal Society of Literature for the purpose of discussing M. de Croze's proposal to make provision for performances of French classical plays at Universities and schools in the British Isles. The meeting had appointed a Committee to take provisional charge of the movement, which it was intended should ultimately be placed under the control of an association of subscribers. The movement was assured of substantial support, and a large number of head masters of public schools had promised to join the Association.

The following books had been presented to the College since the last Meeting of the Council:—

By the AUTHOR.—Patterson's Language-Student's Manual. By the CAMBRIDGE UNIVERSITY PRESS.—Lobban's Shakespeare's Coriolanus, and Shakespeare's King Henry V; Peskett's Livy XXIII; Postgate's Lucan De Bello Civili VIII.

By MACMILLAN & CO.—Fowler's First Book of English Prose for Repetition; Macardle's Selections from Malory's Le Morte d'Arthur; Malim's Njal and Gunnar.

By the OXFORD UNIVERSITY PRESS.—Bartholomew's Advanced Atlas of Physical and Political Geography; Davies's Modern Language Teaching in German Secondary Schools; Forbes's Second Russian Book; Lamborn's Rudiments of Criticism; Oxford Russian Plain Texts (Tolstoy's A Prisoner of the Caucasus, and Turgenev's Pegasus, Biryuk, and Forest and Steppe).

By the UNIVERSITY TUTORIAL PRESS.—Hutchinson's Advanced Textbook of Magnetism and Electricity, Vols. I and II; Weekes's Johnson's Life of Pope.

The Medical Register, 1917.  
The Dentists' Register, 1917.

## BOARD OF EDUCATION.

### CIRCULAR TO LOCAL EDUCATION AUTHORITIES AND SECONDARY SCHOOLS.

CIRCULAR 996.

#### EXAMINATION OF SECONDARY SCHOOLS.

1. IN a Circular (No. 933) issued to Local Education Authorities and secondary schools in December 1915 the Board recorded the stage then reached in the preparation of their plan for the improvement of secondary school examinations. They further announced that it would not be possible to proceed at once with the plan as a whole. They are now, however, able to take up the matter again, and the following steps will accordingly be taken to bring their scheme into operation on August 1, 1917.

2. From that date the Board will undertake the functions and responsibilities of a Co-ordinating Authority for Secondary School Examinations, with the assistance of a body of persons to be called "The Secondary School Examinations Council."

3. The main functions of this Council, which are more fully specified below, will be of a technical character requiring considerable experience of the practical working of examinations, and of the conditions which must be fulfilled if the certificates of approved examining bodies are to be generally accepted as evidence of the attainment of an adequate standard of general and advanced secondary education. For this purpose it is

desirable that the Council should not be too large for close discussion and prompt decision, and that the approved examining bodies should be represented on it.

The Board are, however, fully aware that there are, or may be, important interests which should be consulted from time to time, even though it may not be practicable to give to all of them a direct representation on the Council. In the case of the organized professions the Board suggest that a Standing Committee should be formed which would nominate a member of the Council, and would have still greater importance and value as being available for consultation and conference with the Council as occasion arose. The Board would welcome the formation of similar Standing Committees by other organizations which might be interested in the Council's work, e.g. Chambers of Commerce.

4. The Council will consist of eighteen persons, and will, in the first instance, be constituted as follows:—

To be appointed by—

Part I.—

The Oxford and Cambridge Schools Examination Board ... ..	1
The Oxford Delegacy for Local Examinations ...	1
The Cambridge Syndicate for Local Examinations ... ..	1
Bristol University ... ..	1
Durham University ... ..	1
London University ... ..	1
Northern Universities Joint Matriculation Board	3

Part II.—

The County Councils Association... ..	2
The Municipal Corporations Association ... ..	2
The Teachers Registration Council ... ..	4
Standing Committee of Professional Bodies ... ..	1

18

The President of the Board of Education will in the first instance appoint a chairman from outside the Council.

5. Men and women will be alike eligible. One-third of the members will retire annually, and will be eligible for re-appointment. If any of the bodies named in Part I of the above list is not approved, or ceases to be approved, as an examining body, its representation on the Council shall cease.

The Board of Education will be represented at the Council meetings by such of their officers as the nature of the work may require. These officers will attend as assessors, with the right to speak but not to vote.

Accommodation and secretarial and clerical assistance will be provided by the Board, and travelling expenses, &c., will be allowed to the members.

6. It is intended that the Council shall be established on August 1, 1917, and from that date all matters falling within the functions of the Co-ordinating Authority shall stand referred to it.

7. The Council will be entrusted by the Board with the responsibility for conducting on their behalf as Co-ordinating Authority all ordinary business, correspondence, and Conferences connected with the co-ordination of examinations; but they will consult the Board before committing themselves on questions of principle or policy which are controversial or specially important. Officers of the Board who attend meetings of the Council as assessors may request the Council to refer any such question to the Board.

8. The first duty of the Council will be to consider the approval of examining bodies. In making their recommendations to the Board with regard to such applications the Council will proceed on the general lines laid down in Circular 849, and summarized in paragraph 2 of Circular 933, as modified by paragraphs 8 and 9 of the latter Circular.

9. The Council will, subject to the provisions of paragraph 7 of this Circular, deal with the following matters:—

- (a) The maintenance by each approved examining body of an adequate standard both for a pass in the examination and for a pass with credit;
- (b) Investigation of complaints made by School Authorities with regard to examinations;
- (c) Promotion of Conferences with examining bodies and others as occasion arises;
- (d) The form and contents of the certificates issued on the result of the examinations;

(e) Negotiations with Universities and professional bodies for the acceptance of the examination certificates as exempting the holders from certain other examinations.

10. The Council will also be at liberty to submit to the Co-ordinating Authority from time to time suggestions for the improvement of the scheme of examinations, especially with the view of keeping the examinations in touch with the development of new studies and methods in the schools.

11. The Council will present annually to the Co-ordinating Authority a report of its proceedings in the exercise of the functions assigned to it, which will be published by the Board.

#### FINANCE.

12. In order that the new system of examinations may not impose a new financial burden on School Authorities, the Board propose to pay to each school on the Grant List taking an approved examination an additional grant not exceeding £2 on each pupil examined as a member of a form submitted to the first examination with the Board's approval, and on each pupil submitted to the second examination.

The Board reserve power to withhold or reduce the grant in certain cases, as, for instance, where a pupil is submitted to the first examination more than once, or is submitted to the second examination prematurely.

L. A. SELBY-BIGGE.

### SCHEME FOR THE BETTER ORGANIZATION OF EXAMINATIONS IN SECONDARY SCHOOLS.

#### CIRCULAR 1002.

1. This scheme is designed for the examination of pupils in secondary schools recognized by the Board of Education as efficient, but provision is to be made for the admission of other candidates under the age of nineteen years.

2. The Universities will supply the responsible bodies through which the examinations will normally be conducted, but it may be found desirable in some cases that, for the purpose of examinations in such subjects as music, drawing, and manual instruction, special examining bodies should be approved.

3. In order to secure the necessary equality of standard and the acceptance of the examination certificates by University and professional bodies as exempting the holders from certain other examinations, and to provide machinery for enabling the scheme to be improved from time to time, the Board of Education will act as a Co-ordinating Authority with the help of a Secondary School Examinations Council comprising representatives of the Universities, teachers, Local Education Authorities, and professional bodies.

4. All matters falling within the functions of the Co-ordinating Authority will stand referred to the Council, which will be entrusted by the Board with the responsibility for conducting on their behalf all ordinary business correspondence and conferences connected with the co-ordination of examinations. The Council will consult the Board before committing themselves on questions of principle or policy which are controversial or specially important. Officers of the Board who attend meetings of the Council as assessors may request the Council to refer any such question to the Board. Subject as above, the Council will deal with the following matters:—

- (a) The recommendation of examining bodies for approval by the Co-ordinating Authority.
- (b) The maintenance by each approved examining body of an adequate standard both for a pass in the examinations and for a Pass with credit.
- (c) Investigation of complaints made by school authorities with regard to examinations.
- (d) Promotion of conferences with examining bodies and others as occasion arises.
- (e) The form and contents of the certificates granted on the result of the examinations and the arrangements for their issue.
- (f) Negotiations with Universities and professional bodies for the acceptance of the examination certificates as exempting the holders from certain other examinations.

5. The Council will be at liberty to submit suggestions to the co-ordinating authority for the improvement of the scheme of examinations, and will make an annual report of its proceedings in the exercise of the functions assigned to it.

6. Examination schemes submitted to the co-ordinating authority for approval must fulfil the following conditions:—

(a) Adequate provision must be made for bringing teachers in the schools into touch with the examining body by means of representation on the examining body or of some system of regular consultation.

(b) Provision must be made for examining a school on its own syllabus if it so desires, unless in the opinion of the examining body (subject, in case of dispute, to the decision of the Examinations Council) the syllabus is inadequate in scope or character.

(c) Head masters and head mistresses must be required to submit to the examining body their estimate of the merits of candidates from their schools in each of the subjects offered by them for examination, to be taken into account in the award of certificates under the scheme.

7. Only two examinations will be recognized for schools, one suitable for pupils about the age of sixteen, and one for those about two years older.

8. (a) The first examination will be designed to test the results of the course of general education before the pupil begins such a degree of specialization as is suitable for advanced work in secondary schools.

(b) Schools taking the first examination will be required to present a form or forms as a whole, and not individual pupils.

(c) The condition of passing will be that candidates shall have reached the required standard in the three main groups of school subjects, viz. English subjects, foreign languages, and mathematics and science.

Provision should be made for experiments directed to bringing subjects such as music, drawing, and manual instruction within the scope of the examination, and for enabling them to count under suitable conditions towards the attainment of a certificate.

(d) The group of subjects, and not individual subjects, will be the unit in respect of which success or failure will be determined.

(e) The standard should be such that a pass with credit would entitle a candidate to admission to a University, and a slightly lower standard should be accepted for an ordinary Pass.

9. The second examination will assume that the candidate has, after the stage marked by the first examination, followed a more specialized course on the lines indicated in Chapter VIII of the Regulations for Secondary Schools.

10. Subject to the exercises in particular cases of the Board's discretion under Article 35 of their Regulations for Secondary Schools, schools will not be required as a condition of recognition for grants to take either examination, but no school will be allowed to arrange its organization or curriculum or that of any particular form for the purpose of preparing any pupils or form for any examination which is not approved by the Board.

11. Certificates respectively appropriate to candidates who have and have not received their previous education in secondary schools recognized by the Board as efficient will be granted on the result of the examinations. The form of the certificates and the arrangements for their issue will be approved by the co-ordinating authority.

L. A. SELBY-BIGGE.

MISS A. C. P. LUNN (Classical Tripos, Girton College, Cambridge), at present Head Mistress of Brighton and Hove High School, has been appointed by the Council of the Girls' Public Day School Trust Head Mistress of Sheffield High School; and Miss A. S. Barratt, at present H.M. Inspector of Secondary Schools and formerly Head Mistress of East Liverpool High School, has been appointed Head Mistress of Brighton and Hove High School.

A FRENCH Holiday Course, similar to that held last year, will be held, at the request of the Board of Education, at Bedford College from August 24 to September 6. Particulars from Miss Batchelor, Bedford College, Regent's Park, N.W. 1.

## ESPERANTO.

[FROM A CORRESPONDENT.]

AMONG the many educational questions now under discussion by those who see the necessity of preparation for peace, none is perhaps of greater importance than that of language study. It seems advisable, therefore, at this time, when we are examining ideas and methods with a new interest and from new points of view, that the claims of Esperanto should be seriously considered by all.

The War has given an immense force to these claims. It has shown the great need of a simple, yet exact, medium of international communication. The vast majority of us are helpless in our intercourse with some of our Allies (e.g. Flemish, Belgian, Russia, Serbia); moreover, it would be overstating the case to say that most of us could even speak French fluently. Had Esperanto been generally known, it would have been an inestimable boon to the Allies; in combined operations of armies using such a variety of languages the lack of this common medium may lead to mistakes at a critical moment, to needless uncertainty and anxiety, to suffering and needless loss of life, and also to friction between co-operating units which results in decrease of cohesion and efficiency. In Esperanto we have ready to hand a neutral, international language which can be used for simple correspondence after even a few hours' study, while people can make themselves intelligible in conversation in a few weeks: days will suffice for mere essential ideas. It possesses a rich vocabulary, and is at the same time so accurate that ambiguity of meaning is practically impossible. It is so easy to acquire a working knowledge of the language that even the distribution of the tiny "Keys" (published in all important languages) to the officers and to the more intelligent men of the allied armies has removed, where this has been done, most of the language difficulties now experienced. Actual instances are to hand.

The efficiency of the language has been proved beyond doubt by nine great International Congresses, at which people of all countries have met, and held public discussions and private conversations in Esperanto with perfect ease and freedom. This practical experience and, in general, the successful use of Esperanto during a quarter of a century in all kinds of international intercourse, is a sufficiently conclusive proof of its worth. The testimonies of many men whose opinions are of weight might also be quoted, for Esperanto has won the favourable judgment and support of some of the most eminent public men, such as H.R.H. the Duke of Connaught, the late Prof. Mayor, of Cambridge, who learnt Esperanto when he was eighty years of age, and spoke it at the Congress; Prof. Gilbert Murray, Prof. Skeat, Sir Wm. Ramsay, Leo Tolstoy, and others. The language is steadily gaining acceptance among progressive peoples. In England the New Testament has been published in Esperanto, while the Old Testament will be ready for publication after the War. Striking testimonies have come to hand in favour of the use of Esperanto in the mission field.

Apart from the economy and convenience that would result from the universal use of Esperanto for international intercourse, it would be a factor of great importance in the cultivation of that mutual understanding and friendship between nations which greatly helps in the preservation of peace. At present, of course, this is only a matter of importance for us in regard to the Allies and neutrals. After the War, Esperanto will be needed in the readjustment of commercial, literary, and scientific relations among all the nations, and it can be of great service now to the cause of righteousness in the promotion of mutual understanding, sympathy, and consequent unity among the Allies.

A very interesting experiment is being made in the Green Lane Council School, Patricroft, Eccles. In this school two hundred children are being taught Esperanto. After a few weeks these youngsters were able to converse with their teachers and with each other, and are now in the habit of corresponding with children in various parts of the world. Their keenness is astonishing. If other boys and girls will but follow their lead, the international language question will be solved with ease.

# Cambridge University Press

Books suitable for the COLLEGE OF PRECEPTORS EXAMINATIONS, Midsummer and Christmas, 1918

The Pitt Press Series, &c.			
Author	Work	Editor	Net Price
De Foe	Robinson Crusoe, Part I	J. H. B. Masterman	2/-
Macaulay	The Lays of Ancient Rome	J. H. Flather	1/6
Scott	Marmion	J. H. B. Masterman	2/6
"	Woodstock	A. S. Gaye	2/-
Shakespeare	A Midsummer Night's Dream	A. W. Verity	1/6
"	Tempest	"	1/6
Spenser	Faerie Queene, Book I	L. Winstanley	2/6
Caesar	De Bello Gallico, Book I	A. G. Peskett	1/6
"	" " Books II-III	"	2/-
"	" " Books I and II (with vocabulary)	E. S. Shuckburgh	ea. 1/6
Cicero	Pro Lege Manilia	J. C. Nicol	1/6
Vergil	Aeneid, Book VIII	A. Sidgwick	1/6
Homer	Iliad, Books IX-X	J. C. Lawson	2/6
Xenophon	Anabasis, Book II	A. Pretor	2/6
"	" Book II (with vocabulary)	G. M. Edwards	1/6

The Revised Version for Schools			
Samuel I		W. O. E. Oesterley	1/6
Kings I		H. C. O. Lanchester	1/6
Kings II		G. H. Box	1/6
The Gospel according to St Matthew		A. Carr	1/6
The Acts of the Apostles		C. West-Watson	1/6
Ephesians, Philippians, Colossians, & Philemon		W. K. Lowther-Clarke	1/6
Peter, John, & Jude		C. M. Blagden	1/6

The Cambridge Bible for Schools and Colleges			
Book	Editor	Net Price	
Samuel I	A. F. Kirkpatrick	2/-	
Kings I and II	J. B. Lumby	each 2/-	
		or in one vol. 3/6	
Kings I and II (R.V.)	W. E. Barnes	each 2/-	
		or in one vol. 3/6	
Hosea	T. K. Cheyne	1/6	
Joel and Amos	S. R. Driver and H. C. O. Lanchester	2/6	
The Gospel according to St Matthew	A. Carr	2/-	
		or with Greek Text 3/6	
The Acts of the Apostles	J. B. Lumby	3/-	
		or with Greek Text 4/6	
Philippians	H. C. G. Moule	1/6	
		or with Greek Text 2/6	
Peter and Jude	E. H. Plumptre	2/-	
Peter I (Greek Text)	G. W. Blenkin	3/6	
The Acts of the Apostles (Greek Text)	W. F. Burnside	4/-	

The Smaller Cambridge Bible for Schools			
Samuel I	A. F. Kirkpatrick	1/-	
Kings I and II	T. H. Hennessy	ea. 1/-	
Joel and Amos	J. C. H. How	1/-	
The Gospel according to St Matthew	A. Carr	1/-	
The Acts of the Apostles	H. C. O. Lanchester	1/-	

## STANDARD TEXT-BOOKS

### ENGLISH

- The Revised English Grammar.** A new edition of *The Elements of English Grammar*, based upon the recommendations of the Committee on Grammatical Terminology. By A. S. WEST, M.A. 2s 6d net
- The Revised English Grammar for Beginners.** A new edition of *English Grammar for Beginners*. By A. S. WEST, M.A. 1s net
- Key to the Questions** contained in both the above books. 3s 6d net
- English Grammar: Descriptive and Historical.** By T. G. TUCKER, Litt.D., and R. S. WALLACE, M.A. 3s net
- A Junior Graphic Grammar.** By E. A. A. VARNISH and J. H. HANLY. With a table. 1s 8d net
- A Handbook of English** for Junior and Intermediate Classes. By D. B. NICOLSON, M.A. 1s 6d net
- English Composition**, with chapters on Précis Writing, Prosody, and Style. By W. MURISON, M.A. 4s 6d net. Or in 2 parts, 2s 6d net each  
Key to Exercises, 4s 6d net
- Précis Writing.** By W. MURISON, M.A. In 3 parts. Part I, 2s 6d net. Part II, 3s net. Part III, 3s 6d net
- A Handbook of Précis Writing** with Graduated Exercises. By E. D. EVANS, M.A. 2s net
- Outlines of the History of the English Language.** By T. N. TOLLER, M.A. 4s net
- Chapters on English Metre.** By J. B. MAYOR, M.A. Second edition. 7s 6d net
- Lyrical Forms in English.** Edited, with introduction and notes for the use of Schools, by N. HEPPLÉ, M.A., M.Litt. Second edition. 2s 6d net

### HISTORY

- A History of Modern Europe** from the Middle of the Sixteenth Century. By JOHN E. MORRIS, D.Litt. Third impression. With 8 maps. 4s net
- Europe in the XIX Century, 1815-1878.** By the same author. With 8 maps and 3 pedigrees. 2s 6d net
- Great Britain and Ireland.** A History for Lower Forms. By the same author. 3s net. Or in 2 parts, divided at 1603, 1s 8d net each. 1485-1910 separately, 2s net
- History of England for Use in Schools.** By A. D. INNES, M.A. 5s net. Also in 3 parts. Part I, to 1509 A.D.; Part II, 1509-1714; Part III, 1689-1912. 2s net each. 1399-1603 separately, 2s net
- Graphic Chart of English History.** By G. H. REED, M.A. Size 40 x 19 inches. Printed on stiff card, 2s net; mounted on canvas, and folded, 2s 6d net; mounted on canvas, varnished, with rollers, 3s net
- A Picture Book of British History.** Compiled by S. C. ROBERTS, M.A. Vol. I, to 1485. With 190 illustrations. 4s net. Vol. II, 1485-1688. With 200 illustrations. 3s 6d net. Also in loose sheets in portfolios at the same prices.
- The Cambridge Historical Readers.** Edited by G. F. BOSWORTH, F.R.G.S. A series of five books, each containing a coloured frontispiece and numerous illustrations, maps and plans. I, Introductory, 1s. II, Primary, 1s 3d. III, Junior, 1s 6d. IV, Intermediate, 1s 9d. V, Senior, 2s 3d
- A Short History of the Expansion of the British Empire** from 1500-1911. By Prof. W. H. WOODWARD. Third edition. With 10 maps. 4s net
- An Outline History of the British Empire** from 1500-1911. By the same author. With 6 maps. 1s 6d net

FETTER LANE, LONDON, E.C.4: C. F. CLAY, MANAGER

# Cambridge University Press

## RECENT PUBLICATIONS

**Physical Chemistry for Schools.** By H. J. H. FENTON, M.A., Sc.D., F.R.S., University Lecturer in Chemistry, Hon. Fellow of Christ's College, Cambridge. 3s 6d net

**Domestic Science.** By C. W. HALE, A.K.C. Part I. With 102 illustrations. 3s 6d net. Part II. With 81 illustrations. 4s net. Cambridge Technical Series

**The Birds of Britain:** Their Distribution and Habits. By A. H. EVANS, M.A., F.Z.S., M.B.O.U. With 94 illustrations. 4s net

**The Granta Shakespeare.** Edited by J. H. LOBBAN, M.A. With frontispiece, introduction, notes, and glossary. 1s net each.

<b>The Winter's Tale</b>	<b>Macbeth</b>
<b>King Henry IV, part I</b>	<b>Twelfth Night</b>
<b>King Henry IV, part II</b>	<b>The Merchant of Venice</b>
<b>A Midsummer Night's Dream</b>	<b>Julius Caesar</b>
<b>Much Ado About Nothing</b>	<b>The Tempest</b>
	<b>Cymbeline</b>
	<b>Coriolanus</b>
	<b>King Henry V</b>

**The Cambridge Book of Poetry for Children.** Edited by KENNETH GRAHAME, Author of *The Golden Age*, etc. In 2 parts, 1s net each. In 1 volume, cloth extra, 3s net

### FRENCH

**En Douce France.** Lectures Élémentaires Graduées avec Questionnaire. Par L. CHOUVILLE. With vocabulary, 1s 9d net; without vocabulary, 1s 6d net

**Graduated French Dictation.** By SYDNEY H. MOORE, B.A. 2s 6d net

**A Manual of French Composition** for Universities and the Higher Classes of Schools. By R. L. G. RITCHIE, M.A., and G. M. MOORE, M.A. 5s net

**The Cambridge Modern French Series.** General Editor: A. WILSON-GREEN, M.A.

#### SENIOR GROUP

**Six Contes, par Guy de Maupassant.** Edited, with exercises and vocabulary, by H. N. P. SLOMAN, M.A. 2s 6d net

**Ce que disent les Livres.** Par Emile Faguet. Edited by H. N. ADAIR, M.A. With 8 portraits. 3s net

**Manuel de Lecture Expliquée: XIXe Siècle.** Edited by S. A. RICHARDS, M.A. 2s 6d net

**Théodore de Banville: Gringoire.** Comédie en un Acte en Prose. Edited by A. WILSON-GREEN, M.A. 3s net

#### MIDDLE GROUP

**Causeries du Lundi: Franklin et Chesterfield.** Par C. A. Sainte-Beuve. Edited by A. WILSON-GREEN, M.A. 2s 6d net

**Les Ailes de Courage.** Par George Sand. Edited by F. B. KIRKMAN, B.A. 3s net

#### JUNIOR GROUP

**La Maison aux Panonceaux.** Par Lady Frazer. With exercises and vocabulary by A. WILSON-GREEN, M.A. 1s 8d net

**Cambridge Industrial and Commercial Series.** General Editor: G. F. BOSWORTH, F.R.G.S. With maps and illustrations. 1s 6d each

**Ships, Shipping and Fishing,** with some account of our Seaports and their Industries. By G. F. BOSWORTH, F.R.G.S.

**Trade and Commerce,** with some account of our Coinage, Weights and Measures, Banks and Exchanges. By A. J. DICKS, B.A., B.Sc.

**Factories and Great Industries,** with some account of Trade Unions, Old Age Pensions, State Insurance, The Relief of Distress, Hospitals. By F. A. FARRAR, B.A., B.Sc.

**The Earliest Voyages Round the World, 1519-1617.** Edited by PHILIP F. ALEXANDER, M.A., Hertford College, Oxford. With 20 maps and illustrations. 3s net. Cambridge Travel Books

**The North-West and North-East Passages, 1576-1611.** Edited by P. F. ALEXANDER, M.A. With 18 maps and illustrations. 2s 6d net. Cambridge Travel Books

### GEOGRAPHY

**A Geography of the British Empire.** By W. L. BUNTING, M.A., and H. L. COLLEN, M.A. With maps, diagrams, and 29 illustrations. 4s net  
Second edition, with additional chapter dealing with Frontiers in general, and those of the British Empire in particular

**Physical Geography.** By P. LAKE, M.A. With 20 plates, 162 text-figures, and 7 maps. 7s 6d net  
"A notable addition to the number of standard text-books, and one which may be confidently recommended for the use of students."  
*Geographical Journal*

**An Introduction to General Geography.** By ALEC A. GOLDING, B.Sc. With 100 illustrations. 4s net

**The Surface of the Earth.** Elementary Physical and Economic Geography. By H. PICKLES, B.A. With 64 illustrations and 34 maps and diagrams. 2s net

**Elementary Commercial Geography.** By H. R. MILL, D.Sc., LL.D. New edition, revised by FAWCETT ALLEN. 1s 6d net

**An Atlas of Commercial Geography.** Compiled by FAWCETT ALLEN, with an introduction by D. A. JONES. With 48 maps and index. 3s 6d net

**The Teaching of Geography.** By B. C. WALLIS, B.Sc., F.C.P., F.R.G.S. With 12 illustrations. 3s 6d net. Cambridge Handbooks for Teachers

**Provincial Geographies of India.** General Editor: Sir T. H. HOLLAND, K.C.I.E. With maps and illustrations

**The Madras Presidency, with Mysore, Coorg, and the Associated States.** By E. THURSTON, C.I.E. 3s net

**Bengal, Bihar and Orissa, Sikkim.** By L. S. S. O'MALLEY, of the Indian Civil Service. 6s net

**The Panjab, North-West Frontier Province, and Kashmir.** By Sir JAMES DOUIE, M.A., K.C.S.I. 6s net

*An educational catalogue, or prospectuses of particular volumes, will be sent on request*

FETTER LANE, LONDON, E.C.4: C. F. CLAY, MANAGER

## REVIEWS.

*Higher Education and the War.* By John Burnet.  
(4s. 6d. net. Macmillan.)

Certain lectures delivered by Prof. Burnet for the St. Andrews Provincial Committee form the basis of this book, and its author takes a pardonable pride in mentioning that his criticisms of German education were published in May 1913, and have therefore not been unduly influenced by the present War. The book bears traces of its origin in lecture form, and cannot be said to make a unity. But the information conveyed is of such importance at the present time, and the style of presentation is so vigorous and attractive, that everyone who has a genuine interest in education will welcome the volume as one of the very best that has appeared within recent years. It is true that Prof. Burnet's love of epigram sometimes carries him further than cold facts warrant. For example, there are those who will decline to "remember that the original meaning of *universitas* was 'trades union.'" But there is just enough truth in his suggestion to make it worth the reader's while to look further into it, which, no doubt, is exactly what our author desired. In the deadly flat plateau of educational writing we welcome all forms of intellectual sprightliness. Less pardonable is the attempt to settle the vital problem of formal training as a mere side issue in a chapter of a small book like this. Even a man of the acknowledged brilliancy and versatility of Prof. Burnet cannot dispose of an important subject in this way with his left hand. It deserves his full attention or his respectful neglect.

The real subject of the book is German higher education and its lessons and warnings for us: its treatment is all that could be desired. Our author not only knows all about German education, but all about our misconceptions about it. Every educational administrator and every member of a Committee for educational reform ought to read the book. There they will find an enormous number of fallacies exposed—fallacies that are all too widely current among the groups referred to. The book could have stood the addition of one other chapter, in order to inform the public of the present state of the continuation school system in Germany, since, in view of the imminent improvements in our plan, we need all the help we can get from outside experience. But it is ill complaining of lack when we ought to be full of gratitude for the valuable help we get from what the book actually provides. It is far from being a mere exposition of the German system. It wisely makes sure that, in the first place, its readers get all the necessary information, but then it takes care that the facts presented are properly correlated with our own system of education. Prof. Burnet is a severe critic both of our scheme and the German, but it is delightful to find that on the balance we have more cause to be pleased than depressed by the contrast between the two. We, at least, have no *Schulelend* problem: no need for public meetings to deal with school suicides. The relations between parents and teachers in England may not be of the most cordial, but are certainly not of the permanently strained kind that is normal in the Fatherland. The great value of this book is that it not only sets forth sound views, but supports them by bringing the reader face to face with the actual facts of the case in Germany. It is long since we have read a book that brings such well founded comfort to those who are eager for our educational future.

Prof. Burnet takes up a brief for the "college" system as developed in America. The college period, he maintains, corresponds to the old faculty of arts period. Probably he attaches more importance to this part of his argument than will the great majority of his readers. He should remember that, after all, the Scotch Universities do not greatly interest the wider English-speaking public to whom his book makes its appeal. But, used as an illustration, his treatment of the Scotch faculty of arts provides valuable material for forming a judgment regarding the stage at which school work should end and University work begin. Prof. Burnet will certainly carry most University people with him in his contentions.

One would like to quote copiously from this stimulating volume. Few books that have passed through our hands have called for so many marks to indicate interesting and provocative passages. But, since our space is exhausted, we cannot

cite them, and must content ourselves with urging our readers to make a point—even at personal inconvenience if need be—of getting the book and reading it for themselves. They will find it emphatically worth while.

*The Compleat Schoolmarm.* A Story of Promise and Fulfillment. By Helen Hamilton. (2s. net. Oxford: Blackwell.)

Every high-school mistress who reads this little book will thrill with the satisfaction of seeing on its pages precisely her own views and feelings expressed with cutting truth and at the same time with kindly sympathy. The heroine of the story—by the way, the intending reader must be warned not to expect a novel, as "Helen Hamilton" tells the story in versified prose—is shown us at school, at the University, an assistant teacher, and a Head Mistress. With the last title we are bound to put capitals, so great is the awe she inspires. The story is addressed to

You driven, anxious, hurrying women,  
Always tired,  
And starved of life,  
Who teach children,  
Other women's,  
And of love know nothing.

Some girls become teachers for one reason or another:

And others yet caught young,  
Held fast by the machine,  
So pitiless, of education,  
And broken, shaped, and moulded  
Exactly to its will.

And what is the teacher to do?

You take the immature young things  
Committed to your expert hands,  
And give them all your thoughts and care,  
Selfless, devoted thought and care,  
To make them, meaning quite the best,  
Exact replicas of yourselves.

There is probably no weakness in the high-school system of education that has escaped the notice of this acute observer. Too strenuous work, glorification of the individual, comparative unimportance of home, inferiority of parents, rough and over-tiring games, sentimental attachments—these come in the school education of the heroine. At college, more hurry, more over-pressure, complete crushing out of human interests. As teacher, devotion to school, underfeeding, exercise correcting, adoration of head mistress, self-importance:

But first the joy,  
The thrilling joy  
Of "pi-jaw,"

You love to give them.

The self-importance naturally grows when the heroine becomes head mistress:

In truth you are the perfect H. M.,  
Positive, opinionated,  
Tirelessly energetic,  
Filled with missionary zeal;  
Narrow, parochial, unperceptive,  
Self-sufficient and complacent,  
Antagonistic to ideas  
When emanating from the brain  
Of unscholastic folk.

In a rough sketch, with colours perhaps a little crudely mixed, the author gives us a picture, as true in its way as the more finished study, "Regiment of Women." It is not all bitterness; she sees and understands the good points; but it is the bad points we need to change. And change becomes possible when the victims realize their chains. Can one conceive of a boys' school where all the masters are bachelors?

"Moral Training."—(1) *God Saw that it was Good.* By Mrs. House. Accompanied by four leaflets: *The Gift of Life, The Temples of Life (Girls), The Temples of Life (Boys), The Meaning of Love.* (The set, 5d., or 4s. a dozen. The National League for Physical Education.) (2) *Canterbury Leaflets for Parents.* Sex Instruction given in the Simplest Language. (The set, 2d., or 1s. 6d. a dozen. The



White Cross League.) (3) *Staying the Plague*. By N. Bishop Harman. (1s. net. Methuen.)

Every publication that deals earnestly and sincerely with the knowledge of the body may be welcomed. The conspiracy of silence, as it is called, has prevailed for so long that many and repeated utterances are needed to break it. The great difficulty that the mother feels is a want of the right vocabulary to use in explaining the functions of the body to little ones. Every book on the subject that she reads helps to do away with the difficulty, and to familiarize her with the right words. We speak here of the mother, for little can be hoped in this direction from the father. The books before us agree on one point. They urge alike that there need be no shame in speaking of the facts of life. The very urgency with which this plea is reiterated indicates how deep-rooted this feeling of shame is. Most men know that there are feelings of shame associated with sex, and therefore they are apt to feel ashamed in speaking of the facts. Yet no one who has spoken simply and directly to young children on these matters can help being struck by the simplicity and directness with which children receive the information. The main point, it seems to us, is to satisfy curiosity in young children as it arises, but not to stimulate it. If to a child's first questions an unsatisfying or untrue answer is given, the child ceases to ask questions from its mother, but may not cease to puzzle and think. Almost every one is now agreed that the facts of parentage should be taught at suitable ages. Not only may harm be done by underground inquiry and inward worrying, but if the knowledge is not given by those who can give it adequately it is likely to be acquired in a mutilated form connected with unpleasant associations.

Mrs. House writes a useful address to parents, which deserves careful study. The first leaflet is to be read aloud to young children. The second is meant to be read to boys of from twelve to fourteen years of age. The third to girls from eleven to thirteen. The fourth is for older boys and girls. Mrs. House writes delicately, perhaps too delicately. But it is not always easy to put into print the exact words one would use in a talk of this character. The leaflets may well suggest to mothers the line they should take, and each can modify it according to the needs.

The Canterbury Leaflets are circulated with the sanction of the Archbishop, and are expressly intended in the main for parents and teachers of "the masses." There are six leaflets in all: for parents, and for children at different ages. They will do good; and yet we could wish they were more outspoken and direct, and less involved in Biblical phraseology. The knowledge required is as necessary as the knowledge how to clean the teeth or blow the nose—actions that have to be taught. It is confusing to mix it up with religious dogma.

Dr. Harman addresses adults, and not children. His book is based on the findings of the Royal Commission on Venereal Diseases. The price is low, and it should be widely read. It is most important that parents and teachers should understand and be able to speak without false shame of a disease that can only be abolished by publicity.

*Shantiniketan*. By W. W. Pearson. (4s. 6d. net. Macmillan.)

Sir Rabindranath Tagore has established a school, attended by about 150 boys, at Bolpur, about one hundred miles from Calcutta. The name of this institution is "Shantiniketan," which, we gather, means "House of Peace." This book of 111 pages contains: (a) a two-page poem by Tagore; (b) a prose introduction by Tagore; (c) a description of the school, by W. W. Pearson; (d) a story called "The Gift to the Guru," running to about forty pages, and written by one of Tagore's assistants, named Satish Chandra Roy; (e) four pages of notes of an address on "Paradise," delivered to Japanese students at Tokyo by Tagore; (f) four pages on "Parting," by Tagore.

Honestly, we do not understand why this unwholesomely distended booklet should have been published. No doubt the name of the Indian poet will command a certain amount of attention, but whatever value the book may have must consist in its poetical appeal. It contains nothing of educational value. The description of the school is dreary in the extreme, and is written in that style of artificial simplicity that favours sleep. There is too much about "the poet" and "the poet himself." The whole reads like what Mr. Selfridge would

demand from his newspaper contributors if he were opening up a section that made an appeal to the oriental. Least there should be the least suspicion that any sordid motive is suggested, let us add at once that the school shows "a large yearly deficit which has, up to the present, been met by the founder of the school." A chief cause of the deficit is the fact that the poet insists upon having a very large staff. "There are about twenty teachers, some living with their families, resident in the school." There is no head master, the teachers merely electing each year an executive head. The nature of the discipline may be gathered from the following incident. Mr. Pearson was interrupted in his teaching one day by one of the boys calling his attention to the song of a bird. All teaching was suspended, and the pupils "listened till the bird had finished." The rest should be expressed in Mr. Pearson's own words: "The boy who had called my attention to the song said to me: 'I don't know why, but somehow I can't explain what I feel when I hear that bird singing.' I could not enlighten him, but I am quite sure that my class learnt more from that bird than it had ever done from my teaching." This, at any rate, is modest; and Wordsworth no doubt would approve. Clear understanding is not regarded as essential at Shantiniketan. The poet himself gives addresses, some of which appear to be above the heads of the boys, but this "does not seriously matter, for the boys, even without fully understanding, are all the time unconsciously absorbing the point of view of the speaker." There are people who appreciate this sort of thing; it is to them that this book must make its appeal.

*The Scientific Measurement of Classroom Products*. By J. Crosby Chapman and Grace Preyer Rush. (Boston: Silver Burdett & Co.)

The authors of this book have deserved well of the profession by giving in excellent form the results at present attained in the search for an objective standard by which to test school work. To be sure, readers will be exasperated by the incompleteness of our present results, and some of them will be disinclined to attach any great importance to the methods suggested. Ten years hence the book will be entirely obsolete, but even then it will have an historical interest; and at the present moment it does just the kind of work that we are urgently in need of in our developing profession. Dr. Chapman and Miss Rush supply exactly the kind of information that is necessary to enable the keener of our young teachers to keep abreast of the newest advances: they are playing the part of the cutting edge in educational progress. We hear a great deal about these various Thorndike, Curtis, and other tests, but we have hitherto had no means of getting a compendious account of the whole field. Here we have an admirable exposition of tests in Arithmetic, Handwriting, Reading, Spelling, English Composition, Language Ability, and Drawing. In addition, we have a general examination of the relation between subjective and objective scales, and a treatment of the application of the scales in actual school work. The authors are far from overestimating the importance of their subject, and even go the length of supplying a chapter on the dangers incidental to the use of these scales. A very valuable part of the book is the appendix, supplying the sources from which a full account of the various scales can be obtained. We are just at the beginning of scientific measurement, and it is well to have the exact addresses of those who supply material in the way of charts and other aids. However, the book is practically self-contained. Thanks to the generosity of the various investigators, the volume is copiously illustrated by specimens of the different scales of writing, spelling, arithmetic, and drawing. No progressive teacher can afford, at the present time, to be ignorant of this book, and inspectors of schools and directors of education should be compelled to make its acquaintance. It goes without saying that no trainer of teachers can remain ignorant of its contents and retain self-respect.

*Self-Reliance*. By Dorothy Canfield Fisher. (4s. 6d. net. Constable.)

The admirers of Mrs. Fisher's previous books will not be disappointed in this volume. We wonder that she has adopted the plan of getting her editor to write an introduction. Even

feeble writers should be discouraged in getting this initial shove-off; in the case of a tried writer like Mrs. Fisher it is deplorable. The subject is of first-rate importance, and is treated from all possible points of view. A glance over the titles of the seventeen chapters will show how catholic and how practical is the treatment. It is of equal value to the parent and the teacher; on the whole, however, the parent bulks more largely in these pages. As a good Montessorian, Mrs. Fisher could not have a better subject than she has chosen, and old-fashioned people who can be induced to read the book will learn much that will surprise—and help—them. The American child is notoriously better able to conduct its own affairs than is the English, but Mrs. Fisher is not satisfied with even the impressive efficiency of the transatlantic boys and girls. Naturally her illustrations are based on American conditions—as, for example, her treatment of the apartment hotel. But we must keep in view the fact that, socially, our conditions are rapidly changing in the direction marked out by American development. What is true to-day of American social-economic conditions will be true of ours within a dozen years. For the rest, human nature is the same on both sides of the Atlantic, and what Mrs. Fisher has to say about baby self-reliance, financial self-reliance, allowances, books and libraries, raw material, and the Robinson Crusoe instinct is as useful to us as to the Americans for whom it is primarily written. The relations between parents and schools are certainly somewhat different in the States; but in this, as in other matters, Mrs. Fisher writes so brilliantly, so charmingly, and with such a wealth of illustration, that even the dullest reader cannot fail to understand. Her matter is eminently self-interpretative, and the whole book serves as an admirable exemplification of how to make readers self-reliant.

*Breaking the Spell. An Appeal to Common Sense.* Preface by R. W. Macan. (Simplified Spelling Society, 44 Great Russell Street, London, W.C. 1.)

This book is apparently supplied free to the inquirer, for no price is stated. The Master of University College, Oxford, writes a convincing preface. And, indeed, no one can decline to admit that English spelling is full of redundancies and inconsistencies; that its acquisition entails a heavy burden on every child; and that the language is less readily learnt by foreigners because of the out-of-date forms in which sounds are expressed. There are practically no rules, and a very large number of words have to be learnt by heart, or have to be pigeon-holed in the brain, each as a separate picture. "Every child," says Mr. Macan, "who learns to spell correctly has, on the average, wasted a thousand hours of school time [a full year] in acquiring this precious accomplishment." The reader, as he turns page after page, grows more convinced of the folly and wastefulness of our present system. How is it possible to convince a child that school education is anything but a meaningless device on the part of the elders to worry the young, when he is made to learn "rode," "road," and "rowed"?

It is all very convincing, and yet, so strong is habit, the reform will be far more difficult to effect than it will be to persuade people to use electric heaters instead of wasteful open coal fires. The chief supporters, whose names are given, are professors, teachers, politicians. Writers of general literature, for the most part, stand aloof. We admit that we see no prospect of success to the movement in the near future. But sympathizers can readily learn the proposed system, and help to make it familiar to our eyes. New symbols and diacritics are avoided; generally the most usual spelling of a given sound is taken as the universal spelling of that sound.

*Education after the War.* By J. H. Badley. (3s. 6d. net. Oxford: Blackwell.)

Admitting that education is the dullest of subjects to write or read of, Mr. Badley invites expert readers to begin with his closing summary and then turn to whatever special points in the book may rouse interest. We may say at once that, without falling back upon this counsel of desperation, we have found it possible to get at the heart of the little book with no very serious effort. After the usual introduction, Mr. Badley has a chapter each on the National Aspect and the

Individual Aspect of Education. Then comes a chapter on Two Urgent Problems—the Citizenship of Women and National Service. Chapter V consists of the summary already spoken of. When we remember that the author is the President of the Petersfield Branch of the Workers' Educational Association, we get a key to the attitude he adopts. Indeed, he says all the things that he ought to say from this standpoint, and, though the result is nothing in any way fresh or original, it is eminently useful as a part of the much-needed system of educating the public to intelligent views. We who have to read all the educational publications sometimes forget what a large section of the public there is that is quite in the dark with regard to "reconstruction." The only point on which Mr. Badley's worker friends will differ from him is in his finding a place for those exclusive institutions, the old Universities and the public schools.

*Physical Education in relation to School Life.* By Reginald E. Roper. (2s. 6d. net. Allen & Unwin.)

This "Statement of present conditions and future needs for parents, teachers, members of Education and School Care Committees, and all interested in national health," had its origin in a thesis presented to the Victoria University of Manchester for the degree of M.Ed., and accordingly has an academic basis. Its author approaches his subject from a totally different point of view from that of the ordinary "physical instructor." The result is that we have a reasoned statement of the whole position, free from the bias that is so common in books on this topic. The minimum demand for physical education in school in the way of time, Mr. Roper maintains, is three half-hour periods per week. One of his main theses is that: "No more direct or effective interference with a vital factor could be invented than is provided by the school desk." Accordingly, he makes a careful study of the sitting posture, and illustrates his views by a series of tables and very ingenious diagrams. The chapter on Discipline is admirable. Dealing with the relative strength of boys and girls, our author has much to say that is new and striking, and rather unexpected in a book on this subject. Sex education is effectively dealt with, as is also the relation between town life and physique. The present and the future of physical education form the subjects of the last two chapters. The book can be strongly recommended to head teachers who are not specialists in this matter, and no less strongly to those teachers who are experts in physical training. The latter will learn from the book a great deal that is apt to be neglected by those who are engaged in the actual work of the gymnasium.

*Report of a Girls' Conference on Education.* (Is. Belvedere School, Liverpool.)

Miss Rhys, Head Mistress of the Belvedere School, Liverpool, hit upon the idea of getting her pupils to take more interest in their school work by giving them a chance of discussing with their teachers what education means, and why girls should study certain subjects. The result of the conference is printed in this report. Teachers will find much to interest them in its pages, and even administrators may read something to their advantage. The charm of the book is the freshness of the point of view. No doubt many of the comments of the girls are imitative, but, at any rate, they do not imitate the professional writer and speaker on education, so that we have the subjects treated from a new point of view. It is extremely interesting to compare the attitudes of the teachers with those of the pupils. Much self-restraint has been shown by the mistresses when dealing with the merits of their special subjects. Naturally what is here presented has been edited. We wonder whether Miss Rhys was a severe or a lenient censor when dealing with the views of the mistresses. It must be confessed that, in any case, the whole reads uncommonly like the expression of absolutely free opinion. Such experiments as these are hopeful indications of the living interest of teachers and pupils in what underlies the routine of school work.

*The Bird of Life.* By Gertrude Vaughan. (3s. 6d. net. Chapman & Hall.)

Rachel Cawardine is born with a desire to live. Her soul refuses to go in harness. Fortunately for her character, in

her childhood nothing but loving care surrounds her. Uncle Matthew is a successful study of a simple, sincere Christian, radiating goodness wherever he may be. One charge only can his dissenting flock bring against him: he is thought to have "leanings to Rome." Eventually he becomes a curate in the Established Church; but the taint of dissent clings to him, and poverty is his portion. On his death, Rachel is introduced to the family of her godfather, whose son she marries. But not until she has lived with Aunt Elizabeth in a tiny flat, and experienced the difficulty that a young and attractive girl meets in commercial life. The manager makes love to her, and she is quite suddenly dismissed. A lucky chance enables her to make a living out of journalism. Then comes the marriage with a young, strict, and narrow sacerdotalist, whose only idea in life is an unsympathetic devotion to pitiless duty. Rachel tries hard to be the self-sacrificing and devoted wife of a curate. In the end she leaves him. Apart, each works out his or her salvation, and later they come together again. The story is told with sincerity and insight. In the early chapters the narrowness of a mid-Victorian school is well described.

OVERSEAS.

Across the Atlantic has arisen a grand new organization, with the resounding title—The Pioneers of America. We picture to ourselves battalions of stalwarts in slouch hats, preparing to catch the first transport to France, but find that in reality the pioneers are little boys from nine to twelve—at what, in fact, in America is known as the "pre-scout" age. They have a motto: "Never turn back." More, they have an oath: but a most respectable one, drawn up, in fact, by a lady. It runs: "On my honour as a Pioneer, I will do my best to be clean in speech, in play, and in life, and to be true to others." The purpose of the new organization is to amalgamate all existing clubs of boys of pioneer age into a great national confederation whose programme "represents the best expert thought available." The adult leaders of the Pioneers are known as "pathfinders," and include men as well as women. We wish the pioneers and their pathfinders all manner of success.

Commissioner Claxton, of the Bureau of Education at Washington, has hit upon the idea of stirring up all the competent organists throughout the States, who happen to have organs at their disposal, to give a weekly one-hour recital of good, interesting music for the benefit of all the young people between the ages of eight and eighteen. This should gladden the heart of Dr. Hayward, since it is just the sort of thing that he has been yearning for on this side. No doubt our people will be heard to mutter the inevitable "after the War" proviso. But Commissioner Claxton is right in wanting it *now*. When could it be more appropriate than in these dark days of War?

Mrs. Florence Vosbrink has roused genuine public interest in an educational question. She is a member of the School Board of Chicago, and as such makes the charge that certain high-school principals select the women on their staffs on points of youth, figure, and beauty rather than of experience, ability, and brains. In England here we sometimes have whispers of the same sort of thing, but only whispers. No one would make the charge right out, and, if any one did, the accused persons would reply with an indignant denial. But there appears to be another side. The *School Review* (the excellent Chicago monthly) calmly puts the two questions: (1) Is the charge true? (2) If it is true, is there any justification for the procedure? With quiet courage it answers both questions in the affirmative. "School executives the country over are to-day considering as never before the personal appearance of candidates, especially of candidates for high-school positions. . . . School principals would not be truly masculine if they did not prefer an attractive-appearing, neat, trimly dressed, fresh, vivacious young woman to one whose qualifications are the direct opposite. They do exert such preference, because they know boys and girls prefer beauty to brains." Here the *Review* feels that it has gone far enough, so it proceeds to explain that beauty does not mean doll-like prettiness, and is not synonymous with youth; it is "that rich and wholesome attractiveness which any woman of any age ought to know how to cultivate." The *Review* goes

(Continued on page 108.)

**A. & C. BLACK'S  
PICTURES**

**GEOGRAPHICAL AND  
HISTORICAL**

**:: FOR CLASS USE ::**

PRICE **1/6** PER SET.

Each set contained in a detachable file portfolio,  
11 x 9 inches

**TRAVEL PICTURES**

Edited by **ROBERT FINCH, F.R.G.S.**

<b>EUROPE</b>	<b>BRITISH EMPIRE</b>
<b>ASIA</b>	<b>AMERICA, NORTH</b>
<b>MEDITERRANEAN REGION</b>	<b>AFRICA</b>
<b>BRITISH ISLES</b>	<b>AMERICA, SOUTH</b>
<b>COUNTRIES OF THE WAR</b>	<b>AUSTRALASIA</b>
<b>LAND FORMS AND CITIES</b>	

**HISTORY PICTURES**

Edited by **G. H. RHED, M.A.**

<b>OUR EARLY HISTORY</b>	<b>THE STUART PERIOD</b>
<b>THE MIDDLE AGES</b>	<b>THE EARLY GEORGES</b>
<b>THE TUDOR PERIOD</b>	<b>MODERN ENGLAND</b>

Both Series contain questions and exercises and explanatory notes. The Travel Pictures include pictures in colour as well as in black-and-white, representing typical scenery and vegetation, human and animal life, pictures of great cities, and famous buildings. In the History Series the Picture Story is continuous, and many historical maps are included.

**GEOGRAPHICAL PICTURES**

**LAND FORMS AND HOW THEY ARE MADE**

Edited by **S. M. NICHOLLS, M.A.**

Price **6d.** per packet of 6 Cards.

Series **II.—Elevation and Depression of the Land.** (In 2 packets.)  
 „ **III.—Sculpture of Earth's Crust.** (In 2 packets.)  
 „ **V.—Glaciers.** (In 3 packets.)  
 „ **VIII.—Mountains.** (In 3 packets.)  
 „ **X.—Valleys.** (In 2 packets.)  
 „ **XI.—Lakes.** (In 2 packets.)

Each series can also be had complete in book form.

**PRICES ON APPLICATION.**

**A. & C. BLACK, Ltd.**

**4, 5, & 6 Soho Square, London, W. 1.**

on to assert that, "if a woman has brains enough to teach in a school, she ought to have brains enough to be an attractive woman personally. She could be if she had brains enough." Then the *Review* lets itself go. "A homely, slatternly, stringy-haired, unbuttoned, unkempt creature has no place in the classroom. She hasn't brains; she isn't gifted; at any rate, she isn't a model of the womanliness we want our girls to imitate and our boys to admire." One hardly knows what to think of all this. No doubt there is something in what the *Review* says, but Mrs. Vosbrink will certainly not be satisfied. She will probably insist that she and the *Review* are speaking of different things; and she will, without doubt, be right.

A school principal in California has hit upon the plan of setting aside one of the seven daily periods of school work as a "deficiency" period, during which pupils have to take up whichever subject they have shown weakness in. He claims that his scheme works excellently, but to complete the cure of deficiency he has instituted a special additional period every day (from 8.15 to 9 a.m.) for instruction in how to study. Each subject gets its turn once a fortnight, and the teachers have accordingly only an additional burden of three-quarters of an hour every two weeks. The pupils have, it is true, a permanent daily addition of three-quarters of an hour. But the principal says they like it, since the help they get in proper studying more than compensates for this extension of the school hours. It is the second of these Californian extensions that rouses our interest. It is one of the many indications that an extended school day is on its way. America leads in these matters, so we must be prepared to meet and manipulate the proposals that are certainly coming for a longer school day.

An American educational magazine published an article by a distinguished professor, in the course of which appeared a classified list of stories suitable for school use. Under the heading of "Cat" stories appeared Mr. Kipling's "Maltese Cat." In the next number of the magazine a critic pointed out that this particular "cat" was a flea-bitten pony, and went on to describe an incident in a library:

"Have you Laura Jean Libby's latest?" asked the severe lady.

"I'm afraid not," said the librarian; "but maybe I can find something else for you. Here is a good story—'The Kentucky Cardinal.'"

"Thank you," said the lady, "but I don't care for any religious book to-day."

"But," protested the librarian, "this cardinal was a bird."

"That fact," answered the lady with freezing dignity, "would certainly not recommend the book to me, I assure you."

## GENERAL NOTICES.

### GREEK.

*Greek Ideals: A Study of Social Life.* By C. Delisle Burns. (5s. net. Bell.)

The Greece spoken of here means Athens in the fifth century. The views of Plato, Aristotle, and Socrates are given at some length. Athenian religion and its influence on social life are fully described. We have "The Athens of the country folk, the Athens of the traders and merchants, the Athens of the wealthy few, the Athens of the poorer craftsmen, the Athens of free women, and the Athens of boys in the gymnasia and of girls in the precincts of temples."

### LATIN.

"Longmans' Latin Course."—*A Senior Latin Reader.*

Compiled by J. Lang. (3s. 6d. Longmans.)

The idea of the book is to give fairly long extracts from classical authors for the use of elder pupils for the one year or two years preceding their entrance to a University. There are about 150 pages of text, relieved by a large number of illustrative sketches, and nearly 100 pages of notes. The authors introduced are Salust, Livy, Cicero, Suetonius, Erasmus (chronologically out of place), Tibullus, Ovid, Virgil, and Horace.

*Selected Letters of Cicero.* Edited by Hubert McNeill Potat. (2s. 6d. net. Harrap.)

Compiled for freshmen who have not enjoyed opportunities of very scholarly teaching, the notes are very full, some one hundred

pages in comparatively small type. The "Letters" occupy about eighty pages of clear type.

*Livy*, Book XXIII. Edited by A. G. Peskett.

(2s. 6d. Cambridge University Press.)

The volume contains an introduction, the text, notes, a critical appendix, an index, and a map. The editor, in his notes, has kept the teacher in view as well as the pupil. This is a wise precaution that editors sometimes overlook.

*Latin Lists and Notes for Examination Purposes.*

By the Rev. F. C. Gillespie. (1s. net. Oxford: Blackwell.)

This little book is a tribute to examiners, whose habits after years of experience can be gauged with accuracy. In twenty-two not very crowded pages will be found "lists of those words and phrases which are the particular favourites of examiners in Responsions and the Senior and Junior Local Examinations." The remaining fourteen pages call attention to "the rules that are most frequently broken by men who are weak in Latin prose."

*Perse Latin Plays.* By R. B. Appleton. Second edition.

(1s. 6d. net. Heffer.)

It speaks well for the "new method" that a second edition of these plays should be called for. They were written by Mr. Appleton especially for middle forms in schools, and undoubtedly make the study of the language more real to young students than extracts from Caesar or Livy would do. There are eleven plays, and an introduction indicating how the book should be used.

### FRENCH.

*The Beautiful Folk-songs of the Stricken Provinces of France.*

Collected by Austin de Croze; harmonized by Gustave Ferrari.

(2s. 6d. net. St. Leonards-on-Sea: Butler.)

A publisher's note tells us that over four thousand of these Songs have been bought among 185 schools in Great Britain. The note also appears to indicate that the price to schools is 1s. instead of 2s. 6d. The folk-songs give the true spirit of a people in a way that nothing else can; and this opinion is endorsed by Sir John McClure, who writes a preface. M. de Croze hopes that his book will help to secure the friendship of the French and English nations.

"Harrap's Modern Language Series."—*Marguerite et Ses Amis.* Par V. Louis. Illustré par M. W. Tarrant. (1s. 6d. net. Harrap.)

A first reading book for little girls who have had some practice in oral French. Each chapter describes part of the home life of a little French girl, and is accompanied by a picture which helps to the meaning of the words. A vocabulary is added "reluctantly" for the more backward children. The book is for reading and not for translation; it will prove very helpful for the stage indicated.

*Elementary French Exercises.* By the Rev. B. V. F. Brackenbury. (1s. 6d. Macmillan.)

The first sentence of the first exercise is "Of the boy"; the last exercise is an extract from "The Water Babies." Between these two come some eighty pages of English sentences, illustrating the main difficulties of accidence and construction. There is a vocabulary. The compiler's view is that the book should be used as a drill on whatever grammar is being learnt.

"Heath's Modern Language Series."—*En France.* With Notes, Oral Exercises, and Vocabulary. By C. Fontaine. (2s. net. Harrap.)

M. Duval takes his children for a holiday journey through France. There are plenty of pictures. Just the sort of book that the teacher needs for a junior class.

"Heath's Modern Language Series."—*Notebook of Modern Languages.* Prepared by I. H. B. Spicrs. (1s. 3d. net. Harrap.)

An 8vo of nearly 150 blank pages of writing paper closely ruled. Some of the pages have headings and a few examples, such as "Synonyms: *patrie, pays, contrée*"; but for the most part they are blank. The compiler wishes to encourage pupils in the habit of making their own notes.

### GERMAN.

*Deutsche Anekdoten für die Schule.* Compiled and edited by Lilian I. Stroebe. (9d. net. Harrap.)

Dr. Lilian Stroebe finds anecdotes a great help in the early stages of German, and has accordingly compiled a collection of over fifty. They are short, and the type is well spaced. Each might form the subject of a weekly lesson.

### SPANISH.

*A Modern Spanish Grammar.* By E. Alec Woolf.

(3s. net. Bell.)

A complete grammar in good type and clearly arranged. *Viva*

voce practice is given, the vocabulary is learnt by frequent repetition, and the grammar rules are deduced from the examples given.

"Macmillan's Spanish Series."—*Elementary Spanish-American Reader*. Edited, with exercises, notes, and vocabulary, by Frederick Bliss Luquiens. 4s. net. (2) *Spanish Reader of South American History*. Edited, with notes, exercises, and vocabulary, by Edward Watson Supple. (4s. 6d. net. Macmillan.)

These are attractive volumes, in large type, with plenty of illustrations. The first one is elementary in the sense that it contains fairly easy reading matter for students who have not advanced very far in the language. It is not a beginners' book. The extracts in both volumes are from recognized writers.

#### RUSSIAN.

"Oxford Russian Plain Texts."—(1) *Pegasus; Biryuk; Forest and Steppe*, by Turgenev; (2) *A Prisoner of the Caucasus*, by Leo Tolstoy. (Each 1s. net. Clarendon Press.)

As the title indicates, these little volumes contain the Russian text only, no notes or introduction. Each volume has about sixty pages of excellent type.

*Third Russian Book*. Extracts from Aksákov, Grigoróvich, Herzen, and Saltykóv. Accented and edited, with full notes and complete vocabulary, by Nevill Forbes. (2s. 6d. net. Clarendon Press.)

These passages from four Russian classic authors continue the series introduced by Mr. Forbes's "Russian Grammar" and his "First and Second Russian Books." The reading matter covers 130 pages, with footnotes; there is a vocabulary.

"Constable's Russian Readers."—*Elementary Russian Reader*. Edited, with accents, notes, exercises, and vocabulary, by Michael V. Trofimov. (2s. Constable.)

A selection of easy short pieces, including proverbs, riddles, light verse, and simple stories.

*A Hundred Russian Verbs in Common Use; and 1,000 of their Compound Forms*. (Simpkin, Marshall.)

Each page contains a verb, with the compounds and the English equivalents arranged in order beneath. Intended to be used as an accessory to grammar and dictionary.

#### ENGLISH.

"Macmillan's Pocket Classics."—(1) *Southey's Life of Nelson*.

Edited by Frederick Houk Law. (1s. 3d. net.) (2) *The Last Days of Pompeii*. Edited by J. H. Castleman. (1s. net.) (3) *The Earlier Essays of James Russell Lowell*.

Edited by Ernest Godfrey Hoffsten. (1s. 3d. net.) (4) *Shakespeare's King Richard III*. Edited by A. R. Brubacher. (1s. net.) (5) *Shakespeare's King Lear*. Edited by Philo Melvyn Buck. (1s. 3d. net. Macmillan.)

Five more volumes in this handy series of well printed little books. Each volume contains an introduction and notes.

*Scott's Lord of the Isles*. (10d. net. Clarendon Press.)

The "Plain Text Series," to which this volume belongs, is a positive boon to teachers and pupils alike, who are apt to be overfed with commentaries. The poem occupies 130 pages, neatly bound in red cloth; or in paper covers for 8d.

*A First Book of English Prose for Repetition*. Passages chosen and arranged by J. H. Fowler. (9d. Macmillan.)

About forty passages, varying from one to two pages in length, intended to accustom the ear to the harmonies of the best English speech, and to store the memory with beautiful thoughts and images. There are no notes, nothing to distract the pupil's attention from the passage he is studying.

The "Granta Shakespeare."—*King Henry V*.

Edited by J. H. Lobban. (1s. net. Cambridge University Press.)

Mr. Lobban provides a glossary of difficult words, especially of words whose meanings have changed. An introduction gives the necessary help to the young reader, and there are notes.

*Johnson's Life of Pope*. Edited by A. R. Weckes. (2s. Clive.)

This edition contains all that is necessary for a critical study of the "Life" in view of an examination. The text occupies 118 pages; the introduction, dealing both with Pope and Johnson, 22 pages; the notes about 50 pages.

*The Pronunciation of English*. Reduced to Rules by Means of a System of Marks applied to the Ordinary Spelling. By W. A. Craigie. (1s. 6d. net. Clarendon Press.)

A very useful book for foreigners learning to pronounce English.

*Stories in Verse*. Selected by V. H. Collins. (1s. 6d. Clarendon Press.)

The editor excludes reflective, lyrical, and descriptive poems. He inserts in this collection poems that relate a definite story. They are suitable for young children. Quite a good selection.

#### HISTORY.

*History of Serbia*. By Harold W. V. Temperley. (10s. 6d. net. Bell.)

At the present moment the history of the Serbian nation is of special interest, and readers will gladly turn to this book, in which Mr. Temperley has put the results of many years of travel in the Balkans and of study in the British Record Office, "which furnishes material as rich and important as it is neglected." For the first time an attempt is made to present a complete and scholarly account of the Serbians from early times. There are coloured maps.

*The Story of the French Revolution*. By Alice Birkhead. (1s. 9d. Harrap.)

A new volume in the "Told Through the Ages" series. The type is large and clear, well suited for younger readers, and there are many illustrations. The volume contains over two hundred pages.

#### GEOGRAPHY.

*The Continents and Their People: Oceania*. A Supplementary Geography. By J. F. Chamberlain and A. H. Chamberlain. (3s. Macmillan.)

Several volumes have already appeared in this series, and the authors speak of this as the last one, thus concluding a general conspectus of the countries of the world viewed in relation to their inhabitants. The present volume includes the countries of Australasia and the more important islands of the East Indies and the Pacific Ocean. It is part of the teaching of the new geography that physical features should be studied in connexion with the inhabitants of the country, and this series of geographical aids gives useful information, accompanied by many pictures.

*Jataka Tales*. Selected and Edited by H. T. Francis and E. J. Thomas. With Introduction and Notes. (7s. 6d. net. Cambridge University Press.)

This selection of Tales is published at an opportune moment, as attention is being directed to the opportunities for moral teaching and training the will that are to be found in the Jataka. The paper and type make the book a pleasant one to read. The translation is taken from the complete edition issued under the editorship of Prof. E. B. Cowell. There are photographic illustrations from the carvings of the Bharhut Stupa.

*Stars at a Glance*. A Handy Sky Guide on Novel Lines. (1s. net. George Philip.)

The little volume contains a general introduction to the study of the stars, a chart of the moon, a calendar, index to the monthly aspect charts, and instructions for finding stars on these charts without the aid of a compass. There are also a number of coloured plates of the heavens.

## PUBLICATIONS RECEIVED.

#### EDUCATION.

Higher Education and the War. By John Burnet. Macmillan, 4s. 6d. net.

Education after the War. By J. H. Badley. Blackwell, 3s. 6d. net.

Shantiniketan: The Bolpur School of Rabindranath Tagore. By W. W. Pearson. Illustrated by Mukul Chandra Dey. Macmillan, 4s. 6d. net.

Report of the Minister of Education: Province of Ontario, 1916. Toronto.

A National Education to National Advancement. By James Baker. Re-issue, 1917. Simpkin, Marshall, 1s. net.

British Education after the War. By Frederick J. Gould. Preface by F. H. Hayward. Watts, 1s. 6d. net.

Report of a Girls' Conference on Education: January 1917. Liverpool: The Secretary, The Belvedere School, Prince's Park, 1s.; by post, 1s. 2d.

Self-reliance: A Practical and Informal Discussion of Methods of Teaching Self-reliance, Initiative, and Responsibility to Modern Children. By Dorothy Canfield Fisher. Introduction by M. V. O'Shea. Constable, 4s. 6d. net.

Physical Education in Relation to School Life. By Reginald E. Roper. Allen & Unwin, 2s. 6d. net.

#### CLASSICS.

Greek Ideals: A Study of Social Life. By C. Delisle Burns. Bell, 5s. net.

Perse Latin Plays. By R. B. Appleton. Second Edition. Heffer, 1s. 6d. net.

- Longmans' Latin Course.—A Senior Latin Reader. Compiled by J. Lang. Eighty-two illustrations, maps, and plans. Longmans, 3s. 6d.
- Latin Lists and Notes for Examination Purposes. By the Rev. F. C. Gillespie. Blackwell, 1s. net.
- Livy: Book XXIII. Edited by A. G. Peckett. Cambridge University Press.
- Selected Letters of Cicero. Edited by Hubert McNeill Poteat. Harrap, 2s. 6d. net.
- (1) First Rules for Latin Prose: With Hints and Examples. 8d. net. (2) Biennium Latinum: A Translation and Composition Book for Beginners. 2s. 6d. net. (3) Further Rules for Latin Prose. 2s. net. (4) Exercises on Rules for Latin Prose. 2s. 6d. net. By T. C. Weatherhead. Cambridge University Press.

## FRENCH.

- The Beautiful Folk-songs of the Stricken Provinces of France. Collected by Austin de Croze. Harmonized by Gustave Ferrari. Book I, Set 1. St. Leonards-on-Sea: Butler, 2s. 6d. net.
- Graduated French Dictation. By Sydney H. Moore. Cambridge University Press, 2s. 6d. net.
- Hugo.—Hernani. Edited by M. B. Finch and L. J. Gardiner. Clive, 2s. 6d.
- Notebook of Modern Languages. Prepared by I. H. B. Spiers. Harrap, 1s. 3d. net.
- Marguerite et Ses Amis. Par V. Louis. Illustré par M. W. Tarrant. Harrap, 1s. 6d. net.
- Elementary French Exercises. By the Rev. B. V. F. Brackenbury. Macmillan, 1s. 6d.
- French Plays for Children. By Josette Eugénie Spink. Harrap, 1s. 3d. net.
- En France. With notes, oral exercises, and vocabulary. By C. Fontaine. Harrap, 2s. net.
- Oxford French Plain Texts.—The first five volumes edited by H. I. Hutton. (1) Le Chien de Brisquet; La Combe de l'Homme Mort; Paul, ou la Ressemblance. Trois contes par Charles Nodier. (2) Laurette, ou Le Cachet Rouge. Par Alfred de Vigny. (3) Le Lac de Gers; Le Col d'Anterne. Par Rodolphe Töpffer. (4) La Chèvre de M. Seguin, &c. Par Alphonse Daudet. (5) Mateo Falcone; Le Coup de Pistolet. Par Prosper Mérimée. (6) Paris Menacé; Paris Sauvé. Par Franc-Nohain et P. Delay. Edited by G. H. Clarke. Clarendon Press, 6d. each.

## GERMAN.

- Deutsche Anekdoten: Für die Schule. Compiled and edited by Lillian L. Stroebe. Harrap, 9d. net.

## SPANISH.

- A Modern Spanish Grammar. By E. Alec Woolf. Bell, 3s. net.
- Macmillan's Spanish Series.—(1) Elementary Spanish-American Reader. Edited, with exercises, notes, and vocabulary, by Frederick Bliss Luquiens. Macmillan, 4s. net. (2) Spanish Reader of South American History. Edited, with notes, exercises, and vocabulary, by Edward Watson Supple. Macmillan, 4s. 6d. net.

## RUSSIAN.

- Constable's Russian Readers.—No. I: Elementary Russian Reader. Edited, with accents, notes, exercises, and vocabulary, by Michael V. Trofimov. Constable, 2s.
- Oxford Russian Plain Texts.—(1) Pegasus (Biryuk); Forest and Steppe (Turgenev). (2) A Prisoner of the Caucasus (Leo Tolstoy). Clarendon Press, 1s. net each.
- Third Russian Book. Extracts from Aksákov, Grigoróvich, Hérzen, and Saltykóv. Accented and edited, with full notes and complete vocabulary, by Nevill Forbes. Clarendon Press, 2s. 6d. net.
- A Hundred Russian Verbs in Common Use and A Thousand of their Compound Forms. Simpkin, Marshall.

## ENGLISH.

- Johnson.—Life of Pope. Edited by A. R. Weekes. Clive, 2s.
- The Pronunciation of English: Reduced to Rules by means of a System of Marks applied to the Ordinary Spelling. By W. A. Craigie. Clarendon Press, 1s. 6d. net.
- Stories in Verse. Selected by V. H. Collins. Clarendon Press, 1s. 6d.
- A Skeleton Outline of Old English Accidence. Reprinted from "Selections from the Old English Bede." By W. J. Sedgefield. Manchester University Press, 1s. 3d. net.
- Godwine. By James F. Waight. Allen & Unwin, 1s. 6d. net.
- A First Book of English Prose for Repetition. Passages chosen and arranged by J. H. Fowler. Macmillan, 9d.

- Short Essays for Schools. For Fourth and Fifth Forms. With specimens of analysis and a subject index. Selected by S. E. Winbolt. Clarendon Press, 2s. 6d. net.
- Lectures on Style and Composition. By E. Classen. Macmillan, 3s. 6d.
- Oxford Plain Texts.—Scott's "Lord of the Isles." Clarendon Press, 10d. net.
- The Granta Shakespeare.—King Henry V. Edited by J. H. Lobban. Cambridge University Press, 1s. net.
- Macmillan's Pocket Classics.—(1) King Lear. Edited by Philo Melvyn Buck. 1s. 3d. net. (2) Richard III. Edited by A. R. Brubacher. 1s. net. (3) The Earlier Essays of James Russell Lowell. Edited by Ernest Godfrey Hoffsten. 1s. 3d. net. (3) The Last Days of Pompeii. Edited by J. H. Castleman. 1s. net. (4) Southey's Life of Nelson. Edited by Frederick Houk Law. 1s. 3d. net. Macmillan.

## HISTORY.

- Lord Kitchener: The Story of his Life and Work. By Donald A. Mackenzie. Twelve illustrations. Blackie, 1s.
- Sir Walter Raleigh: Selections from his "History of the World," his "Letters," &c. Edited, with introduction and notes, by G. E. Hadow. Clarendon Press, 3s. 6d. net.
- Pages of Britain's Story: A.D. 597-1898. From her Historians and Chroniclers. Edited by J. Turrill. Clarendon Press, 2s. 6d. net.
- Stories of the Scottish Border. By Mr. and Mrs. William Platt. Sixteen full-page illustrations by M. Meredith Williams. Harrap, 1s. 9d.
- A Notebook of Medieval History: A.D. 323-1453. By C. Raymond Beazley. Clarendon Press, 3s. net.
- The Story of the French Revolution. By Alice Birkhead. Sixteen illustrations. Harrap, 1s. 9d.
- Stories for the History Hour.—From Augustus to Rolf. By Nannie Niemeyer. Harrap, 3s. net.
- History of Serbia. By Harold W. V. Temperley. Bell, 10s. 6d. net.

## GEOGRAPHY.

- History's Background (Series of Historical Geography Readers).—Book II: The Discovery of the Americas and the Growth of the British Empire. By J. S. Townsend and T. Franklin. W. & A. K. Johnston, 1s. 6d. net.
- Bengal; Bihar and Orissa; Sikkim. By L. S. S. O'Malley. Cambridge University Press, 6s. net.
- The Advanced Atlas of Physical and Political Geography. A new series of Maps specially designed for Schools, Colleges, and Private Students. By J. G. Bartholomew. Oxford University Press, 8s. 6d. net.

## MATHEMATICS.

- Optical Theories: Based on Lectures delivered before the Calcutta University. By D. N. Mallik. Cambridge University Press, 7s. 6d. net.
- Revision Papers in Arithmetic. For the Oxford and Cambridge Local Examinations, County Council Examinations for Scholarships, &c. By Charles Pendlebury. Bell, 1s.

(Continued on page 111.)



# DISINFECTANTS

## For SCHOOL USE.

A leaflet on School Disinfection will be sent post free on application to—

The "SANITAS" Co., Ltd.,  
Limehouse, London, E.

Disinfectant Manufacturers by  
Appointment to H.M. the King.



Longmans' Explicit Arithmetics for Girls. (Teacher's Series.)—  
Book VII: For Standards VII and VIII. 1s. 6d.  
The Combination of Observations. By David Brunt. Cambridge  
University Press, 8s. net.

SCIENCE.

A Short System of Qualitative Analysis: For Students of In-  
organic Chemistry. By R. M. Caven. Blackie, 2s.  
The Tutorial Chemistry.—Part II: Metals and Physical  
Chemistry (third edition). By G. H. Bailey. Edited by  
William Briggs. Clive, 4s. 6d.  
Electrical Laboratory Course: For Junior Students. By Magnus  
Maclea. Blackie, 2s. net.  
Experimental Building Science: Vol. I. By J. Leask Manson.  
Cambridge University Press, 6s. net.  
Elementary Science for Engineering Apprentices: Covering the  
Science Syllabus usually followed in the Second Year Pre-  
liminary Technical Course. By W. McBretney. Longmans,  
1s.  
Science and the Nation: Essays by Cambridge Graduates. With  
an Introduction by the Right Hon. Lord Moulton, K.C.B.,  
F.R.S. Edited by A. C. Seward. Cambridge University  
Press, 5s. net.  
From the Proceedings of the Zoological Society of London.—  
(1) Notes from the Caird Insect House. (2) The Coleoptera  
of the Family Cissidae found in Britain, with Descriptions of  
Two new Specimens. By C. J. C. Pool.  
Domestic Economy.—A Textbook for Teachers in Training.  
Part I: Theory. By Marion Greenwood Bidder. Part II:  
The Practice and Teaching of Domestic Economy. By Flor-  
ence Baddeley. Cambridge University Press, each 2s. 6d.  
net.

HYGIENE.

Staying the Plague. By N. Bishop Harman. Methuen, 1s. net.  
Some Thoughts for Wives and Mothers, and some Teaching to be  
given to Children by Parents who find it difficult to put their  
own Thoughts into Words. In Five Parts. By Mrs. House,  
4 Tavistock Square, W.C.1. 5d. each set; 4s. per dozen sets.  
The Carnegie United Kingdom Trust.—Report on the Physical  
Welfare of Mothers and Children: England and Wales  
(Vols. I and II).

RELIGION.

Comparative Religion. By A. S. Geden. Society for Promoting  
Christian Knowledge, 2s. net.  
Women in the Apostolic Church: A Critical Study of the Evidence  
in the New Testament for the Prominence of Women in Early  
Christianity. By T. B. Allworthy. Heffer, 3s. net.

NOT CLASSIFIED.

The Bird of Life. By Gertrude Vaughan. Chapman & Hall,  
3s. 6d. net.  
One Hundred Points in Food Economy. By J. Grant Ramsay.  
Bell, 1s. net.  
Breaking the Spell: An Appeal to Common Sense. Preface by  
Reginald W. Macan. Simplified Spelling Society.  
Herbs Used in Medicine. By Mrs. John D. Ellis. National  
Herb-growing Association, 3s. post free.  
Jottings of a Gentleman Gardener: A Practical Guide to Flower  
Gardening for Amateur Gardeners. To which is added some  
suggestions for growing Food Plants during the War. By  
E. T. Ellis Reeve. 3s. 6d. net.  
How to Become a Dispenser: The New Profession for Women.  
By Emily M. B. Forster. Fisher Unwin, 2s. 6d. net.  
The War and the Nation: A Study in Constructive Politics. By  
William Cecil Dampier Whetham. Murray, 6s. net.  
Wrestling. By Percy Longhurst. Twelve illustrations. Methuen,  
1s. net.  
Germany's Lost Colonial Empire: And the Essentials of Recon-  
struction. By John H. Harris. Simpkin, Marshall, 1s. net.  
Food Gardening: For Beginners and Experts. By H. Valentine  
Davis. Bell, 6d. net.  
The Vision Splendid. By John Oxenham. Methuen, 1s. net.  
Class Singing and Ear-training in Schools: With Syllabus of  
Instruction in Musical Theory and Notation. L.C.C. Educa-  
tion Offices, 2d.  
Industrial Fatigue: In Relation to Maximum Output. By Henry  
J. Spooner. Forewords by Sir Robert Hadfield and Mr. J. R.  
Clynes. Co-partnership Publishers, 6d. net.  
Is America Drifting? An Address delivered in New York by  
President Nicholas Murray Butler.

DUSTLESS and HYGIENIC SCHOOLS

On all School, Laboratory, Library, &c., Floors and Linoleums of every description

USE

FLORIGENE

(Regd.)

DURING THE SUMMER VACATION for Best Results.

BRITISH MADE.

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" ALLAYS the DUST and DIRT for **2 to 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods—which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

These sanitary, labour-saving, and economic advantages are **NOT** attained by sweeping-powders or any mechanical or other method.

NEW ADDRESS:—

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

The "DUST-ALLAYER" Co., 4 Vernon Place, Bloomsbury Square, London, W.C.1.

Contractors to the Admiralty,

War Office,

H.M. Office of Works,

Colonial Govts.,

L.C.C., &c.

A COMMERCIAL COURSE.

ARITHMETIC.—Modern Side Arithmetic. By Rev. T. MITCHESON. Part I, 1s. (with Answers, 1s. 6d.; Answers only, 1s.). Part II, 1s. 6d. Complete, 2s. Complete, with Answers, 3s.  
ALGEBRA.—Examples in Algebra. By Rev. T. MITCHESON. 1s. With Answers, 1s. 6d. Answers only, 1s.  
MATHEMATICS.—Geometry of Triangle. By WILLIAM GALLATLY, M.A. 2s. 6d.—Quadratic Partitions. By Lt.-Col. ALLAN CUNNINGHAM. 12s.—Elements of Applied Mechanics. By M. W. CROFTON. 7s. 6d.—Elements of Logarithms. By WILLIAM GALLATLY, M.A. 1s. 6d.  
BOOK-KEEPING.—Elements of the Theory and Practice of Book-keeping. By JOHN WALMSLEY, B.A. 3s. 6d.  
MODERN FOREIGN LANGUAGES.—The Hamiltonian System of Interlinear Translation. Gospel of St. John in Spanish, French, Italian, or German, with Translation. 2s. 6d. each. Also many other books. Full list on application.

ITALIAN.—Conversational Course. By Prof. TOSCANI. 5s.—Reading Course. 3s. 6d.  
SPANISH.—Spanish Grammar. By Prof. SCHILLING. 3s. 6d. Key, 2s.—Don Basilio (Conversation and Correspondence). 2s. 6d.  
DRAWING.—Carpenter's Drawing Books. 6 Parts, at 1s. 2d. each, or 6 for 6s. 6d. post free.—Drawing Copies, as set at College Exams. 1s. 9d. per dozen. Specimen 2d.  
HANDWRITING.—Public School Modern Handwriting. By R. WENLOCK. 6d.  
COMMERCE.—Business Prospects in Russia. By A. T. STEWART. 1s. India, 2s.  
Also Questions set at previous College of Preceptors Examinations in Arithmetic, Algebra, English, French, Latin, History, Geography. 1s. 2d. each, post free. Full list on application.

NET PRICES. POSTAGE EXTRA unless otherwise stated.

FRANCIS HODGSON, 89 Farringdon Street, Ludgate Circus, E.C.4.  
(Publisher to the College of Preceptors, &c.) Proprietor: F. HUGH VALLANCEY. (Established 1884.)

# THE COLLEGE OF PRECEPTORS

## CERTIFICATE EXAMINATIONS, 1918.

### CLASS-BOOKS FOR JUNIOR AND PRELIMINARY STUDENTS.

#### Mathematics and Science.

**Algebra, Junior.** By A. G. CRACKNELL, M.A., B.Sc., and AUGUSTUS BARRACLOUGH, M.A. 2s. 6d. With Answers, 3s.

"Maintains the high standard of excellence we are accustomed to expect from so well known a source. The treatment of the graphic portion is particularly good."—*Journal of the Assistant Masters' Association*.

**Algebra, Junior, Test Questions in.** By F. ROSENBERG, M.A., B.Sc. 1s. With Answers, 1s. 3d.

**Arithmetic, Preliminary.** By AUGUSTUS BARRACLOUGH, M.A., Second Master at Bournemouth School. 1s. 6d. With Answers, 1s. 6d.

"The chapters are clearly written, carefully arranged, and accompanied with a plentiful supply of examples and exercises."—*School Guardian*.  
"Quite admirably suited for its purpose."—*London Teacher*.

**Arithmetic, The Junior.** Being an adaptation of *The Tutorial Arithmetic* suitable for Junior Classes. By R. H. CHOPPE, B.A. With or without Answers. 2s. 6d.

"Just as good a handbook on Arithmetic as the student can desire."—*Nature*.  
"No better arithmetic for school work has come into our hands."—*Educational News*.  
"The book is well got up, and has a quite good selection of examples throughout."—*Mathematical Gazette*.

**Botany, Junior.** By FRANCIS CAVERS, D.Sc. 2s. 6d.

"Dr. Cavers has achieved a useful little book."—*Journal of Botany*.  
"A very excellent volume. Practical to a high degree. The diagrams are very good."—*Schoolmaster*.

**Chemistry, Preliminary.** By H. W. BAUSOR, M.A., late Scholar of Clare College, Cambridge. 1s. 6d.

"It is an excellent little book, and will make a clear understandable foundation for a systematic treatment of Chemistry in the higher forms."—*Educational News*.

"Nothing is taken for granted, everything is carefully and simply explained."—*School Guardian*.

**Chemistry, Junior.** By R. H. ADIE, M.A., B.Sc. *Second Edition*. 2s. 6d.

"The results of fifteen years' experience of a thoughtful teacher are always valuable, and, as one might have anticipated, the book offers a thoroughly sound course of practical instruction."—*Nature*.

**Geometry, Preliminary.** By F. ROSENBERG, M.A., B.Sc. With or without Answers. 2s.

"The book is certainly one to be recommended."—*Preparatory Schools Review*.

"The author's object is, by blending practical and theoretical work at the outset, to avoid the unattractiveness of the purely theoretical textbook and the tendency to loose reasoning of the practical manual. In this he seems to have succeeded."—*Journal of Education*.

"An attractive geometry for beginners. The exercises are interesting and the explanations clear."—*Education*.

**Geometry, Junior.** By A. G. CRACKNELL, M.A., B.Sc. 2s. 6d.

"A simple treatment of the elements of geometry. A feature of the book is the number of questions which require a numerical answer, incorrect and careless work being thereby easily checked."—*Schoolmaster*.

**Heat, Junior.** By JOHN SATTERLY, D.Sc., M.A. 2s.

"Affords a remarkably clear exposition of the main principles of the science such as is required by elementary students."—*Secondary School Journal*.

**Magnetism and Electricity, Junior.** By R. H. JUDE, D.Sc., M.A., and JOHN SATTERLY, D.Sc., M.A. 2s. 6d.

"This little book makes a special point of fundamental principles, and is especially adapted to the needs of pupils making a start in the subject."—*Educational Times*.

"This book should not have any difficulty in holding its own, for it is one of the best regarded from the standpoint of exact thinking."—*Electrical Engineering*.

**Science, Junior Experimental.** By W. M. HOOTON, M.A., M.Sc., F.I.C. *Second Edition*. 2s. 6d.

"The explanations are clear, and we can recommend the work heartily."—*Secondary Education*.

#### Languages, History, and Geography.

**English Course, Preliminary.** By A. M. WALMSLEY, M.A., late Senior English Master, Middlesbrough High School. 1s. 6d.

"An English Grammar embodying in general recommendations of the Joint Committee on Grammatical Terminology. Unnecessary matter is excluded, and the author has kept in view the real aim of grammar, namely, 'the production of good English.'"—*Athenaeum*.

"The language is simple, the examples are judicious, and everything possible is done to make the subject bright and interesting to the pupils for whose needs it caters."—*The Literary World*.

**English Composition, Junior.** By E. W. EDMUNDS, M.A., B.Sc., Senior Assistant Master at Luton Modern School. 1s. 6d.

"This excellent manual makes plain for the young pupil the essentials of good writing. A distinctly workmanlike production that can be heartily recommended as one of the best of its kind."—*Education*.

**English Grammar, Junior.** With Parsing and Analysis. By A. M. WALMSLEY, M.A. 1s. 6d.

"The work of a practical teacher who knows the value of compromise between the old and the new methods."—*Journal of the Assistant Masters' Association*.

**French Course, Preliminary.** By H. J. CHAYTOR, M.A., and H. E. TRUELOVE, B.A. *Second Edition*. 1s. 6d.

"This elementary course supplies an excellent first year's work, well arranged on systematic lines, with due regard to the advantages of the Direct Method, and also to the necessity for thoroughness in the accidence of the language. Free use is made of black type for emphasis."—*Athenaeum*.

**French Course, New Junior.** By G. A. ROBERTS, M.A., Head Master, Russell Hill School, Purley. 2s. 6d.

"The short extracts are well chosen. With a capable teacher we have no doubt that this would prove a useful textbook."—*The Journal of Education*.

"The book becomes a serious rival to those existing. It will probably win easily."—*Schoolmaster*.

**French Reader, New Junior.** By J. P. R. MARICHAL, L. ès L., and L. J. GARDINER, M.A. 2s.

"Consists of well-chosen literary extracts in French."—*Education*.

**Geography, Preliminary.** By E. G. HODGKINSON, B.A.

"This book bears the stamp throughout of the skilful practical teacher who combines a sound knowledge of his subject with an equally sound knowledge of the needs and capacities of the pupils for whose use the book is intended."—*Teachers' Times*.

**Geography, Junior.** By G. C. FRY, M.Sc. 2s. 6d.

"A concise book of geography on modern lines. The diagrams are bold and convey definite visual instruction directly illustrating the text."—*Education*.

**History of England, Preliminary.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, M.A. With Illustrations. 2s.

"An interesting book well illustrated, with chapters on social life, and some excellent maps."—*Journal of the Assistant Masters' Association*.

"In addition to an outline of political events it tries to give some idea of social and constitutional development, and also to connect history with geography. It is clearly written and well illustrated."—*School World*.

**History of England, School.** By M. E. CARTER, Honour School of Modern History, Oxford. 3s. 6d.

Also in Three Parts as follows:—I, to 1603; II, to 1485-1714; III, 1660-1910. 1s. 6d. each.

"The essential outlines of the subject are presented in the most easily digestible form."—*Guardian*.

"Very careful judgment has been exercised in the selection of the matter, and a proper perspective maintained."—*Educational Times*.

**Latin Course, New Junior.** By J. V. THOMPSON, M.A., and LL. M. PENN, M.A. 3s. 6d.

"Admirably unites the more modern methods of teaching with those which have long stood the test of time."—*Educational News*.

"A very successful compromise between the old and the new methods—a combination of what is best in both."—*Journal of the A.M.A.*

Complete Catalogue of Class Books, together with the Special Subjects, for the College of Preceptors' Examinations, 1918, post free, on application.

University Tutorial Press, 1d., High Street, New Oxford Street, London, W.C.2.

London: Printed by C. F. HODGSON & SON, 2 Newton Street, King'sway, London, W.C.2; and Published by FRANCIS HODGSON, 89 Farringdon Street, E.C.4. [Entered at the New York Post Office as Second Class matter.]



# CLASS LIST SUPPLEMENT TO THE EDUCATIONAL TIMES

No. 663

AUGUST 1, 1917

## MACMILLAN'S BOOKS SUITABLE FOR THE COLLEGE OF PRECEPTORS' EXAMINATIONS, MIDSUMMER AND CHRISTMAS, 1918.

### ENGLISH LANGUAGE, HISTORY, & GEOGRAPHY.

<b>Shakespeare—The Tempest.</b> With Introduction and Notes. By K. DEIGHTON. ( <i>Senior and Junior</i> )	1 9
— <b>The Tempest.</b> Eversley Edition. With Notes ( <i>Senior and Junior</i> )	1 0
— <b>The Tempest.</b> Edited by H. E. GREENE, Ph.D. ( <i>Senior and Junior</i> )	1 3
— <b>A Midsummer Night's Dream.</b> With Introduction and Notes. By K. DEIGHTON. With an Appendix. ( <i>Senior and Junior</i> )	1 9
— <b>A Midsummer Night's Dream.</b> Edited by P. T. CRESWELL, M.A. ( <i>Senior and Junior</i> )	1 0
— <b>A Midsummer Night's Dream.</b> Edited by E. C. NOYES. ( <i>Senior and Junior</i> )	1 3
— <b>A Midsummer Night's Dream.</b> Edited by J. H. CUNLIFFE, D.Litt. ( <i>Senior and Junior</i> )	1 3
— <b>A Midsummer Night's Dream.</b> Eversley Edition. With Notes. ( <i>Senior and Junior</i> )	1 0
<b>Spenser—The Faerie Queene.</b> Book I. With Introduction and Notes by H. M. PERCIVAL, M.A. ( <i>Senior</i> )	3 0
— <b>Faerie Queene.</b> Book I. Edited by Prof. G. A. WAUCHOPE. ( <i>Senior</i> )	1 3
<b>Dickens—A Tale of Two Cities.</b> Edited by H. G. BUEHLER and L. MASON. ( <i>Junior</i> )	1 3
<b>Scott—Woodstock.</b> With Introduction and Notes. ( <i>Junior</i> )	2 6
— <b>Marmion and The Lord of the Isles.</b> By F. T. PALGRAVE. ( <i>Preliminary</i> )	1 0
— <b>Marmion.</b> With Introduction and Notes. By M. MACMILLAN, D.Litt. Cantos I and VI separately. ( <i>Preliminary</i> )	1 0
— <b>Marmion.</b> Edited by G. B. AITON. ( <i>Preliminary</i> )	1 3
<b>Macaulay—Lays of Ancient Rome and other Poems.</b> (Containing "Horatius," "Lake Regillus," and "The Armada.") With Introduction and Notes, by W. T. WEBB, M.A. ( <i>Preliminary and Lower Forms</i> )	1 9
<b>Macaulay—Lays of Ancient Rome and other Poems.</b> (Containing "Horatius," "Lake Regillus," and "The Armada.") By F. T. BAKER. ( <i>Preliminary and Lower Forms</i> )	1 3
<b>Defoe—Robinson Crusoe.</b> Part I. Edited by C. R. GASTON, Ph.D. ( <i>Preliminary</i> )	1 3
— <b>Robinson Crusoe.</b> Abridged and Edited by C. JOHNSON. ( <i>Preliminary</i> )	1 3
— <b>Robinson Crusoe.</b> Abridged and Edited by J. HUTCHISON. ( <i>Preliminary</i> )	1 0
<b>Tennyson—The Revenge.</b> Macmillan's Recitation Cards, No. 30. ( <i>Lower Forms</i> )	0 2
— <b>The Defence of Lucknow.</b> Macmillan's Recitation Cards, No. 42. ( <i>Lower Forms</i> )	0 2
<b>Gwynn—Masters of English Literature</b>	3 6
<b>Saintsbury—A First Book of English Literature</b>	1 6
<b>Saintsbury—Short History of English Literature</b> Also in Five Parts. 2s. each.	8 6
<b>Nesfield—Outline of English Grammar.</b> ( <i>Junior and Preliminary.</i> ) (KEY, 2s. 6d. net)	1 6
— <b>Oral Exercises in English Composition.</b> ( <i>Preliminary</i> )	1 6
— <b>Junior Course of English Composition.</b> ( <i>Junior and Preliminary</i> )	1 6
— <b>Senior Course of English Composition.</b> ( <i>Senior.</i> ) (KEY, 1s. net)	3 6
— <b>Manual of English Grammar and Composition.</b> ( <i>Senior.</i> ) (KEY, 2s. 6d. net)	2 6
— <b>Matriculation English Course.</b> (KEY, 3s. 6d. net.)	3 6
— <b>Aids to the Study and Composition of English.</b> (KEY, 4s. 6d. net)	4 6
— <b>How to Summarise, Expand, or Recast Extracts in Prose and Verse.</b> (KEY, 2s. 6d. net)	2 0
<b>Eowe and Webb—Guide to the Study of English</b>	3 6
<b>Brooksbank—Essay and Letter Writing</b>	2 6
<b>Beak—Indexing &amp; Précis Writing.</b> (KEY, 1s. 6d. net.)	2 6
<b>Hearnshaw—First Book of English History</b>	1 6
<b>Buckley—History of England for Beginners.</b> New Edition	3 0

### ENGLISH LANGUAGE, &c.—continued

<b>Green—Short History of the English People.</b> Revised and Enlarged with Epilogue, by A. S. GREEN	5 0
<b>Thompson—History of England</b>	2 6
<b>Tout—Short Analysis of English History</b>	1 0
<b>Macmillan's Graphic Geography—The British Isles.</b> By B. C. WALLIS, B.Sc.	0 9
<b>Davis—Geography of the British Isles, with numerous Practical Exercises</b> Also in Two Parts: Part I, England and Wales, 2s.; Part II, Scotland and Ireland, 1s.	3 0
<b>Heawood's Geography of Africa.</b> ( <i>Junior</i> )	2 6
<b>Blanford—Elementary Geography of India, Burma, and Ceylon.</b> ( <i>Junior</i> )	2 6
<b>Smith—A First Book of Commercial Geography</b>	1 6
<b>Wallis—A First Book of General Geography</b>	1 6
— <b>A Junior Geography of the World.</b> Part I. The World in General. 1s. 6d. Part II. The Continents in Detail. 1s. 6d. Complete in one volume. 2s. 6d.	3 6
— <b>Geography of the World</b>	3 6

### ARITHMETIC AND ALGEBRA.

<b>Hall and Stevens—School Arithmetic.</b> Complete, with Answers, 4s. 6d.; without Answers, 3s. 6d. Answers, 1s. KEY, 10s. 6d.—Part I, with Answers, 2s. 6d.; without Answers, 2s. KEY, 4s. 6d. Part II, with Answers, 2s. 6d.; without Answers, 2s. KEY, 6s.	3 6
<b>Palmer—Arithmetic—chiefly Examples.</b> With or without Answers	3 6
<b>Sydney Jones—Modern Arithmetic, with Graphic and Practical Exercises.</b> Parts I and II. With or without Answers, 2s. 6d. each. Complete, with or without Answers	4 6
<b>Loney and Grenville—Shilling Arithmetic.</b> 1s. With Answers	1 6
<b>Hall and Knight—Elementary Algebra for Schools.</b> Containing a full treatment of GRAPHS. Without Answers, 3s. 6d. With Answers	4 6
— KEY, 8s. 6d. Answers, 1s.	4 6
<b>Hall—School Algebra.</b> With or Without Answers. Part I, 2s. 6d. KEY, 6s. Part II, 1s. 6d. Parts I and II, 3s. 6d. Part III, 1s. 6d. Parts II and III, 2s. 6d. KEY, 6s. Complete, 4s. 6d. KEY, 10s.	4 6
<b>Barnard and Child—New Algebra for Schools.</b> Parts I, II, and III, with or without Answers, 2s. 6d. KEY to Parts I-III, 6s. 6d. Part I, 1s. 6d., Parts II and III, 1s. 6d. Parts I-IV, 4s. Part IV, 1s. 9d. Vol. II, Parts IV, V, and VI, 4s. KEY, 8s. 6d.	4 6

### FRENCH.

<b>Siepmann and Fellissier—Public School French Primer</b>	3 6
— KEY, 4s. 6d. net.	3 6
<b>Siepmann—Primary French Course.</b> Part I, 2s. 6d. Word and Phrase Book, 6d. KEY, 3s. 6d. net. Part II, 2s. 6d. Word and Phrase Book, 6d. KEY, 3s. 6d. net. Part III, 2s. 6d. Word and Phrase Book, 6d. KEY, 5s. net.	3 6
<b>Siepmann—Primary French Course.</b> (First Term.) Lessons in Colloquial French based on the Transcript of the Association Phonétique	1 6
<b>Brackenbury—Elementary French Exercises</b>	1 6

### LATIN AND GREEK.

<b>Caesar—The Gallic War.</b> Edited by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> )	4 6
— <b>Gallic War.</b> Book I. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> )	1 6
— <b>Gallic War.</b> Books II and III. With Notes and Vocabulary by W. G. RUTHERFORD, M.A., LL.D. ( <i>Senior</i> )	1 6
<b>Virgil—Aeneid.</b> Book VIII. With Notes and Vocabulary by Rev. A. CALVERT, M.A. ( <i>Senior and Junior</i> )	1 6
<b>Cicero—Pro Lege Manilia.</b> Edited by A. S. WILKINS, Litt.D. ( <i>Senior</i> )	2 6
<b>Homer—Iliad.</b> Book IX. Edited by J. H. PRATT, M.A., and W. LEAF, Litt.D. ( <i>Senior</i> )	2 0
<b>Xenophon—Anabasis.</b> Book II. With Notes and Vocabulary by Rev. A. S. WALPOLE, M.A. ( <i>Senior and Junior</i> )	1 6
— <b>Anabasis.</b> Books I-IV. Edited by Prof. W. W. GOODWIN and J. W. WHITE. ( <i>Senior and Junior</i> )	3 6

\* \* \* Complete List post free on application.

MACMILLAN & CO., Ltd., ST. MARTIN'S STREET, LONDON, W.C.2.

## A Selection from METHUEN'S EDUCATIONAL LIST

Announcement List and Catalogue sent on application

### THE BEGINNER'S BOOKS

Edited by Canon W. WILLIAMSON, B.A., P.R.S.L.  
Fcap. 8vo. Prices 1/-, 1/3, and 1/6 per volume.

Easy French Rhymes. Easy Stories from English History. Stories from Roman History. Stories from the Old Testament. Stories from the New Testament. First Course in English. First History of Greece. Easy Exercises in Arithmetic. Easy Dictation and Spelling. Easy Poetry Book.

### COMMERCIAL SERIES

Edited by H. de B. GIBBINS, Litt.D., M.A.  
Crown 8vo. 1/6, 2/-, and 2/6 per volume.

Double Entry Book-keeping. French Correspondence. German Correspondence. German Reader. Geography of Foreign Nations. Commercial Law. British Commerce and Colonies. Economics. Commercial Examination Papers. Primer of Business. Guide to Professions and Business. Geography of British Empire. Commercial Arithmetic. Precise Writing and Office Correspondence.

### JUNIOR EXAMINATION SERIES

Edited by A. M. M. STEDMAN, M.A.  
Fcap. 8vo. 1/- each volume.

Scripture (Old and New T.). French. English. Arithmetic. Algebra. Greek. Latin and Key. General Information and Key. Geography. German. History.

### JUNIOR SCHOOL BOOKS

Edited by O. D. INSKIP, LL.D., and Canon W. WILLIAMSON, B.A.  
Crown 8vo. Prices 1/6, 2/-, and 2/6 per volume.

Dictation Passages. Kings. St. Matthew. St. Mark. St. Luke. Apostles. English Grammar. Greek History. Latin Prose. German Grammar. Science. Physics. Chemistry. French Grammar. French Prose. Geometry. Latin Grammar. English Literature.

### HISTORICAL READERS

Illustrated. Crown 8vo. 1/6 and 2/- per volume.  
Pageant of British History. Romance of British History. Growth of Modern Britain.

### NEW HISTORICAL SERIES

Edited by the Rev. H. N. ASMAN, M.A., B.D.  
Crown 8vo. 1/6 and 2/6 per volume.

History of England (3 vols.). Stories from Ancient History. Stories from Modern History.

### SCHOOL EXAMINATION SERIES

Edited by A. M. M. STEDMAN, M.A.  
Crown 8vo. 2/6 each.

Keys 2/6, 5/-, 6/-, and 7/-, all net.  
French, Latin, Greek, German. General Knowledge, Trigonometry, Arithmetic, Logarithms, Mensuration and Book-keeping Examination Papers with Keys. History and Geography. Physics. English History.

### STORIES FROM THE HISTORIES

Edited by E. M. WILMOT-BUXTON, F.R.Hist.Soc.  
With a Map. Crown 8vo. 1/6 each.

Tales from Irish History. Stories from Scottish, French, and American History.

### STORIES FROM THE GREAT WRITERS

Edited by E. M. WILMOT-BUXTON, F.R.Hist.Soc.  
Crown 8vo. 1/6 each.

Stories from Dickens, Chaucer, and Bunyan.

### STORIES FROM OLD ROMANCE

Edited by E. M. WILMOT-BUXTON, F.R.Hist.Soc.  
Crown 8vo. 1/6 each.

Stories from Old French Romance, Old English Romance, and Old Italian Romance.

### TEXTBOOKS OF SCIENCE

Fully Illustrated. Crown 8vo. 1/6, 2/-, 2/6, 3/6, 4/6, 5/-, 6/-, 6/6, and 7/6 per volume.

Preliminary Physiology. Plant Life. History of Chemistry. Chemical Theory. Inorganic Chemistry. School Chemistry. Practical Chemistry. Experimental Chemistry. Practical Chemistry for Technical Institutes. Quantitative Analysis. First, Second, and Third Year Course of Organic Chemistry. Qualitative Organic Analysis. Modern Research in Organic Chemistry. Physical Chemistry. Physico-Chemical Calculations. Elementary Science. Physics. Elementary Mechanics. Practical Mechanics. Arithmetic and Geometry.

### TEXTBOOKS OF TECHNOLOGY

Fully Illustrated. Crown 8vo. 1/6, 2/-, 2/6, 3/6, 4/6, and 7/6.  
Dressmaking. Carpentry and Joinery. Millinery. Theoretical and Practical. Textile Design. Cookery. Builders' Quantities. Repousse Metal Work. Electric Light and Power. Engineering Workshop Practice.

### A HISTORY OF ENGLAND

In Seven Volumes.  
Edited by CHARLES OMAN, M.A.

With maps. Demy 8vo. 10/6 net each volume.  
England before the Norman Conquest; under the Normans and Angevins; in the Later Middle Ages; under the Tudors; under the Stuarts; under the Hanoverians; since Waterloo.

METHUEN & CO., Ltd., 38 Essex Street,  
London, W.C.2.

## J. M. DENT & SONS, LTD.

FOR EVENING SCHOOLS.

**A Rapid French Course.** By RANDAL WILLIAMS and WALTER RIPMAN, M.A. 2s. 6d. net.

This book has been written for the use of students of seventeen years and upwards, whether working in evening classes or privately. It deals with French life in an interesting way, contains a useful and extensive vocabulary, with many dialogues, and is well illustrated.

**La France.** By G. GUIBILLON, Professeur au Lycée de Bordeaux. 2s. 6d. net.

An attractive series of pen pictures, with many drawings, of the varied aspects of French life, in town and country. It is a treasure house of valuable information presented in a scholarly form.

By WALTER RIPMAN, M.A.

**First Steps in French.** Crown 8vo, Cloth, 2s. 3d.

An alternative to "Dent's First French Book," containing many new and improved features, and based upon **Four New Wall Pictures** (price 4s. 6d. net). The first part of the book is also issued separately in **Phonetic Transcription** (price 7d. net), and a **Teacher's Handbook, The Early Teaching of French**, is also published (price 1s. 9d. net).

**Further Steps in French.** Cr. 8vo, Cloth, 2s. 3d.

**Première Grammaire Française.** By H. E. BERTHON, M.A., Taylorian Lecturer in French in the University of Oxford. Fcap. 8vo. Cloth. 2s. 3d.

**First Exercises in French Grammar.**

**Further Exercises in French Grammar.** By Miss F. M. S. BATCHELOR. Each 1s. 6d.

These books are intended for use with "Première Grammaire Française."

**A French Notebook.** By C. E. HODGES, M.A. Fcap. 4to. 2s.

A skeleton note-book designed for a four years' course, and specially arranged for use in connexion with Berthon's "Première Grammaire Française."

**French Songs.** With Airs and Tonic Sol-fa. Compiled by VIOLET PARTINGTON. Crown 8vo. Limp Cloth, 7d. net.

**Dent's First Spanish Book.** By F. R. ROBERT. Extra fcap. 8vo. Pp. viii + 184. 2s. 3d. net.

[New and Revised Edition.]

**Composition Through Reading.** The Direct Method of Teaching English. By F. PICKLES, M.A., Head Master of St. George's Secondary School, Bristol.

**Introductory Book, 1s. 6d. net.**

**Book I, 1s. 6d. net; Book II, 2s. net.**

By Dr. RICHARD WILSON,

Crown 8vo. 1s. 9d. each.

**Coronata.** A Book of Poems in Rhyme and Rhythm from Shakespeare to the present day.

**Storytellers' Hall.** An English Reading Book for Lower and Junior Middle Forms. Folk-Lore, Myth, and Legend.

**Treasure Trove.** An English Reading Book for Middle Forms. The simpler English Literature.

Each book contains eight illustrations in colour.

**The Old Testament for Schools.** Arranged and Edited by Canon MORLEY STEVENSON, M.A., and C. W. BAILEY, M.A. Crown 8vo. 512 pages. 3s.

Contains the Bible narrative in historical sequence. All incidents and terms unsuitable for children's reading have been deleted.

**English Literature for Schools.** Edited by ARTHUR BURRELL, M.A. Fcap. 8vo, Cloth. Price 7d. each.

"Eminently suited for school reading. They are well edited, well printed, and well bound; and they are cheap."—*School World*.

Messrs. J. M. DENT & SONS will be pleased to send Catalogues and Lists on application. Unless you apply they cannot be sent.

10-13 BEDFORD STREET, W.C.2.

# THE COLLEGE OF PRECEPTORS

## CERTIFICATE AND LOWER FORMS EXAMINATIONS,

### MIDSUMMER 1917.

#### LIST OF SUCCESSFUL CANDIDATES AT THE HOME CENTRES.

The list of successful candidates at the Colonial Centres will be published in the November number of "The Educational Times."

### CERTIFICATE EXAMINATION.

[Throughout the following Lists, bracketing of names implies equality.]

The Prizes will be awarded as soon as the results of the Examination at the Colonial Centres are known. The awards will be communicated by post to the successful candidates, and a list of the awards will appear in the November number of "The Educational Times." The same number of "The Educational Times" will contain extracts from the Reports of the Examiners on the work in the several subjects of the Examination, and a list of the Candidates who obtained the First and Second Places in each Subject on Senior Papers.

## BOYS.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

a. = Arithmetic. al. = Algebra. b. = Botany. bk. = Book-keeping. ch. = Chemistry. d. = Drawing. do. = Domestic Economy.	du. = Dutch. e. = English. f. = French. g. = Geography. ge. = German. gm. = Geometry. gr. = Greek.	h. = History. he. = Hebrew. i. = Irish. it. = Italian. l. = Latin. lo. = Logic. lt. = Light and Heat.	m. = Mechanics. ma. = Magnetism & Electricity. ms. = Mensuration. mu. = Music. p. = Political Economy. ph. = Physiology. phys. = Elementary Physics.	s. = Scripture. sc. = Elementary Science. sh. = Shorthand. sp. = Spanish. ta. = Tamil. t. = Trigonometry. w. = Welsh.
---	--	---	--	---

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively.

In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.-T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

#### SENIOR.

##### Honours Division.

Cuigniez, A.A.J. *s.h.a.al.bk.fl.sh.*  
 St. Aloysius' College, Highgate  
 O'Brien, E.P. *e.h.a.bk.fl.*  
 St. Joseph's College, Dumfries  
 Byrne, C.J. *s.e.a.al.ms.f.*  
 Salesian School, Farnborough  
 Norton, E.A. *s.e.a.l.gr.*  
 Grammar School, Newton Abbot  
 deAguiar, J. *s.f.sh.*  
 St. Aloysius' College, Highgate  
 Elliott, G.A. *a.m.*  
 Clark's College, Cardiff  
 Hunter, E.G.  
 St. Joseph's College, Dumfries  
 Booker, B.P. *ch.d.*  
 The High School, Havant  
 Dunn, E.S. *a.f.*  
 St. Joseph's College, Dumfries  
 Aldred, C.N.  
 Grammar School, Eccles  
 Mulrooney, T.A. *a.*  
 St. Joseph's College, Dumfries

Wray, S. *h.*  
 Grammar School, Eccles  
 Nugent, T.P. *d.*  
 St. Joseph's College, Dumfries  
 Shaw, J.K.  
 St. Aloysius' College, Highgate  
 Skinnider, L.F.  
 St. Joseph's College, Dumfries  
 Ball, W.P. *fl.*  
 Salesian S., Wandsworth Common  
 Hodsdon, W.A. *a.*  
 Private tuition  
 Rose, L.T. *a.al.*  
 Taplow Grammar School  
 Terndrup, L.F. *f.*  
 St. Joseph's College, Dumfries  
 Billing, J.M.  
 The Grammar S., Bentham  
 Taylor, C.A. *d.*  
 Sevenoaks School  
 Rice, E.K.  
 Hoe Grammar School, Plymouth  
 Cooper, J. *h.*  
 Margate Grammar School  
 Cornish, P.G.  
 Hoe Grammar School, Plymouth  
 Koenig, R.V. *a.*  
 Portsmouth Grammar School  
 Hammond, E.C.  
 Richmond Hill School, Richmond  
 Potts, T.H. *lt.*  
 Trent College, Long Eaton  
 Newman, G. *a.*  
 Taplow Grammar School  
 Ferrie, T.H.  
 Grammar School, Eccles  
 McConnell, J.A.  
 St. Joseph's College, Dumfries  
 Potts, D.  
 St. Joseph's College, Dumfries  
 Browne, A.W.  
 Hoe Grammar School, Plymouth  
 Doland, C.E.  
 St. Aloysius' College, Highgate  
 Addis, E.J.  
 St. Joseph's College, Dumfries  
 Boreham, J.  
 Cavendish School, Matlock Bank  
 Eccles, F.E.  
 Private tuition  
 Gadd, F.G.  
 Bourne College, Quinton  
 Brocklehurst, G.S.  
 Hawkesyard Coll., Rugeley  
 Nono, J.A.  
 St. Aloysius' College, Highgate  
 Marshall, R.M.  
 University School, Rochester

Parry, H. Cynarthfa Municipal Secondary School  
 for Boys, Merthyr Tydvil  
 Morfee, H.B.G.  
 Private tuition  
 Davies, D.R.G. *al.*  
 Clark's College, Cardiff  
 Fowle, R.H.  
 Sevenoaks School  
 Still, G.A.  
 University School, Rochester  
 Jeremy, T.H.  
 Clark's College, Cardiff  
 Caunter, W.B.  
 Hove High School  
 Malik, K.  
 Salesian S., Battersea  
 O'Sullivan, J.I.  
 St. Aloysius' College, Highgate  
 Still, C.A.  
 University School, Rochester  
 Hartley, J.E.  
 Private tuition

#### JUNIOR.

##### Honours Division.

SENIOR.

##### Pass Division.

Fleming-Sandes, A.J.T. *a.al.m.fl.* Private tuition  
 Noel, R.J. *f.* St. Joseph's College, Dumfries  
 Dodero, L.P. *f.* St. Aloysius' College, Highgate  
 Ewen, C.I. *bk.d.* St. Joseph's College, Dumfries

Vermeulen, M. *s.e.a.al.bk.ms.f.du.*  
 Marist Bros. Coll., Grove Ferry  
 Frampton, G.A. *e.h.a.al.lt.ch.d.*  
 Portsmouth Boys' Secondary School  
 Carles, F.M. *f.sp.* St. Aloysius' College, Highgate  
 Peake, H.S. *h.g.a.al.fl.ch.*  
 Portsmouth Boys' Secondary School  
 Ball, R.Y. *a.al.ch.d.*  
 Portsmouth Boys' Secondary School

## BOYS, JUNIOR, HONOURS—Continued.

Louffe, F. *s.a.al.bk.ms.* Marist Bros.' Coll., Grove Ferry  
 Roberts, H.E. *Ag.a.al.ch.* Portsmouth Boys' Secondary School  
 Roberts, J.H. *g.a.al.* Portsmouth Boys' Secondary School  
 Crowley, F. *a.al.bk.ms.f.* Marist Bros.' Coll., Grove Ferry  
 Waugh, A.H. *h.a.al.* Portsmouth Boys' Secondary School  
 Watts, C. *al.* Portsmouth Boys' Secondary School  
 Matthews, F. *e.al.* Mill St. Higher Elem. School, Pontypridd  
 Calderbank, T. *s.a.al.* Salesian School, Farnborough  
 Purse, W.L. *a.m.* Clark's Civil Service College, Southsea  
 Gregory, L.P. *a.al.* Portsmouth Boys' Secondary School  
 Showell, R.F. *h.a.al.* Portsmouth Boys' Secondary School  
 Biddlecombe, C.S. *a.al.* Portsmouth Boys' Secondary School  
 Kling, E.F. *h.a.al.l.* Green Park College, Bath  
 O'Meara, T. *al.* St. Aloisius' College, Highgate  
 Hardy, P.G. Portsmouth Boys' Secondary School  
 Hawkins, R.C. *a.al.* Portsmouth Boys' Secondary School  
 Bond, J.A. *a.al.* Portsmouth Boys' Secondary School  
 Cheshire, F.W. *ms.* Argyle House S., Sunderland  
 Howell, E.D. *a.* Portsmouth Boys' Secondary School  
 Vigners, L.S. *a.d.* Portsmouth Boys' Secondary School  
 Craig, A. *a.al.ms.f.* Salesian School, Farnborough  
 Antoine, M.A. *f.* Salesian School, Farnborough  
 Rudolph, H. *a.al.l.* Salesian School, Farnborough  
 Williams, A.E. *a.al.* Portsmouth Boys' Secondary School  
 Dodd, T.A.J.M. *s.l.gr.* Charterhouse, Godalming  
 Pendred, L.F. *e.al.* Epsom College  
 Tonkin, G.B. *h.phys.* Newquay College, Cornwall  
 Williams, T.J. *a.* Central School, Carnarvon  
 Fox, L.H. *d.* Portsmouth Boys' Secondary School  
 Davis, G. *al.l.* Salesian School, Farnborough  
 Barnes, R.G. *a.lf.* Portsmouth Boys' Secondary School  
 Hatcher, R.C. *h.l.* Green Park College, Bath  
 Abail, P.J. *a.f.* St. Aloisius' College, Highgate  
 Hammond, G.J.H. *s.al.* Grammar School, Steyning  
 O'Hanlon, P.B. *s.h.a.al.* St. Aloisius' Coll., Highgate  
 Aranzo, J. *a.sp.d.* St. Aloisius' College, Highgate  
 Russell, W.H. *s.* Portsmouth Boys' Secondary School  
 Solomon, S. Portsmouth Boys' Secondary School  
 Banks, G. *a.* Sevenoaks School  
 Brown, J. *a.* Private tuition  
 Carr, C. *e.g.a.* Private tuition  
 Powis, A.V. *a.al.* Mill St. Higher Elem. S., Pontypridd  
 Williams, T. *a.* Old College School, Carmarthen  
 Wright, B. *al.* Salesian School, Farnborough  
 Reed, A.J. *h.l.* Devonport High School  
 Crossley, P.P. *d.* Grammar School, Eccles  
 Jackson, W.G. St. Joseph's College, Dumfries  
 Williams, T.A. Central School, Carnarvon  
 Twigg, L.E. *a.* Portsmouth Boys' Secondary School  
 Palfrey, T.E.B. Grammar School, Newton Abbot  
 Griffiths, W. *e.* Mill St. Higher Elem. S., Pontypridd  
 Stokes, R.V. *a.al.* Portsmouth Boys' Secondary School  
 Harrison, R.S. *de la M. l.* Brighton College  
 Evans, E. *s.al.* Mill St. Higher Elem. S., Pontypridd  
 Meyer, E. *al.* Salesian S., Farnborough  
 Mannell, F.W. Portsmouth Boys' Secondary School  
 Vaughan, D.C. *e.a.g.al.* The Grammar S., Nantwich  
 Wood, N.W. *a.al.* Froebel House S., Devonport  
 Caesens, G.A. Salesian School, Farnborough  
 Grubb, E.J. *a.* Salesian School, Farnborough  
 Burke, F.W. *a.* Private tuition  
 Clifton, H.B. St. Aloisius' College, Highgate  
 Cook, E.A. *a.al.* Salesian S., Wandsworth Common  
 Grimshaw, J.N. Private tuition  
 Baron, A.R. *a.al.* Hindley and Abram Grammar S., Hindley  
 Hopkins, B.R. *s.* Mill St. Higher Elem. S., Pontypridd  
 Sutcliffe, R.A. *al.* Lytham College  
 Evans, H.V. *e.a.al.* Southport College  
 Pomeroy, F.H. *d.* St. Aloisius' College, Highgate  
 Temlett, L.W. *s.g.sh.* Private tuition

## JUNIOR.

## Pass Division.

\*Pollard, M.J. *a.al.m.* Clark's College, Cardiff  
 \*Mackintosh, J.D. St. Joseph's College, Dumfries  
 \*Charles, V. *f.* St. Aloisius' College, Highgate  
 \*DeLacey, M.J. St. Joseph's College, Dumfries  
 \*Fletcher, D.R. St. Joseph's College, Dumfries  
 \*Randle, G.H. *a.* Hoe Grammar School, Plymouth  
 \*Murphy, F.H. St. Joseph's College, Dumfries  
 \*Chapman, E.S. Grammar School, Eccles  
 \*Robinson, W. Sevenoaks School  
 Jones, R.M. *d.* Central School, Carnarvon  
 \*Kirk, D.A. St. Joseph's College, Dumfries  
 Cranch, A.W. *ll.* Hoe Grammar School, Plymouth  
 Downing, J. Salesian School, Farnborough  
 Hamilton, J.E.S. Private tuition  
 \*Nicol, R. *d.* St. Joseph's College, Dumfries  
 Venn, L.E. *s.* Modern School, Streatham Common  
 Fletcher, W.M. St. Joseph's College, Dumfries  
 Masterton, G. *a.* Lynn Grammar School  
 Atkinson, F.R. *al.* Private tuition  
 Dodds, L.W. *a.al.* Stafford College, Forest Hill  
 Kitcat, C. *deW.* Private tuition  
 Davies, J.R. Portsmouth Boys' Secondary School  
 Eels, E. St. Joseph's Coll., Beulah Hill  
 Kyne, E. *s.* St. Aloisius' College, Highgate  
 Fenerty, W.E. *d.* St. Joseph's College, Dumfries  
 \*Wagner, E.B. Chorlton-cum-Hardy Grammar School  
 Wall, B.J. *a.* St. Aloisius' College, Highgate  
 \*Williams, D.F. Stafford College, Forest Hill  
 \*Donohoe, F. St. Joseph's College, Dumfries  
 Bechal, L. *e.d.* Private tuition  
 \*Boyle, G.V. St. Joseph's College, Dumfries  
 Wood, H.J. St. Aloisius' College, Highgate  
 Abderhalden, R.C.P. St. Joseph's Coll., Beulah Hill  
 Duffy, F.P. Salesian School, Farnborough  
 Hoffstein, F. *a.* Coopers' Company's S., Bow  
 Manley, F.H. Private tuition  
 Rogers, E.E. Private tuition  
 \*Thompson, G. St. Joseph's College, Dumfries  
 Rosenbaum, S. *a.* Mill Street Higher Elem. School, Pontypridd  
 Best, P. Richmond Hill School, Richmond  
 \*Goldstone, W.E. *d.* Private tuition  
 Loftus, J. Beverley School, Barnes  
 Kearney, J.A. Private tuition  
 Williams, O. Central School, Carnarvon  
 Bowyer, W.E. *al.* Private tuition  
 Dawson, H.G. Bradford Grammar School  
 \*Scally, J.J. St. Joseph's College, Dumfries  
 Nelson, A.E. Simon Langton Schools, Canterbury  
 \*Palmer, C.V. Hoe Grammar School, Plymouth  
 Thomas, W.E.F. *l.* Christ College, Brecon  
 Masters, W. St. Joseph's Coll., Beulah Hill  
 Field, W.G. Tonbridge School  
 Rentsch, V.F.J. St. Aloisius' College, Highgate  
 Richards, I.T. *h.* Central School, Carnarvon  
 Dennes, H.C. St. Joseph's Coll., Beulah Hill  
 Gispert, A.E.I. St. Joseph's Coll., Beulah Hill  
 Gosman, A.H. *a.al.ch.* Private tuition  
 Kirkpatrick, R.S. Grammar School, Eccles  
 \*Loades, B.F. *a.* Scorton Grammar School  
 Beck, H.C. *d.* Grove House School, Highgate  
 Gall, W.C. *a.* Mile End House School, Portsmouth  
 Metcalfe, C.J. St. Joseph's College, Dumfries  
 Root, A.R.E. St. Aloisius' College, Highgate  
 \*Tattersall, L.M. Scorton Grammar School  
 Wells, P.O.J. St. Joseph's Coll., Beulah Hill  
 Carroll, J. Salesian School, Farnborough  
 \*Cooper, L.E.G. St. Aloisius' College, Highgate  
 Gongsakdi, P. Aldenham School, Elstree  
 Povy, R.W. Grove House School, Highgate  
 Billington, E.R. Private tuition  
 Middlehurst, V.J. Hawkesyard Coll., Rugeley  
 Fryer, L.R. Higher Grade School, Mountain Ash  
 Halliwell, F. *a.* Private tuition  
 \*McHardy, J.D. Bourne College, Quinton  
 Milligan, T.W. Taplow Grammar School  
 O'Shea, F.J. Salesian School, Farnborough  
 Cohen, S.A.L. Cheltenham College  
 \*Sayers, H.M. *d.* Sevenoaks School

Shapland, L.F. Mount Radford School  
 Taylor, J.A. St. Joseph's College, Dumfries  
 Bree, D.P. St. Aloisius' College, Highgate  
 Peirce, W.J. Richmond Hill School, Richmond  
 Hill, S.P. Clark's College, Cardiff  
 Loddiges, G.L. Beverley School, Barnes  
 Reynolds, S.J. Clark's College, Cardiff  
 Webb, H.H.P. St. Joseph's Coll., Beulah Hill  
 Whimster, T.C. *a.* Private tuition  
 Brooke, G.M. Grace Ramsden's Grammar S., Elland  
 Carter, L.S. University College S., Frogna, N.W.  
 Harries, I.E. Wycliffe College, Stonehouse  
 McConaghy, A.V. St. Joseph's College, Dumfries  
 Reeve, J.J. St. Joseph's Coll., Beulah Hill  
 \*Teixeira, A.C. *d.* St. Joseph's College, Dumfries  
 Caldwell, A.J. Private tuition  
 Kelynack, T.E. Private tuition  
 Warrenner, R.W.R. Taplow Grammar School  
 Westgate, R.P.R. Melbourne College, Annerley Road, S.E.  
 Abderhalden, E.J.J. St. Joseph's Coll., Beulah Hill  
 \*Darnell, S. *a.* Private tuition  
 Heatley, R.W. Boys' Private School, Wem  
 Papon, L.L. St. Aloisius' College, Highgate  
 Chatterton, L.A. *a.d.* Private tuition  
 Every, R.A. *s.* Grove House School, Highgate  
 \*Lavelle, A.J. St. Joseph's College, Dumfries  
 Gleicher, H. *a.* Private tuition  
 Greenwood, C. Salesian School, Battersea  
 Huxtable, A. Taplow Grammar School  
 Macfarlane, C.W. Private tuition  
 Steers, C.N. *al.* Stafford College, Forest Hill  
 \*Swanson, W.F.G. Sevenoaks School  
 Embleton, S. St. Joseph's Coll., Beulah Hill  
 Francis, F.T. Kent College, Canterbury  
 Unthank, P. Castleford Secondary School  
 Annis, E.N.C. Private tuition  
 Crossley, T.A. Taplow Grammar School  
 Escofet, J.F.D. St. Joseph's Coll., Beulah Hill  
 Grant, A.J. Brighton Hove & Sussex Grammar S.  
 Cathcart, C.E. Newquay College, Cornwall  
 Eckford, H. Boys' Private School, Wem  
 Perkins, G.H. Clark's College, Cardiff  
 Wurm, A.L. *l.* Cheltenham College  
 \*Watson, H.F. St. Joseph's College, Dumfries  
 Burrows, A. Private tuition  
 Fitzgerald, C.G. St. Aloisius' College, Highgate  
 Manton, A.L. Private tuition  
 \*McLauchlan, G. St. Joseph's College, Dumfries  
 O'Neill, J.J. St. Joseph's College, Dumfries  
 Burke, W.A. St. Joseph's College, Dumfries  
 Horsfall, L. *al.* Fartown Grammar S., Huddersfield  
 Lourie, T.J. St. Joseph's College, Dumfries  
 Adams, C.A. St. Aloisius' College, Highgate  
 Barnes, C.G. Frome Bluecoat School  
 Jenkins, D.O. *d.* The Grammar S., Pencader  
 Buckner, R.D. Private tuition  
 Campin, C.R. Private tuition  
 Lamping, D. *a.* Modern School, Streatham Common  
 Swain, I.J.C. St. Joseph's College, Beulah Hill  
 Trenchard, J.A. *f.* Queen's College, Southampton  
 Trickey, R.H. Allyn's School, East Dulwich  
 Egerton, W.L. Mile End House School, Portsmouth  
 Fitzgerald, J.P. St. Joseph's College, Beulah Hill  
 Roche-Borrowes, A.M. Private tuition  
 Bailey, A. *a.* Private tuition  
 Brooks, F.C. Salesian School, Farnborough  
 Hetherington, L.E.N. Private tuition  
 Smeets, W. *f.* Sevenoaks School  
 Abbott, J. Scorton Grammar School  
 Price, F.J. The High School, Havant  
 Thomas, G.I. The County School, Rhyl  
 Gorse, D.R. St. Probus, Salisbury  
 Oddy, A.E. Mount Radford School  
 Oliver, P.A. Taplow Grammar School  
 \*Rourke, J.M. Hawkesyard College, Rugeley  
 Burt, L. Salesian School, Battersea  
 Carey, J.P. St. Joseph's College, Dumfries  
 Cloney, A.J. St. Aloisius' College, Highgate  
 Cl-Smith, K.R. Grammar School, Eccles  
 D'Souza, A.C. Private tuition  
 \*Henderson, J.A. St. Joseph's College, Dumfries  
 Luckett, P. Salesian School, Battersea

BOYS, JUNIOR, PASS—Continued.

Malloy J.J. d. St. Joseph's College, Dumfries  
 Oliver, P.G. The College, Penarth  
 \*Powell, B.N. Taplow Grammar School  
 Rees, W.H.L. Tutorial School, Newquay, Cards.  
 Schreyeck, R.J.M. St. Joseph's College, Beulah Hill  
 Umachlag, J.C. d. St. Aloysius' College, Highgate  
 McOann, C.E. St. Joseph's College, Dumfries  
 Press, T. St. Joseph's College, Dumfries  
 Webber, L.J. Mount Radford School  
 Powell, M. The Grammar School, Nantwich  
 Allen, W.D. d. Private tuition  
 Allen, W.G.H. Scorton Grammar School  
 Demaine, R. Private tuition  
 Hall, A. Taplow Grammar School  
 Henson, B. e. 42 Fellows Road, S. Hampstead  
 Hutton, J.N.L. Frome Bluecoat School  
 Ingle, R. St. Aloysius' College, Highgate  
 Matthews, F.M.E. The Grammar S., Ongar  
 Sloan, J.A. a. Hawkeyard Coll., Rugeley  
 Chapman, W.L. Private tuition  
 Davis, P. Salesian School, Battersea  
 Foley, W.A. St. Joseph's Coll., Beulah Hill  
 Greenwood, P. Salesian School, Farnborough  
 Millar, E.W.C. a. Private tuition  
 Neale, G.H. a. Portsmouth Boys' Secondary School  
 Scamell, K.M. Private tuition  
 Barlow, T.F. Merchant Taylors' S., E.C.  
 \*Campbell, P. Salesian School, Battersea  
 Laurence, L.E. Froebel House School, Devonport  
 Mitford, E. Scorton Grammar School  
 Pollock, R.M.S. Private tuition  
 Beech, C. Dudley House School, Lee  
 Crowley, J. St. Aloysius' College, Highgate  
 Measures, E.W. Sevenoaks School  
 Grace, A.A. Chipping Sodbury Endowed School  
 Holland, J.D. Salesian S., Wandsworth Common  
 Whittaker, J.C. Taplow Grammar School  
 Farrow, S.H. University School, Rochester  
 McDonall, P.S. a. Taplow Grammar School  
 Murphy, E. St. Joseph's College, Dumfries  
 Ralph, T. St. Joseph's College, Dumfries  
 Smith, S.J. St. Joseph's College, Dumfries  
 Wild, D.A. Private tuition  
 Williams, M.J.E. Froebel House S., Devonport  
 Brand, R.J. phys. Brownlow College, Bowes Park  
 \*Carew, H. St. Aloysius' College, Highgate  
 \*Glendinning, H.F. St. Joseph's College, Dumfries  
 Graham, E.C. a. Private tuition  
 Holland, H.C. St. Joseph's College, Dumfries  
 Hooton, R.B. Grove House School, Highgate  
 Lewes, C. St. Joseph's College, Dumfries  
 Lorriman, F.J. St. Joseph's College, Dumfries  
 Stone, W.C.G. Froebel House School, Devonport  
 West, O. Collegiate School, Bridgwater  
 Hamilton, D. Private tuition  
 Kenny, D.D. Private tuition  
 Rees, T. Clark's College, Cardiff  
 Watson, A.H.S. Argyle House School, Sunderland  
 Gibson, K.W. d. Private tuition  
 Hickman, C.W. Collegiate School, Bridgwater  
 Winter, J. Merchant Taylors' S., E.C.  
 Budd, V.R. a. The Grammar School, Ongar  
 Douglas, E.A. g. Private tuition  
 \*Green, G. St. Joseph's College, Dumfries  
 Jones, J.O. Tutorial S., Newquay, Cards.  
 Davis, M.P. Salesian School, Battersea  
 Evans, J. Old College S., Carmarthen  
 Haskins, B. Taplow Grammar School  
 \*Jones, C.P. Hawkeyard Coll., Rugeley  
 Magee, E.N. St. Joseph's College, Dumfries  
 Patrick, A.K. Private tuition  
 Summers, G.S. St. Joseph's Coll., Beulah Hill  
 Cook, A.E. New College, Harrogate  
 Edwards, E.P. Swindon Secondary School  
 Felkins, G. St. Joseph's College, Dumfries  
 Jones, H.G. The County School, Rhyl  
 Trotter, T.F.B. Taplow Grammar School  
 Wood, G.R. a. Private tuition  
 Bailey, W.E. Grammar School, Kirton, Boston  
 Culey, S. St. Joseph's College, Dumfries  
 Gates, J.S. The Manor House School, Havant  
 Hunter, W.W. Bailey School, Durham

\* Mackintosh, E. Taplow Grammar School  
 Morris, A.H. d. Stafford College, Forest Hill  
 Phillips, R.V. The College, Penarth  
 Rogers, A.E. University School, Rochester  
 Shepherd, W.J. St. Joseph's College, Dumfries  
 Smith, J.V. Private tuition  
 \*Turk, R.E. d. Sevenoaks School  
 Morley, R.H. Grammar School, Eccles  
 O'Sullivan, A.E. Private tuition  
 Perret, M.C.A. Taplow Grammar School  
 Coombs, E.W.A. Frome Bluecoat School  
 Jackson, W.H. Private tuition  
 \*Raymond, J.A. St. Joseph's College, Dumfries  
 Ryan, R. Salesian School, Battersea  
 Anderson, J.M. Private tuition  
 Byrne Quinn, C. Salesian School, Battersea  
 Cummings, J. St. Joseph's College, Dumfries  
 Helm, H. o. Private tuition  
 Morris, L. Private tuition  
 Nathan, A. Private tuition  
 Stuart, D. St. Joseph's College, Dumfries  
 Watling, R.H. s. University School, Rochester  
 Allwood, C.W. Private tuition  
 Caplan, S. Private tuition  
 Lax, M.B. d. Private tuition  
 Nida, A.E. St. Joseph's College, Beulah Hill  
 Rushton, N.V. Private tuition  
 White, L.L. Sevenoaks School  
 Schofield, R. St. Joseph's College, Dumfries  
 Beale, R.H. Richmond Hill School, Richmond  
 Cowan, H.A. St. Peter's College, Westminster  
 Francioli, S.A. St. Joseph's Coll., Beulah Hill  
 Shelley, H.M. Private tuition  
 Solomons, P.S. Private tuition  
 Allen, A.W. Taplow Grammar School  
 Doubleday, H.M. Private tuition  
 Heughan, J. St. Joseph's College, Dumfries  
 Samy, M.H. Private tuition  
 Cole, W.A.R. Sevenoaks School  
 Cowper, W.M. Private tuition  
 Evans, D.E. Private tuition  
 \*Brooker, G.A.B. St. Joseph's Coll., Beulah Hill  
 Geering, G.R. Private tuition  
 Lloyd, W.G. Taunton School  
 Sabalazaray, V. St. Joseph's Coll., Beulah Hill  
 Caldwell, W. Private tuition  
 Randall, O.E. Private tuition  
 Selfe, E.J.A. St. Joseph's Coll., Beulah Hill  
 Williams, H.P.R. Wycliffe College, Stonehouse  
 Cummings, W. St. Joseph's College, Dumfries  
 Jefferies, C. Leeds Grammar School  
 Simpson, J. Private tuition  
 Curwen, L. Southport College  
 Davison, F.N. Denton Central C. School  
 Ellison, J.E. St. Joseph's College, Dumfries  
 Commis, L.B. Chorlton-cum-Hardy Grammar S.  
 Edwards, R. Salesian S., Wandsworth Common  
 Hough, G. Private tuition  
 Sheen, D.J. Salesian S., Wandsworth Common  
 Gaen, P.G. Private tuition  
 Mackintosh, C. Taplow Grammar School  
 Radford, C.W. Private tuition  
 Redfean, H.W. Private tuition  
 Davies, V.C. Private tuition  
 Mosley, J.D. ch. Private tuition  
 Thomson, A.W. Private tuition  
 Llewellyn, H.C. Private tuition  
 Marshall, F.C. Alexander House S., Broadstairs  
 Hirst, L.A. Queen's College, Southampton  
 Marley, S.G. Modern School for Boys, Minehead  
 McMahon, J. St. Joseph's College, Dumfries  
 \*Mere lth, H. The Grammar S., Pencader  
 Smits, K.L.J. Clark's College, Ealing  
 Whitcher, L. Private tuition  
 Williams, E. Clark's College, Cardiff  
 Brooker, R.H.A. Sevenoaks School  
 Penny, H.G. Y. Private tuition  
 Pollard, A.C. Private tuition  
 Evans, G. Private tuition  
 Smith, W. Private tuition  
 Glanister, E.E.H. St. Joseph's Coll., Beulah Hill  
 Virgoe, H.R.St.C. Modern School, Streatham Common

Drinkwater, A.J. Private tuition  
 McLintock, G.G. Sevenoaks School  
 Saunders, C.K. Melbourne College, Anerley Road, S.E.  
 Welton, S.C. The Grammar S., Ongar  
 Murray, I.S. Taplow Grammar School  
 Riley, T.M. Grammar School, Eccles

PRELIMINARY.

Honours Division.

Wright, F. d.f. St. Aloysius' College, Highgate  
 Figueira, E.L. e.d. St. Aloysius' College, Highgate  
 Willing, H. s.e.a.al.bk. Marist Brothers' College, Grove Ferry  
 Novelli, A. e.g.a.al.bk. Marist Brothers' College, Grove Ferry  
 Nunnier, E. e.a.al.bk.f. Marist Brothers' College, Grove Ferry  
 Booth, E.J. s.e.g.a.al.d. Southport College  
 Ramoisy, M. e.g.a.f. Marist Brothers' College, Grove Ferry  
 Janssens, H.A. a.al. St. Aloysius' College, Highgate  
 Egan, T. a. Salesian School, Farnborough  
 Gardener, G. s.e.a.f. Salesian School, Battersea  
 Penet, J. a. Marist Brothers' College, Grove Ferry  
 Marcondes, C.F. f. St. Aloysius' College, Highgate  
 Biron, H. s.e.a.al.f.d. Alexander House School, Broadstairs  
 Deldalle, P. a.al.d. St. Aloysius' College, Highgate  
 Wattine, A.F. a.al. St. Aloysius' College, Highgate  
 Carette, E. d. St. Aloysius' College, Highgate  
 Clark, R.L. e.g.al.f.l. Hawkeyard Coll., Rugeley  
 Delahoyde, W.P. Salesian School, Farnborough  
 Finlayson, J. a.f.l. Salesian School, Battersea  
 Levy, R. e.g.a. Clapton College, Clapton Common  
 Liptrott, J. a.f. Salesian School, Farnborough  
 Smith, E.H.F. e.a. University School, Rochester  
 Fraikin, J.J. a.f. St. Aloysius' College, Highgate  
 Ogburn, N.C. e.g.al.f.d. Devonshire House School, Orpington  
 Peter, J.J. e.g.f.l. Hawkeyard College, Rugeley  
 Wood, J.B. s.e.a.al.d. Fartown Grammar School, Huddersfield  
 Jackson, C. e.a.al.f.l. Salesian School, Battersea  
 Holman, F. e.g.a.f. Upton College, Bexley Heath  
 Killingbeck, S. St. Aloysius' College, Highgate  
 Pearson, J.F. s.e.h.a.f. The Douglas School, Cheltenham  
 Dommersen, E. al. St. Aloysius' College, Highgate  
 Kempley, A. a.al.f. St. Joseph's College, Dumfries  
 Sargeant, H.J. g.a.al.f. Osborne High School, West Hartlepool  
 Varipati, J. a. St. Aloysius' College, Highgate  
 Williamson, F.E. e.a.f. The Douglas School, Cheltenham  
 Miller, T.T. f. Private tuition  
 Helen, N. f. Salesian School, Farnborough  
 Hotherhall, W. e.a.l. Salesian School, Battersea  
 Jones, D. e.g.a.w. The Grammar School, Pencader  
 Rebbeck, F.H. s.g.a. Frome Bluecoat School  
 Crea, E.J. a. Frome Bluecoat School  
 Hurst, G. a.f. Heaton Moor College, by Stockport  
 Moore, H.G. e.a.d. Clapton College, Clapton Common  
 Sharman, W.C. s.e.g.a. Clapton College, Clapton Common  
 Branson, W.R. g.a.al. Osborne High School, West Hartlepool  
 Wittrick, J.L. s.e.a.al. Fartown Grammar School, Huddersfield  
 McDonald, L.J. Salesian School, Farnborough  
 Firmin, E. Salesian School, Farnborough  
 Gardner, P. e.a.f.sh. Warner's College, Parkshot, Richmond  
 Lamboit, P. al. St. Aloysius' College, Highgate  
 Baschet, A.C.R. f. Salesian School, Farnborough  
 Jackson, G.R. e.a. Southport College  
 Ransom, J.H. h.g.a. Frome Bluecoat School  
 Daniel, G.E. s.f.d. Alexander House School, Broadstairs  
 Villarreal, E. a. St. Aloysius' College, Highgate

BOYS, PRELIMINARY, HONOURS—continued.

Jeiter, P. a.o.d. St. Joseph's College, Dumfries  
 Verstuyft, P. f. St. Aloysius' College, Highgate  
 Lewis, W. s.c.d. Mill Street Higher Elem. School, Pontypridd  
 Pritchard, A.C. s.a.d. Richmond House School, Handsworth  
 Tweddle, R.S. d. Osborne High S, West Hartlepool  
 Ware, W. J. d. Mill Street Higher Elem. School, Pontypridd  
 Hilton, N. s. Heaton Moor College, By Stockport  
 Cliffe, A. s.g.a.d. Fartown Grammar S., Huddersfield  
 Debruyne, P. e.a.f. Broadgate S., Nottingham  
 Strangways, J. D. R. R. a.f. Broadgate S., Nottingham  
 Thurlow, W.S. a. Rochester Cathedral Choir S., Rochester  
 Wingfield, F. e.a.f. Dudley House School, Lee  
 James, A.S. g.l. Hawkesyard College, Rugeley  
 Lindsay, K.D. s.e.a. Southport College  
 Shepherd, W. a.f. Salesian School, Farnborough  
 Wheeler, E. St. Aloysius' College, Highgate

PRELIMINARY.

Pass Division.

White, T.E.S.J. St. Joseph's College, Beulah Hill  
 Antoine, N.J. d. St. Joseph's College, Dumfries  
 Scott, W.F. Grammar School, Eccles  
 Schjolsath, T.A. St. Joseph's College, Beulah Hill  
 Hales, A.T. University School, Rochester  
 Munningham, J. d. St. Joseph's College, Dumfries  
 Flynn, W. Salesian School, Farnborough  
 Poll, E.S.S. d. Stafford College, Forest Hill  
 Wood, E. Boys' High S., Swan Mill, Shrewsbury  
 Collingwood, A.J.T. St. Joseph's Coll., Beulah Hill  
 Jarvis, L.C. Collegiate School, Bridgewater  
 Macmaster, A. St. Joseph's College, Dumfries  
 Barclay, G.S. St. Joseph's College, Dumfries  
 Jones, R.E. Grove House School, Highgate  
 Blouet, R.W. a.l. Broadgate School, Nottingham  
 Browne, V. s. Salesian School, Battersea  
 Cools, J. a.d. Salesian School, Farnborough  
 Ellison, S.F. a. St. Joseph's College, Dumfries  
 Hale, W.L.B. e.a.f. Grammar School, Eccles  
 Nevard, C.G. a. Salesian School, Farnborough  
 Burnett, V.A.E. a. Mill Street Higher Elementary School, Pontypridd  
 Crockwell, J.S.H. s. Heaton Moor College, By Stockport  
 Davis, A. a. Salesian School, Farnborough  
 Hodson, P. a.a.f. Salesian School, Farnborough  
 Horswill, P. The Grammar School, Ongar  
 Marsh, L. Salesian School, Wandsworth Common  
 Richard, M. a.d. Salesian School, Battersea  
 Shelbourne, J.G. f. Broadgate School, Nottingham  
 Barley, L. g.a. Southport College  
 Cronbieholme, T. a. St. Joseph's Coll., Dumfries  
 Featherstone, R.T.D. University S., Rochester  
 O'Donnell, D. d. St. Aloysius' College, Highgate  
 Nash, F. a. St. Aloysius' College, Highgate  
 Playfair, L.H.M. Grammar School, Eccles  
 Rippon, A. s.e.g. Fartown Grammar S., Huddersfield  
 Todd, A.C. e.a. The Grammar S., Bentham  
 Brannigan, F.C. a.l. St. Aloysius' Coll., Highgate  
 Burrell, H.G.P. St. Joseph's Coll., Beulah Hill  
 Crilly, D. D. St. Joseph's Coll., Beulah Hill  
 Finlayson, P.D. a. St. Aloysius' College, Highgate  
 Freeland, F.L. s.a.f. Sevenoaks School  
 Kearney, J. St. Aloysius' College, Highgate  
 Moll, J. St. Aloysius' College, Highgate  
 Bunting, J.F. St. Aloysius' College, Highgate  
 Butterworth, R. Southport College  
 Caws, A.T.g. Osborne High School, West Hartlepool  
 Duffy, F. a. Salesian School, Farnborough  
 Fleming, R.G. e. Alexander House S., Broadstairs  
 Larg, R.E.J. St. Joseph's College, Beulah Hill  
 Laurie, E. St. Joseph's College, Dumfries  
 Lewis, E.T. a.w. The Grammar School, Pencader  
 Atkinson, R.S. Civil Service Acad. and Com. Coll., Manchester  
 Borkwood, C. s.g. a. Heaton Moor Coll., By Stockport  
 Dawson, W.E. a. St. Aloysius' College, Highgate  
 Eyres, F. Southport College  
 Goodman, L.E. St. Joseph's Coll., Beulah Hill  
 Todd, W. Salesian School, Farnborough  
 Uihorn, W.H. St. Aloysius' College, Highgate  
 Wallace-Arthur, J. St. Aloysius' College, Highgate  
 Warner, R.C. Temple College, E. Shren

Cocks, W.B. s.a. Fartown Grammar School, Huddersfield  
 Edwards, E.A.S. University School, Rochester  
 Haig, R.S. Scorton Grammar School  
 Perry, J.H.G. St. Joseph's Coll., Beulah Hill  
 Callaghan, T. a.l. Hawkesyard Coll., Rugeley  
 Jackson, F.E. e.a. St. Joseph's College, Dumfries  
 Keast, R.J. Salesian S., Wandsworth Common  
 Musgrave, H.J.C. The Douglas School, Cheltenham  
 O'Meara, M.S. St. Aloysius' College, Highgate  
 Unsworth, J.W. Grammar School, Eccles  
 Baird, R.H. St. Aloysius' College, Highgate  
 Jenkins, W.J. The Grammar School, Pencader  
 Jones, W.G. f. Grammar School, Eccles  
 Lodge, G.A. Fartown Grammar School, Huddersfield  
 Newman, E.D. Modern School, Streatham Common  
 Thornburn, F.X. Salesian School, Battersea  
 Dove, J. St. Joseph's College, Dumfries  
 Lemgruber, O. St. Aloysius' College, Highgate  
 Carr, J.E. a.d. Scorton Grammar School  
 Dunn, R. Salesian School, Battersea  
 Illingworth, W. a. Salesian School, Farnborough  
 James, L.H. g. Hawkesyard College, Rugeley  
 Levie, I.E. a. St. Aloysius' College, Highgate  
 Pearmain, D.C.L. s.e. Clapton Coll., Clapton Common  
 Edwards, O.M. a. Boys' Private School, Wem  
 McGartland, T.E. St. Joseph's College, Dumfries  
 Whelpton, B. a. Salesian School, Farnborough  
 Williams, H.M. Central School, Carnarvon  
 Butler, J.H. St. Aloysius' College, Highgate  
 Garaycoa, F. sp. Salesian School, Battersea  
 Moore-Clancy, J. Salesian School, Battersea  
 Sproule, L.F. St. Joseph's College, Dumfries  
 Black, R. St. Joseph's College, Dumfries  
 Cooke, R.H.R. Modern School, Streatham Common  
 Evans, D.B. a.w. The Grammar School, Pencader  
 Hodge, V. Froebel House School, Devonport  
 Stanbury, W.H.L. a.d. FEVERELL PRIVATE S., Plymouth  
 Thomas, M.M. e.s.c. Mill St. Higher Elementary School, Pontypridd  
 Vanderheyde, G. St. Joseph's College, Dumfries  
 Blackford, A. a. The Grammar School, Ongar  
 Emlinton, J.G., a. The Grammar School, Ongar  
 Jones, D.M. Old College School, Carmarthen  
 Murray, R. a.l. Salesian School, Battersea  
 Pincock, C.W. a. Salesian S., Wandsworth Common  
 Rae, N. a. St. Joseph's College, Dumfries  
 Sadu, M. Clapton College, Clapton Common  
 Back, L.W. Stafford College, Forest Hill  
 Crouden, O.W. St. Aloysius' College, Highgate  
 Dobb, W.G. Frome Bluecoat School  
 Jones, D.W.T. a.w. The Grammar School, Pencader  
 McNally, P. a.d. St. Joseph's College, Dumfries  
 Wheeler, P.E.S. g.a. Froebel House S., Devonport  
 Williams, N.H. a.l. The Douglas S., Cheltenham  
 Jackson, E. The Grammar S., Bentham  
 Spagnoletti, C.M. Stafford College, Forest Hill  
 Ledwidge, E.W. St. Aloysius' College, Highgate  
 Moore, R. The Grammar S., Bentham  
 Baylis, J. a.d. St. Aloysius' College, Highgate  
 Forsyth, W.R. g. Fartown Grammar S., Huddersfield  
 Hughtman, B. St.L. Alexander House S., Broadstairs  
 Jaques, F. St. Aloysius' College, Highgate  
 Kyne, T.G. St. Aloysius' College, Highgate  
 Malloy, J.H. e.a. St. Joseph's College, Dumfries  
 Pratt, J.H. Newquay College, Cornwall  
 Rowe, C.A. Newquay College, Cornwall  
 Connor, L.E. St.C. a. Southampton Boys' Coll. and High School  
 Hamilton, E. Salesian School, Farnborough  
 Franjo, J. a. St. Aloysius' College, Highgate  
 Irving, D.G. a. Taplow Grammar School  
 Jones, H. e.o.f. Grammar School, Eccles  
 Penwill, S. Dudley House School, Lee  
 Wyatt, S.B. Alexander House S., Broadstairs  
 Brasnett, C.A. f. Osborne High School, West Hartlepool  
 Kehoe, F.J. a. Salesian S., Wandsworth Common  
 LeBas, R. a. Salesian School, Battersea  
 Liddle, R.G. Sevenoaks School  
 Manning, E.G. Mount Radford School  
 McMenemy, J.C. a. St. Joseph's College, Dumfries  
 Sbarbati, V. St. Joseph's College, Dumfries  
 Barnett, C.L. a. The Grammar School, Ongar  
 Huguet, V.E. f. Salesian S., Wandsworth Common  
 Lane, D.P. Salesian School, Wandsworth Common  
 Maloco, C. St. Joseph's College, Dumfries  
 Mitchell, W. St. Aloysius' College, Highgate  
 Pawley, E.L.E. a. Sevenoaks School  
 Reeves, F.C. Stafford College, Forest Hill  
 Snelling, C.A. Modern School, Streatham Common  
 Tener, L. a. Clapton College, Clapton Common  
 Viguie, S.G.F. f. Alexander House S., Broadstairs  
 Hall, H. Heaton Moor College, By Stockport  
 Harrison, W. Southampton Boys' Coll. & High S.  
 Hagan, John Salesian School, Battersea  
 Williams, C. Higher Grade School, Mountain Ash  
 Angell, F.E. Beverley School, Barnes

Baker, G.E. sc. Richmond Hill School, Richmond  
 Eldred, E.W. Boys' Private School, Wem  
 Griffiths, C.B. Newquay College, Cornwall  
 Harrison, R. St. Joseph's College, Dumfries  
 Kelly, W. St. Joseph's College, Dumfries  
 Levander, F.R. e. St. Aloysius' College, Highgate  
 Limpricht, H.C. Grove House School, Highgate  
 Thompson, W. a. Argyle House School, Sunderland  
 Cook, R.G. Grove House School, Highgate  
 Hill, G.P.S. Froebel House School, Devonport  
 Kendall, R.A. e.a. Sevenoaks School  
 Middleton, C. Stafford College, Forest Hill  
 Navasquez, S.J. St. Aloysius' College, Highgate  
 O'Hagan, James Salesian School, Battersea  
 Ryder, R.G. a.d. FEVERELL PRIVATE SCHOOL, Plymouth  
 Smith, A.C. Sevenoaks School  
 Bolt, R.C.A. Rochester Cathedral Choir S., Rochester  
 Clough, H. a. Private tuition  
 Doyle, H. St. Joseph's College, Dumfries  
 Hardy, G. Salesian School, Battersea  
 Lacey, E.O. Modern School, Streatham Common  
 Mitchell, W. Salesian School, Farnborough  
 Steer, S.R. a. Froebel House School, Devonport  
 White, R.A. Bailey School, Durham  
 Dignam, M. Salesian School, Battersea  
 Fayers, D.H.F. Clapton College, Clapton Common  
 Howard, C.R. St. Aloysius' College, Highgate  
 Kellond, W. d. St. Joseph's College, Dumfries  
 Nolan, V.J. St. Joseph's College, Dumfries  
 Osborne, L.E.C. Richmond Hill School, Richmond  
 Calder, A. Salesian School, Farnborough  
 Carter, H.W. e. St. Aloysius' College, Highgate  
 Evans, D. Clark's College, Cardiff  
 James, W. Salesian School, Battersea  
 Kelly, V. a. St. Joseph's College, Dumfries  
 Lugg, F.L. FEVERELL PRIVATE SCHOOL, Plymouth  
 Rimmer, S. Grammar School, Eccles  
 Wheeler, F.S. Newquay College, Cornwall  
 Armstrong, V. Frome Bluecoat School  
 Fisher, E.C.H. d. Grove House School, Highgate  
 James, T.G. e.w. The Grammar School, Pencader  
 Newman, H.M. Taplow Grammar School  
 Reynolds, J.J. Salesian S., Wandsworth Common  
 Workman, P.V. Modern School, Streatham Common  
 Adcock, G.C.F. s. Alexander House S., Broadstairs  
 Andrews, D.F. St. Thomas's High S., Erdington  
 Burr, P. Salesian S., Wandsworth Common  
 Flower, E.T. Richmond Hill School, Richmond  
 Milton, J.W. St. Aloysius' College, Highgate  
 Parkius, R.H. Modern School, Streatham Common  
 Whipp, R.L. Grammar School, Eccles  
 Butler, S. Grammar School, Eccles  
 Dolerty, C. St. Joseph's College, Dumfries  
 Murphy, L. St. Joseph's College, Dumfries  
 White, F.C. St. Joseph's College, Dumfries  
 Arthur, M.C.B. g. Scorton Grammar School  
 Barclay, J. St. Joseph's College, Dumfries  
 Brown, T.H. University School, Rochester  
 Farrant, E.G. f. Newquay College, Cornwall  
 Foster, C. a. St. Aloysius' College, Highgate  
 Hyatt, F.J. a. St. Aloysius' College, Highgate  
 Johnson, S. Boys' Private School, Wem  
 Lowe, T.P. High School for Boys, Sutton  
 Oliver, J.B.D. Bailey School, Durham  
 Townsend, W. J. a. Richmond House S., Handsworth  
 Hothersall, E. Salesian School, Battersea  
 Mackinnon, A.W. Newquay College, Cornwall  
 Metcalfe, A. Scorton Grammar School  
 Mulligan, G. St. Joseph's College, Dumfries  
 Priddle, N.C. Grove House School, Highgate  
 Race, H. St. Aloysius' College, Highgate  
 Taylor, E.J. Clark's College, Ealing  
 Thomas, G. Southampton Boys' Coll. & High S.  
 Wild, W.E.N. Endcliffe College, Sheffield  
 Barnes, N.W. Modern School, Streatham Common  
 Foster, C.F. Sevenoaks School  
 Greenlees, C.W. Grammar School, Eccles  
 Harrison, A.H. St. Aloysius' College, Highgate  
 Hicks, K.J. Modern School, Streatham Common  
 Martin, A. St. Joseph's College, Dumfries  
 Portch, C.A. Frome Bluecoat School  
 Robinson, N.J. a. St. Aloysius' College, Highgate  
 Skinner, S.J. Alexander House S., Broadstairs  
 Stoneman, J.L.S.G. Newquay College, Cornwall  
 Treacher, C.D.R. Stafford College, Forest Hill  
 Blakeley, H. f. Grammar School, Eccles  
 Coop, G.N. Grammar School, Eccles  
 Lowarch, R. a. Boys' Private School, Wem  
 Louie, P. J. St. Joseph's College, Dumfries  
 Meynink, S.R. Stafford College, Forest Hill  
 Passey, A.G. Brookfield School, Hay  
 Paul, N. a. St. Aloysius' College, Highgate  
 Prudham, W.J. The Grammar S., Ongar  
 Rose, A.E. Modern School, Streatham Common  
 Rundle, J.K. Froebel House School, Devonport  
 Smith, S. Abertillery County School  
 Walsh, J. a. St. Joseph's College, Dumfries  
 Biron, B. Alexander House S., Broadstairs  
 England, C.C. The Grammar S., Ongar  
 Gillet, S.J. f. St. Joseph's College, Dumfries  
 Watson, J. a. Argyle House School, Sunderland  
 Williams, L.C. Newquay College, Cornwall

**BOYS, PRELIMINARY, Pass—Continued.**

Barker, E.P. Scorton Grammar School  
 Doyle, J.B. St. Joseph's College, Dumfries  
 Humphreys, J.E. Hilsa College, Portsmouth  
 Lipshan, L. Stafford College, Forest Hill  
 Rimmer, J. a. St. Joseph's College, Dumfries  
 Russell, B.E. Taplow Grammar School  
 Walker, N.E. Stirling House, Bournemouth  
 Wilkin, E. a. Scorton Grammar School

Bowden, A.H. Froebel House School, Devonport  
 Collins, D. a. Salesian School, Farnborough  
 Mason, W.G. Hilsa College, Portsmouth  
 Otton, H.C. f. The Grammar S., Ongar  
 Pugh, J.H. St. Aloysius' College, Highgate

Barr, R. St. Joseph's College, Dumfries  
 Butchart, S.G. Argyle House School, Sunderland  
 Emary, D.F. Salesian S., Wandsworth Common  
 Jones, E.A. a. The Grammar S., Holyhead  
 Kiernan, L. d. St. Joseph's College, Dumfries  
 Pringle, R. St. Joseph's College, Dumfries  
 Richardson, R. Bailey School, Durham  
 Robinson, R. Sevenoaks School  
 Stratford, N.F. a. Taplow Grammar School  
 Swinbanks, W. F. St. Joseph's College, Dumfries

Crowe-Browne, E. St. Aloysius' College, Highgate  
 Pedley, A. Salesian School, Farnborough  
 Stapley, F.E. Grove House School, Highgate

Armstrong, H.L. Stirling House, Bournemouth  
 Evans, H.G. Clark's College, Cardiff  
 Foster, B. Salesian School, Battersea  
 Moss, J. J. a. Clifton College, North Shore, Blackpool  
 McLachlan, J. J. St. Joseph's College, Dumfries

Parkin, M.E.H. Grove House School, Highgate  
 Pence, J. St. Joseph's College, Dumfries  
 Pullinger, R. St. Joseph's College, Dumfries  
 Whitfield, E. c. The Grammar S., Bentham

Flowerday, G.A. Central Correspondence College, Sheffield  
 Jones, W.E. The Grammar S., Holyhead  
 Lowe, R. Private tuition  
 Tabel, P.C.F. Clark's College, Ealing  
 Woodhead, R. Grammar School, Eccles

Adams, J. f. Dudley House School, Lee  
 Gibson, H. Argyle House School, Sunderland  
 Raper, G.A. Scorton Grammar School  
 Verity, T. St. Joseph's College, Dumfries  
 Vokes, J. Salesian School, Farnborough

Farey, D.R. a. Scorton Grammar School  
 Grauer, T.A. d. Endcliffe College, Sheffield  
 Griffith, R.F. East Leigh School, Sheffield  
 Maguire, J.L. a. St. Joseph's College, Dumfries  
 Minningham, T.V. St. Joseph's College, Dumfries  
 O'Neill, M.E. a. Mill St. Higher Elem. School, Pontypridd  
 Rogers, W.E. Mill St. Higher Elem. School, Pontypridd

Groome, E.C. a. The Grammar S., Ongar  
 Stephen, A. Southampton Boys' Coll. & High S. Grammar School, Eccles

Aynsough, J. Grammar School, Eccles  
 Budd, A.H. The Grammar S., Ongar  
 Empson, G. Salesian School, Farnborough  
 Friensener, H.H. The Grammar School, Ongar  
 McLaughlan, J.A. St. Joseph's College, Dumfries

Morse, J.F. Private tuition  
 Turner, N. d. St. Joseph's College, Dumfries

Axworthy, R. St. Joseph's College, Dumfries  
 Boyd, G.E.L. Stirling House, Bournemouth  
 O'Brien, G. St. Joseph's College, Dumfries  
 Rentzsch, H.L. St. Aloysius' College, Highgate  
 Watkinson, E.S. Richmond Hill School, Richmond  
 Wilkinson, A. Grammar School, Eccles

Bidgood, M. St. Aloysius' College, Highgate  
 Johnson, R.E.G. Modern S., Streatham Common

Patterson, T. St. Joseph's College, Dumfries  
 Powell, E.F. Modern School, Streatham Common  
 Smith, W.L. Richmond Hill School, Richmond

Dolby, R. Stirling House, Bournemouth  
 Povey, C.W. Grove House School, Highgate  
 Stecker, K. Taplow Grammar School

Chinn, W.F. Froebel House School, Devonport  
 Winkup, A.J. Grammar School, Eccles

Bowness, J.L. St. Aloysius' College, Highgate  
 Greenep, J.M. The Grammar School, Bentham  
 Kerruish, W.J. The Grammar School, Ongar  
 Wallis, C.J. Stafford College, Forest Hill

Canuto, F. St. Aloysius' College, Highgate  
 Fox, J.H. Modern School, Streatham Common  
 Howe, E.H. The Grammar School, Ongar  
 Kirby, R. Grammar School, Eccles  
 Procter, S.B. Modern School, Streatham Common  
 Munro, W. St. Joseph's College, Dumfries  
 Henderson, R.T. The Grammar School, Bentham

**GIRLS.**

For list of Abbreviations, see page 115.

**SENIOR.**

**Pass Division.**

Roberts, M. a. Central School, Carnarvon  
 John, B. Mill St. Higher Elem. School, Pontypridd  
 Bore, D.O. 46 Belsize Park, N.W.  
 Hamilton, H. s.do. The Friends' School, Mountmellick  
 Chisell, F. a. Intermediate School, Gosport  
 Gronow, L. do. Mill St. Higher Elem. School, Pontypridd  
 Albutt, M.E. a. p.do. Osborne House School, Redditch  
 Evans, B.A. Mill St. Higher Elem. School, Pontypridd  
 Mitchellhill, H.M. s. Private tuition  
 Gardner, R.E. a. Intermediate School, Gosport  
 Thomas, L. do. Central School, Carnarvon  
 Matthews, G.M. s.h.do. Clapham High School, Clapham Common  
 Turner, W.M. Sir Josiah Mason's Orphanage, Erdington  
 Dunne, W.M. s.f.do. Private tuition  
 Cuff, D.M. Mill St. Higher Elem. School, Pontypridd  
 Randall, W.M. s.h.do. Private tuition  
 Tabberer, P.D. s. Private tuition  
 Wilson, M.E. s. Vanbrugh Park School, Blackheath  
 Ellis, M. Central School, Carnarvon  
 Hann, F.S. do. Private tuition  
 Brown, J. Mill St. Higher Elem. School, Pontypridd  
 Wilkinson, D. Private tuition  
 Williams, E. Mill St. Higher Elem. School, Pontypridd  
 Nurse, W.R. Mill St. Higher Elem. School, Pontypridd  
 Wilkins, V.A. Mill St. Higher Elem. School, Pontypridd  
 Evans, L.J. do. Private tuition  
 Robinson, M.E. Crouch End High School & College  
 Shepherd, D.H. Bishop Fox's School, Taunton  
 Hildick, F.M.M. Sir Josiah Mason's Orphanage, Erdington  
 Howeroft, A.R. Private School, Bolton  
 Johnson, M. Ansdell College, Fairhaven, Lytham  
 Jones, S. do. Private tuition  
 Minchin, J.M. Private tuition  
 Morris, E.J. Mill St. Higher Elem. School, Pontypridd  
 Tweed, M.C. Private tuition

Crittenden, G.E. University School, Rochester  
 Hinton, C.J. Mill St. Higher Elem. School, Pontypridd  
 Kerr, R. The Academy, Ballymena  
 Griffin, S. Pengwern College, Cheltenham  
 Wells, H.R. Private tuition  
 Yarroll, M.M.H. Private tuition

**JUNIOR.**

**Honours Division.**

Graham, I.M. h.a.u.l.l.do. Victoria College, Belfast  
 de Foubert, U.H. s.h.a.f.l. Private tuition  
 Jacob, D.J. s.do. The Friends' School, Mountmellick  
 Lee, E.N.J. a. High School, Waltham Cross  
 Mathews, B.C.L. s.a.d. The Friends' School, Mountmellick  
 Greaves, M. e.h.g.l. Private tuition  
 Blakesley, M.H.B. a. Private tuition  
 Boyd, P.M. The Friends' School, Mountmellick  
 Bridgewater, L. a. Blackburne House High School, Liverpool  
 Stubbs, J.B. The Hiatt Ladies' College, Wellington  
 Stark, D.W. s.e. Crouch End High School & College  
 McQuillan, S.F. do. The Friends' S., Mountmellick  
 Spear, O.D. s.e.a.l. Mill Street Higher Elem. School, Pontypridd  
 Bennett, N.H. a.phys. Hornsey County School  
 Bibbye, D.N. s. Clark's College, Forest Hill  
 Clough, H.R.M. b. Roedean School, Brighton

**JUNIOR.**

**Pass Division.**

Scarborough, D.M. g. Blackburne House High School, Liverpool  
 Stubbs, A. The Hiatt Ladies' College, Wellington  
 Owen, O. a. Central School, Carnarvon  
 Sands, M.H. l. Hollygirt, Nottingham

Dottridge S. Private tuition  
 Bottomley, E.E. d. Private tuition  
 Jones, D. Mill St. Higher Elem. School, Pontypridd  
 Pridmore, P. Private tuition  
 Sayle, A.I.W. s.d. Gartlet School, Watford  
 Rimmer, C.H. e.a.l.ge. Private tuition  
 Finch, B. e.do. Private tuition  
 Jones, F. s. Mill St. Higher Elem. S., Pontypridd  
 Waterhouse, W.M.R. d. Gartlet School, Watford  
 Amy, O. d. Private tuition  
 Barker, E. Pengwern College, Cheltenham  
 Lago, P. c. Bestreben High S. for Girls, Brondesbury  
 Reeves, O.B. Private tuition  
 Bogue, E. de la C. f.do. South London S., Anerley Hill  
 Usher, W. e. Private tuition  
 Hunt, E.M. Mill St. Higher Elem. School, Pontypridd  
 Mote, M.C. Mill St. Higher Elem. School, Pontypridd  
 Baesens, J.M.H.R. f. La Sagesse Convent, Golder's Green Road  
 Elliott, S. a. Mill St. Higher Elem. School, Pontypridd  
 Sherry, M.H. Convent of Notre Dame, Northampton  
 Thomson, E.M.C. Benedictine Convent, Dumfries  
 Mullineaux, G. a.f. Bradbury Higher Elementary S., Hale  
 Murphy, M. Bradbury Higher Elementary S., Hale  
 Meeke, B. Cranbrooke Terrace Ladies' School and Kindergarten, Belfast  
 Thomas, M.M. The Grammar S., Pencader  
 Eley, A.M. s.e. Roedean School, Brighton  
 Hall, L.O. s. Private tuition  
 Taylor, C.L. a. Belle Vue Girls' Secondary S., Bradford  
 Jones, M. Central School, Carnarvon  
 Price, E. a.u. Mill St. Higher Elem. School, Pontypridd  
 Kemp, J.K. a. Crouch End High School & College  
 Blakesley, H.C.B. Private tuition  
 Edwards, G. Mill St. Higher Elem. School, Pontypridd  
 Burdett, J. s. High School, Twickenham Green  
 Hudson, M.E. d. Bradbury Higher Elementary School, Hale  
 Williams, A.L. Cwnback Council School, St. Clears  
 Hill, K. f. St. Joseph's School, Lincoln

## GIRLS, JUNIOR, PASS—continued.

- \*Alton, E. K. Beecholine College, Belper  
Hutchinson, O. Benedictine Convent, Dumfries
- Bain, R. Upper Mount, Southsea  
Beauchamp, C. B. Roedean School, Brighton  
Evans, R. do. Mill St. Higher Elem. S., Pontypridd  
Jones, M. M. Private tuition  
Lalanne, G. M. f. La Sagesse Convent, Golder's Green Road
- Batson, E. M. Queen's College, Southampton  
Forster, J. B. O. Private tuition  
Lambert, M. O. Private tuition  
Miller, I. M. The Hiatt Ladies' College, Wellington  
\*Roberts, G. Private tuition  
Stinson, G. H. C. Private tuition  
Tregenza, E. K. a. Higher Elementary Girls' School, New Brighton  
Walley, H. The Queen's School, Chester
- Adams, W. M. e. Private tuition  
\*Leah, A. O. Private tuition  
Laws, J. A. Rutherford College Girls' S., Newcastle-on-Tyne
- Clark, M. A. F. Roedean School, Brighton  
\*Wormald, D. Girls' High School, Rothwell
- Boeckstyns, M. M. V. f. La Sagesse Convent, Golder's Green Road  
\*Buthurst, V. E. M. University School, Rochester  
\*Davies, G. S. Old College School, Carmarthen  
\*Tylee, L. M. Clapham High S., Clapham Common
- Mycock, I. M. Beecholine College, Belper  
Norris, K. F. Home School, Bath  
Owens, K. Private tuition  
Thomas, K. a. Central School, Carnarvon
- Van den Cloot, M. C. La Sagesse Convent, Golder's Green Road
- Bradley, C. M. Hereford Blue Coat School  
Embleton, M. a. Convent of Mercy, Alnwick
- Edmonds, K. M. Clark's High School, Tufnell Park  
Griffith, L. A. Central School, Carnarvon  
Reynish, D. M. a. Higher Grade S., Mountain Ash  
\*Tromans, L. Private tuition
- Board, P. J. Private tuition  
Keyes, E. F. K. Brighton & Hove High School  
Robinson, D. E. Crouch End High School and College
- \*Gilmore, D. W. Merchant Taylors' S. for Girls, Great Crosby  
Hendry, I. S. Private tuition
- Cook, L. Bradbury Higher Elementary S., Hale  
Martin, K. K. Tutorial Classes, Richmond Road, Cardiff  
Matthews, F. M. Private tuition  
Thomas, M. Mill St. Higher Elem. S., Pontypridd
- Griffith, M. Central School, Carnarvon  
\*Roberts, L. M. Central School, Carnarvon  
Stanley, D. E. Private tuition  
Stewart, M. E. do. Victoria College, Belfast
- \*Stewart, E. M. Scarisbrick College, Birkdale
- Delassus, A. Ancey Convent, Seaford  
Williams, M. Central School, Carnarvon
- \*Hubbard, H. Mill Hill School, Leicester  
\*McCafferty, M. J. do. The Academy, Ballymena  
Smith, M. G. Private tuition
- Jones, S. Central School, Carnarvon  
Stewart, H. Hendon County School
- Abercrombie, J. W. Lawrence's College, County Chambers, B'ham  
Roberts, M. Central School, Carnarvon  
Stockwood, M. M. d. Roedean School, Brighton
- \*Boyles, L. E. Private tuition  
Davey, J. C. b. Roedean School, Brighton  
Thornton, M. C. Roedean School, Brighton
- Kennedy, V. Victoria College, Belfast
- \*Hargreaves, H. I. O. Taplow Grammar School  
Houlihan, N. Convent of Mercy, Alnwick
- Bauly, E. L. Crouch End High School & College  
Farr, E. G. Mill St. Higher Elem. School, Pontypridd  
Field, B. Aston Park School, Handsworth
- Bradford, E. I. Sheffield Middle Class School, Sheffield  
\*Jones, H. Mill St. Higher Elem. School, Pontypridd  
\*McNeill, J. P. The Academy, Ballymena
- Courthope, E. J. e. Private tuition
- \*Dangerefield, D. P. La Sagesse Convent, Golder's Green Road  
Jones, E. Mill St. Higher Elem. School, Pontypridd  
Napier, B. Private tuition  
Owen, M. Central School, Carnarvon  
Rea, E. M. s. Cork High School  
\*Rice, V. I. Private tuition  
Owen, A. Central School, Carnarvon
- Allan, K. M. Intermediate School, Gosport  
Farnett, G. D. Clark's High School, Tufnell Park  
\*Llewellyn, E. A. Private tuition

- \*Butler, E. Convent of Mercy, Alnwick  
Carns, M. Convent of Mercy, Alnwick  
\*Hobby, G. Higher Grade School, Mountain Ash  
Payne, E. A. M. Private tuition  
\*Quane, M. do. Ursuline Convent, Crewe  
Thompson, M. G. Beecholine College, Belper

- Bately, D. V. Private tuition  
Hewitt, M. C. Private tuition  
Homer, D. W. Upper Mount, Southsea  
Hunter, M. J. O. Aston Park School, Handsworth  
Jenkins, D. Mill St. Higher Elem. School, Pontypridd

- \*Downing, N. The Academy, Ballymena  
\*Evans, T. Old College School, Carmarthen  
\*Lewis, L. Private tuition  
Williams, K. R. Central School, Carnarvon

- Bryan, D. M. Upper Mount, Southsea  
Stewart, F. MacI. Victoria College, Belfast

- Ball, M. K. Roedean School, Brighton

- \*Bunce, B. Taplow Grammar School  
\*Evans, K. The Grammar S., Pencader  
Lockett, H. Private tuition  
Waddington, E. M. Private tuition  
Denwood, D. M. I. Private tuition

- Gibbins, I. G. St. Gertrude's, Sidcup  
Tanner, M. A. Roedean School, Brighton  
\*Williams, M. D. Private tuition

- \*Brearley, E. Girls' High School, Rothwell  
Butterworth, E. Roedean School, Brighton  
Gunnis, H. M. S. La Sagesse Convent, Golder's Green Road

- Bullen, K. Ashland High School, Wigan  
\*Giles, G. I. Preswylfa Girls' High School, Cardiff  
Pardey, M. E. Private tuition

- Hollingworth, O. M. E. Private tuition  
\*Parry, E. Private tuition  
\*Phillips, L. M. Private tuition

- Collins, E. The Waldrons, Dulwich  
Scott, J. d. Benedictine Convent, Dumfries

- Mills, N. Roedean School, Brighton

- Elliott, L. B. R. Roedean School, Brighton  
Jeffers, A. Private tuition  
\*Yarrow, K. M. The Merchant Taylors S., Gt. Crosby

- Greig, D. Roedean School, Brighton

- Lloyd, W. A. Roedean School, Brighton

- Anstice, M. M. Weirfield School, Taunton  
Brown, D. E. Clark's College, Ealing  
Kelly, L. Central School, Carnarvon

- Firkin, D. Private tuition

- Blight, G. M. Preswylfa Girls' High School, Cardiff  
Hawkesworth, V. I. Cork High School

- Bramah, W. Private tuition

## PRELIMINARY.

## Honours Division.

- Postaire, A. e.g.a.u.f. Granville Coll., Southampton

- Alesbury, L. J. g.a.f.d. The Friends' School, Mountmellick

- Pim, M. S. s.e.h.g.a.f. The Friends' S., Mountmellick

- O'Brien, G. s.a.l. Convent of Mercy, Alnwick

- McCullagh, I. K. s.a.f. The Friends S., Mountmellick

- Smith, K. C. s.e.a.f.d. The Hiatt Ladies' College, Wellington

- Bray, U. D. s.e.g.a.f.d. Fartown Grammar School, Huddersfield

- Wagner, G. M. s.a. Conv. of the Immaculate Heart of Mary, Newhaven

- Lloyd, D. P. a.d. The Hiatt Ladies' Coll., Wellington

- Vermeulen, M. F. O. s.f. St. Gertrude's, Sidcup

- Walpole, E. s.g. The Friend's School, Mountmellick

- Wolfe, D. T. e.a.f. Cork High School

- Robinson, F. e.sc. Mill Street Higher Elementary S., Pontypridd

- Deane, M. s.e.a.f. Cork High School

- Geenrits, A. H. M. f. Girton House School, Ealing

- Hardy, E. M. s.f. Apsley House School, Wood Green

- Magill, M. a.l.f. Cranbrooke Terrace Ladies' S. & Kindergarten, Belfast

- Buckingham, W. f. Convent of Mercy, Alnwick

## PRELIMINARY.

## Pass Division.

- †Grierson, E. Roedean School, Brighton

- †Wilkins, A. M. "Pestalozzian," Southampton

- †Dodds, A. Convent of Mercy, Alnwick

- Jacob, G. g.a. Hindhead School for Girls

- Hurworth, E. a. University School, Rochester

- Matthews, B. e.a. St. Helen's College, Norbury

- McGeown, M. W. e.g. Princess Gardens School, Belfast

- Ferraz, C. P. f.d. Private tuition

- †Gribbin, M. E. West View School, Cheadle, Hulme

- †Charles, A. P. Roedean School, Brighton

- Croan, E. P. a. Benedictine Convent, Dumfries

- Davis, E. M. Buckingham House, Great Missenden

- Duffy, M. f. Cranbrooke Terrace Ladies' S. & Kindergarten, Belfast

- Legoupil, C. E. s. Conv. of the Immaculate Heart of Mary, Newhaven

- Rees, M. e. Mill St. Higher Elem. S., Pontypridd

- Holmes, C. a. Benedictine Convent, Dumfries

- Matthews, A. s. Fartown Grammar School, Huddersfield

- Morel, A. M. s. Conv. of the Sisters of Nevers, Withead, Brighton

- Gibson, W. N. e. Beecholine College, Belper

- O'Connell, M. C. Convent of Mercy, Alnwick

- Marks, D. E. a. Elm House School, Ealing

- Rogers, S. M. a. Harringay Park S. for Girls, Hornsey

- †Turrell, E. A. Private tuition

- Dobie, C. N. Benedictine Convent, Dumfries

- †Burrows, I. G. Victoria College, Belfast

- Drake, D. R. Burwood College, East Sheen

- †Green, E. A. "Pestalozzian," Southampton

- Kingdon, M. E. g. a. The Grange School, South Norwood

- Lyal, H. K. Beecholine College, Belper

- Faterson, A. MacM. Cork High School

- Shakespeare, M. s. e. d. The Hiatt Ladies' Coll., Wellington

- Bonwick, F. e. Crouch End High School and College

- Renaut, D. A. Pembroke House S., Southampton

- Caddy, B. M. s.c. Mill Street Higher Elem. School, Pontypridd

- †Cox, H. M. Thanet House College, Hounslow

- Kirkham, P. M. s.a. Apsley House School, Wood Green

- Larking, F. H. C. s. Private tuition

- †Law, K. Victoria College, Belfast

- Norris, W. M. a. High School, Waltham Cross

- Short, M. E. s.g. Froebel House School, Devonport

- Luyts, Y. E. F. Hindhead School for Girls

- Horne, N. g. Convent of Mercy, Alnwick

- †Job, J. Roedean School, Brighton

- Knight, C. R. Mill Street Higher Elem. School, Pontypridd

- Woodward, E. Mill Street Higher Elem. School, Pontypridd

- Blanc, J. Conv. of the Immaculate Heart of Mary, Newhaven

- Frost, M. M. Conv. of the Immaculate Heart of Mary, Newhaven

- Gould, R. a. Mill Street Higher Elem. S., Pontypridd

- †Harvey, W. G. Private tuition

- John, G. e. s.c. Mill St. Higher Elem. S., Pontypridd

- †Jones, E. P. Pengwern College, Cheltenham

- †Frost, J. P. Upper Mount, Southsea

- Montague, E. W. e. d. Private tuition

- Nottingham, L. M. Elm House School, Ealing

- Ryckebusch, J. J. F. s. St. Gertrude's, Sidcup

- Short, J. I. s. Froebel House School, Devonport

- †Tilley, M. I. Roedean School, Brighton

- Bramwell, M. I. e. Beecholine College, Belper

- Drory, S. Y. C. f. The Grange School, South Norwood

- Merrill, D. a. Endcliffe College, Sheffield

- †Thomas, N. The Grammar S., Pencader

- Woodcock, F. M. E. The Grange S., South Norwood

- †Stenhouse, J. M. St. Leonard's Coll., Stamford Hill

- †Armstrong, J. G. F. Pengwern Coll., Cheltenham

- Baker, S. E. Pembroke House School, Southampton

- †Gittins, L. G. Pengwern College, Cheltenham

- †Johnson, H. M. Roedean School, Brighton

- Matthews, A. St. Helen's College, Norbury

- Owens, K. Convent of Mercy, Alnwick

- †Royds, D. B. Roedean School, Brighton

- Turner, P. M. B. g. Private tuition

- †Anderson, A. J. Victoria College, Belfast

- Cousins, E. s.c. Mill St. Higher Elem. S., Pontypridd

- Langdon, C. High School, Twickenham Green

- †Nuttall, M. J. Wincham Hall, Lostock Gralam

- †Wolfe, K. H. M. Cork High School



GIRLS, PRELIMINARY, PASS—continued.

Hales, M. St. Helen's College, Norbury  
 Hennessey, K. Convent of the Immaculate Heart of Mary, Newhaven  
 Palmer, N.E. Thanet House College, Hounslow  
 Moojen, A.M. Wincham Hall, Lostock Gramam  
 Bates, I.G. Scarisbrick College, Birkdale  
 Byrne, D.M. Cork High School  
 Goodwin, A.G. Pengwern College, Cheltenham  
 Morgan, M. a.u. The Grammar School, Pencader  
 Beesford, D. Beechholme College, Belper  
 Softley, M.V.A. Clifton House School, West Kensington Park

Berry, G. Mill St. Higher Elementary S., Pontypridd  
 Fisher, W.J. c. Penrith High School, Stamford Hill  
 Lewis, P. Mill St. Higher Elementary S., Pontypridd  
 Cole, M. J. Ladies' School, Newtownards  
 Montague, G.M. Private tuition  
 Henty, E. St. Helen's College, Norbury  
 Dexter, D. St. Helen's College, Norbury  
 Newnham, L.M.C. Penrith High S., Stamford Hill  
 Tattersall, G. Private tuition  
 Fish, E.J. Pengwern College, Cheltenham  
 Hurdman, F.M. Wincham Hall, Lostock Gramam

Black, M. Ladies' School, Newtownards  
 tBuck, E.M. Walhouse Girls' School, Cannock  
 Healey, D.M. Scarisbrick College, Birkdale  
 Thompson, J.A. Wincham Hall, Lostock Gramam  
 Espley, N.I. The Hiatt Ladies Coll., Wellington  
 Nevard, B.F. Lancaster School, Tulsa Hill  
 Platt, J. Wincham Hall, Lostock Gramam  
 Furlong, E.L. Cork High School  
 Long, H.F. St. Leonard's College, Stamford Hill  
 Greevas, B.J. Private tuition

LOWER FORMS EXAMINATION.—PASS LIST.

BOYS.

Adams, D.S. Lindisfarne College, Westcliff-on-Sea  
 Adams, J. Xaverian College, Mayfield  
 Adcock, J.B. Mill Hill School, Leicester  
 Agosti, A. Salesian School, Battersea  
 Alloway, G.F. University School, Rochester  
 Anderson, B. LeD. Lindisfarne Coll., Westcliff-on-Sea  
 Anstruther, P.F.J. Hawkesyard College, Rugeley  
 Arthur, L.P.B. Scorton Grammar School  
 Ashton, E.A. Hawkesyard College, Rugeley  
 Atkinson, R.G. Modern School, Streatham Common  
 Bailey, R. The Douglas School, Cheltenham  
 Ball, R.J.L. Argyle House School, Sunderland  
 Barrett, F. St. Aloysius' College, Highgate  
 Barnett, L.N. The Grammar School, Ongar  
 Bates, F.G. The Grammar School, Ongar  
 Bates, S.L. University School, Rochester  
 Baynes, F.N. Upton College, Bexley Heath  
 Beale, L. Salesian School, Wandsworth Common  
 Beasley, R.B. Mill Hill School, Leicester  
 Beglan, J.F.E. St. Joseph's College, Beulah Hill  
 Behm, A.O. Upton College, Bexley Heath  
 Bell, E.W. Scorton Grammar School  
 Belliere, M. St. Joseph's College, Beulah Hill  
 Bellamy, W.A. Margate College  
 Benny, F.C. St. Joseph's R.C. School, Wath-on-Deerne  
 Benson, J.B. Ansdeil School, Lytham  
 Bennett, T. Margate College  
 Bernard, A.L. St. Joseph's College, Beulah Hill  
 Bertocchini, P. Salesian School, Farnborough  
 Bindon, A. Streatham Grammar School  
 Bishop, A.B. St. John's College, Southsea  
 Bishop, L.R. St. John's College, Southsea  
 Blackwell, R.A. Clapton College, Clapton Common  
 Bohane, E. Xaverian College, Mayfield  
 Bonetti, D. Salesian School, Battersea  
 Booth, E.S. Modern School, Streatham Common  
 Bray, E. St. John's College, Southsea  
 Brook, C.P.M.C. Lindisfarne College, Westcliff-on-Sea  
 Brown, C.C. Argyle House School, Sunderland  
 Buck, P.T. St. Joseph's College, Beulah Hill  
 Bullock, J. The Grammar School, Bentham  
 Burn, J.S. Southport College  
 Burgess, J.W. St. Joseph's College, Beulah Hill  
 Burgess, W. Lindisfarne College, Westcliff-on-Sea  
 Butler, J. Silesian School, Battersea  
 Butler, W.J. The High School, Havant  
 Caeneaux, P. Xaverian College, Mayfield  
 Cannon, P.H. Frome Bluecoat School  
 Casey, T. St. Aloysius' College, Highgate  
 Card, E. St. Aloysius' College, Highgate  
 Carr, T.H. The Grammar School, Bentham  
 Carter, E. St. Aloysius' College, Highgate  
 Carter, R. Ansdeil School, Lytham  
 Cartwright, F. St. Joseph's College, Beulah Hill  
 Cartwright, G. Xaverian College, Mayfield  
 Chambers, E.P.T. Richmond Hill School, Richmond  
 Chiapponecilli, E. St. Aloysius' College, Highgate  
 Chowne, R. Salesian School, Farnborough  
 Clark, S. Streatham Grammar School  
 Clackson, R.P. St. Joseph's College, Beulah Hill  
 Cramer, C.A. Argyle House School, Sunderland  
 Coles, P.G. The Grammar School, Ongar  
 Collyer, B.J. Devonshire House School, Orpington  
 Collins, H. St. Aloysius' College, Highgate  
 Collins, H.L. Richmond Hill School, Richmond  
 Conyard, E.S. Upton College, Bexley Heath  
 Cooper, G. The Grammar School, Bentham  
 Coonan, J. Salesian School, Battersea  
 Couch, F.R. Lindisfarne College, Westcliff-on-Sea  
 Coulbourn, T.W. Hawkesyard College, Rugeley  
 Cox, G.E.R. Richmond Hill School, Richmond  
 Daniels, J. Streatham Grammar School  
 Davies, J. St. Aloysius' College, Highgate

Davis, C. St. John's College, Southsea  
 Dear, H.G. Lindisfarne College, Westcliff-on-Sea  
 DeConinck, R. St. John's College, Southsea  
 Delange, R. St. Aloysius' College, Highgate  
 Denning, W.P. St. Joseph's College, Beulah Hill  
 Dennis, S. Margate College  
 D'Hayere, R.A. Fitzroy School, Crouch End  
 Dieks, J.G. St. Thomas' High School, Erdington  
 Drake, F.A. Lindisfarne College, Westcliff-on-Sea  
 Driscoll, T. St. Aloysius' College, Highgate  
 Dobson, K. Newquay College Cornwall  
 Donovan, D. Salesian School, Farnborough  
 Dunn, D.W. Argyle House School, Sunderland  
 Dunn, H.S.G.H. Clapton College, Clapton Common  
 Dumont, A. St. Aloysius' College, Highgate  
 Douglas, H. Salesian School, Farnborough  
 Dyer, R.A. Taplow Grammar School  
 Eddon, E.E. Scorton Grammar School  
 Ellerton, J. Salesian School, Farnborough  
 Embleton, C. St. Joseph's College, Beulah Hill  
 Entwistle, J.V. Fitzroy School, Crouch End  
 Evans, S. St. Aloysius' College, Highgate  
 Fairclough, R. Salesian School, Farnborough  
 Ferguson, R.W. Richmond Hill School, Richmond  
 Freeby, C. Xaverian College, Mayfield  
 Field, H.T. The Grammar School, Ongar  
 Finlayson, C. St. Aloysius' College, Highgate  
 Finnigan, F. Salesian School, Farnborough  
 Fitzgerald, G.F. St. Joseph's College, Beulah Hill  
 Flintoff, S. Scorton Grammar School  
 Flower, J.T. Mill Hill School, Leicester  
 Ford, A. Salesian School, Farnborough  
 Foster, J.F.H. St. John's College, Southsea  
 Fogden, T. St. Aloysius' College, Highgate  
 Frostick, C.A. Upton College, Bexley Heath  
 Gibson, R. Salesian School, Battersea  
 Gifford, L.S. The Grammar School, Ongar  
 Graham, H.W. Argyle House School, Sunderland  
 Griffiths, D. Salesian School, Battersea  
 Griggs, P.E. Salesian School, Wandsworth Common  
 Godfrey, J.A. Richmond Hill School, Richmond  
 Golding, J. St. Aloysius' College, Highgate  
 Goodenough, L. St. Aloysius' College, Highgate  
 Goodfellow, G.J. The Grammar School, Ongar  
 Hamilton, B.R. Cranbrook Park School, Ilford  
 Hardy, A.S. Argyle House School, Sunderland  
 Harrison, G.S. Lindisfarne Coll., Westcliff-on-Sea  
 Harris, C. Streatham Grammar School  
 Harris, F. St. Joseph's College, Beulah Hill  
 Haskew, L. Salesian School, Farnborough  
 Hartland, J.W. The Douglas School, Cheltenham  
 Hawes, L.S. Cranbrook Park School, Ilford  
 Haye, L.J. Taplow Grammar School  
 Hayman, W. St. Joseph's College, Beulah Hill  
 Heathcote, H.E.W. Lindisfarne Coll., Westcliff-on-Sea  
 Hemmerick, C.P. Fitzroy School, Crouch End  
 Herbinet, A. St. John's College, Southsea  
 Hickman, D. St. Aloysius' College, Highgate  
 Hill, W.H.P. Lindisfarne College, Westcliff-on-Sea  
 Hill, W.I. St. Aloysius' College, Highgate  
 Hodson, T. Kersal School, Manchester  
 Holliswell, G. Salesian School, Farnborough  
 Hoseason, W.S. Margate College  
 Hoster, H.A. St. Joseph's College, Beulah Hill  
 Houghton, H.N. St. John's College, Southsea  
 Hudson, A.V. Brownlow College, Bowes Park  
 Hughes, A. Margate College  
 Hughesman, A.E. Upton College, Bexley Heath  
 Humphrey, S. St. Joseph's College, Beulah Hill  
 Ingham, L.D. Southport College  
 Innocent, H.C.J. The Grammar School, Ongar

Irish, C.G. Frome Bluecoat School  
 Irons, T.A. The Grammar School, Ongar  
 Israels, M.C.G. Preparatory School, Albert Road, Cheadle Hulme  
 Ives, R. St. Aloysius' College, Highgate  
 James, O.L. Hawkesyard College, Rugeley  
 Jewell, J. St. Aloysius' College, Highgate  
 Johnson, R. Scorton Grammar School  
 Jones, C.E. St. Joseph's College, Beulah Hill  
 Jones, R. Xaverian College, Mayfield  
 Jones, V.B. St. John's College, Southsea  
 Keen, R.B.T. Cranbrook Park School, Ilford  
 Knott, E.S. Salesian School, Wandsworth Common  
 Kraushaar, R.A.P. Margate College  
 Kuss, W. Salesian School, Battersea  
 Kyte, P.J. The Douglas School, Cheltenham  
 Lacey, R. St. Aloysius' College Highgate  
 Laggett, G.O.B. Lindisfarne College, Westcliff-on-Sea  
 Lamb, L.J. St. Joseph's College, Beulah Hill  
 Larg, W. St. Aloysius' College, Highgate  
 Laurier, L.J. The Grammar School, Ongar  
 LeBas, J. Salesian School, Battersea  
 Lee, J. Xaverian College, Mayfield  
 Leitch, J.M.L. Upton College, Bexley Heath  
 Levy, L. St. John's College, Southsea  
 Lewis, A.T. Richmond Hill School, Richmond  
 Lickis, S. Streatham Grammar School  
 Lombeau, G. Salesian School, Wandsworth Common  
 Lucia, F.A. Mill Hill School, Leicester  
 Luraschi, L. St. Aloysius' College, Highgate  
 Lush, E. Streatham Grammar School  
 Lye, P. Salesian School, Battersea  
 Lye, R. Xaverian College, Mayfield  
 Lynch, E. Salesian School, Farnborough  
 Macgregor, J. Xaverian College, Mayfield  
 Madge, L.J. Endcliffe College, Sheffield  
 Matthews, H. Salesian School, Farnborough  
 Meir, D.P.C. Margate College  
 Mertens, R. St. Aloysius' College, Highgate  
 Merton, V.G. Margate College  
 Mc Cann, J.F. St. Joseph's College, Beulah Hill  
 McCarthy, J. St. Aloysius' College, Highgate  
 McCrory, A. St. Aloysius' College, Highgate  
 McKenna, J. St. Joseph's College, Beulah Hill  
 Mersy, P. Salesian School, Farnborough  
 Middleton, M. Osborne High School, West Hartlepool  
 Milbourne, S.E. Margate College  
 Mitchell, G. St. Aloysius' College Highgate  
 Mitchell, W. Salesian School, Farnborough  
 Miller, N.P. Clapton College, Clapton Common  
 Mills, G.H. Lindisfarne College, Westcliff-on-Sea  
 Modica, J. St. Aloysius' College, Highgate  
 Moir, G.R. Clark's College, Ealing  
 Montgomery, V. Salesian School, Farnborough  
 Moss, H. Streatham Grammar School  
 Mounter, A. Xaverian College, Mayfield  
 Moylan, D. Salesian School, Battersea  
 Murray, H. St. Aloysius' College, Highgate  
 Myers, J. Salesian School, Battersea  
 Napier, J.G. Princess Gardens School, Belfast  
 Neame, A.R. Southport College  
 Niall, B. Salesian School, Farnborough  
 Nollet, R. St. Aloysius' College, Highgate  
 North, V.N. The Grammar School, Ongar  
 Nugent, C. St. Aloysius' College, Highgate  
 O'Connor, F. Xaverian College, Mayfield  
 O'Ferrall, M. Salesian School, Farnborough  
 Oliphant, W.J. The Grammar School, Ongar  
 O'Malley, R. Xaverian College, Mayfield

BOYS, LOWER FORMS—*Continued.*

Parr, J. G. Lindisfarne College, Westcliff-on-Sea  
 Pallanti, W. Salesian School, Battersea  
 Paul, J. St. Aloysius' College, Highgate  
 Pearce, S. St. Aloysius' College, Highgate  
 Pearson, R. Salesian School, Battersea  
 Penney, G. F. St. Joseph's College, Beulah Hill  
 Pereira, R. Xaverian College, Mayfield  
 Phillips, H. I. University School, Rochester  
 Pile, C. H. Froebel House School, Devonport  
 Plews, E. Scorton Grammar School  
 Plowright, W. B. St. Joseph's College, Beulah Hill  
 Plumley, B. F. J. Hawesyard College, Rugeley  
 Plumley, P. F. Hawesyard College, Rugeley  
 Powell, J. E. Modern School, Streatham Common  
 Pring, J. C. Richmond Hill School, Richmond  
 Prime, E. St. Aloysius' College, Highgate  
 Prockter, W. R. Frome Bluecoat School  
 Purnell, H. C. Lindisfarne College, Westcliff-on-Sea  
 Quick, W. G. The High School, Havant

Radar, R. R. H. Richmond Hill School, Richmond  
 Radmall, S. Salesian School, Farnborough  
 Randall, V. Salesian School, Farnborough  
 Rawlings, R. J. Lindisfarne College, Westcliff-on-Sea  
 Rayner, A. S. G. University School, Rochester  
 Reich, E. Xaverian College, Mayfield  
 Rich, S. L. Frome Bluecoat School  
 Richards, D. St. John's College, Southsea  
 Richardson, J. R. St. Joseph's College, Beulah Hill  
 Rimmer, H. Salesian School, Battersea  
 Rinaldo, D. Margate College  
 Robertson, G. S. K. Argyle House School, Sunderland  
 Ross, F. Dudley House School, Lee  
 Russell, B. Xaverian College, Mayfield

Sadu, L. J. Clapton College, Clapton Common  
 Sabin, A. G. Grove House School, Highgate

Sanderson, W. C. Lindisfarne College, Westcliff-on-Sea  
 Satow, C. St. John's College, Southsea  
 Savage, A. Clark's College, Ealing  
 Saxby, W. K. Argyle House School, Sunderland  
 Scarborough, C. Xaverian College, Mayfield  
 Scrutton, C. Salesian School, Battersea  
 Sedgwick, H. C. F. Margate College  
 Sharpe, F. J. Southampton Boys' Coll. and High School  
 Simmonds, B. L. Stafford College, Forest Hill  
 Skinner, E. Salesian School, Battersea  
 Snawdon, W. H. Froebel House School, Devonport  
 Snowdon, C. E. Scorton Grammar School  
 Standing, A. G. The High School, Havant  
 Starkey, B. Salesian School, Farnborough  
 Steed, C. St. Aloysius' College, Highgate  
 Stone, E. Clapton College, Clapton Common  
 Stoneman, H. T. Clapton College, Clapton Common  
 Stuart, G. C. C. The Grammar School, Benthams  
 Sureties, C. St. Aloysius' College, Highgate  
 Sutton, C. V. Frome Bluecoat School

Tattersall, R. Ansdell School, Lytham  
 Taylor, J. E. Margate College  
 Taylor, J. W. Lindisfarne College, Westcliff-on-Sea  
 Taylor, R. K. Lindisfarne College, Westcliff-on-Sea  
 Thomas, E. F. Southampton Boys' Coll. and High School  
 Thomas, C. Salesian School, Farnborough  
 Thomas, R. C. Southampton Boys Coll. and High S.  
 Thomas, T. St. Aloysius' College, Highgate  
 Thompson, C. University School, Rochester  
 Thompson, R. Salesian School, Farnborough  
 Thorpe, J. Ansdell School, Lytham  
 Tickle, L. Salesian School, Farnborough  
 Tilston, J. Streatham Grammar School  
 Tindall, C. A. S. St. John's College, Southsea  
 Tons, H. Scorton Grammar School  
 Toomey, T. Salesian School, Battersea  
 Topham, J. Xaverian College, Mayfield  
 Towne, R. D. St. Aloysius' College, Highgate

Tyler, T. Xaverian College, Mayfield  
 Vallerino, J. Salesian School, Battersea  
 Van den Cloot, J. St. Aloysius' College, Highgate  
 Vaughan, F. Ansdell School, Lytham  
 Vennelle, R. St. Aloysius' College, Highgate  
 Verdult, E. St. Aloysius' College, Highgate  
 Vieli, M. Xaverian College, Mayfield  
 Vigne, R. E. Margate College  
 Villiers, G. F. Margate College

Wachtelaer, A. St. Aloysius' College, Highgate  
 Wallace, J. Xaverian College, Mayfield  
 Wallen, J. Salesian School, Battersea  
 Walsh, J. Salesian School, Farnborough  
 Ward, A. L. St. Thomas' High School, Erdington  
 Ward, L. E. St. Catherine's Preparatory S., Southsea  
 Ward, W. Dudley House School, Lee  
 Ware, J. R. Modern School, Streatham Common  
 Warry, B. R. Lindisfarne Coll., Westcliff-on-Sea  
 White, A. J. Scorton Grammar School  
 White, G. L. Frome Bluecoat School  
 Whitebrook, J. Xaverian College, Mayfield  
 Whitecher, A. C. Kelvin House School, Ruislip  
 Wildman, W. W. St. John's College, Southsea  
 Wilkin, G. Scorton Grammar School  
 Wilkinson, A. B. Scorton Grammar School  
 Willey, L. Y. St. Joseph's College, Beulah Hill  
 Willing, W. Marist Brothers' College, Grove Ferry  
 Winney, T. W. J. Clark's College, Ealing  
 Wilson, Ralph W. Scorton Grammar School  
 Wilson, Ronald W. Scorton Grammar School  
 Woodroffe, F. Streatham Grammar School  
 Woolf, L. Clapton College, Clapton Common  
 Wootton, H. St. Aloysius' College, Highgate  
 Wright, A. Salesian School, Battersea  
 Wuillaume, C. Salesian School, Battersea

York, H. Salesian School, Battersea

## GIRLS.

Alford, H. F. E. Clark's College, Ealing  
 Allen, E. A. Lamorna School, Church End, Finchley  
 Andrews, I. F. High School, Waltham Cross

Banks, M. F. High School, Waltham Cross  
 Bateson, R. I. The Grammar School, Benthams  
 Beernaerts, C. A. Newry Lodge S., East Twickenham  
 Beernaerts, M. R. Newry Lodge S., East Twickenham  
 Bigge, C. R. A. Felixstowe, Bristol  
 Bolley, F. A. Wincham Hall, Lostock Gralam  
 Bottouley, D. Queen's College, Trinity Road, S. W.  
 Bradbury, K. M. King's House School, Highgate  
 Brand, E. H. Knock Intermediate S. and Kindergarten, Belfast  
 Brasher, D. M. St. Mary's High S., North Farnborough  
 Broad, C. St. Joseph's Convent High S., Gravesend  
 Broad, M. A. St. Joseph's Convent High S., Gravesend  
 Brown, I. E. N. Melbourne College, Thornton Heath  
 Brown, K. E. The Friends' School, Mountmellick  
 Brown, M. L. King's House School, Highgate  
 Brown, V. Mayville High School, Southsea  
 Buswell, N. Norton Lodge, Small Heath  
 Butler, D. E. King's House School, Highgate

Calder, D. L. M. Preparatory School, Portland Road, Edgbaston  
 Cayless, D. M. Apsley House School, Wood Green  
 Chivers, G. M. St. Mary's High S., North Farnborough  
 Coad, C. M. Felixstowe, Bristol  
 Cochrane, B. Wincham Hall, Lostock Gralam  
 Cocks, D. E. The High School, Havant  
 Connell, D. E. Felixstowe, Bristol  
 Corfield, E. G. 4 Ravenstone Street, Balham  
 Cowell, D. Mayville High School, Southsea  
 Craven, M. Highfield School, Roundhay  
 Cunningham, N. Ladies' School and Kindergarten, Belfast

Deardon, A. A. The Grammar School, Benthams  
 Devanney, R. A. St. Mary's High School, North Farnborough  
 DeWitt, M. Glen Tower High School, Highgate  
 Drummond, K. M. Hill Crest, Ainsdale

Eastick, F. L. Convent of the Immaculate Heart of Mary, Newhaven  
 Edwards, T. Convent of Mercy, Chelsea

Foye, A. St. Joseph's R. C. School, Wath-on-Dearne

Godchaux, M. B. M. Bestreben High School for Girls, Brondesbury  
 Goddard, V. West View School, Chaddle Hulme  
 Gott, E. E. M. King's House School, Highgate

Graham, D. Convent High School, Grove Road N., Southsea  
 Graham, G. M. Felixstowe, Bristol  
 Graham, L. F. Felixstowe, Bristol  
 Grazebrook, N. M. The Nook, Stourbridge  
 Griffiths, G. E. The High School, Havant  
 Groschke, D. V. Dudley House S., Stoke Newington

Hains, G. A. Clark's College, Ealing  
 Halliday, A. K. The Friends' School, Mountmellick  
 Halliday, E. F. The Friends' School, Mountmellick  
 Hallows, B. H. Elm House School, Ealing  
 Hanna, I. Ladies' School, Newtownards  
 Harris, A. M. Princess Gardens School, Belfast  
 Hayton, L. Melbourne College, Thornton Heath  
 Herbert, G. M. Preswyla Girls' High School, Cardiff  
 Hewitt, M. F. St. Mary's High S., North Farnborough  
 Hill, M. Convent of the Immaculate Heart of Mary, Newhaven

Holt, D. C. Dudley House School, Stoke Newington  
 Hooper, E. M. Queen's College, Trinity Road, S. W.  
 Howlett, P. Conv. High S., Grove Rd., N. Southsea  
 Huckerby, A. B. Melbourne College, Thornton Heath

James, G. C. Valetta House, Saltash  
 Jobbins, W. M. Bestreben High School for Girls, Brondesbury

Kielty, K. P. Conv. of Notre Dame, Tollington Park  
 Knight, F. E. The Friends' School, Mountmellick  
 Knight, M. "The Close" Ladies School, Brighton  
 Knight, T. E. St. Mary's High S., North Farnborough

Landon, J. U. M. Linwood School, Altrincham  
 Leah, P. M. West View School, Chaddle Hulme  
 Loveridge, W. Convent of Mercy, Chelsea  
 Lower, M. A. Convent of the Immaculate Heart of Mary, Newhaven

Mann, B. Convent of Mercy, Chelsea  
 Mayne, B. Ladies' School, Newtownards  
 Meacock, M. I. S. Felixstowe, Bristol  
 Mess, E. T. Dudley House School, Stoke Newington  
 Meulmans, M. Granville College, Southampton  
 McGillivray, J. Princess Gardens School, Belfast  
 McRoberts, A. M. Knock Intermediate S. and Kindergarten, Belfast

McQuillan, B. J. The Friends' School, Mountmellick  
 Molyneux, K. A. The Friends' School, Mountmellick  
 Mursion, F. Benedictine Convent, Dumfries  
 Murrell, M. E. High School, Waltham Cross  
 Munday, H. Convent of Mercy, Chelsea  
 Myers, B. Burwood College, East Sheen

Nicholson, D. M. Eastworth House School, Chertsey

O'Hanlon, K. C. Convent of the Immaculate Heart of Mary, Newhaven  
 Older, D. F. The High School, Havant

Partridge, I. L. Felixstowe, Bristol  
 Pfannmutter, A. Convent of Mercy, Chelsea  
 Pelianda, R. Warner's College, Parkshot, Richmond  
 Pereira, J. H. King's House School, Highgate  
 Pickett, P. E. St. Mary's High S., North Farnborough  
 Pidoux, J. Manor House, Surbiton Hill  
 Pin, M. E. The Friends' School, Mountmellick  
 Potter, D. Melbourne College, Thornton Heath  
 Powney, A. G. Glen Tower High School, Highgate  
 Phillips, M. M. Felixstowe, Bristol

Rice, L. H. The Friends' School, Mountmellick

Satterley, M. G. E. Eastworth House School, Chertsey  
 Scarlett, D. "The Close" Ladies' School, Brighton  
 Smith, M. K. The Friends' School, Mountmellick  
 Smith, W. D. Harringay Park S. for Girls, Hornsey  
 Sharp, E. M. Convent of the Immaculate Heart of Mary, Newhaven

Shepherd, E. B. Eastworth House School, Chertsey  
 Sims, D. Mayville High School, Southsea  
 Spooner, E. A. Felixstowe, Bristol  
 Stear, D. H. M. Burwood College, East Sheen  
 Stephens, C. A. Felixstowe, Bristol  
 Stephens, V. M. Felixstowe, Bristol  
 Symonds, M. Melbourne College, Thornton Heath

Tangy, J. F. Valetta House, Saltash  
 Taylor, C. M. Linwood School, Altrincham  
 Thorn, M. L. Felixstowe, Bristol  
 Tucker, D. M. 4 Ravenstone Street, Balham

Van Belle, M. Granville College, Southampton

Wallace, M. F. St. Joseph's Convent High School, Gravesend  
 Waters, V. A. King's House School, Highgate  
 Webb, I. M. Beechholme College, Belper  
 West, A. H. S. Winifred's, Brentford  
 Wheale, D. M. Harringay Park S. for Girls, Hornsey  
 Whitworth, I. M. L. Preparatory S., Portland Road, Edgbaston

White, L. A. M. Eastworth House School, Chertsey  
 Wills, E. G. Valetta House, Saltash  
 Wilkinson, E. M. King's House School, Highgate  
 Willis, I. G. St. Joseph's Convent High S., Gravesend  
 Wyber, J. P. St. Joseph's Convent High S., Gravesend

Young, L. Burwood College, East Sheen

**Dr. KNAPP'S COMMENTARIES**

In MURBY'S NEW SCRIPTURE MANUALS.

For Senior Locals	{	Larger 1/9 net	<b>ST. MARK</b> ...	Smaller 1/3	For Junior Locals
		„ 3/- net	<b>ST. LUKE</b> ...	„ 1/6	
		„ 3/- net	<b>THE ACTS</b> ...	Vol. I 1/3	
		_____	<b>ST. MATTHEW</b> ...	Vol. II 1/3	

Smaller in Sep.

**LARGER** Manual on **St. Matthew** will not be ready for next year's Locals.In preparation: **SAMUEL II**, by Dr. WADE and Rev. J. H. WADE.**THOMAS MURBY & CO.**, 6 Bouverie Street, London, E.C.4.

The Scripture Manuals, known for many years at 6d., are now 10d.

**EXAMINATION PAPER**

AS USED BY THE

**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements, and each Sheet bears their Watermark.

Packed in Beams of 480 Sheets ... per Beam, 3s. 6d.  
860 .. .. 7s.**ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.**  
Senior 3d. each; Junior, 6d. each; and Preliminary, 5d. each.  
Music Paper, 1s. 6d. per 100 sheets.

(Postage extra.) Remittance should accompany Order.

**W. F. SHELBOURNE & CO.**, Wholesale and Retail Stationers,  
Telephone: Holborn 690. 63 HIGH HOLBORN, LONDON, W.C.1.

THE COLLEGE OF PRECEPTORS will hold an  
Examination for Certificates of Proficiency in  
Commercial Subjects in December, 1917.

THE  
**School World.**

**A MONTHLY MAGAZINE OF EDUCATIONAL  
WORK AND PROGRESS.**

THE aim of "The School World" is to  
provide teachers with information of  
practical and permanent value. To this end  
all important changes and developments  
affecting education are dealt with by leading  
authorities and experienced teachers.

The magazine is indispensable to all edu-  
cational workers who desire to keep in touch  
with modern methods of education.

**PRICE 6d. VOLUME XVIII, 1916, 7s. 6d. net.**

\*.\* A new volume began with the January number.

**MACMILLAN & CO., LTD., LONDON.**

**HARRAP'S LATEST PUBLICATIONS****ENGLISH EXTRACTS AND EXERCISES**

For Comparative Study and Training in Composition. By  
F. H. PRITCHARD, Lecturer in Literature at the Municipal  
Technical School, Devonport. Large cr. 8vo, 256 pages, 2s. net.  
(Prospectus on application.)

AN admirable practice-book in English for lower and middle forms  
in secondary schools and for upper classes in primary schools. The  
main idea is to centre all the week's work in English round a  
suitable extract. The exercises are abundant and in many cases  
novel in character. No essential point in elementary English is left  
untouched, and wherever possible opportunity is taken to stimulate  
interest in the author or extract under consideration.

**SPENSER: THE FAERIE QUEENE, BOOK I.**

Edited by M. H. SHACKFORD, Ph.D. Crown 8vo, 2s. net.

**CHAUCER: PROLOGUE, THE KNIGHT'S TALE, AND  
THE NUN'S PRIEST'S TALE**

Edited by Prof. F. J. MATHER, Ph.D. Crown 8vo, 2s. net.

**HARRAP'S INTRODUCTORY ALGEBRA**

By WILLIAM FARQUHARSON, M.A., Daniel Stuart's College, Edin-  
burgh. Cr. 8vo, 144 pp., 1s. 6d. net. Also with Answers, 2s. net.

**THE SCIENTIFIC STUDY AND TEACHING OF LANGUAGES**

By HAROLD E. PALMER, Phonetic Department, University  
College, London. Large 8vo, about 336 pages, with Diagrams,  
etc. 10s. 6d. net. (Prospectus on application.)

AN important book designed as a plea for systematic methods of  
language study and teaching on a rational and perfectly organised  
basis, as opposed to empirical and unsystematic methods based on  
insufficient or faulty data.

**EN CAMPAGNE**

By MARCEL DUPONT. Edited by G. Bosset, L.-ès-L., with  
Notes, Re-translation Exercises and Vocabulary. Small crown  
8vo, 192 pages, 1s. 9d. net.

INCIDENTS of the French campaign in 1914-15 as seen by a French  
Cavalry Officer who has also served in the French Flying Corps.  
The style is simple, and the narrative vivid.

**FRENCH PLAYS FOR CHILDREN**

By JOSETTE E. SPINK. With Illustrations and Vocab. Sm.  
cr. 8vo, 96 pages, 1s. 3d. net.

This little book is designed primarily as a reader for class use.

**EN FRANCE**

With Notes, Oral Exercises and Vocabulary by Prof. C.  
FONTAINE, Columbia University. Fully illustrated. Crown 8vo,  
224 pages, 2s. net.

This new reader gives in pleasant idiomatic French a description  
of the country and people both in Paris and in the provinces.

**MARGUERITE ET SES AMIS**

Livre de Lecture et de Conversation de la deuxième année.  
By V. LOUIS. With Illustrations, Exercises, Vocab. and Model  
Scenes for Acting. Cr. 8vo, 120 pages, 1s. 6d. net.

SEVENTEEN illustrated readings descriptive of the daily life of a little  
girl, followed by four *scènes dialoguées* for acting at school or at home.

**NOTE BOOK OF MODERN LANGUAGES**

By I. H. B. SPIERS. Cr. 8vo, 144 pages, limp cloth, 1s. 3d. net.  
THE object of this Note Book, printed on ruled foolscap, is to  
encourage and facilitate the systematic taking down of notes from  
either class work or private reading in the various Modern Languages.

**DEUTSCHE ANEKDOTEN**

By H. STROEBE. With Vocabulary. 48 pages, sewed, 9d. net.

**HEATH'S PRACTICAL SPANISH GRAMMAR**

By Profs. E. C. HILLS and J. D. M. FORD. With Exercises and  
Vocabularies. New Edition, enlarged. 340 pages, 3s. 6d. net.

**LA VIDA DE VASCO NUNEZ DE BALBOA**

By M. J. QUINTANA. Edited, with Introduction, Notes and  
Vocabulary, by A. E. WOOLF, D.Litt. Small crown 8vo,  
144 pages, 1s. 8d. net.

A "one term" Reader, the text amounting to 64 pages.

**CAPITULOS ESCOGIDOS DE V. BLASCO IBANEZ**

With Notes and full Vocabulary, by ALEC E. WOOLF, M.A.  
Crown 8vo, 192 pages, 2s. net.

SELECTIONS—each one complete in itself—from the works of the  
foremost novelist of the present day, whose works have been  
translated into every European language.

N.B.—New Descriptive Lists of Books in French, German,  
and Spanish, will be sent on application.

**GEORGE G. HARRAP & CO., 2-3 Portsmouth St., Kingsway, W.C.2**  
(GEO. G. HARRAP and G. OLIVER ANDERSON)

1917.  
**THE COLLEGE OF PRECEPTORS**  
 INCORPORATED BY ROYAL CHARTER  
 BLOOMSBURY SQUARE, LONDON, W.C.1.  


---

**LECTURES FOR TEACHERS**  
 ON THE  
**SCIENCE, ART, AND HISTORY OF EDUCATION**  


---

**COURSE OF TWELVE LECTURES ON**  
**THE IDEAL AND THE ACTUAL IN PRESENT DAY EDUCATION**

To be delivered at The College of Preceptors, Bloomsbury Square, London, W.C.1., on Thursday evenings  
 27 September to 13 December, 1917

By **JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,**  
 Professor of Education in the University of London.

The Course of Lectures (the Second Course of the Forty-fifth Annual Series) will begin on Thursday, September 27th, at 6.30 p.m.

In view of the present educational unrest, this Course will treat the practical problems of the school in such a way as to supply teachers with the data necessary to form just conclusions about the lines to be followed in the changed conditions that are coming. While preparing for whatever developments may lie before them, teachers must carry on in the meantime. The lectures accordingly will take account of things as they are, though keeping well in view the problem of how they ought to be. They will be fully illustrated throughout by references to the teaching of all the subjects of the ordinary Course in English, Continental, and American schools.

#### SYLLABUS.

I. (Sept. 27.) *The Ideal Teacher.*—Advantages and dangers of dealing with such subjects: the old and the new ideals: distinction between ideal teacher and ideal human being: physical, mental, and social qualities of the ideal teacher: hero-worship in school: the resolution of the ideal into the possible and actual: the compensations of common-placeness: the range of responsibility for the effects of personality and its trappings.

II. (Oct. 4.) *The Ideal Pupil and his Opposite.*—Demands of Plato, Quintilian, Ascham, and the rest: analysis of qualities of ideal pupil: standard by which the ideal is to be tested: the teacher's fallacy: the actual pupil: analysis of his defects: manipulation of his weaknesses: the importance of the common-place pupil: meaning of individuality, personality, and character: teacher's right to attempt to modify character at all.

III. (Oct. 11.) *The Class.*—Collective *versus* individual instruction: the team an educational collective unit: the class a teaching collective unit: the class essentially a compromise: advantages of collective presentation: disintegration and integration of the class spirit: Dr. Montessori's claim to have rung the death knell of class teaching: size of classes: individual taught through the class and the class through the individual: individualistic group teaching.

IV. (Oct. 18.) *Discipline.*—Popular misunderstandings about nature of discipline: the old discipline and the new: place of the "drill" principle: mental discipline: free discipline: minimum amount of restraint essential to satisfactory discipline: effect of school organization on discipline: self-realization and self-expression: freedom *versus* caprice: internal and external control: the anarchic school and the school republic.

V. (Oct. 25.) *The New Teaching.*—Fashionable use of the term *new*: invariableness underlying change: changes during life of a teacher: characteristics of the new teaching: self-consciousness: paidocentricism: respect for pupils' individuality: responsibility thrown on pupils: opposition to bookishness: use of interest and anisic attention: emphasis on disintegration-beat in class work: bias towards vocationalism tempered by belief in good all-round education.

VI. (Nov. 1.) *Textbooks and their Manipulation.*—Two kinds of textbooks, logical and psychological: textbook as authority: as an aid: reaction against textbooks: development of lecture method: textbooks partly superseded by pupils' notebooks: dangers and advantages of this plan: effect of multifolding: probable development of textbooks: skeletal forms: relation of "subject" associations to new textbooks: standard type to suit different needs.

VII. (Nov. 8.) *Teaching how to Study.*—Effect of paidocentricism on the work of the pupil: method of learning naturally correlated with the method of teaching: pupils made conscious of their methods: books by F. M. McMurry and Dr. Lida Earhart: Rev. John Todd and William Cobbett applied to earlier stages of study: need for freedom in applying principles: varying methods according to temperament: residuum of unalterable principles: ultimate responsibility of the pupil.

VIII. (Nov. 15.) *Scales for Testing School Work.*—General demand for objective standards: Binet's Ready Reckoner of Instruction and Metric Scale of Intelligence: development of the idea so as to include many of the school subjects: work of Thorndyke, Ayres, and Curtis: Scales in arithmetic, handwriting, reading, spelling, drawing, English composition, language ability: difficulty in applying the scales: steady advance towards a workable scale.

IX. (Nov. 22.) *The School and the Home.*—Effect of the new teaching on home lessons: changing attitude of parents towards teachers: contrast with German system: nature and limits of parental co-operation: direct instruction *versus* atmosphere: the Gary plan and its reaction on relations with home: possibility of developments of co-operative cookery: night and day use of school buildings and its results: teachers as social workers.

X. (Nov. 29.) *The Teacher and his many Masters.*—Politics architectonic to education: schoolmaster must take his orders from the statesman: hierarchy of authorities representing the statesman: teacher's attitude to all these authorities: limits of his freedom, yet freedom within these limits: the official mind, its limitations and manipulation: teacher as expert must be allowed free scope to carry out the general instructions he receives: how to satisfy the requirements of authorities and yet retain substantial independence.

XI. (Dec. 6.) *The Educational Engineer.*—The principal of scientific management applied to teaching: introduction of a theoretical-practical man between the pure psychologist and the "direct" teacher: functions of the American school superintendent, and the English Director of Education, Director of Studies, and Head Master: aim and sphere of the "direct" teacher: how to minimise the evil effects of expert interference from without.

XII. (Dec. 13.) *The Literature of Education.*—Bad repute of teachers as readers: the inarticulate profession: need for general as well as special reading: the profession as raw material for literature: the literature that deals with the subject matter and with methods: the political literature of education: the "Curse of Education" type: the literature of principles: need for guidance in selection: periodical literature: need for keeping up to date, and how to do it.

#### FEES FOR ADMISSION.

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\*.\* Members of the College have free admission to the Course.

# THE EDUCATIONAL TIMES

AND  
JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXX No. 664

NOVEMBER 1, 1917

Published Quarterly. Price, to Non-Members, 6d.; by post, 7d. Annual Subscription, 2s.

THE  
COLLEGE OF PRECEPTORS.  
Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.1.

### LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "The Ideal and the Actual in Present Day Education," by Professor John Adams, began on Thursday, the 27th of September.

For Syllabus, see page 159.

### EXAMINATIONS.

**Diplomas.**—The next Examination of Teachers for the Diplomas of the College will begin on the 31st of December, 1917.

The Summer Diploma Examination has been discontinued.

**Practical Examination for Certificates of Ability to Teach.**—The next Practical Examination will be held in February, 1918.

**Certificate and Lower Forms Examinations.**—The Christmas Examinations will begin on the 3rd of December, 1917.

**Professional Preliminary Examinations.**—The next Examination will begin on the 5th of March, 1918.

Entry forms must be returned by the 5th of February.

**Commercial Examinations.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1917.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS, *Secretary.*



THE ASSOCIATED BOARD  
OF THE R.A.M. AND R.C.M.  
FOR LOCAL EXAMINATIONS IN MUSIC.  
Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).** Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the March-April Examinations close Wednesday, February 6th, 1918.

**SCHOOL EXAMINATIONS (Syllabus B).** Held throughout the British Isles three times a year, viz., March-April, June-July, and October-November. Entries for the March-April Examinations close Wednesday, January 30th, 1918.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 3d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, the Syllabus in Ear Training and Sight Singing, entry forms and any further information will be sent post free on application to—

JAMES MUIR, *Secretary*,  
15 Bedford Square, London, W.C.1.  
Telegrams: "Associa. London."

## UNIVERSITY CORRESPONDENCE COLLEGE

(Founded in 1887.)

PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

VICE-PRINCIPAL:

B. J. HAYES, M.A. (Gold Medallist in Classics).

Science Director;

A. G. CRACKNELL, M.A. (Sixth Wrangler), B.Sc.

## LONDON UNIVERSITY DEGREES

B.A., M.A., LL.B., B.Sc., B.D.

A Short Guide to London University Examinations, Post free to PRIVATE STUDENTS from the Secretary, No. 15 BURLINGTON HOUSE, CAMBRIDGE.

LONDON COLLEGE OF MUSIC.  
(Incorporated.)  
GREAT MARLBOROUGH STREET, LONDON, W.1.  
Patron: HIS GRACE THE DUKE OF LEBDS.  
Dr. F. J. KARN, Mus. Bac. Cantab., Principal.  
G. AUGUSTUS HOLMES, Esq., Dir. Exams.

### EXAMINATIONS, LOCAL AND HIGHER.

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c., will be held in London and over 450 Local Centres in DECEMBER, Last day of Entry, November 15th.

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars.

Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, *Secretary.*

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesborough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, Swansea, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

**WOLSEY HALL, OXFORD.**

**POSTAL TUITION**  
For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

**FREE GUIDE**  
on application to  
THE SECRETARY.

B.A.

### BIRKBECK COLLEGE

BREAMS BUILDINGS, CHANCERY LANE, E.C.

### UNIVERSITY OF LONDON.

COURSES OF STUDY (Day and Evening)  
FOR DEGREES IN

ARTS, SCIENCE, ECONOMICS, LAWS,

under RECOGNIZED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).

**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.

**GEOGRAPHY DIPLOMA and MATRICULATION.**

Evening Courses for the Degrees in Economics and Laws.  
POST GRADUATE AND RESEARCH WORK.

SESSIONAL FEES { Day : Arts, £10. 10s. ; Science, £17. 10s.  
Evening : Arts, Science, or Economics,  
£5. 5s.

Prospectus post free, Calendar 3d. (by post 5d.).

### MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Preparation for the Teaching Diploma of the London University for the Certificate of the Cambridge Teachers' Training Syndicate and for the National Froebel Union Higher Certificate, Parts I and II.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £12 to £24 offered to Students with a Degree or its equivalent. Loan Fund.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

### MRS. CURWEN'S PIANO-FORTE METHOD.

EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

**HOLIDAY COURSES for MUSIC TEACHERS** will be held at Wigmore (late Bechstein) Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M., every day from January 1st to January 11th. Apply beforehand, to Miss GARDNER, or Miss KNAGGS, at the Studio.

### Teachers Registration Council

Representative of the Teaching Profession  
(Constituted by Order of Council, 29 Feb., 1912.)

In accordance with the above-mentioned Order a

### REGISTER OF TEACHERS

is now maintained by the Council.

For Information apply to—

THE SECRETARY,

TEACHERS REGISTRATION COUNCIL,

47 BEDFORD SQUARE,

LONDON, W.C.1.

### JOINT SCHOLASTIC AGENCY.

23 Southampton St., Bloomsbury Sq., W.C.1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

HEAD MASTERS' CONFERENCE.

INCORPORATED ASSOCIATION OF HEAD MASTERS.

COLLEGE OF PRECEPTORS.

TEACHERS' GUILD.

ASSOCIATION OF ASSISTANT MASTERS.

Registrar: Mr. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

### JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,

14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

This Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11.30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11.30 a.m. to 1 p.m.

When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

### EDUCATIONAL AGENCY.

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C.2.

Telegraphic Address:—

"Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

### Scholastic.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

### Assistant Mistresses.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

### THE COLLEGE OF PRECEPTORS.

Membership of the College is open under certain conditions, to teachers and others engaged in education. Particulars may be obtained from The Secretary of the College, Bloomsbury Square, London, W.C.1.

### DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.

Training Strictly Swedish. Residential Hostel Attached. Scholarships, Value £40 and £20, Offered Annually.

The College has Open-air Gymnasium and Sports Ground. It is efficiently staffed and the Course of Training is recognized by Public Examination Boards.

For further particulars apply: Miss E. SPELMAN STANGER, Member and Examiner of the Incorporated Society of Trained Masseuses, Sunray Avenue, Herne Hill, London, S.E.24.

### EXAMINATION PAPER

AS USED BY THE

### COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements, and each Sheet bears their Watermark. Ruled both sides.

Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.  
960 " " " " " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.  
Senior, 3d. each; Junior, 6d. each; and Preliminary, 5d. each.  
Music Paper, 1s. 6d. per 100 sheets.

(Postage extra.) Remittance should accompany Order.

W. F. SHELBOURNE & CO., Wholesale and Retail Stationers,  
Telephone: Holborn 690. 63 HIGH HOLBORN, LONDON, W.C.1.

### A SHAKESPEARE DICTIONARY.

NOW READY.

Part I. JULIUS CAESAR. 1/9 net.

Part II. AS YOU LIKE IT. 1/6 net.

Special terms to Schools.

A. E. BAKER, Borough Librarian, TAUNTON.

THE COLLEGE OF PRECEPTORS will hold an Examination for Certificates of Proficiency in Commercial Subjects in December, 1917.

# MIDLAND CORRESPONDENCE COLLEGE.

ESTABLISHED 1887.

**Large Staff** of Expert Tutors, Honours Graduates and Specialists in charge of the various subjects of Examination.

**New Courses** now commencing for 1918 and 1919 Exams.

**Preliminary Professional.**

**A.O.P. and L.C.P.**

**Matriculation.**

**Inter. and Final B.A. and B.Sc.**

**Incorporated Accountants.**

**Institute of Secretaries.**

**Sanitary Inspectorships.**

**Pharmaceutical Society.**

**Students write:**—Without your splendid tuition I should have failed.—Your papers covered the whole field of the Exam. with wonderful insight and accuracy.—The lessons were delightful to study, and proved a remarkable forecast of the Examination.

## INMAN'S SHORTHAND.

The quickest, simplest, most readable and intelligible shorthand known; and most easily learned. Thoroughly taught in 6 lessons by post, 12/6. Every student should learn this Shorthand for his own use. To qualify rapidly for Shorthand Typist and general office work there is nothing like it.

### Special Exam. Courses

in single subjects for candidates who are weak in one or two subjects only, as follows:—Latin, French, Arithmetic, Mathematics, English Grammar, Literature and Essay writing, History, Geography, Hygiene, Physiology, Physics, Mechanics, Chemistry, and other Sciences.

**New Commercial Department** for Book-keeping, Business Correspondence, Shorthand, and Handwriting. Complete Courses to qualify for Secretary.

**No need to get new textbooks.** All our Courses of Tuition can be worked with any good textbooks you already possess, but you cannot afford to work for your Exam. without our notes, which are an immense help.

### LOW FEES.

Several methods of payment to select from.

### For 30 Years

the tuition given by this College has maintained a high reputation for uniform excellence and efficiency. If you have any doubt send for sample papers.

Full particulars, Post Free. Address—

**Mr. GEO. INMAN,  
BRINCLIFFE, SHEFFIELD.**

## University Tutorial College.

LONDON.



### CHRISTMAS VACATION CLASSES.

### JANUARY MATRICULATION.

A Recapitulation Class for the January Matriculation commences Thursday, December 20th, and extends to date of Examination.

Annually for the last twenty years about 100 Students of the University Tutorial College have passed London Matriculation.

### LABORATORY WORK IN PRACTICAL SCIENCE.

Practical Classes in Chemistry, Physics, and Botany commence Thursday, December 20th, and extend over a period of three weeks.

### PRIVATE TUITION.

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study. Fees: Eight hours, £2. 2s.; Twenty-one hours, £5. 5s.

Full particulars may be had from

THE PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C. 1.

## NORMAL

Corr. College.

NORMAL CORR. COLLEGE

(FOUNDED 1889.)

### EXAMINATIONS

### FOR WHICH THE NORMAL PREPARES.

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certif.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene.  
Languages.  
Music.  
Science and Art.  
Other Qualifying  
Exams.

### SEND FOR NORMAL GUIDE.

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

## BOOKS

On Educational,  
Scientific, Medical,  
Law, Theological, and  
ALL other Subjects.

**SECOND HAND AT HALF PRICES.  
NEW BOOKS AT DISCOUNT PRICES.  
BOOKS SENT ON APPROVAL.**

Catalogues Free. State Wants. Books Bought.

**W. & G. FOYLE,**  
121/123 Charing Cross Road, London, W.C. 2.

Messrs.

## TRUMAN & KNIGHTLEY, LTD.,

Educational Agents,

158 to 162 OXFORD STREET,  
LONDON, W. 1.

Directors:

S. A. TRUMAN.  
JAMES HEARD, B.A.  
(Trinity College, Cambridge).

Telegrams—"TUTORESS, OX, LONDON."  
Telephone—No. 1136 Museum.

*This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.*

### A.—EMPLOYMENT DEPARTMENT.

#### (i) ASSISTANT MASTERS & TUTORS.

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

#### (ii) ASSISTANT MISTRESSES.

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

#### (iii) LADY MATRONS AND HOUSE-KEEPERS.

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

### B.—SCHOOL TRANSFER DEPARTMENT.

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the Transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

*No charge is made to Purchasers.*

*All communications and inquiries are treated in the strictest confidence.*

### C.—PUPILS' DEPARTMENT.

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. *No charge is made for registration.*

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

*Full particulars will be forwarded on application.*

# Cambridge University Press

## RECENT PUBLICATIONS

**M. Annaei Lucani, De Bello Civili, Liber VIII.** Edited by J. P. POSTGATE, Litt.D., F.B.A. Extra fcap 8vo. **3s net.** Pitt Press Series

**Haggai, Zechariah, and Malachi.** Edited, with introduction and notes, by W. EMERY BARNES, D.D. Extra fcap 8vo. **2s 6d net.** Cambridge Bible for Schools

**Arithmetic.** By C. GODFREY, M.V.O., M.A., and E. A. PRICE, B.A. Crown 8vo

	With Answers	Without Answers
Complete (Parts I, II, III) ...	<b>4s 6d net</b>	<b>4s net</b>
Parts I and II (together) ...	<b>3s 6d "</b>	<b>3s "</b>
Part III ...	<b>2s 3d "</b>	<b>1s 9d "</b>
Exercises (Parts I, II, III) ...	<b>3s 6d "</b>	<b>3s "</b>
" (Parts I, II) ...	—	<b>1s 9d "</b>
" (Part III) ...	—	<b>1s 6d "</b>

**The Student's Handbook to the University and Colleges of Cambridge.** Sixteenth edition. Revised to 30 June, 1917. Crown 8vo. **6s net**

**Volumetric Analysis.** By A. J. BERRY, M.A. Demy 8vo. **6s 6d net.** Cambridge Physical Series

"The book is intended to suit the needs of students rather than to be a work of reference. The author succeeded admirably in his task—that of filling a real gap between the superficiality of many elementary textbooks and the exhaustiveness of standard treatises on the subject."—*Educational Times*

**Physical Geography.** By P. LAKE, M.A. With 20 plates, 162 text-figures, and 7 maps. Demy 8vo. **7s 6d net**

"The book was badly wanted, and all University and Training College students, as well as all teachers of geography, will be grateful to Mr Lake for writing it. He knows the difficulties of the student of geography, and has striven to overcome them more successfully than has been done in any other book of this kind."—*Geographical Teacher*

### Books suitable for the Cambridge Local Examinations, 1918

#### ENGLISH

**Chaucer. The Prologue and the Knight's Tale.** Edited by M. B. SMITH, M.A. **3s net** [Senior]

**Lamb. A Selection of Tales from Shakespeare.** The Tempest, As You Like It, The Merchant of Venice, King Lear, Twelfth Night, Hamlet. Edited by J. H. FLATHER, M.A. **1s 9d net** [Preliminary]

**Scott. Marmion.** Edited by J. H. B. MASTERMAN, M.A. **3s net** [Preliminary and Junior]

**Scott. Woodstock.** Edited by A. S. GAYE, M.A. **2s 3d net** [Junior]

**Shakespeare. A Midsummer Night's Dream.** Edited by A. W. VERITY, M.A. **1s 9d net** [Junior and Senior]

**Shakespeare. A Midsummer Night's Dream.** Edited by J. H. LOBBAN, M.A. **1s 3d net** [Junior and Senior]

**Shakespeare. King Lear.** Edited by A. W. VERITY, M.A. **1s 9d net** [Senior]

**A Book of English Poetry for the Young.** Edited by W. H. WOODWARD. **1s net** [Junior]

**The Revised English Grammar.** A new edition of *The Elements of English Grammar*, based upon the recommendations of the Committee on Grammatical Terminology. By A. S. WEST, M.A. **3s net** [Senior]

**The Revised English Grammar for Beginners.** A new edition of *English Grammar for Beginners*. By A. S. WEST, M.A. **1s 3d net** [Preliminary and Junior]

**English Composition,** with Chapters on Précis Writing, Prosody, and Style. By W. MURISON, M.A. **5s net.** Or in 2 parts, **3s net each.** *Key to the Exercises.* **5s net** [Senior]

**A Handbook of English** for Junior and Intermediate Classes. By D. B. NICOLSON, M.A. **1s 9d net** [Junior]

**A Handbook of Précis-writing,** with Graduated Exercises. By E. DERRY EVANS, M.A. **2s 6d net**

**A Primer of English Literature.** By W. T. YOUNG, M.A. **2s 3d net.** School edition, bound in limp cloth. **1s 3d net**

#### LATIN

**Caesar. Gallic War. Books IV, V.** With notes and complete vocabulary by E. S. SHUCKBURGH, Litt.D. New illustrated edition. **1s 9d net each** [Junior]

**Caesar. Gallic War. Books IV-V.** With notes by A. G. PESKETT, M.A. **1s 9d net** [Junior]

**Cicero. Pro Roscio.** Edited by J. C. NICOL, M.A. **3s net** [Senior]

**Horace. Odes. Book III.** Edited by J. GOW, Litt.D. **2s 3d net** [Senior]

**Livy. Horatius and other Stories.** Edited by G. M. EDWARDS, M.A. **1s 9d net** [Preliminary]

**Livy. Book XXII.** Edited by M. S. DIMSDALE, M.A. **3s net** [Senior]

**Vergil. Aeneid. Book VIII.** With introduction and notes by A. SIDGWICK, M.A. **1s 9d net** [Junior and Senior]

**An Elementary Latin Grammar.** By ARTHUR SLOMAN, M.A. Second edition. **2s 6d net**

**A First Year Latin Book.** By J. THOMPSON, M.A. **2s net**

**Prima Legenda.** First Year Latin Lessons. By Miss J. WHYTE, M.A. **1s 6d net**

**Silva Latina.** A Latin reading-book, chosen and arranged by J. D. DUFF. **2s net.** With vocabulary, **2s 6d net**

**Initium.** A First Latin Course on the Direct Method. By R. B. APPLETON and W. H. S. JONES. **2s net.** *Teacher's Companion,* **1s 6d net**

#### HISTORY

**Europe in the XIX Century (1815-1878).** By J. E. MORRIS, D.Litt. With 8 maps and 3 pedigrees. **2s 6d net** [Senior]

**Great Britain and Ireland.** A History for Lower Forms. By J. E. MORRIS, D.Litt. **3s 6d net.** Or in 2 parts (divided at 1603). **2s net each.** 1485-1910, separately. **2s 3d net** [Preliminary and Junior]

**A History of England for Schools.** By A. D. INNES, M.A. **5s net.** Or in 3 parts, Part I to 1509 A.D., Part II 1509-1714, Part III 1689-1912. **2s 3d net each.** 1399-1603, separately. **2s 3d net** [Senior]

**EDUCATIONAL CATALOGUE.**—A revised edition of the Educational Catalogue showing several changes in prices, is now ready, and will be sent on application

FETTER LANE, LONDON, E.C.4: C. F. CLAY, MANAGER



CONTENTS.

	Page		Page
Leader: Mr. Fisher's Bill .....	129	Art Teachers' Guild—Recommendations to the Reconstruction Committee on the subject of Art Education .....	140
Notes .....	131	Advanced Courses in Secondary Schools .....	141
"Try it"—Inspection of Private Schools—The Breakdown of the Penny—The Examinations Council—Orthopsychics—The White Cross—Training for Social Work—Science in Secondary Schools—"Vocational," Again—Its Value—Teachers and their Treatment—The N.U.T. and the Labour Party—Scouts and Discipline—French Drama—French History in the French Lesson—The Cost of Food—The Expert—The School Medical Service.		The Revision of Spelling. By Alfred P. Graves .....	142
Recent Events .....	135	Overseas .....	143
The College of Preceptors—		Schemes or Souls? .....	145
Half-yearly General Meeting .....	135	Dr. M. E. Sadler on Mr. Fisher's Debut .....	146
Meetings of the Council .....	140	Reviews .....	152
Certificate and Lower Forms Midsummer Examination—Prize List .....	149	The Organization of Thought (Whitehead)—The Distribution and Relations of Educational Abilities (Burt)—The Principles of Rational Education (Mercier)—The Loom of Youth (Waugh)—God the Invisible King (Wells)—The Student's Guide (Adams)—The Camp School (Macmillan)—Sonia: Between Two Worlds (McKenna)—W. E. Ford: a Biography (Beresford and Richmond)—The Religious Difficulties of Children (Mumford).	
Certificate and Lower Forms Midsummer Examination—Colonial Past List .....	150	General Notices .....	156
Professional Preliminary Examination—Pass List .....	151	Publications Received .....	161

## The Educational Times.

Until further notice, "The Educational Times" will be issued four times a year—on the 1st of February, May, August, and November. The next issue will appear on February 1st.

Communications intended for the Editor should be addressed to Ulverscroft, High Wycombe.

### MR. FISHER'S BILL.

HERALDED by Mr. Fisher's clear and convincing first-reading speech, the Education Bill was published in the early days of August and received widespread support in the newspapers. No one fails to appreciate Mr. Fisher's sincere desire to improve the educational opportunities for the rising generation. His scheme is magnificent in its extent: he proposes that the State should control all its citizens between the ages of two and eighteen years.

The Bill runs to forty-seven clauses and contains several complicated points, but its main provisions are simple. The first seven clauses deal with the National System of Public Education. The county remains the normal unit of local administration, but the rights of the smaller authorities are safeguarded and the duty of mutual consultation is laid down. Powers are given for Authorities to group themselves into Provincial Associations. The rate-limit of twopence is abolished. Clause 2 lays it down that in central classes or schools shall be given "practical instruction."

Clauses 8 to 16 deal with Attendance at School and Employment of Children and Young Persons. The compulsory age up to which children must attend full-time schools is placed at fourteen, with no exemptions of any kind, and powers to raise to fifteen. After the

age of fourteen (or fifteen) young persons must attend day continuation schools for eight hours a week during school terms, with the following exemptions:—The obligation does not apply (1) to children over the age of fourteen on the appointed day; (2) to children over sixteen who have passed a University matriculation examination; (3) to children who are receiving full-time education in secondary schools (a) "recognized" by the Board of Education or (b) considered efficient by the Local Authority. Under the age of twelve no child is to be "employed"; from twelve to fourteen no child is to be employed in mine, factory, or quarry. After the latter age the Authority may control employment. Employers are bound to allow suitable time for attendance at continuation schools.

Clauses 17 to 21 refer to Extension of Powers and Duties of Local Authorities. Provision is to be made for games and physical training in all grades of schools; medical inspection and treatment are to apply to secondary schools, and power is granted to establish nursery schools for children over two and under five years of age.

Clause 22 abolishes all fees in public elementary schools.

Clauses 23 and 24 deal with inspection of schools not already under inspection. It is laid down that any school may be inspected on application from the Governors or Principal; and that all schools of which the Board have no knowledge must report themselves to the Board within three months, under a penalty of £10, plus £5 a day.

The remaining clauses deal with administrative provisions, important mainly to the officials in education offices, until we come to Clause 44, which gives some definitions. A child is any boy or girl under the age of fourteen (or fifteen if the Local Authority so decide), and that age is not technically reached until the end of the school term in which it is actually reached. A young person is any boy or girl from the compulsory school-leaving age up to the age of eighteen. Practical instruction means cookery, laundry work, housewifery, dairywork, handicrafts, and gardening, and "such other subjects as the Board declare to be sub-

jects of practical instruction." "Employed" means employed for gain.

The provisions contained in the Bill were already expected. Concerning continuation education the findings of Mr. Herbert Lewis's Committee are incorporated. With these we dealt fully in the August number. Lord Haldane's Provincial Councils make no direct appearance; but power is given to form Provincial Associations, and these, if formed with the approval of the Board, will receive grants, both local and central, and will have the spending of them. If this provision is carried out, the Directors of Education will sit in their offices and twiddle their thumbs while other officials in other offices will do their work and assume their responsibilities. It is obvious that this part of the Bill will be opposed by every Education Office in the country.

Almost everyone will approve of the proposal to raise the age of compulsory attendance to fourteen, without exemption; but steps will have to be taken to ensure that children between the ages of twelve and fourteen shall obtain a valuable education and shall not remain, as now too often happens, marking time till their day of freedom arrives. The proposal to give Authorities the option of raising the compulsory age to fifteen will be hotly combated, on the ground of the undesirable jealousies and friction that may arise in adjoining localities.

The real fight over the Bill will be joined on the issue of compulsory continuation schools. That Mr. Fisher has foreseen this is clear from the speech-making campaign that he has carried out. Employers will often urge that the practical difficulty of scheming a young person's time so that he or she may be absent from work for two afternoons a week is insuperable. There may be much in this contention. An alternative scheme that has great attraction is to make full-time education compulsory up to the age of sixteen, followed by voluntary attendance at classes. Not all Mr. Fisher's persuasive eloquence and whole-hearted sincerity will be able to convert parent and employer to an acceptance of these provisions.

The clauses dealing with medical inspection and physical training are all to the good; but there is one curious clause that appears to have slipped in by accident. Education is usually taken to include book-learning and, more recently, physical care; but all details of curriculum and the time-table are left to the schools or to the Board's Regulations—with this one exception: the Bill provides that in all public elementary schools there must be "practical instruction" (Clause 2), defined as we have already quoted (Clause 44). To make one subject of school instruction statutory without mentioning others is to give an exaggerated importance to that subject.

On the matter of inspection of private schools, Mr. Fisher or his advisers have not felt able to take a strong position, probably because of the practical and financial difficulty of finding inspectors enough. Pri-

vate schools may be inspected, and all other schools outside the State system, if they make application and the Board think fit to agree; but there is no compulsion. The only compulsion that is laid on schools of which the Board have no official knowledge, or of which such knowledge is not readily available, is to report themselves to the Board. This is entirely unsatisfactory. Another point that may arouse great dissatisfaction is the power that an unfriendly Authority may take for the compulsory inspection of a private school in its area. It works in this way. The Local Authority has the duty of seeing that every child in its area over fourteen years of age is under efficient education, either full-time or part-time. If a child claims exemption from the State continuation school on the ground that he or she is obtaining efficient education elsewhere, the Local Authority may inform itself by inquiry or inspection whether that education is efficient [Clause 8 (3)].

So far we have dealt with the provisions of the Bill that are bound to excite opposition. There are certain omissions that may be equally disastrous. No mention is made of the size of classes; there is nothing as to the salaries of teachers. Many thousands of additional teachers will be required for the continuation schools and for the increased number of the higher standards. It is on all hands admitted that elementary education cannot be satisfactory with classes of fifty and sixty children. The supply of teachers has been and is diminishing. If national education is to take a definite forward step, there must be more teachers. It is merely a question of economics in accordance with the system dominating the country at the time. The salaries paid must enable the men and women who adopt the teaching profession to live without undue anxiety such material lives as it is desirable that they should live. So long as there is free trade in education, if the parents refuse to pay the cost the children go without. Education has now become, in its greater part, a State monopoly, and the State is trying to give education to the children without providing suitable wages for the teachers. There can be but one result—a shortage of teachers. There is but one remedy—a very notable increase in salaries.

There is much in this Bill that is admirable and there is much that will one day be carried out; but discussion of its provisions sounds somewhat hollow as its chances of getting on the Statute Book are slight.

[On October 19, after this article was written, Mr. Bonar Law said that it would not be possible to pass the Education Bill this session and that no day would be assigned for Second Reading.]

THE Board of Education announce that, "if a student has interrupted his course at a training college for military service, the Board may pay a further grant for such complete number of years as may be required to enable him to complete the course of training originally approved for him, notwithstanding any proportionate grant for an incomplete year of training which may have already been paid."

## NOTES.

HEAD MASTERS and head mistresses of secondary schools are still uneasy about the effect of the Board's plan for Advanced Courses. Mr. Fisher's letter "Try it." to Mr. Wynne-Edwards will do little to allay anxiety. It reminds us of an answer given by a "great head master" on one occasion to his staff. He had made a proposal at a masters' meeting which was opposed by one member of the staff after another. He listened in silence to all the criticisms and then quietly remarked: "Well, gentlemen, we will try it for next term, and you shall tell me how it works." The fact is that the whole scheme is the natural result of government from central headquarters with an insufficient knowledge of local conditions. The Board start with the admitted fact that smaller schools cannot maintain a staff of specialists in all subjects of school teaching. They are anxious to ensure that every child shall have an opportunity of the best teaching in the subjects that he or she shall select. On paper there is nothing more simple than to decree that each small school shall be content to make itself efficient in a single line, and that pupils must choose the school that offers the line they need; but in practice schools are chosen for a variety of other reasons, and no edict of the Board is at present powerful enough to outweigh the other reasons. Secondary schools will therefore continue to "muddle on," doing their best—and a very good best—for such pupils as come to them.

THE London County Council possess a sufficient staff of school inspectors, and they would naturally like to have powers to inspect all private schools. So, no doubt, would other counties were it not for the cost. The desire is a natural one. Officials who deal with the education of an area are balked in the efficiency of their organization by the existence of a number of schools, unevenly situated in the area, whose precise aims are unknown and whose position in the general scheme cannot be precisely determined. It seems to us that it is right that schools under private ownership should be recognized as part of the educational provision of the area, and that for this purpose they should be officially known and registered in the office of the Local Education Authority. Information as to the general aim of the school, the number and qualifications of the staff, the number and classification of the pupils should be filed. Even if a school consists entirely of boarders, and is therefore non-local, it should still be registered in the office. Private schools should welcome inspection that should help to give them recognition as part of the educational provision of the area. For this a new race of inspectors is needed, who shall be without the suspicious, policemanlike attitude

of men whose traditional work is to see if the Parliamentary grant is properly spent.

WE have received from the Decimal Association a renewed appeal to the country to adopt a decimal coinage. Traditional usage is very hard to overcome. There are towns in England, even not far removed from London, in which ancient weights and measures unknown to modern arithmetics are still used. We have grown up with the penny, and its removal will be as difficult as it will be to effect a change in our picturesque but inaccurate spelling. The appeal that we have received is signed by names known well in the outer world. It must be left to them to effect a reform. Teachers have done for many years what is in their power to do: no boy or girl of ordinary intelligence leaves school now without considerable experience and skill in the use of measurements of length, capacity, and value based on a decimal system. The particular point of this appeal is to show that the penny has broken down as a convenient unit of value. Among the poorer classes who purchase small quantities of cheap commodities there is need of a copper unit that will more readily subdivide. To the small trader, half of 3½d. naturally becomes 2d. He gains: the purchaser loses.

THE Examinations Council is now established, and all State secondary schools, by means of a bribe of £2 per pupil, are plunged deeper into the lifelessness of bureaucratic control. For the Council has no power to act without the approval of the Board. Since the Board's plan was first introduced, in 1914, this paper has steadily pointed out the dangers involved; but we searched other papers in vain for support in our view until the issue of September 20 of *The Times Educational Supplement*, a paper that is always ready to give the Board the utmost possible credit for its policy. One of the leading articles in this number takes a line that is in harmony with the views already expressed here. The writer says: "The Board, however, has resisted all attempts by skilled educationists to secure a modification of the scheme, and has, indeed, increased its bureaucratic character by failing to make provision for the representation of the professions on the Council. Official control over a compulsory scheme of secondary-school leaving examinations has been established. It is curious to find to-day an official reaction towards methods that have proved dangerous on the Continent in the field of secondary and higher education. We should do well to avoid this evil here." Again: "Neither the professional bodies, nor the trade unions, nor the great manufacturers are to be represented on the Council."

WE are asked to bring to the notice of our readers

*Orthopsychics.* the educational programme of the Society for the Study of Orthopsychics. The objects of the Society are the study of human character, social and individual, and of the conditions of its proper development and control; the training of students in applied psychology; and the promotion of general interest in this subject by lectures, discussions, and other means. Three courses of study are outlined: a general course, a post-graduate course, and a social workers' course. Examinations will be held, diplomas given, and a register of orthopsychic workers maintained. Public lectures will be given and discussions arranged. The Council includes many names well known to educational science; the Committee of Education and Research consists of Mr. C. Burt, Mr. J. C. Flügel, Miss J. M. Murray, Prof. Percy Nunn, and Miss J. Turner. The Hon. Secretary is Dr. Ll. Wynn-Jones, 30 Brunswick Square, London, W.C.1.

MADAME MONTESSORI is organizing in America a new piece of war work. This is known as the White Cross. The White Cross "is a body designed to treat the children of war: to gather up the new human generation and to save it by a special method of education." A free course of preparation is being established in which volunteers will be trained "in first aid, knowledge of nervous diseases, dietetics for infants and children, isolation, special psychology, domestic science, agriculture; language, and a theoretical and intensely practical course in the Montessori method as specially applied to these children." Groups of trained workers will then be sent out to the countries which have been devastated by war, and an attempt will be made to restore to normal activity and joy the minds of children who have been terrified and crushed by the horrors they have suffered. The work is worthy and we wish it success; the need will continue for some years after the war is over.

IT used to be supposed that women often wished they had been born men in order that a life of greater activity and usefulness might be open to them. The war has changed all that; no woman to-day need sit down, like one of Miss Austen's heroines, and lament her ineffectiveness. But effective work implies suitable training. Of this there is no lack. The Ratan Tata Department of Social Science and Administration in the University of London announces a special course of training for welfare supervisors and other social work, whether professional or voluntary. It would be difficult to find a better use for the Ratan Tata benefaction. Particulars may be had from the London School of Economics, Clare Market, Portugal Street, Kingsway, London, W.C.2.

"THE British Association has on several occasions

*Science in  
Secondary  
Schools.*

exerted a formative influence upon the teaching of science in secondary schools." These are the opening words of a very valuable and complete report recently issued on Science Teaching in Secondary Schools by the British Association (Burlington House, London, W.1; 1s. net). Dr. E. H. Tripp, until recently himself a science master in an English public school, is the secretary. There are chapters on the present position of science teaching in secondary schools of different types, on the time required, on methods, on the supply of teachers, and on inspection and examination. Typical science courses are laid down by Mr. Archer Vassall, Mr. F. W. Sanderson, Prof. Percy Nunn, Prof. H. E. Armstrong, and others. There are also appendixes on salaries, science subjects in girls' schools, laboratories, and staffing in girls' schools. The report should be studied by all teachers of science; we wish we had space to reproduce some of the specimen courses.

FEW words are more abused or used in more contradictory senses than the unfortunate term "vocational," as applied to education. To a member of the Workers' Educational Association the term at once arouses fury and calls up pictures of unfortunate adolescents drilled in knowledge narrowing to their own mental development, but useful to the employers as turning the young people into better money-making tools. There is, indeed, some excuse for this view; though we regret its violence. We still hear in public speeches that the need for greater effort in education is that we are confronted with a struggle against a nation better equipped economically than ourselves. That nation is, of course, Germany. But it must not be forgotten that the splendid system of vocational training, known to English readers largely through the book by Dr. Kerchensteiner published shortly before the war, involves the selection of young people and training them for industrial pursuits according to the alleged needs of the industries and without any volition on the part of the children. The son of a chimney sweeper in Germany is trained to be a chimney sweeper as a matter of course, unless it happens that there are too many chimney sweepers in the town. This is a state of affairs that we could not suffer in England, and the Workers' Educational Association is right in protesting against any attempt on the part of employers to carry out such a violation of democratic freedom.

BUT, in their fight against the introduction of vocational education into secondary schools or continuation schools, the Workers' Educational Association lay insufficient stress on two important factors in education. In the first place, an admixture of manual work in the time-table, in some form or other, laboratory work, woodwork or metalwork, is a valuable help to

the growing powers of the boy or girl; it is believed by modern psychologists that the brain does not develop its best powers unless the hands are used as well. And yet the W.E.A. view all manual work as unnecessary and an attempt to deprive the pupil of part of the intellectual education that is due. The second point is that no subject of school study possesses such a real and lively interest to the pupil as the subject connected with the destined occupation after school is left behind. In almost all occupations that are followed by the better-to-do classes vocational training is the rule. The doctor, the chemist, the nurse, the schoolmaster, the clergyman, the architect, and many others go through a course of vocational training and are the better for it. The engineer and mechanic should have the same advantage. He should not wait for the training of the workshop to discover how to co-ordinate the activities of his fingers with the activities of his brain.

THE more complete supply of educational opportunities that is indicated for the near future needs also a marked increase in the number of teachers. In order to secure this additional supply Mr. Fisher has already foreseen that large sums will have to be spent in raising salaries. Mr. Fisher also claims that the financial condition will not be satisfactory until adequate pensions are secured. The financial aspect is important. Men and women, apart from the few enthusiasts, cannot be expected to flock into a profession in which the conditions of living are made especially difficult. But there are other things as well. Teachers must be treated with the consideration due to their position and the importance of their work for the nation. The Board of Education have gradually improved in their treatment of teachers, and the improvement will, we trust, continue; but many Local Authorities still continue to treat teachers as an undesirable but necessary nuisance, to be snubbed and browbeaten when possible. It is the dislike of the probable unpleasant experience of the behaviour of the Local Education Committee that keeps away numbers of people who would be glad to take up teaching if they could be sure of considerate and respectful treatment.

WE learn from the *Schoolmaster* that proposals have been put forward that the National Union of Teachers "should enter into alliance with the Labour Party." The decision on the point will prove of considerable importance in the future development of the Union. Whatever that decision may be, the fact that the proposal has been put forward indicates an increasing articulateness on the part of the classes who make use of the public elementary schools and a growing determination to take a share in the control of education. In 1870 it was the more enlightened portion of the

educated classes which said that education must be provided for all children. Now there are one or two generations of educated parents; and they are gradually coming to understand the value of education and they are developing views as to what that education should be. This movement is all to the good. Too long have the people's schools been governed by well meaning bureaucrats. The Workers' Educational Association has shown that the people themselves are beginning to study and understand the problems of education and are prepared to take a larger share than before in controlling it and in making it fit the needs of their children. It is fortunately no longer necessary to urge the necessity of education; the point in dispute now is the form that education shall take.

MR. J. L. PATON has recently given a valuable address on the subject of scouts. *Scouts and Discipline.* The war has caused the removal of many scoutmasters, and in some areas companies seem to have languished for want of control from above. Such, however, has not been Mr. Paton's experience. He has found that the boys have risen to the occasion and have shown themselves capable of managing their own discipline, much as the occupants of the Little Commonwealth have done. The absence of scoutmasters may, indeed, prove a blessing in disguise if it enables the boys to develop their own powers. This is what Mr. Paton had to say upon this point: "How was the better discipline secured? In the same way as all the other qualities of scout training—by basing it on the boy himself. The spring of vitality in discipline, as in all their activities, was from below, not imposed by officers, but developed and upheld by the boys themselves through the Court of Honour. The growth of the Court of Honour had been accelerated by the withdrawal of scoutmasters owing to the war. Many a troop was managed entirely by the patrol leaders. The Court of Honour met every night; it discussed questions of supply and finance and all matters of general management and conduct, so that any breach of scout law was at once brought before a committee of scout boys themselves. Minutes of meetings were kept. The Court of Honour . . . was the organ of self-government. The discipline came from within, grew from within, and was controlled by the community itself."

THE Classical French Theatre Association has come to a very vigorous birth. The Association is formed "to present, with the aid of the French National Theatres (the Comédie-Française and the Odéon), in a manner worthy of their best traditions, some of the best works of French dramatic art from the time of Corneille up to the present day." Performances may be given to an individual school, to a group of schools, or in public

halls. The Association aims at no private profit. When an adequate reserve fund has been built up, any profits will be devoted to the provision of bursaries for travel abroad. The names of the supporters of the scheme are sufficient guarantee of the genuine nature of the movement. Mr. Stanley Leathes is the chairman; Sir John McClure, treasurer; many important head masters, head mistresses, members of the dramatic profession, and Government officials form a large committee. Count A. de Croze is the hon. director. Subscriptions and donations are invited, and should be paid to the Hon. Director, 89 Fitzjohn's Avenue, London, N.W.3.

MR. H. A. L. FISHER, President of the Board of Education, has written a letter to Mrs. J. R. Green, President of the Historical Association, which has been published in the July number of *History*. The letter is dated from the Board of Education, which gives it partly an official character. The reason that we refer to it here is that it may indicate a change on the part of the Board's inspectors towards the teacher of French and the French lesson, and a consequent change in the secondary schools examination in French, which is now controlled by the Board. This is what Mr. Fisher says: "Boys and girls are supposed to learn French. They dip into a French grammar, they read a few fragments of French literature—perhaps, if they are lucky, they are afforded some exercise in the colloquial use of the language—but how many boys and girls who are supposed to have learnt some French in our secondary schools have the faintest notion of the French people, of the rôle which the French nation has played in the history of Europe, or of the general social structure of the country with whose language and literature they are presumed to have acquired some shadow of acquaintance?"

THE general increase in the cost of living, and in particular the rise in the price of food, is becoming a serious problem to the boarding school. The boarding-house master in the richer schools is popularly supposed to have made in the past considerable profits, and it is thought that he can bear a lean year or two; this may be true, but if it is so, it is only a fact in a minority of cases. The profits from boarding fees in the larger number of schools is not excessive: in recent times the standard of living has steadily increased, at, of course, a greater expense to the master. In the present crisis it is possible to give inferior food or less of it, or to give longer holidays. No one of these expedients is, in our view, wise. Growing children should have a sufficiency of nourishing food. The reasonable view is that parents should be asked to meet part, not the whole, of the loss that the schools are enduring.

An increase of 15 per cent. on the total fees would probably be found in most cases to meet about half of the increased cost, and this addition of 15 per cent. to their bills would probably be accepted by the great majority of parents as reasonable.

"EDUCATION," said Mr. Fisher the other day, "is far too serious a matter to be left to the educationists." He was addressing a meeting of business men, and his object was to make them take an interest in the subject. But the words might with equal propriety be addressed to teachers. All experts are inclined to belittle the opinions of non-experts. Teachers are experts, within certain limits, and they distrust (sometimes on good grounds) the views of parents and others of the general public. But teachers are, or ought to be, experts in the methods of giving instruction and in providing the suitable environment for the growth and development of the child. They have no monopoly of knowledge of what that instruction ought to be or what lines the growth and development ought to take. The carpenter is an expert in making book-shelves, but he is not necessarily called upon to decide what position in the room the shelves are to occupy. Teachers should welcome the expression of the views of parents as to the meaning of education. The position of schools in a country depends upon the recognition by the general public of the value of education.

SIR GEORGE NEWMAN'S Annual Report, as Chief Medical Officer to the Board of Education, contains serious warning and at the same time is a document full of encouragement and hope. The report shows how great is the amount of preventible ill-health and how the medical organization is gradually beginning to deal with the difficulties. "In a certain, though narrow, sense," says Sir George, "everything depends upon the child's physique. If that be sound, we have the rock upon which a nation and a race may be built; if that be impaired, we lack foundation and build on the sand. It would be difficult to over-estimate the volume of national inefficiency, of unfitness and suffering, of unnecessary expenditure, and of industrial unrest and unemployability to which this country consents because of its relative failure to rear and to educate a healthy, virile, and well equipped race of children and young people. There is no investment comparable to this, no national economy so fundamental; there is no waste so irretrievable as that of a nation which is careless of its rising generation." This is sound argument, and, lest he should appear to think only of the industrial machine, Sir George adds: "The goal . . . is a human personality, well grown and ready in body and mind, able to work, able to play, a good citizen, the healthy parent of a future generation."

## RECENT EVENTS.

### THE EXAMINATIONS COUNCIL.

IN the middle of September the President of the Board of Education announced the names of the Secondary School Examinations Council. This Council will assist the Board in the co-ordination of the hundred examinations for which secondary schools prepare their pupils. The Universities of Oxford and Cambridge have nominated their examination secretaries, Mr. Matheson, Mr. Gerrans, and Mr. Flather. Durham and Bristol are represented by their Vice-Chancellors, Sir Isambard Owen and Dr. Hadow. Dr. Walmsley represents London University. The Northern Universities have three nominations, Sir Alfred Dale, Vice-Chancellor (Liverpool), Professor Connal (Leeds), Miss Burstall (Manchester). The County Councils and the Municipal Councils each send a chairman and a director, Mr. Mellish (Nottingham), Dr. Snape (Lancashire), Mr. Dawson (Hull), Mr. Legge (Liverpool). The Association of Education Committees have not yet made a nomination. The Teachers Registration Council fill five places: Mr. P. Abbott, Miss Gadesden, Miss E. S. Lees, Mr. G. Sharples, and Mr. A. A. Somerville. The chairman is Mr. W. Temple; the secretaries, Mr. Christopher Cookson and Miss M. Kennedy. The scheme put forward by the Board in May is modified to the extent of withdrawing the proposal that the professional bodies should nominate two members. In compensation an extra seat is given to the Teachers Registration Council, and the Education Committees were asked to nominate a representative, Rev. Canon J. J. Scott. The Council will sit at South Kensington. Communications should be addressed: The Secretary, Board of Education, London, S.W.7, and the envelope should be marked "Examinations Council."

### ORDER OF THE BRITISH EMPIRE.

At the end of August the first list of appointments to this Order was issued. Prof. Ripper (Sheffield) is among the Companions of Honour; Prof. H. S. Jackson receives a K.B.E.; Miss Margaret Macmillan a C.B.E., together with Profs. W. H. Baker, W. H. Bragg, S. J. Chapman, F. W. Keeble, J. F. Thorpe; and a M.B.E. is given to Miss Rosa Bussett.

### HEAD MASTERS' CONFERENCE.

The Head Masters' Conference met this year in London during September. A resolution was passed expressing the opinion that the representation of teachers in schools should be not less than that of Universities on the Secondary School Examinations Council. It was pointed out that no head master of a secondary school had as yet been included in the Council.

### RUSSIAN TEACHERS.

At a conference of teachers of Russian, convened by the sub-committee for Russian Studies of the Modern Language Association, it was resolved that native Russian teachers wishing to teach their language in English schools should possess the following qualifications:—(a) The standard spoken Russian of the country; (b) an academic standing not lower than that of a Russian secondary school; and (c) a knowledge of English and a general experience of teaching modern languages. It will not always be possible for intending teachers to produce proof of the second qualification, and the M.L.A. sub-committee will interview teachers who wish to come before them, and will investigate personally their qualifications for the proposed work.

The Council of the Royal Colonial Institute have decided to award silver and bronze medals and prizes of books for the best essays sent in by boys or girls who are pupils at schools either in the United Kingdom or in the Outer Empire. There will be two classes—A and B. The subject for Class A (candidates over sixteen years of age) is "A Comparison of the British Empire and the Empires of the Past," and the subject for Class B (candidates above the age of thirteen and under sixteen) "The Work of David Livingstone as an Empire Builder." The essays are to be received at the Royal Colonial Institute, Northumberland Avenue, W.C.2, before March 31, 1918, and the regulations can be obtained from the Secretary.

## THE COLLEGE OF PRECEPTORS. HALF-YEARLY GENERAL MEETING.

THE ordinary Half-yearly General Meeting of the Members of the Corporation was held at the College of Preceptors, Bloomsbury Square, W.C.1, on Saturday, the 27th of October.

Prof. JOHN ADAMS was appointed Chairman.

The minutes of the last meeting were confirmed.

The Report of the Council was laid before the meeting, and was taken as read, a copy having been previously sent to every member of the College. It was as follows:—

### REPORT OF THE COUNCIL.

The Council beg leave to lay before the members of the College the following Report of their proceedings since the issue of their last Report:—

1. A Course of Twelve Lectures to Teachers on "The Essentials of Education Psychology," has been delivered by Professor John Adams, and a Course of Twelve Lectures on "The Ideal and the Actual in Present Day Education," was begun on the 27th of September.

2. (a) The Midsummer Certificate and Lower Forms Examinations were held on the 25th to 30th June, and were attended by 2,720 candidates.

Through the generosity of the Rev. H. A. Soames, the Council will in future be enabled to offer a Prize for Scripture History at the Midsummer Certificate Examination. Mr. Soames has presented the College with £50 2½ per cent. Consols for that purpose.

(b) The Professional Preliminary Examination, held on the 4th to 6th September, was attended by 189 candidates.

3. (a) The Examination which was conducted by the Council on behalf of the Newfoundland Council of Higher Education was held at 188 Centres on the 25th to 30th June. The total number of candidates examined was 3,586, viz. 6 in the Senior Associate Grade, 87 in the Junior Associate Grade, 704 in the Intermediate Grade, 1,453 in the Preliminary Grade, and 1,336 in the Primary Grade.

(b) At the request of the Governors of Sir Robert Hitcham's School, Coggeshall, the Council have conducted an Examination for Secondary School Exhibitions and Junior Technical Exhibitions.

4. Since the issue of the last Report six members have been elected, and five have withdrawn from membership. The Council regret to have to report the death of the following members:—Miss K. Cahalan, L.C.P., Miss J. M. Cazalet, Mr. M. C. Maccormac, A.C.P., and Mr. C. Jepp. Mr. Maccormac died in defence of his country; he was killed in action.

5. Copies of the College Calendar for 1917-1918 have been sent, without charge, to all life-members and subscribing members.

6. Grants amounting to £39. 10s. have been made from the Benevolent Fund.

7. (a) Representatives of the Council have taken part in the work of the Teachers Registration Council, the Federal Council of Secondary School Associations, the Teachers' Training Committee, the Joint Scholarships Board, the Committee of the Conference of Educational Associations, the League of the Empire, the Secondary Teachers' War Relief Fund Joint Committee, the Joint Scholastic Agency, and the Joint Agency for Women Teachers.

(b) *Teachers Registration Council.*—Up to and including Thursday, the 13th September, 1917, the number of applicants for admission to the Register was 19,266.

The Second Edition of the Official List of Registered Teachers is now in preparation, but it is doubtful whether the circumstances arising from the War will permit of its being published at the beginning of next year. In the meantime the Council is about to issue a special circular urging that the various Associations represented among its numbers should make a special effort to inform their members of the importance of becoming registered without delay.

In August a Deputation from the Council attended at the Board of Education and submitted to the President of the Board certain reasons why the number of teachers on the proposed Secondary School Examinations Council should be increased. The request of the Deputation was granted.

The Council has also had under consideration the preliminary draft of the Regulations for Technical Schools, and has submitted a Report to the Board thereon. A Series of Resolutions on Reconstruction in Education has been prepared and was issued to the press in August last. At the present time the Council is engaged in the consideration of the proposals in the Education Bill and of the Report of the Commission on Civil Service Examinations.

(c) *Federal Council.*—Your representatives duly attended the June meeting of the Federal Council. It was reported that the Board of Trade was not favourable to any railway concessions being made to pupils and masters travelling to and from Secondary Schools, and that the Council's Resolution condemning the practice of giving free places to children in schools merely because they promise to become teachers had been conveyed to the various Local Education Authorities.

Circular 996 of the Board of Education was considered, and the Council recorded its opinion that the representation accorded to Secondary Teachers and Professional Bodies on the School Examinations Council is quite inadequate.

(d) *League of the Empire.*—The educational work of the League has this year to some extent been held over in favour of work for the many urgent necessities of the War. The Summer Meetings of the Imperial Union of Teachers have been regularly carried through each year. The meeting this year was enlarged into an interesting Conference on the spiritual ideals of some races—the Anglo-Saxon, the French, the Russian, and the Indian—and the means that may be taken for ensuring to the child the spiritual equipment which is needed for his own development and for doing good service to the world.

Within the year the League has presented, on the part of the women and children of the British Isles, silk flags and specially engraved shields to all the Overseas contingents now fighting for the Empire. A Committee of the League has also been appointed to carry out Mrs. Holman-Hunt's scheme for presenting to each totally disabled soldier a specially bound volume of Shakespeare in memory of Lord Kitchener.

The work of the War Depot has been carried on actively, and in all nearly a million gifts have been despatched to institutions and to soldiers in the trenches; to the Red Cross Associations of the Allies as well as to our own hospitals.

The Correspondence Branch of the League numbers now over 36,000 members.

H.R.H. The Duke of Connaught has become Hon. President of the League, and H.M. Queen Alexandra and H.R.H. Princess Louise, Patrons.

(e) *Joint Agency for Women Teachers.*—During the summer months the number of new posts entered on the books has exceeded the number of teachers. The dearth of science and mathematics teachers is particularly noticeable, the proportion of these teachers to posts being about 1 to 10. The Agency has filled 194 posts during the months of June, July, and August—and of these 41 were in boys' or mixed schools. The increase of work, due largely to applications from boys' or mixed schools, has necessitated an increase in the clerical staff.

(f) *Joint Scholastic Agency.*—The number of vacancies notified during the past year was considerably in excess of the number notified during the year 1915-16, whilst, despite the fact that a much larger proportion of the vacancies had to be filled at short notice, when many would-be candidates, owing to the terms of their agreements, were unable to apply, the number of posts filled was much the same as the number filled during the previous year. The scheme of incorporation has been discussed in detail, and it is hoped that the Agency will be duly incorporated in the early autumn.

The Report of the Council was adopted.

The DEAN presented the following report:—

#### THE DEAN'S REPORT.

In addition to the general statement of the examination work of the College during the past half-year, which has been embodied in the Report of the Council, I have now to submit to you some details concerning the Midsummer Certificate and Lower Forms Examinations, together with extracts from the reports of the Examiners.

The examinations were held on the 25th to the 30th of June at the following places in the United Kingdom:—Aberdeen, Alnwick, Battersea, Belfast, Belper, Bentham, Beulah Hill, Birmingham, Blackburn, Blackpool, Bournemouth, Brighton, Bristol, Cardiff, Carmarthen, Carnarvon, Cheltenham, Cork, Croydon, Dumfries, Eccles, Edinburgh, Exeter, Farnborough, Forest Hill, Frome, Glasgow, Grove Ferry, Highgate, Holyhead, Huddersfield, Leeds, Leicester, Liverpool, London, Lostock Gralam, Manchester, Margate, Mayfield, Mountmellick, Newcastle-on-Tyne, New Quay (Cardigan), Newquay (Cornwall), Nottingham, Ongar, Pencader, Plymouth, Pontypridd, Portsmouth, Richmond (Surrey), Rochester, Rugeley, Scorton, Sevenoaks, Sheffield, Southampton, Southport, Sunderland, Taplow, Taunton, Wandsworth Common, Wellington (Salop), Wem, Westcliff-on-Sea.

The Examinations were also held at the following Colonial Centres:—Castrics (St. Lucia), Cape Coast Castle, Colombo (Ceylon), Georgetown (British Guiana), Gibraltar, Kuala Lumpur (F.M.S.), Malta, and Rangoon.

The total number of candidates who sat for the Certificate Examination was 2,076\*—1,478 boys and 598 girls.

The following table shows the proportion of candidates who passed in the grade for which they were entered:—

		Examined.	Passed.	Percentage.
BOYS.	Senior .....	145	64	44
	Junior .....	627	392	63
	Preliminary .....	454	371	82
GIRLS.	Senior .....	115	46	40
	Junior .....	234	157	67
	Preliminary .....	138	124	90

\* Not including candidates examined at the Cape Coast Centre.

The above table does not take account of those candidates who obtained Certificates of a lower grade than that for which they were entered, nor of those (363 in number) who entered for certain subjects required for professional preliminary purposes.

The number of candidates who sat for the Lower Forms Examination was 644—445 boys and 199 girls. Of these 341 boys and 152 girls passed, or 77, and 76 per cent. respectively.

## EXTRACTS FROM EXAMINERS' REPORTS.

### Scripture History.

**Senior.**—The number of papers that would be classed as "excellent" was smaller than usual, but the number of "very good" was larger. A few confused the conditions laid down for discipleship, and the sacrifices involved, with the instructions given to the Seventy in Chapter X. Those who took the First Epistle to the Corinthians had formed a very imperfect conception of what was in St. Paul's mind when he wrote, and therefore could not reproduce his doctrine.

**Junior.**—Some very creditable work was done on the difficult period of Ezra, Nehemiah, and Haggai. The inability of many candidates to state the chief points in the Baptist's preaching, or to write a simple account of the aim of St. Stephen's speech, indicates the need of devoting more thoughtful attention to passages in which there is something more than a mere statement of facts. This criticism applies also to the answers on the Parable of the Sower, in which the Parable itself was usually repeated correctly, but the explanation of it seldom given with accuracy. Candidates during their preparation should write out names with the spelling of which they are unfamiliar. Questions on context were usually answered well.

**Preliminary.**—As a whole, the work of this grade reached a very satisfactory standard, and much of it showed honest preparation and intelligent teaching.

**Lower Forms.**—The work as a whole was good; in particular, the papers on St. Luke's Gospel showed honest preparation.

### English.

**Senior.**—The general result was quite satisfactory. The plays of Shakespeare ("Macbeth" and "Henry V") were both well known, though there was a tendency to reproduce notes and answers in a somewhat stereotyped form. Milton's "Samson Agonistes" had been profitably read by nearly all, and the knowledge of the Sonnets was also good. "Silas Marner" had evidently attracted all who had read it; the answers almost without exception showed interest and intelligence. The Grammar paper was not nearly so good. The passage given for analysis led to some wild shooting in naming subordinate clauses, and even when these were correctly named the connexions were often wrongly described. Many did not know what a relative pronoun is; "it" was the word frequently selected. The meanings of the words given were understood by only a small minority; the metaphorical expressions were known better. The question on peculiarities of grammar led to much irrelevant writing. Only one or two recognised the prepositional character of "like."

In the Essays many wrote on the "command" instead of the "freedom" of the seas. Though brevity in an essay is a good fault, it was rather overdone by a number of candidates.

**Junior.**—The bulk of the candidates did good honest papers, and there seemed to be less scamped work than usual. Both the plays of Shakespeare had been studied throughout: marks were earned more freely in "Henry V" because that play excited the sympathy and vigour of the writers. Scott's "Lady of the Lake" was very minutely known by those who offered it. Less than a dozen took Tennyson, but these were successful. In spite of the length of Southey's "Life of Nelson" and its crowd of detail the candidates who took this book had evidently read it throughout, and with care.

The Analysis was in the majority of cases very intelligent; but the Parsing was even more feeble than before. Little was known about the common English metres, their accents, or their names.

The Essays were a good average, but brilliance or charm of style was exceedingly rare.

**Preliminary.**—The set books were accurately known, and the answers satisfactory. In Grammar the analysis was well done, but in some papers the words *the* and *this* were not recognised as adjectives. The question on alliteration turned out to be a surprise which caught almost every candidate unawares. It was bravely attacked: "poetic licence," "inversion," and "euphony" being invoked to explain it. The composition was sometimes very good, and the spelling was satisfactory. The breathless running-on of all the essay in one period seems to be dying out; but more commas would be valuable.

**Lower Forms.**—Grammar: The Analysis was weak, particularly in the treatment of the verb *to be* and the imperative mood. The



majority of candidates had apparently not been trained to see that the function of a word in a sentence settles what "part of speech" it is, so that the word cannot be parsed apart from the sentence. Many candidates showed no knowledge of grammar at all, but to some few grammar had been made an exercise in clear thinking and the skilful use of words. Only one or two recognised the infinitive as a noun.

Dictation, &c.: On the whole, the spelling was good, and in most instances the piece was well written.

Composition was on a much higher level than usual. Stops, capital letters, inverted commas, &c., were evidently regarded as essentials, and frequently quite accurately used. Candidates should not try to reproduce for composition as they would for dictation. The story is read in order to give material for the imagination to construct a living picture within the mind; it is this picture which should be described. The constructive, picture-forming power requires more cultivation.

Hand-writing: Capital letters require more attention. The object of writing is to be read; legibility therefore is its chief virtue. Much of the writing was eccentric and hard to read.

Literature: The answers in narrative form were very well done indeed. The memory work also was good, except for punctuation; a very few candidates excelled in this, but the majority either ignored it altogether or put uniformly commas or full stops at the end of all the lines. Few seemed to know the meaning of "quote" in B 4, and many merely mentioned the poems in which the phrases occur. Difference in metre was usually interpreted as difference in subject-matter or in tone or sentiment, as of joy or sorrow.

### English History.

Senior.—Attention is called to the following points:—(1) The hopeless confusion of the weaker candidates. The very justifiable attack on the old method of learning strings of dates is, perhaps, being pushed too far—a few leading dates are not only useful, but essential. (2) Some of the stronger candidates seize on a favourite question and answer it at far too great a length. Hence in an answer dealing with the Revolts under the Tudors it was quite a common thing to get two pages on Perkin Warbeck's Revolt (where a few lines would suffice), whereas the Pilgrimage of Grace would be overlooked altogether. (3) Too many candidates are unable to "reason," or fail to read the questions carefully; answers to questions calling for a little thinking are too often a bare record of facts—*e.g.*, the importance of the reign of Stephen became a chronicle of the events of the reign, and the importance of the reign of Richard I was an account of the Third Crusade. "Stick to the question" is a golden maxim for examination candidates.

Junior.—The work as a whole compared most favourably with that of this grade a few years ago, and, though the answers of those who failed showed a certain vagueness and confusion of periods and centuries, they were free from the gross blunders that have often marked the unsuccessful papers in former years. The work of the majority—that is, of those who passed—showed a still more satisfactory improvement. The points of the question were better seen; the answers were more detailed and more accurate, and showed an intelligent grasp of the subject that should be full of encouragement to teachers.

Preliminary.—Questions on warlike heroes, like the Black Prince and Henry V, produced the best answers, but few seemed to know much of what the Navy has done apart from Nelson's battles and the defeat of the Armada. Intelligent accounts were nearly always given of the benefits conferred by Roman civilization, and of the reasons why Great Britain became a great manufacturing country. Very few showed any signs of understanding Parliamentary history. Joseph Chamberlain is practically unknown to candidates of this grade, while many repeated the old statement that John Wesley became Duke of Wellington. Many stated that Clive suppressed the Indian Mutiny. Frederick II of Prussia was often described as our ally against Napoleon.

Lower Forms.—Candidates who had obviously only used the "Historical Readers," or collections of anecdotes, showed too often complete lack of any sense of time—a story would be remembered and applied to a person five or six centuries earlier or later than the true hero. These "Readers" require to be supplemented by an outline of dates and facts if they are to be of any educational value.

### Geography.

Senior.—The answers showed a fair knowledge of the geography of the world and the principles underlying the subject, but much was imperfectly understood, and the answers were often inappropriate repetition of what had been gleaned from textbooks. The map of the mountain lake (Question 1) was in some cases excellently done, but some few candidates obviously did not understand contours, and very few could do more than guess where the lake was likely to be shallow. The question on projections was selected by most candidates, and many attempted to describe a method of projections without the aid of a figure. Nearly all showed some knowledge of the subject, but many of the answers showed confusion. Practically all

who chose Question 6 displayed a very fair idea of how a delta was formed, and, though some referred to lacustrine deltas, no candidate suggested that such deltas might be found in the British Isles. The most prevalent errors were confusion between striation and stratification; a tendency to connect "Para" rubber with Paraguay or Parana, and to regard the surface of Sahara as level and covered with sand. The usual confusion of East with West was still present. Many of the diagrams were excellent, but the composition of the written work left much to be desired.

Junior.—The papers were of about an average quality compared with those of preceding years, though characterised by the most extraordinary variations. Of the various sections, that on Australia gave the best results, and that on Physiography the worst. The contour map in this latter section was usually done badly, or not at all. A number of schools are not yet awake to the practical value of teaching contours. Throughout there were more gross errors in this section than in any of the others. Two items were unknown by most, viz. the meaning of the expression, "a natural region," and the locale and importance of the Canadian asbestos industry. Otherwise the great majority of the candidates seem to have had little difficulty in doing themselves justice as far as the scope of the paper was concerned. There was the usual absence of sketch maps and diagrams in illustration of answers, and many otherwise good maps were marred by carelessness, *e.g.* rivers crossing their own watersheds, and towns without any indications (dots or otherwise) of their position.

Preliminary.—The chief faults were: (a) Failure to define estuary and isthmus and to give examples from Europe or the Empire as requested. A considerable number gave the Pyrenees, and a smaller number the Cheviots, as typical examples of an isthmus; (b) Belgium was described too often as very dry and Italy as very wet, because the former was flat and the latter hilly; (c) failure to appreciate the importance of situation on the growth of a town. York was invariably described as the centre of the woollen and coal industries; (d) the Danube valley might have been better known.

Lower Forms.—The weak points had reference to industries (Questions 2 and 6). Few candidates could give reasons for density of population or for the location of industries, and few understood what china clay and tinplate were. On the other hand, the question on the meaning of certain geographical terms was well done, and many gave good descriptions of certain districts of Great Britain. The marks for the maps would have been much higher if the candidates had been taught to indicate the situations of towns by dots.

### Arithmetic.

Senior.—The errors for the most part were due to inaccuracy, but there were in some cases errors of principle, such as, Question 2, confusing  $5280 + 54 \times 3 \cdot 275$  with  $(5280 + 54) \times 3 \cdot 275$ , or, in many cases, cancelling  $3 \cdot 275$  between numerator and denominator, with no principle at all; Question 5, taking  $\frac{3}{7}$  and  $\frac{4}{7}$  as the earned and unearned proportions of the total income, the question being thus totally misinterpreted; Question 7, calculating the interest on the amount, or taking five times  $104\frac{1}{2}$  as the amount derived from £100 at the end of the five years; Question 9, incomplete decimalisation of  $3\frac{1}{2}$ .

Junior.—The easier questions were usually done well, but a large proportion of the candidates failed to realise the importance and use of factorisation. The "cost" sum was done accurately by the majority of those who used the simple method of practice, but those who used methods involving them in heavy fractions or decimals seldom obtained the correct result. In the harder questions many candidates were quite unacquainted with the principles involved—*e.g.*, in Averages and Percentages. In the latter many attempted to estimate a percentage profit on the quantity of material involved instead of on the cost price. The decimal work was poor, and showed a want of appreciation of the value of figures beyond the decimal point. The relations between linear and square measure did not appear to be generally known. The papers showed some improvement in the method of setting out the work, but much still remains to be done in this direction.

Preliminary.—Some failed with No. 1 and No. 4, the former a question in Short Division by factors, the latter involving a change of rate from miles per hour to feet per second.

Lower Forms.—Although there were very few failures, neither the general quality of the work nor its neatness was quite up to the usual standard. Marks were too often lost through copying down a question incorrectly. Some of the methods of multiplication and division were cumbersome, and involved an unnecessary number of figures, as, *e.g.*, when a simple number was divided successively by 4 and 5 or by 2 and 10, instead of by 20 in the usual way.

### Algebra.

Senior.—In very many cases it looked as if the elementary portions of Algebra had never been mastered, or else that the candidates had been allowed to get very rusty in the earlier part, while being

rushed on to indices, ratio, &c. In particular, some very bad work was shown on factors and equations, and in the treatment of a simple problem.

**Junior.**—There was too large a number of candidates who understood little or nothing about the subject, and who with perfect indifference attempted all questions, easy or hard. These pupils should be trained to attempt only to solve questions they understand, as one or two perfect solutions of the easiest questions on the paper would be much more satisfactory alike to the examiner, the teacher, and the pupil. Many candidates had a very imperfect knowledge of fractions. Much inaccuracy was shown; teachers would therefore do well to insist on pupils verifying their results. The question on graphical methods was seldom attempted, and very often the work sent up in answer to it was worthless.

**Preliminary.**—The direct questions involving simple calculation of an arithmetical kind were often accurately answered. Those requiring some further perception of algebraical meaning and methods were in some cases well answered, but in the majority of the papers the answers to such questions were worthless. Very few candidates had any idea of what was meant by the verification of the answer to a multiplication question by substituting a simple value of a variable. Easy equations and factorisations where the coefficients were literal led to blunders of a gross kind. In many centres the work was very neatly written out, but there are still far too many where the writing and figuring are extremely careless.

**Lower Forms.**—Some excellent papers were sent in, creditable alike for neatness, accuracy, and grasp of the subject. On the other hand, a good many candidates showed the most meagre knowledge of elementary Algebra, and many wrote out their work very badly. Questions in simplification and substitution of values were often carelessly worked, and sometimes led to gross errors of principle. More success was shown in multiplication, division, and factorisation as long as the coefficients were numerical. When numbers were represented by letters, even good candidates showed an extraordinary tendency to confuse multiplication with addition.

### Geometry.

**Senior.**—A majority of the candidates seem to have some knowledge of the simple bookwork, but give little evidence of geometrical power (practical or theoretical).

**Junior.**—Many of the figures were badly drawn, the lettering being indistinct and often confused, owing to one set being superimposed upon another. In many instances in Questions 1 and 4 the converse propositions were given. In the majority of cases but one part of Question 2 was set out. In Question 6 the figure was often ineffectively drawn, and the proof offered was special and numerical.

**Preliminary.**—There is very much room for improvement in describing constructions. In Theory, identical triangles were fair; the proof of the properties of parallels was weak. In the Practical part parallels were good, and bisections and triangle-making, except the ambiguous case, were fair.

**Lower Forms.**—In Question 2, where perpendiculars were asked for, medians were often drawn. In Question 3, candidates asked for a parallel drew a perpendicular, and called it parallel. In Question 5, asked for a quadrilateral, they drew a pentagon. In Questions 4 and 5 it was not rare to find two points both lettered D.

### Trigonometry.

Failure, in very many cases, was not so much due to ignorance of Trigonometry as to blunders in Arithmetic, in Algebra, and in the use of logarithms. Many candidates, who could not use their logarithms correctly, preferred to use them in the right-angled triangle problem, which should have been solved by the tangent. This seems to show bad teaching; the right-angled triangle, and the problems upon it, should be thoroughly mastered before going on to the general triangle.

### Mechanics.

**Senior and Junior.**—In both these papers the work of the candidates is open to the same criticism—namely, that they regard the subject as a collection of formulæ instead of trying to grasp its elementary principles. This frequently leads to their showing up an unintelligible mass of figures without any explanation as to what the figures represent. There seemed more confusion than usual between "pound" and "poundal." For a practical knowledge of the subject it is better to avoid the latter unit altogether.

### French.

**Senior.**—The grammar was very fair on the whole, but only three obtained full marks for the question upon some of the commonest and most useful verbs in French. There were two who attempted the phonetics, and, judging by the results obtained, the others were prob-

ably well advised to take the alternative question. In composition, many of the renderings of the "Alice in Wonderland" piece were very good. The only surprising fault was the almost universal failure to translate "She was about a foot high," the constructions with *avoir* and *être* being muddled even by some of the best candidates.

**Junior.**—In general the work was poor; many of the papers showed that the teaching had been weak—without aim and without sufficient determination to reach a definite result. In the translation into English there was too much wild guessing, often with a total disregard for sense. The free composition, or translation into French, was, in too many instances, a confusion of transliterated English. This defect is inevitable so long as the Grammar section shows so much weakness. Few candidates could replace nouns, objects of the verb, by pronouns with any degree of certainty; sentences like *Je donnerai les à lui* were common. Too many candidates used simple words, like *cela*, incorrectly: *Cela fille, cela livre*, &c., were often met with. Consequently, in attempting the translation into French, blunders like, *Est-il Henri? Oui, il est il, or il est lui* (for "Is it Henry? Yes, it is he") were often made; also, *Vous êtes comme grand comme Je* for "You are as big as I," &c.

Before pupils attempt translation or simple composition, they must know the elementary syntax rules properly, and when writing French they must be on the alert to use them correctly. Very few candidates showed any knowledge of phonetics. Those who attempted to transcribe their pronunciation did so, except in three or four instances, by an improvised system of reformed spelling of their own. It should be understood that a recognised set of symbols (preferably those of the Association Phonétique Internationale) must be used.

**Preliminary and Lower Forms.**—The results were more satisfactory than those of the preceding examinations; but there were still too many failures, through insufficient vocabulary and ignorance of grammar, chiefly in the verbs and concord. Not one candidate gave a good answer to the question on phonetic symbols; those who attempted it generally gave an English imitation of the sounds.

### Spanish.

**Senior, Junior, and Preliminary.**—Grammar needs more attention in all grades.

### Welsh.

**Senior.**—The grammar was in no case thorough. As much attention should be paid to the grammar of the native language of the candidates as is given to a foreign language.

**Junior.**—More exercise in essay writing in the vernacular is needed. The questions on the noun and adjective were usually well done, but the answers on other portions of grammar were weak.

**Preliminary.**—The candidates attempted every portion of the paper, and, in each section of it, showed a satisfactory knowledge of the language at this stage.

### Latin.

**Senior.**—The translations of the passages from set books gave signs of careful preparation, and it was evident that the books had been read with intelligent interest and that more attention had been paid to unprepared translation. The questions on accidence and syntax were not well answered, and only a few of the candidates acquitted themselves creditably in composition.

**Junior.**—Vague paraphrase was often substituted for translation of passages from the prepared books. The compulsory unprepared translation was the weakest part of the examination.

**Preliminary.**—The papers showed some improvement, especially in the composition section.

**Lower Forms.**—The papers were very much above the average.

### Light and Heat.

**Senior.**—In most papers there was a fairly good account of the grease spot photometer, but very few seemed to know anything of the special theory pertaining to it. Neither Question 3 nor Question 5 brought any good answers. The construction for a refracted ray (Question 3) ought to be known, and Question 5 deals with a familiar instrument, in which students are usually interested. In Heat there was no correct answer to Question 7, and very few were able to state Charles's law. The method used for the determination of the latent heat of steam was described quite well in many papers, but the calculation was usually either omitted altogether or quite wrong. Very little was known about vapours, and the theory of the greenhouse (another everyday application of Physics) was almost unknown. The absence of convection currents is, of course, the chief fact to be mentioned.

**Junior.**—Most of the candidates knew what a pinhole camera was,

but very few had any idea of the principles involved. It is essential to show a pencil of rays which, starting from a single point on the object, just fills the pinhole and gives a tiny patch of light on the screen. Somewhat similar remarks apply to the question on the periscope; the diagrams intended to show the path of rays from the object to the eye were very poor. There were few attempts to answer the question on convex lenses, and, although some of these were very good, candidates were generally unable to advance any reasons for their statements. In the Heat section, almost every candidate who attempted Question 7 stated that mercury expands more than water (the conditions being the same in each case)—“hence its use in thermometers”! There were a number of good answers to Question 6 and Question 9, but Question 10 was often muddled, convection being confused with both of the other processes of heat transfer. It is desirable to explain that the layers (*not particles*) of fluid at the bottom of the containing vessel expand and rise through the colder and denser layers above, heating them by *conduction*.

### Magnetism and Electricity.

**Senior.**—Students at this stage should be able to make simple calculations, yet there was no correct answer to either of the numerical questions. Both Magnetism and Electrostatics were poor; for example, only one candidate knew even the qualitative meaning of permeability—usually it was confused with retentivity. Most of the candidates could describe an influence machine fairly well, but there was only one good answer to Question 4 in spite of its fundamental importance. The questions on current electricity brought better results, for, with the exception of Question 7, there were good answers to all, especially to the question on electromagnetic induction and to that on electroplating. The usual methods of increasing the sensitiveness of galvanometers (with a control magnet or an astatic needle) were not known.

**Junior.**—The answers were well distributed over all three branches of the subject, showing that the syllabus had been covered satisfactorily.

### Elementary Physics.

**Junior.**—It is doubtful if it is logical to use an opsiometer in the experimental proof referred to in Question 1; its use should be discouraged in favour of less artificial methods. Only a few really knew what is meant by the principle of the Lever (Question 2); most were content with a description of various levers. Very few knew the meaning of “equilibrium”; many discoursed instead on stability and instability. The latter part of Question 7 was beyond the great majority; the meaning of specific heat should be taught. The candidates, however, showed in general a knowledge of the subject of Physics which should give them an intelligent interest in things around them even though they do not proceed to higher stages. Their diagrams were good.

### Elementary Science.

**Preliminary.**—Teachers should emphasise the necessity of reasons being given; a categorical “Yes” or “No” is never enough. The word “properties” (Question 3) does not seem to be understood; most candidates who attempted this question gave instead the constituents of sugar (*e.g.*, *soot* and *water*!). Several mistook “volume” for “area” in answering Question 5. No candidate gave any reason for the area being half the altitude multiplied into the base.

### Chemistry.

**Senior.**—There were some very careless answers; for example, ammonia gas was described as collected over water, and in the preparation of crystallised sodium sulphate it was recommended that carbonate of soda be dissolved in concentrated sulphuric acid. The answers to the question involving a simple calculation were generally incorrect. The question on a metal was not well done. Many of the candidates had evidently never attempted to prepare either black oxide of copper or crystallised copper sulphate from copper. In many cases it was evident that the work in the laboratory had not kept pace with instruction in theory.

**Junior.**—The questions on the composition of water by weight, and on the hardness of water, were poorly answered. The action of heat on various substances does not appear to have been carefully studied, and the answer to the question on the effects produced by heating certain substances in the air was generally incomplete. The omission of essential practical details in describing methods of preparing substances was too common. This fault suggests that little attention has been paid to the practical lesson, or that interest in the laboratory work is lacking. In the practical examination, careful observations were made of the changes brought about by heat and reagents on the substances supplied for experiments, and most of the candidates correctly stated the nature of the substances.

### Botany.

The diagrams of the flower were bad, but in a few cases a sufficient attempt had been made to show that the candidates realised what was required. The diagrams must be *large*; the floral diagram must show the arrangements of the floral organs and the placentation; the vertical section must show the attachments of the parts to the thalamus. In some cases a really honest attempt to understand the subject had been made, but there was evidence of too great a tendency to treat Botany in this examination as a subject to which but little attention need be given. These remarks apply with equal force to senior and junior examinations. Candidates who wish to use the examination as a preliminary professional one must understand clearly that a good knowledge within the limits of the syllabus is expected.

### Drawing.

**Senior.**—Model Drawing: Perspective of parallel lines is still weak, and teachers may once more be reminded that in many cases defects in this respect would be readily perceived and corrected if candidates were trained to inspect their work at arm's length.

Memory Drawing was very fairly done on the whole, the weakest feature in many otherwise satisfactory drawings being the placing and drawing of the tumbler. There was often evidence that the subject had not been studied apart from Model Drawing.

**Junior.**—Model Drawing: The relative proportions of the objects composing the group were often much at fault in various ways, the commonest error being the suggestion of an absurdly large drawing board. Ellipses representing circles showed some improvement in treatment. The comment as to parallel straight lines in the report on the Senior Grade is equally applicable here.

Memory Drawing is not yet a favourite section, and, when chosen, the model-drawing aspect of it was, on the whole, better managed than the practical construction and purpose of the pincers, few of which could have been of any use to a carpenter. The observation of essentials is, of course, the most educationally valuable part of the subject, which is by no means merely a corollary of drawing from models.

Drawing from the Flat: There was a good deal of intelligent perception of the relations between the parts of the lamp, as well as realisation that the object was solid and circular. The chief hindrance to further improvement is the lack of real freehand power. Much of the line is scrappy and “stitchy,” and heavy “lining in” still sometimes destroys what life may have been in the first sketch. The chief need is to get the lines in their right places; but freedom of hand, which implies some freedom of arm, is of the greatest assistance in this very matter, and should be aimed at from the beginning.

**Preliminary.**—Model Drawing: If it is borne in mind that the examination in model drawing at this stage is limited to the representation of rectangular and circular surfaces in horizontal positions at varying levels, and that the problem is to make these surfaces *look flat*, it will be seen that their comparative foreshortening (especially such a fact as the increasing apparent roundness of circles as they are more removed from the eye level) should receive careful and continuous attention and study. In learning model drawing, as soon as some appreciation is gained of the phenomena of appearances a considerable advance is made at a bound. This is plainly shown in the papers presented at the examination: whilst the poor drawings are decidedly weak, the remainder are definitely of better quality, and include a fair proportion of very satisfactory essays. There are a few papers which give rise to a suspicion that resort has been had to ruling, although this practice has long been forbidden.

Freehand: The example set affords an opportunity of stating the right procedure in drawing. If the given leaf had to be carved in stone, it is obvious that the main external forms and the leading veins would be cut first, the serrations being made afterwards within those external shapes. This method is equally applicable to drawing. Thus: the large masses should first be drawn, with careful attention to proportion and form; the details should not be attempted until those masses are satisfactory.

**Lower Forms.**—While a very fair proportion of candidates drew the example well, a considerable number began to draw before they began to think. It should have been evident that the mass of the figure set at the examination closely followed the outline of a square. The square having been drawn, the way to a good result lay in carefully planning out the space which each of the large forms should occupy.

### Domestic Economy.

Some really intelligent answers were given to Question 1 on “Proteins” and No. 2 on “Pulses.” Answers requiring practical knowledge of house cleaning and laundry methods were mostly accurate. In dealing with emergencies:—(1) an escape of gas—the important step of turning off the gas at the meter was omitted in

several answers : also (2) in the case of an overflowing cistern, only a few mentioned turning off water at the main, or raising and tying up the ball cock of the cistern, and some omitted turning on all taps to relieve the overflow.

The Report of the Dean was adopted.

A hearty vote of thanks to the Chairman for presiding concluded the proceedings.

## THE COLLEGE OF PRECEPTORS.

### MEETINGS OF THE COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C.1, on the 29th of September.

Present : Prof. John Adams, Vice-President, in the chair ; Dr. Armitage-Smith, Mr. Bain, Mr. Barlet, Mr. Eagles, Mr. Gregory-Taylor, Mr. Hardie, Mr. Hawe, Mr. Hay, the Rev. R. Lee, Mr. Longsdon, Mr. Maxwell, Mr. Millar Inglis, Mr. Pendlebury, Miss Punnett, Mr. Roscoe, Mr. Rushbrooke, Mr. Starbuck, the Rev. Canon Swallow, Mr. Vincent, and Mr. Whitbread.

The Diploma of Associate was granted to Lionel Archie Davey, who had satisfied the prescribed conditions.

Prof. Adamson and Prof. Dixon were re-elected members of the Council, to fill the vacancies declared at the last meeting.

On the recommendation of the Finance Committee, a donation of £20 was made to the Secondary School Teachers' War Relief Fund, and a grant of £10 from the College Benevolent Fund was made to a life-member of the College.

The following persons were elected members of the College :—Mr. H. A. Grimshaw, B.A., B.Sc. Lond., L.C.P., 189B Lavender Hill, S.W.11 ; Miss E. B. Walker, A.C.P., 36 Wykehurst Road, Croydon ; Mr. R. O. Wilson, L.C.P., Royal School, Cavan, Ireland.

The following books had been presented to the College since the last meeting of the Council :—

By the HARVARD UNIVERSITY PRESS.—Brown's How the French Boy Learns to Write.

By HEFFER & SONS, LTD.—Appleton's Perse Latin Plays ; Palmer's First Course of English Phonetics and Colloquial English, Part I ; Palmer and Motte's Colloquial French, I.

By MACMILLAN & CO., LTD.—Brackenbury's Elementary French Exercises.

By METHURN & CO., LTD.—Griffiths's Housecraft Science.

By the OXFORD UNIVERSITY PRESS.—Ash's Colomb's La Fille de Cariles ; Collins's Stories in Verse ; Elford and Heaton's Cultivation of Allotments ; Matheson's Education To-day and To-morrow ; Mowat's Later Middle Ages ; Pushkin's Queen of Spades (Russian Plain Texts) ; War Speeches, 1914-1917.

By ROUTLEDGE & SONS, LTD.—Word-Book of the English Tongue.

By the UNIVERSITY TUTORIAL PRESS, LTD.—Weekes's Lamb's Tales from Shakespeare ; Wyatt and Low's Intermediate Textbook of English Literature, Part I.

By EFFINGHAM WILSON.—Osborne's Commercial Calculations, Part I.

Calendar of the Birkbeck College.

Calendar of the University of Cape of Good Hope.

Calendar of the University of Edinburgh.

Calendar of the University of Glasgow.

Calendar of the University of St. Andrews.

Calendar of the National University of Ireland.

Calendar of University College, London.

N.U.T. Report, 1917.

A Meeting of the Council was held at the College, Bloomsbury Square, W.C.1, on the 27th of October.

Present : Prof. John Adams, Vice-President, in the Chair ; Dr. Armitage-Smith, the Rev. F. W. Aveling, Mr. Bain, Mr. Barlet, the Rev. J. O. Bevan, Mr. Brown, Mr. F. Charles, Mr. Cholmeley, Mr. Eagles, Mr. Gregory-Taylor, Mr. Hawe, Mr. Maxwell, Mr. Pendlebury, Miss Punnett, Mr. Roscoe, Mr. Rushbrooke, Mr. Somerville, Mr. Starbuck, and Mr. Whitbread.

The Diploma of Licentiate was granted to Frederick George Swan Ward, who had satisfied the prescribed conditions.

On the recommendation of the Evening Training Department Committee and the Finance Committee, it was resolved that arrangements be made for a Course of Training devised in the first instance for Teachers of Commercial Subjects, and that the existing Courses of Lectures be made the nucleus of the Course of Training.

A grant of £10 from the College Benevolent Fund was made to a life-member of the College.

The following books had been presented to the College since the last Meeting of the Council :—

By the CAMBRIDGE UNIVERSITY PRESS.—Cambridge Travel Books (Discovery of America, and Earliest Voyages round the World).

By JOHN MURRAY.—Walters and Conway's Ad Limen.

By the OXFORD UNIVERSITY PRESS.—Forbes's Browning Anthology ; Hassall's Bolingbroke on Patriotism ; Jarvis's Teaching of History ; Underwood and Forbes's Tolstoy's Prisoner of the Caucasus ; Upcott's Cicero's Catilinarian Orations.

By the UNIVERSITY TUTORIAL PRESS.—Wyatt and Low's Intermediate Textbook of English Literature, Part II.

Calendar of the Aberdeen University.

Calendar of the Victoria University of Manchester.

Calendar of the University College, Cork.

Calendar of the Royal College of Surgeons of England.

## ART TEACHERS' GUILD.

### RECOMMENDATIONS TO THE RECONSTRUCTION COMMITTEE ON THE SUBJECT OF ART EDUCATION.

In dealing with the problem of art education it is essential that a very definite distinction be made between professional art education (the training for actual art production ; the work of the art school) and art-work as a factor in general education (the work of the ordinary school, whether primary or secondary).

The purposes and methods of these two branches of art education are necessarily different, inasmuch as the art school deals with adults voluntarily devoting their whole time, or a large part of it, to the study of art as a profession ; whereas the ordinary school deals with the immature child, as one of a school class or form, and the art-work is only one of the factors employed for his complete education, the time devoted to it being but a small fraction of the whole.

It is with this latter branch of art education that the Art Teachers' Guild is chiefly concerned, and desires to make the following recommendations to the Reconstruction Committee when dealing with educational reform :—

The highest aim of education being the formation of character, great importance must be attached to those studies which foster the finer feelings and lead to the appreciation of what is fitting and worthy in life. Of these, art, in all its many and varied aspects, exerts an influence from the earliest years, whether as a source of æsthetic pleasure or as a means of recording impressions, and, if general education seeks to secure the all-round, balanced development of a child's nature, the cultivation of the æsthetic faculty cannot be neglected. Art-work, therefore, should be included in the curriculum of every school.

To provide opportunities for the exercise of the æsthetic faculty should be the aim of all art-work employed as a factor in general education, whether in primary or secondary schools. The acquirement of technical skill should be the outcome of a desire on the part of the child for a fuller power of expression, whether of observed facts or of ideas, and not be an object in itself. To cultivate appreciation, both of art and Nature, rather than actual power to produce, should be the chief concern of those responsible for the teaching.

To accomplish this aim the work should include colour, modelling, imaginative drawing, design and craft work, drawing from Nature, and other objects, both directly and from memory.

Imaginative drawing and illustration should form a large part of the work of the youngest classes, and should be carried on as long as it shows spontaneity and originality.

Colour should undoubtedly enter into the work from beginning to end. It is, perhaps, the best means of all for developing the æsthetic faculty, and affords constant opportunities for exercising the power of selection.

Modelling in clay or plasticine is valuable in that it develops both appreciation of form and the sense of touch, and appeals to the constructive impulse.

Design should be commenced at an early stage and continued throughout the course, always in conjunction with some form of craft. Drawing and colour are thus united with measurement and construction, and scope afforded for the creative powers. Further, the principles which underlie all artistic work are thereby demonstrated, and the pupils enabled to form standards, by which they may afterwards judge architecture, domestic decoration, dress, furniture, utensils, posters, printing, &c., whether as producers or consumers.

The representation of form will enter into any scheme, but the subjects chosen should appeal to the child sufficiently to

secure his interest and ensure the utmost degree of accuracy of which it is capable; therefore subjects should be taken from Nature as often as possible.

The power of visualizing is of great value, and may be cultivated by regular practice in drawing from memory and imagination.

Every opportunity should be taken to correlate the art-work with other subjects in the curriculum. Science, geography, history, as well as manual work, such as woodwork and needlework, benefit both directly and indirectly from the art-work, but as a means of developing the æsthetic faculty it may be associated with literature, music, dancing, and acting.

The varieties of art-work in schools are numerous, and qualified teachers should be allowed considerable freedom in the choice of the means they employ. The teaching, however, should always be either in the hands of a properly qualified person or under his or her immediate direction. (This is not the case at present in the majority of primary schools.)

At present, conditions of accommodation, available time, size of classes, equipment, too often hinder the effectiveness of the work. In every school a special room should be provided and equipped for the art-work, even though some classes had still to be taken for certain kinds of work in ordinary classrooms. Each pupil should have at least one hour and a half a week of art-work. The number of lessons given by any teacher should not amount to more than twenty-five hours a week.

Considerations of space and preliminary preparation necessitate that classes for art-work, as for practical work of all kinds, should be smaller than for lessons such as arithmetic or languages. Twenty-five is generally found to be the largest number that one teacher can adequately deal with. Assistance should be provided where this number is exceeded.

The material and means supplied for the art-work must be of such a quality as to give satisfactory results.

The collection of pictures and objects of art interest should be of as much importance as a school library or museum. Where accessible, museums, galleries, and private collections, as well as architectural features of the neighbourhood, should be made full use of in connexion with the art-teaching. The system of loans to art schools by museum authorities might well be extended to ordinary schools prepared to make proper provision for their care.

The inclusion of art-work in the school curriculum, and its continuance to the end of the school course, should not be dependent on the requirements of outside examinations, as is too often the case at present, but should be determined purely on the grounds of its educational value, and made obligatory in all State-aided and State-inspected schools. Its inspection should be entrusted only to those conversant with the educational bearing of the subject, and not merely with its technical qualities.

Specialization is, or should be, outside the scope of general education, but, in a secondary school, any pupil possessing sufficient artistic skill should have the opportunity to include art-work among the subjects taken for a general examination at the end of his or her school career.

Scholarships for the study of art should be provided equal in value to, and offering the same facilities as, those awarded for college and University training.

In primary schools boys and girls showing special talent should be allowed, as at present, to attend special schools, where better opportunities can be provided to develop these abilities with a view to their future application to some special craft, but this should never be permitted at any sacrifice of their general education.

There is one region where the interests of professional art-training and the art-work of schools overlap, and that is the training of teachers for the latter. Inasmuch as teaching ability is as important as artistic ability, their training should either be the work of the training college, adequately equipped, or else the joint work of the training college and the school of art, both incorporated in a University scheme. At present the Board of Education offer no suitable certificate for art teachers in secondary schools, a defect requiring immediate remedy.

Reciprocal advantages would be derived were arrangements made for such teachers in training to assist with the art-work of approved primary and secondary schools under the direction

of the regular art teachers, such practice work to be recorded and counted as part of their training.

Another aspect of art education is the cultivation and fostering of public taste in art matters. Local Education Authorities, in co-operation with qualified individuals and organizations, should promote exhibitions not merely of pictures but of crafts, industrial design, architecture, and so on, and arrange for courses of lectures in connexion with these.

We would specially urge upon the attention of the Reconstruction Committee the need for controlling public advertisements, both as regards their form and content, as well as their display. In these lie very great possibilities for raising and lowering the standards of public taste. Powers might well be granted to Local Authorities to form Committees of Public Taste, which, if they could not arbitrarily restrict the liberty of the individual, might at least establish "Model Hoardings," and offer advantageous terms to those prepared to submit their posters to appointed judges.

## ADVANCED COURSES.

ON the subject of "Advanced Courses" in secondary schools, Mr. Fisher writes to Mr. Wynne-Edwards as follows:—

I was very glad of the opportunity of hearing the views upon our new Regulations for Advanced Courses in Secondary Schools, put forward by the deputation from the Incorporated Association of Head Masters, which I received on July 12. I hope I am not mistaken in the belief that I was able on that occasion to remove certain misapprehensions on the subject, and to allay in some degree the anxiety that was evidently felt by some members of the deputation about the effects of our proposals. I think, however, that it may be useful that I should, at the risk of repetition, make a few more observations on the points raised by the deputation.

The deputation appeared to me to be concerned in the main about two points in the scheme: (a) The position of schools which may fail at the outset to obtain recognition for any advanced course, and the serious danger that the process of organization involved in the scheme would make it even more difficult for them to make good a claim to recognition hereafter than it would be in the first instance; and (b) the difficulty of working a general system of transfer of pupils in view of the history and traditions of our secondary schools, and the importance so justly attached to their corporate life and the training of character.

I wish, in the first place, to ask you and your colleagues to believe that the Board of Education (and the officials responsible for the administration of the regulations as much as myself) are, and have been, fully conscious of the difficulties to which you refer, and are impressed with the need for an experimental treatment of the subject. We are, however, convinced that in its broad features our plan is the best available for dealing promptly with the very inadequate provision now existing for advanced work in secondary schools, and that, broadly speaking, concentration of this provision in selected schools is called for especially by the inadequacy of the supply of teachers with high qualifications—an inadequacy which it must take some time to remove.

On the other hand, the Board, while believing some degree of concentration and selection to be essential, will be grievously disappointed if the result of the new regulations is not to produce a large and rapid increase in the number of schools providing advanced courses, and especially in the number of the new municipal schools developing in this direction. They recognize that the deputation put its finger on a real and serious problem in drawing attention to the difficulty a school might have in future in working its way to recognition as a school for advanced work; but the problem does not seem to me to be at all an insoluble one. It undoubtedly will call for great watchfulness on the part of the school authorities, and of the Board's Inspectors; and, above all, it will depend upon an active and cordial co-operation between the Board and Local Authorities, and a real desire to look out for and encourage local demands and aspirations for improved opportunities.

Your Association, and others who have already warned us of the danger to be anticipated, will also help by exercising a similar watchfulness in the future. Meanwhile, it is important that the probable effects of the regulations should not be miscalculated or exaggerated. Our recognition of advanced courses will be confined to cases in which continuous and organized provision can be made for them, but it is no part of our plan that schools which cannot provide such courses should abandon all advanced work for individual pupils. Still less that they should cease to make provision for pupils who, though remaining at school well beyond the normal age for entering an advanced course, are for various reasons not fitted to profit by admission to such courses. Our plan for advanced courses has an obvious connexion with our plan for the better ordering of secondary-school examinations. Approved advanced courses will, very properly, lead up to the second examination under that plan; but it is certainly not our view that pupils who are at any schools, especially schools in rural areas which cannot maintain an advanced course, should be restrained from entering for the second examination.

On the subject of transfer of pupils I hope I made it clear to the deputation that the Board, while maintaining that some system of transfers is ultimately involved in a scheme of secondary studies based on the principle that it is impossible to expect every school to provide all the advanced courses for which some provision should be made, are, at the same time, convinced that the principle of transfer can only be applied very gradually and tentatively. They recognize that it is impossible to lay down arbitrary rules about the age of transfer, which may reasonably differ in different courses of study. At starting, and for some time after, in many areas the system can only be worked on a very small scale. In large towns, where there is a fair choice of schools accessible to day pupils, and in which an economical distribution of advanced courses ought to be attainable with comparative ease, the difficulties of transfer ought not to be very serious, and it ought to be possible for schools in such areas to learn to look upon themselves as members of one family. At the other end of the scale, it appears to me that, in areas with small populations and small schools, there must continue to be a deplorable waste of ability and talent unless means of transferring pupils to schools in which they will get the best chance of development can be provided. I see no reason why a system of transfer should not come to be worked in such a way as to be a source of interest and pride not only on the part of the school to which a boy or girl of marked ability is transferred, but also on the part of the school from which the transfer takes place. I need not add that it is no part of the intention of the Board to press the transfer of individual pupils from school to school against the advice of their head teachers or the wishes of their parents. The Board will mainly be concerned to satisfy themselves that facilities for transfer are provided, and that reasonable arrangements are made for co-operation between schools in this respect, and must leave it to the judgment of those more closely concerned to determine how far the interests of a particular pupil would be served by transfer to another school.

In connexion with both of the points on which I have offered these observations, I assure you I am sensible of the great value attaching to the vigorous corporate life of the individual school, and of the importance of treating it as a living organism; but I also hold strongly the opinion that this view is not incompatible with the view that the individual school has also its function as part of a larger organization, and that all of us who are working in the field of education are bound to face the problem of reconciling the two. We cannot, either administratively or financially, improve our schools without a careful consideration of the needs of particular areas as a whole, and without full co-operation with those whose special duty it is to have regard to them. Too little organization is as inimical to progress as too much, and organization of any kind must involve, in some degree, differentiation of function. I am confident that, if we face this problem in the right spirit, we have a far better chance of doing the best for pupils and teachers on the lines we have suggested than by a wider diffusion of our limited resources in the attempt to secure to every school an equal chance of doing every kind of work.

## THE REVISION OF SPELLING.

By ALFRED P. GRAVES, M.A.

(Late H.M. Inspector of Schools.)

ENGLISH spelling is perhaps the greatest difficulty in our early education, owing to its extremely anomalous character. This apparent lawlessness, by which the spoken does not follow the written sound, is of course due to the retention upon the printed page of letters and collections of letters now either dropped in our speech or pronounced differently from what they were. The retention of misleading letters is to some extent valuable on historical grounds, but makes it most difficult to teach children or foreigners how to learn to read English; and, it may be added, it is doubly difficult for foreigners. It may be asserted that a child of average ability will take four times as long to learn English, as at present spelt, as it would take him to learn it as spelt on the plan proposed by the Simplified Spelling Society. German children learn to read their phonetic language in about a year, and, once they have mastered it, it is theirs for ever. Mr. Robert Lowe, when he was Minister of Education, said he never could get a sixth standard boy to read decently to him, and in my thirty-five years' experience as a Government Inspector of Schools I can say that, although I found scholars who had been obliged to spend from six to seven hours a week in learning to read English in the lower classes of our elementary schools, I have rarely been completely satisfied by the performances of even seventh standard scholars. No doubt their unsatisfactory results are in part due to the overcrowding of the curriculum with other subjects in the upper classes, and the necessary limitation of the time for residing there. But the fact remains that, in order to acquire reading of the right kind, an undue proportion of the time, already short enough, allotted for elementary education must be taken up in order to teach a child to read and, let me add, spell satisfactorily. And here let me say that spelling has been allowed to go by the board to a large extent, it having been felt that more time had been given to it than could be reasonably spared from other more important subjects.

Indeed, the difficulty in teaching reading and spelling has been made manifest by the manifold methods employed in dealing with them. Thus we have the old-fashioned alphabetical method, by which the names of letters are used in spelling in an absurdly illogical way; thus, *p, i, g*, which should spell "peige," spells "pig," and *c, a, t* should spell "sate." This irrational method, under which most of us have suffered, is giving way to phonic methods, by which whatever phonetic basis there is to the language is first drawn upon, irregular words being afterwards gradually introduced. Perhaps the best form of phonic teaching is that inaugurated by Miss Nellie Dale; but she does not profess to teach reading rapidly, and therefore much time is still lost under it. Then there is the "look and say" method, which teaches reading through the eye, not the ear; and the eclectic method, advocated by Prof. Meiklejohn, a combination of the "look and say" and phonic methods. None of these, however—not even Prof. Sonnenschein's ingenious, but unnatural, system—has triumphed over the obstacles created by our difficult system of spelling. Here it may be stated that German, though already a practically phonic language, has recently had its spelling further simplified, shedding all redundant letters in order to make the teaching of reading and writing as simple as possible. Is not this a good example for us, provided by the people who are our most formidable rivals intellectually, commercially, and navally?

But how are we to effect this change, and what line is it to take? Prof. Ripman has explained that the scheme of the Simplified Spelling Society is a reasonable compromise between a purely phonetic system of spelling and our present system, or want of system. I have given this plan my careful personal consideration and must confess myself an adherent to its general principles, with, perhaps, slight modifications into which I cannot now go. Its advantages are that it will not only enable children to learn to read and

spell much more rapidly, and pronounce more correctly, but that it will help in the teaching of shorthand; not render it necessary to throw over our existing founts of type; make it easier, through phonic teaching, for children to acquire continental languages; and, above all, by making the English language a phonic one for foreigners, give it the opportunity of becoming more and more a world language. But how is this great reform to be introduced? Obviously, by the Board of Education, and not necessarily in the first instance by compulsion. Let its effects be tested against the present system by capable teachers in different parts of the United Kingdom. When these are proved superior to those of former systems, let it be taken up generally in the infant schools and carried right through the school course.

If it is objected that you will have two systems of spelling in vogue—our present system and a new system coming up to take its place—the natural reply is that those who have learnt on the old system will continue to read books printed by its principles, and that these therefore will be very gradually ousted from the book market, and will always remain in libraries for consultation by those interested in earlier spelling on historical and etymological grounds. But here let it be said that the simplified spelling will reveal as well as obscure the derivation of words, more especially their Teutonic origin, as shown for example by the word “mother,” which will come to be “muther,” more closely connecting it with the German *Mutter* than the present “mother.” The only formidable difficulty in the way of this reform will be the obtaining of a consensus of opinion upon the correct pronunciation of English by the English-speaking peoples, for we must join hands with the United States in this matter as that country is, I believe, prepared to do. The easiest way out of the difficulty is to realize that for the present a variety of pronunciations of the same word may, for the time, be accepted. The pronunciations of the North and South of England will have to be reconciled, or, in some instances, tolerated together.

Certain letters which, according to Horne Tooke, are apt, like soldiers, to drop off in a long march, will have to be saved as they are saved in Scotland, Ireland, and the U.S.A.—i.e., the letter *h* after *w*, the final *g*, and the final *r*; and, generally, an arrest must be made of the absence of tone in the pronunciation of our vowel sounds, which is depriving our language more and more of its vocal beauty.

## OVERSEAS.

TWELVE and a-half million dollars have been set aside by the municipality of New York to extend the Gary Plan in the city, half of this sum to be expended on new buildings. It will be remembered that the Gary Plan consists in an arrangement by which the school buildings are in use all the time, morning, noon, and night, the school work being organized in such a way that schools can accommodate twice the number of pupils possible under the ordinary scheme, which demands “a seat and a desk” to be always at the disposal of each pupil. Teachers at first fought shy of the Gary Plan, because it appeared to be founded mainly for the purpose of lessening the cost of education. But it won its way, and everything seemed to be progressing well. Suddenly the Plan was attacked by that sinister organization known as “Tammany.” To be sure, there is something comic in Tammany taking an interest in education. But any stick will do to hit an enemy with, so, for want of a better issue, the school situation has become the centre of the cyclone of the mayoralty campaign. In England we sympathize with whoever happens to be the Minister of Education because he is so hampered in his work by political considerations. But, after all, what we suffer from here is a trifle compared with what is now happening in New York. We congratulate Mr. Fisher that he is opposed by merely stupid and selfish and unimaginative men, who fight fairly and are honest according to their lights. A Judge Hylan is fortunately an impossibility in our educational politics.

It is interesting to find in the *Milwaukee Journal* an indictment of the German system of education. Not only is Milwaukee practically a German city, but the author of the article, Prof. Paul Hanus of Harvard University, was himself born in Prussia. No one appreciates so clearly the evils of the Prussian system as those who know it well without having been ruined by it. Prof. Hanus's charge is that the system has the deliberate aim of stifling self-reliance. “The effect of the educational system in Germany is to train the masses to be docile subordinates, and intellectually to train them only to the point where they recognize their dependence on the classes. Their condition is not unlike that of the slaves in slavery times in the United States, with the exception that, while the slaves had no adequate conception of their dependence on their masters, the German masses are trained to a full understanding of their dependence on the classes.” The elementary schools are deliberately used to produce a limited outlook and a dependent attitude. To one who has had merely an elementary education there is no career open. He must always be content with a wage-earning occupation, and his wages are small. The course is further arranged so that it is practically impossible for a child who has begun on the elementary course to pass over into the secondary. Such a transfer is not unknown, but for all practical purposes the secondary and elementary sides are separated like watertight compartments. The success of the Germans in realizing their scheme of subordination by education is proved by the state of public opinion in the Fatherland, compared with what is found in Milwaukee where the stock is the same, but differs in having had a democratic education. Prof. Hanus concludes by maintaining that German education is antagonistic to democratic ideals, and should get no encouragement in the United States.

In England we think we do very well when we have a Conference on Educational Ideals which gives a whole set of meetings to the consideration of educational experiments. But in New York City they have a permanent Bureau of Educational Experiments, at 70 Fifth Avenue. One of its latest activities will interest Miss Margaret Macmillan, for it consists in the establishment of boys' camps in connexion with farm work. The problem of the street corner boy during the long summer days of the vacation is a serious one for the city authorities, and the need for labour is getting to be an equally serious one for the farmers in these war times. So the Experimental Bureau cancels out the two needs by providing camps at suitable centres where the boys can live the half romantic camp-life they love, while spending the major part of the day in the useful routine of a farm. The farmers get their work done at a moderate cost, the boys have a good time and get a valuable training, the country gets an increased food supply. This looks like one of the successes of the Bureau.

In view of the proposed continuation schools in England during working hours, some interest should be aroused in a scheme for part-time education now developed at Akron. Two Tyre and Rubber Companies have established thirty scholarships at the Municipal University, which will cover all tuition, incidental and laboratory fees. The scholars are assigned to a course upon the co-operative basis, working alternate two-week periods in factory and college. Each student receives from the factory employing him the sum of 37½ dollars for each two-week period during which he is employed, and at the end of the four-year course the graduate will have the opportunity of a permanent position in the organization in which he has been trained. There does not appear to be any condition that candidates *must* enter the service of the firms with whom they have learnt their business. The Tyre and Rubber Companies rely upon the attractions of their service, and upon the fact that special preparation will give a strong bias towards their line of work. American educators approve of the scheme, inasmuch as it offers the opportunity for a high-school graduate to procure an education practically without expense to himself, and they point with approval to the example of the government institutions at West Point and Annapolis. Can we point with the same satisfaction to Sandhurst and Dartmouth? There are great possibilities latent in Mr. Fisher's modest beginning of eight hours a week.

**G. BELL & SONS, Ltd.****ENGLISH.****TEXTBOOKS FOR STUDENTS.**

- Handbook to Robert Browning's Works.** By Mrs. SUTHERLAND ORR. 12th edition, with a Bibliography. Fcap. 8vo. 6s. net.
- A Handbook to the Works of Alfred, Lord Tennyson.** By MORTON LUCE. With Bibliography. Fifth Edition. Fcap. 8vo. 6s. net.
- A Handbook to the Works of William Shakespeare.** By MORTON LUCE. Second Edition. Fcap. 8vo. 6s. net.
- An Introduction to Poetry.** By RAYMOND M. ALDEN, Assistant Professor in Stanford University, Author of "The Art of Debate" and "English Poetry." 12mo. 6s.
- History of the English Language.** By T. R. LOUNSBURY, Professor in Yale University. New edition, revised. xiv and 505 pages. Crown 8vo. 6s. net.

**HANDBOOKS OF ENGLISH LITERATURE.**

Edited by J. W. HALES, M.A. 4s. net each volume.

- The Age of Alfred (864-1154).** By F. J. SNELL, M.A.
- The Age of Chaucer (1346-1400).** By F. J. SNELL, M.A. With an Introduction by Professor HALES. 3rd edition, revised.
- The Age of Transition (1400-1580).** By F. J. SNELL, M.A. 2 vols. Vol. I, Poetry; Vol. II, Prose and Drama. With an Introduction by Professor HALES. 2nd edition.
- The Age of Shakespeare (1579-1631).** By THOMAS SECCOMBE and J. W. ALLEN. 2 vols. Vol. I, Poetry and Prose. With an Introduction by Professor HALES. Vol. II, The Drama. 5th edition, revised.
- The Age of Milton (1632-1660).** By Professor J. H. B. MASTERMAN, M.A. With an Introduction, &c., by J. BASS MULLINGEE, M.A. 7th edition.
- The Age of Dryden (1660-1700).** By RICHARD GARNETT, C.B., LL.D. 7th edition.
- The Age of Pope (1700-1744).** By JOHN DENNIS. 8th edition.
- The Age of Johnson (1744-1798).** By THOMAS SECCOMBE. 7th edition.
- The Age of Wordsworth (1798-1832).** By Professor C. H. HERFORD, Litt.D. 9th edition.
- The Age of Tennyson (1830-1870).** By Professor HUGH WALKER. 8th edition.

**Introduction to English Literature.** By HENRY S. PANCOAST. 3rd edition, revised and enlarged; reset throughout. Crown 8vo. 700 pages. 6s. net.

**A First View of English Literature.** By H. S. PANCOAST and PERCY VAN DYKE SHELLY. Crown 8vo, with 44 Illustrations and 2 Maps. 6s. net.

**An Outline History of English Literature.** By Professor W. H. HUDSON, Staff Lecturer in English Literature to the Extension Board, London University. 3rd edition. Crown 8vo. 3s. net.

**Representative Passages from English Literature.** Being a Companion volume to the "Outline History." Compiled by Prof. HUDSON. 2nd edition. Crown 8vo. 3s. net.

**Leaders of English Literature.** By A. F. BELL. 2s. 6d. net.

**Reading Aloud and Literary Appreciation.** By HARDRESS M. O'GRADY, Lecturer in English and Modern Languages at Goldsmiths' Coll., London. Cr. 8vo. 2s. 6d. net.

**Essay Writing.** A Manual for Students in University Tutorial Classes and the Workers' Educational Association. By B. L. R. HENDERSON, D.Lit., and ARNOLD FREEMAN, M.A., B.Lit. With a Preface by ALBERT MANSBRIDGE. Crown 8vo. 1s. 6d. net.

**The Peace of the Augustans.** A Survey of Eighteenth Century Literature as a Place of Rest and Refreshment. By GEORGE SAINTSBURY, D.Lit., LL.D., late Professor of Rhetoric and English Literature in the University of Edinburgh. Demy 8vo. 8s. 6d. net.

"No one living—not even Mr. Austin Dobson—knows English eighteenth-century literature as well as Mr. Saintsbury knows it. . . . If you do not know and like your eighteenth century, then he will make you; and, if you do, he will show you that even what you thought the dullest parts are full of rest and refreshment."—*Times*.

**The Comedy of Manners.** A History of the Restoration Drama (1660-1720). By JOHN PALMER, M.A., Dramatic Critic to the "Saturday Review." Demy 8vo, with 12 Illustrations. 10s. 6d. net.

**YORK HOUSE, PORTUGAL ST., LONDON, W.C.2.**

**Mr. John Murray****CLASSICS.**

A New Book of Latin Composition and Translation for those who have passed through the first stages of the language. (*Suitable for Matriculation Candidates.*)

**AD LIMEN.**

By PROFESSORS WALTERS and CONWAY.  
2s. 6d.

A New and Comprehensive Greek Course—containing all the primary essentials for the study of the language.

**DEIGMA.**

By PROFESSORS WALTERS and CONWAY, assisted by MISS C. I. DANIEL.  
3s. 6d.

**ENGLISH.**

Two successful elementary English books, embodying the New Terminology.

**MORGAN'S ENGLISH GRAMMAR.**  
**KITCHENER'S ENGLISH COMPOSITION.**

1s. 6d. each.

For Advanced Composition.

**O'GRADY'S MATTER, FORM, AND STYLE.**  
2s.

**HISTORY.**

"Full of vigour and humour, lucid and illuminating."

**FLETCHER'S HISTORY OF ENGLAND**  
In 4 vols. 5s. each.

**SCRIPTURE HISTORY.**

In accordance with the more assured results of modern criticism.

**HARDWICH & COSTLEY WHITE'S OLD TESTAMENT HISTORY.**  
In 5 Periods. 2s. each volume.

**MATHEMATICS.**

Full of Original and Educative Exercises.

**LAYNG'S ELEMENTARY GEOMETRY**  
3s.; or in Two Parts, 1s. 6d. each.  
Teacher's Edition, 3s. 6d.

**MURRAY'S SCHOOL ARITHMETIC.**  
By A. J. PRESSLAND.  
2s.; or with Answers, 2s. 6d.

SUPPLEMENTARY EXERCISES TO THE ABOVE (with or without Answers), 6d.

**SCIENCE.**

Containing many Questions from College of Preceptors' Examination Papers.

**A JUNIOR CHEMISTRY.**  
By W. D. ROGERS.  
3s. 6d.

*Educational Catalogue will be sent on application.*

**50<sup>A</sup> ALBEMARLE STREET, LONDON, W.1.**



**BLACKIE'S LIST.**

Just Published.

**A SKELETON SPANISH GRAMMAR.**By **E. ALLISON PEERS**, M.A. (Camb. and Lond.), Modern Language Master at Felsted School. Price **2s. 6d.** net.

This book is meant to aid student and teachers of Spanish who realize the necessity of a sound knowledge of grammar, but do not wish to be tied down, as in a "Course" to any arbitrary plan of presentation. Both condensation of matter and elasticity of treatment have been the aim in preparing the book.

Just Published.

**THE ARMY TUTOR'S PRÉCIS BOOK.**

Select passages for précis and reproduction for the use of Candidates preparing for the Army Entrance and other Examinations, with some Useful Hints and Specimens. By **A. GRANT**, M.A. First Series. Crown 8vo. Cloth. Price **3s. 6d.** net.

**A SCHOOL RUSSIAN GRAMMAR.**

By **E. G. UNDERWOOD**, Christ Church, Oxford; Universities of Paris, Lille, and Bonn; Assistant Master at Eton. Large 8vo. Price **2s. 6d.** net.

**A PROGRESSIVE RUSSIAN COURSE.**

By **P. M. SMIRNOFF**, Member of the "Literary Society of Russia," Teacher of Russian in the Greenock Technical School, &c. Large Crown 8vo. Price **3s. 6d.** net.

**LE LIVRE ROUGE.**

A First Book of French in Coloured Pictures. By **E. MAGEE**, Edgbaston High School for Girls, Birmingham. With many full-page Coloured Pictures and other Illustrations. Fcap. 4to. **1s. 9d.**

**LE LIVRE BLEU.**

A Second Book of French in Coloured Pictures. By **E. MAGEE**. With sixteen full-page Coloured Pictures and many other Illustrations. **2s.**

**BLACKIE'S LONGER FRENCH TEXTS.**

From Modern French Literature. Printed in large, clear type, with brief Notes, Exercises, Phrase-list, and Vocabulary. Fcap. 8vo. **9d.** each.

**BLACKIE'S LITTLE FRENCH CLASSICS.**

Representing all important French Authors from Montaigne to Bourget. Fcap. 8vo. **5d.** each.

**COURS DE FRANÇAIS, d'après les Textes.**

By **M. ANCEAU** and **E. MAGEE**, Edgbaston High School for Girls, Birmingham. Cloth boards, **1s. 6d.**

Introduces pupils of 12 to 14 years of age, who have had one year's teaching by the direct method, to a more systematic knowledge of the necessary grammar.

**THE GROUNDWORK OF BRITISH HISTORY.**

By **GEORGE TOWNSEND WARNER**, M.A., sometime Fellow of Jesus College, Cambridge; Master of the Modern Side in Harrow School; Author of "A Brief Survey of British History", &c., and **C. H. K. MARTEN**, M.A., Balliol College, Oxford; Assistant Master at Eton College. With Maps, Time Charts, and Full Index. 764 pp., super-crown 8vo. **6s.** net. Also in Two Parts, **3s. 6d.** net each. Also issued in Three Sections, **2s. 6d.** net each.

**TILLAGE, TRADE, AND INVENTION.**

An Outline of Industrial History.

By **GEORGE TOWNSEND WARNER**, M.A. Crown 8vo, cloth. **2s.**

**ON THE WRITING OF ENGLISH.**

By **GEORGE TOWNSEND WARNER**. Crown 8vo. Cloth extra. Price **3s. 6d.** net.

**EUROPE SINCE NAPOLEON.**

(1815-1910.) By **ELIZABETH LEVETT**, Tutor in Modern History, St. Hilda's Hall, Oxford. With 10 Maps (2 in colour). Cloth boards. Price **3s. 6d.** net.

**THE MAIN STREAM OF EUROPEAN HISTORY.**

By the **Rev. FREDERICK HARRISON**, M.A., Senior History Master, Rutherford College, Newcastle-on-Tyne. Crown 8vo, cloth. Price **1s. 9d.**

WRITE FOR COMPLETE EDUCATIONAL CATALOGUE.

**BLACKIE & SON, LTD., 50 OLD BAILEY, LONDON, E.C.4.**

**The Educational Times**

AND

**JOURNAL OF THE COLLEGE OF PRECEPTORS.**

Sixty-eighth Year of Publication.

Published on Feb. 1, May 1, Aug. 1, Nov. 1. Price 6d., by Post 7d.

**SCALE OF CHARGES FOR ADVERTISEMENTS.**

WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	" 2 10 0	"	3 0 0
QUARTER PAGE	" 1 10 0	"	1 15 0
PER INCH in broad column (half width of page)	0 7 0		
NARROW COLUMN (one-third page)	... 2 0 0		

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch.

Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.)

Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to the Publisher,

**FRANCIS HODGSON, 89 FARRINGTON STREET, LONDON, E.C. 4.**  
Telephone: City 4871.

Communications intended for the Editor should be addressed to **THE EDITOR OF THE EDUCATIONAL TIMES, Ulverscroft, High Wycombe.**

**SCHEMES OR SOULS?**

At the present time, more perhaps than ever before, it is possible to arouse public interest in education. But this interest is directed in the main to two aspects. In the first place, and most conspicuously, loom the administrative questions concerned with the provision of educational opportunity, the supply of teachers, grants of public money, and the relation of local bodies to the central office. The second aspect that draws public attention is concerned with the curriculum: numerous resolutions are passed and numerous letters are written to the newspapers on such subjects as the teaching of science and classics, and the inclusion of manual work in the time-tables of elementary schools. Less frequently do we hear in newspapers of the study of the child who is to be operated upon. A memorandum recently issued by the Child Study Association comes as a useful corrective. It is quite true, as Prof. John Adams who writes a preface to the memorandum points out, that "our people take a very practical, not to say utilitarian, view of the matter, and care more for results than for processes." But teachers are bound to observe processes, and the more far-sighted members of education committees want to know what educational science has to say on the subject.

The second section of the Memorandum deals with Child Study and Experimental Psychology and their Influence upon Education. Of this part Prof. Adams says: "This section should appeal strongly to the professional teacher, and, be it whispered, professional teachers are not always, in these matters, greatly in advance of the plain man. Among them in the past there has been a regrettable lack of interest in just such things as are here treated. Teachers who, in reading this section, find themselves quite at sea, must take thought and mend their ways of regarding their professional responsibilities. But those who, while following the general drift, come across things they did not know before, and do not now completely understand, may take heart of grace. For the treatment here is technical; the subject-matter is brought up to date, and represents the present state of knowledge on the subject. Not every teacher can keep quite abreast of all the scientific developments of his profession; but all teachers should be anxious to profit by such a clear and accurate statement as is here presented."

The section to which reference is made is too long to quote in its entirety, but a few extracts may be helpfully given.

"The influence of child study and experimental psychology," says the memorandum, "upon the work of the school has been positive and definite, although indirect rather than direct. Their effect has been to foster and encourage fruitful experiments in educational reform by supplying them with scientific justifications. Above all, they have demonstrated that only upon a careful and scientific study of child nature can a sound and successful method of education be built." The personality of the child receives greater respect now than in previous times. We are endeavouring to give the individual teaching and treatment necessary in each case. But, before teaching can be adapted to the individual, the individual's needs and capacities must first be diagnosed. There are two ways in which this diagnosis can be carried out: first, by observation, and, secondly, by experimental tests. Scientific tests of intelligence have been devised by Binet, Spearman, Burt, and others, and are now used by many teachers to enable them to gauge their pupils' powers. The result of these scientific studies is that "the subjects taught and the methods of teaching have considerably changed during recent years. In the more progressive types of schools several broad tendencies may be observed. All owe their acceptance in part to the results of child-study in the broader sense."

This section of the Memorandum then proceeds to point out the general direction of the changes: "Far less emphasis is now laid upon the disciplinary value of subjects, and upon subjects whose value is almost wholly disciplinary. Following in the steps of a series of American investigators, Winch and Sleight in this country have shown very clearly that practice in one kind of activity produces improvements in other kinds of activities only under very limited and special conditions. The whole conception of transfer of training is thus changed, or (as some maintain) destroyed, and the earlier notion of education as the strengthening, through exercise, of certain general faculties has consequently been revolutionized." On this point the Memorandum is very emphatic and usefully so. Much effort is needed to overtake and wipe out the results of an erroneous mode of thought. The earlier view—that the mind was divided into so many faculties, and that when each faculty had been trained by the study of the appropriate subject the child was educated—is now seen to be incomplete.

The Memorandum continues: "There is a tendency to select subjects and methods of teaching rather for their material than for their general value. Education is directed not so much towards the general training of abstract faculties—observation, memory, reasoning, and the like—through academic exercises, but rather towards the acquisition of specific mental habits and attitudes useful in dealing with specific types of subject-matter; and the acquisition of these habits and attitudes is induced by exercise upon subject-matter as nearly as possible the same as that with which the habits and attitudes will have to deal in later life."

It is, perhaps, fair to say that nineteenth-century education was mainly concerned with the intellect. So far as school life was concerned, the emotions were repressed, and knowledge was set above will-power. "Recent child study, however, has emphasized the importance of the motor and of the emotional aspects of the child's mental life—in a word, *i.e.* conation, as distinguished from cognition. As a consequence, the theory and practice of education have assumed more of the pragmatic character which has characterized contemporary philosophy. . . . Upon these grounds, handicraft should now find a place in every school curriculum. It will be inserted both for its own sake and for the sake of its connexion with other subjects, whether they be subjects of school life, of after life, or of human life generally. As a result of child study, more attention is now being paid to the emotional, moral, and æsthetic activities."

The Memorandum tells us that certain forms of mental inefficiency in later life, such as hysteria, lapses of memory, and shell-shock, may be traced to the repression of emotions in early life. This enforces the claim for greater freedom for individual effort and initiative. Internal discipline is substituted for external, and "the predetermined routine demanded of entire classes is giving way to the growing recognition of the educational value of spontaneous efforts initiated by the individual, alone or in social co-operation with his fel-

lows. In appealing for greater freedom still, the new psychology is in line with the more advanced educational experiments, such as the work done by Mme Montessori and the founders of the Little Commonwealth." "The ideal curriculum would consist largely of life-sustaining occupations, with more and more intellectual studies grouped round them. Children should go to school to do necessary (and therefore to them interesting) work, as well as to satisfy intellectual curiosity. Such pursuits also supply moral and spiritual training."

The section of the Memorandum from which the passages quoted above are taken ends with this summary of the value of the work done by investigators into child psychology: "But of all the results of child study perhaps the most valuable is the slow, but progressive, inculcation of the whole teaching profession with a scientific spirit in their work, and a scientific attitude towards their pupils and their problems. Matter taught and teaching methods are no longer exclusively determined by mere tradition or mere opinion. They are being based more and more upon impartial observation, careful records, and statistical analysis—often assisted by laboratory technique—of the actual behaviour of individual children."

### MR. FISHER'S DEBUT.\*

Mr. Fisher's first speech in the House of Commons was a great parliamentary success. He made it on introducing the Education Estimates for the year. He struck a note which appealed to public sympathy. "One might have imagined," he said, "that the war would have so occupied and exhausted the mind of the country as to leave room for no other thought. But this has not been the case. The war has had the very opposite effect. This great calamity has directed attention to every circumstance which may bear upon national strength and national welfare. It has exhibited the full range of our deficiencies and it has prompted us to take stock of all the available agencies for their improvement." He noted also that the Trade Unions are demanding educational reform and that many of the most enlightened employers and manufacturers are actively promoting it. It is new in the experience of this country to find so large a consensus of opinion in favour of the view that a widened and deepened general education, open to all classes of the community, is needed in the interests of our common citizenship, apart altogether from its bearing on industrial and commercial enterprise. He made a rough estimate of the total expenditure of England and Wales upon all forms of school and college education. Adding the sum of fees, voluntary gifts and endowments to what is contributed out of local rates and Government taxes, he arrived at a total of about forty millions a year.

In a passage which has been much quoted, he pointed out that this large sum of money is less than twice the value of our annual national expenditure on tobacco, and only about one-quarter of the value of our annual expenditure on alcohol; that it is only eight times as much as we spend on oranges and bananas, and four times the value of the estimated saving which the country has been able to effect through the partial substitution of margarine for butter. He boldly and rightly claimed that education was a form of productive expenditure. "The question is not so much whether we can afford to spend the money as whether we can afford not to spend it." As, therefore, he was about to ask the House of Commons to pledge itself to a large additional expenditure on public education, he admitted the fairness of the question whether the country was getting at present full value for its present expenditure. No one, he said, could pretend to doubt, after a comprehensive view of the subject, the very real effect which our system of popular education has had in the improvement of morals, in the refinement of taste, and in the development of the skill, knowledge, and intelligence of our working population. "The period since 1870 has been accompanied by a marked decrease in crime. Illiteracy has been reduced to the point of insignificance. The habit of reading good books has been widely extended, and during the past decade there has been a very substantial measure of educational progress."

\* From *Indian Education*.

Whatever test you take, he said, there has been a very marked and clear advance. Some will say, perhaps, that this is an advocate's statement, all the more persuasive because not over-emphasized. There has certainly been in the last fifty years an extraordinary change in the outlook of the British people. There has been what one might call a deliquescence of certain fixed ideas, whether of principle or of prejudice. Economic conditions have undergone so great a change that society has been adjusting itself to new requirements. Some virtues which were of pre-eminent importance have lost a little of their old prestige. New excellences have become very prominent. New defects are displayed. It is very difficult to say what is the net result after striking a balance of these immense changes. Still more difficult is it to assign to education—at least, to that part of education which is given in schools and colleges—an exact share of the credit for what has improved, or of the blame for what has become impaired. But it is satisfactory that the President of the Board of Education feels justified in declaring that there has been a marked and clear advance.

The experience of the war was adduced by Mr. Fisher as confirming this judgment, especially with regard to the value of the work of the elementary schools. "An immense army has been suddenly formed out of volunteers and has proved itself, in a very short space of time, the match at every point for the forces of the first military nation in Europe. It is an army mostly recruited from the elementary schools. This sudden and brilliant military improvisation could never have been achieved if we had been working upon the basis of a population entirely uneducated. This wonderful achievement implies trained powers of assimilation, the instructed conscience, the well directed will, and an instinct for good conduct. And when we consider that the enemy is divided from us by the obstacle of the sea and that we have had every reasonable security for hearth and home, the great English Crusade is found to imply qualities of imagination and ethical feeling as well." He quoted from a letter written by an officer in a Lancashire regiment in the year 1915-16:

The second- and third-line troops could never have been raised and trained in the time they were but for the public elementary schools. In many cases the first two lines absorbed all the trained material there was, and the commanding officers of the third line had actually to "make" officers, non-commissioned officers, and men, the last two almost wholly from the products of the public elementary schools. The instruction of the men was greatly helped by their intelligence. Scouting, outpost work, bombing, trench raiding, &c., required not only native intelligence, but also the ability to write in plain, unmistakable English a short message, on which much may depend. We had no Army schools for our men, nor any time to spare for instruction even if we had. Consequently we were wholly dependent on what the public elementary schools sent us.

He quoted also from an officer in the Navy, the commander of a light cruiser flotilla, manned almost entirely by hastily levied hands from the merchant service or from ordinary civil employ. This letter said:

The way these fellows picked up the job seemed to me perfectly marvellous. There is something in your Board-school education after all.

But Mr. Fisher continued: "In education almost everything depends upon the personal element. If the teacher is good, if he is thorough in his work, fond of children, alert, understanding, sympathetic, firm, and yet good humoured, success is secured. If the teacher is bad, the most costly buildings and equipment will not redeem your educational system from failure." He said that, on the whole, we had been remarkably successful in the teachers obtained for our State-aided and State-provided schools, having regard to the slender remuneration which has been offered to them. There were, of course, varieties of quality. "Every teacher is not a paragon. Some have no gift, others little industry, and, like every long-service profession, the teaching profession shelters men who have outlived their zest and appetite for work."

But how vivid and encouraging is the contrast between the average teacher of to-day and the men described by Macaulay in the House of Commons in 1847:

The refuse of all other callings, discarded footmen, ruined pedlars, men who cannot work a sum in the rule of three, men who cannot write a common letter without flaws, men who do not know whether

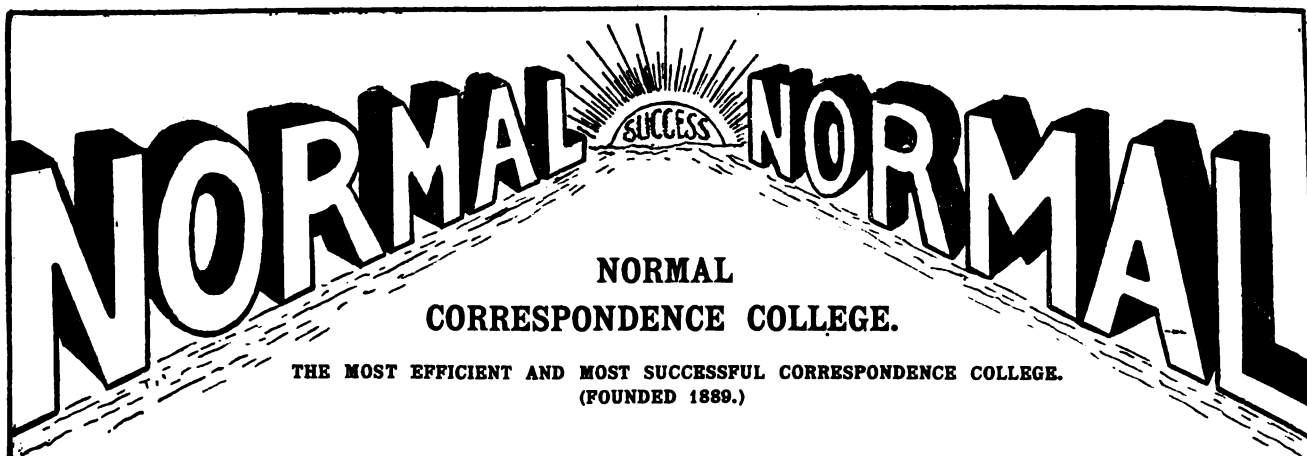
the earth is a sphere or a cube, men who do not know whether Jerusalem is in Asia or America.

Macaulay exaggerated. There were in his time noble-minded and experienced teachers. His description of the educational service of the country was grotesquely unfair. Nevertheless, during the last seventy years, there has been an extraordinary improvement. The work of the schools has been more standardized, the profession has found itself. And then Mr. Fisher turned to the need for great and immediate improvement in the financial position and prospects of the teaching profession. "The first condition of educational advance is that we should learn to pay our teachers better. If we do not take this step, we shall not be able to keep the profession at its present level in numbers and quality. Still less shall we be able to extend its sphere or to deepen its influence. And steps should be taken now if the fruit of the investment is to be reaped after the War. A teacher cannot be educated and trained in the twinkling of an eye, and we must make the profession more attractive now, in order that young people may be tempted to enter forthwith on the comparatively long course of education and training which is the necessary preliminary for work in our State-aided and State-provided schools." He said that he had heard the remark that teaching is a vocation and that the money wage does not matter. He admitted that a very large number of men and a still larger number of women do enter the teaching profession actuated by something akin to the missionary spirit. But the annual supply of recruits needed by the teaching profession is nine thousand. "We cannot depend upon an annual supply of nine thousand missionaries, content to endure a hard, narrow, and stunted existence for the sheer love of teaching. In every large profession you must rely on economic motives to some extent for your recruits, in the teaching profession less than elsewhere perhaps; but even teachers are human. It is essential to a good scheme of education that teachers should be relieved from perpetual financial anxieties and that those teachers who marry should be able to look forward to rearing a family in respectable conditions. An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger."

Would it be best, then, Mr. Fisher asked, that the State should pay the teachers direct? He said that he had considered carefully this solution of the problem. He found it to possess many clear recommendations. If the State were to salary the teachers, the inequalities which at present exist between the salary scales in different areas would disappear. There would be a general scheme of increments and of promotion throughout the country. Rural schools would be better served. Available teaching ability would be distributed by the State in such a way as to secure a degree of equality of opportunity as between urban and rural districts which, under the present system of decentralization, it was very difficult to secure. He did not "fear the enslavement of the public intellect through a corps of State teachers, because, do what we will, we can never make a German out of an Englishman, let alone out of a Welshman." But he held that the establishment of the teaching profession as a branch of the Civil Service would cut at the roots of our local system of education. He feared a very great and abrupt decline in the local interest in education if the control of the teaching body (and payment meant control) were withdrawn from the Local Authorities and vested in Whitehall. For this reason he was not prepared to recommend the House to adopt this treatment of the problem.

At present public opinion has gone with Mr. Fisher's judgment on this subject. But I think that the true reason for the public agreement with his conclusion is not to be found in a belief that the State payment of the teachers would necessarily lessen local interest in education, but in a suspicion (on the part of the teachers) that Civil Service conditions would ultimately be unfavourable to their financial prospects, and (on the part of the public) in an instinct that Civil Service for teachers would certainly mean undue restraint on the expression of opinion by the teachers, and might, in spite of Mr. Fisher's optimistic view, open the door to school propaganda of doctrines specially favoured by the Government. In fact, Mr. Fisher's statement on the subject, taken alone,

(Continued on page 152.)



## NOTES ON CORRESPONDENCE TRAINING.

### POSSIBILITIES.

Correspondence Training places the possibility of preparation for higher qualifications before every student in the land. Preparation is given for Certificate, Preliminary Certificate, L.L.A., A.C.P., L.C.P., Froebel, Degree Examinations, Languages, Science and Art, Matriculation, Oxford and Cambridge Locals, &c., &c. These and many others are placed within reach of all by the NORMAL CORRESPONDENCE COLLEGE.

### ADVANTAGES.

Correspondence training for qualifications neither demands attendance at College for long, set hours, nor does it interfere with the pupil's work or residence. It is within the reach of all—even of those in the most far-away villages—enabling them to qualify for better appointments. The training of the NORMAL CORRESPONDENCE COLLEGE, given by an expert staff of tutors, is so clear, systematic, and thorough that success is assured to the diligent student.

### THE RESULTS.

Correspondence training for higher qualifications has enabled thousands of students, student-teachers, and teachers to obtain good appointments and promotion. More than **5,000** Distinctions and Honours have been won at Public Examinations by Pupils of the NORMAL since **1907**, and what the NORMAL has done for thousands it will do for you. The call of the future is for qualified teachers. Prepare now to improve your position by becoming a student of the NORMAL.

Write to-day for "THE NORMAL GUIDE TO SUCCESS," which will be sent free to readers of this paper.

### EXAMINATIONS FOR WHICH THE NORMAL PREPARES.

County Council Scholarships.  
Pupil Teachers.  
Preliminary Certificate.  
Certificate.  
Oxford Locals.  
Cambridge Locals.

College of Preceptors.  
Professional Preliminary.  
Froebel.  
L.L.A.  
A.C.P. and L.C.P.  
Central Welsh Board.

Matriculation.  
Degree Examination.  
Languages.  
Music.  
Science and Art.  
Other Qualifying Exams.

Single Subjects.—A pupil may join the Normal for instruction in any single subject.

47 Melford Road, East Dulwich, S.E. 22, and 110 Avondale Square, London, S.E. 1.

# THE COLLEGE OF PRECEPTORS

## CERTIFICATE AND LOWER FORMS EXAMINATIONS,

### MIDSUMMER, 1917.

#### PRIZES.

##### SENIOR.

###### General Proficiency.

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. Cuigniez, A. A. J. | St. Aloysius' College, Highgate, N. |
| 2. O'Brien, E. P.     | St. Joseph's College, Dumfries.     |
| 3. Byrne, C. J.       | Salesian School, Farnborough.       |
| 4. Norton, E. A.      | Grammar School, Newton Abbot.       |

###### English Subjects.

- |                       |                                 |
|-----------------------|---------------------------------|
| 1. O'Brien, E. P.     | St. Joseph's College, Dumfries. |
| 2. Albutt, Miss M. E. | Osborne House School, Redditch. |

###### Mathematics.

- |                   |                               |
|-------------------|-------------------------------|
| 1. Elliott, G. A. | Clark's College, Cardiff.     |
| 2. Byrne, C. J.   | Salesian School, Farnborough. |

###### Classics.

- |                  |                               |
|------------------|-------------------------------|
| 1. Norton, E. A. | Grammar School, Newton Abbot. |
|------------------|-------------------------------|

###### "Taylor-Jones" Prize for Scripture History.

- |                    |                                     |
|--------------------|-------------------------------------|
| Cuigniez, A. A. J. | St. Aloysius' College, Highgate, N. |
|--------------------|-------------------------------------|

###### Miss Mears Prize for Domestic Economy.

- |                 |                            |
|-----------------|----------------------------|
| Thomas, Miss L. | Central School, Carnarvon. |
|-----------------|----------------------------|

##### JUNIOR.

###### General Proficiency.

- |                    |                                     |
|--------------------|-------------------------------------|
| 1. Frampton, G. A. | Portsmouth Boys' Secondary School.  |
| 2. Carles, F. M.   | St. Aloysius' College, Highgate, N. |
| 3. Peake, H. S.    | Portsmouth Boys' Secondary School.  |
| 4. Ball, E. Y.     | Portsmouth Boys' Secondary School.  |

###### PRELIMINARY.

###### General Proficiency.

- |                 |  |
|-----------------|--|
| 1. Wright, F.   | St. Aloysius' College, Highgate, N.                              |
| 2. Booth, E. J. | Southport College, Southport.                                    |
| 3. Denny, C. T. | St. Joseph's Intermediate School, Georgetown,<br>British Guiana. |

#### List of the Candidates who obtained the FIRST and SECOND PLACES in each Subject on SENIOR PAPERS.

##### Scripture History.

- |                       |                                    |
|-----------------------|------------------------------------|
| 1. Cuigniez, A. A. J. | St. Aloysius' Coll., Highgate, N.  |
| 2. { Norton, E. A.    | Grammar S., Newton Abbot.          |
| Wilson, Miss M. E.    | Vanbrugh Park S., Blackheath, S.E. |

##### English Language.

- |                   |                                 |
|-------------------|---------------------------------|
| 1. O'Brien, E. P. | St. Joseph's College, Dumfries. |
| 2. { Byrne, C. J. | Salesian School, Farnborough.   |
| Norton, E. A.     | Grammar S., Newton Abbot.       |

##### English History.

- |                        |                                 |
|------------------------|---------------------------------|
| 1. Randall, Miss W. M. | Private tuition.                |
| 2. O'Brien, E. P.      | St. Joseph's College, Dumfries. |

##### Arithmetic.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. { Byrne, C. J.        | Salesian School, Farnborough. |
| Fleming-Sandes, A. J. T. | Private tuition.              |

##### Algebra.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. Pollard, M. J.           | Clark's College, Cardiff. |
| 2. Fleming-Sandes, A. J. T. | Private tuition.          |

##### Mechanics.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. Fleming-Sandes, A. J. T. | Private tuition.          |
| 2. Elliott, G. A.           | Clark's College, Cardiff. |

##### Book-keeping.

- |                  |   |
|------------------|---|
| { Crowley, F.    | Marist Bros.' Coll., Grove Ferry, Canterbury. |
| 1. { Ewen, C. I. | St. Joseph's College, Dumfries.               |
| Vermeulen, M.    | Marist Bros.' Coll., Grove Ferry, Canterbury. |

##### Mensuration.

- |                 |                               |
|-----------------|-------------------------------|
| 1. Byrne, C. J. | Salesian School, Farnborough. |
|-----------------|-------------------------------|

##### French.

- |                       |                                   |
|-----------------------|-----------------------------------|
| 1. Postaire, Miss A.  | Granville College, Southampton.   |
| 2. Cuigniez, A. A. J. | St. Aloysius' Coll., Highgate, N. |

##### Spanish.

- |                  |                                   |
|------------------|-----------------------------------|
| 1. Carles, F. M. | St. Aloysius' Coll., Highgate, N. |
| 2. Aranjó, J.    | St. Aloysius' Coll., Highgate, N. |

##### Latin.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. Fleming-Sandes, A. J. T. | Private tuition.          |
| 2. Norton, E. A.            | Grammar S., Newton Abbot. |

##### Greek.

- |                  |                           |
|------------------|---------------------------|
| 1. Norton, E. A. | Grammar S., Newton Abbot. |
|------------------|---------------------------|

##### Light and Heat.

- |                       |                                   |
|-----------------------|-----------------------------------|
| 1. Cuigniez, A. A. J. | St. Aloysius' Coll., Highgate, N. |
| 2. Potts, T. H.       | Trent College, Long Eaton.        |

##### Chemistry.

- |                  |                         |
|------------------|-------------------------|
| 1. Booker, B. P. | Havant High S., Havant. |
|------------------|-------------------------|

##### Drawing.

- |                            |                            |
|----------------------------|----------------------------|
| 1. { Bottomley, Miss E. E. | Private tuition.           |
| Jones, R. M.               | Central School, Carnarvon. |

##### Political Economy.

- |                       |                             |
|-----------------------|-----------------------------|
| 1. Albutt, Miss M. E. | Osborne House S., Redditch. |
|-----------------------|-----------------------------|

##### Shorthand.

- |                         |                                   |
|-------------------------|-----------------------------------|
| 1. Gardner, P.          | Warner's College, Richmond.       |
| 2. { Cuigniez, A. A. J. | St. Aloysius' Coll., Highgate, N. |
| Temlett, L. W.          | Private tuition.                  |

##### Domestic Economy.

- |                              |                             |
|------------------------------|-----------------------------|
| 1. Randall, Miss W. M.       | Private tuition.            |
| 2. { Bogue, Miss E. de la C. | 10 Anerley Hill, S.E.       |
| Davies, Miss G. S.           | Old College S., Carmarthen. |

#### ADDITION TO PASS LIST FOR HOME CENTRES.

##### PRELIMINARY—Pass Division (Boys).

- Evans G. W. Old College School, Carmarthen.

LIST OF SUCCESSFUL CANDIDATES AT COLONIAL CENTRES.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

- |                         |                 |                       |                                |                          |
|-------------------------|-----------------|-----------------------|--------------------------------|--------------------------|
| a. = Arithmetic.        | du. = Dutch.    | h. = History.         | m. = Mechanics.                | s. = Scripture.          |
| al. = Algebra.          | e. = English.   | he. = Hebrew.         | ma. = Magnetism & Electricity. | sc. = Elementary Science |
| b. = Botany.            | f. = French.    | i. = Irish.           | ms. = Mensuration.             | sh. = Shorthand.         |
| bk. = Book-keeping.     | g. = Geography. | it. = Italian.        | mu. = Music.                   | sp. = Spanish.           |
| ch. = Chemistry.        | ge. = German.   | l. = Latin.           | p. = Political Economy.        | ta. = Tamil.             |
| d. = Drawing.           | gm. = Geometry. | lo. = Logic.          | ph. = Physiology.              | t. = Trigonometry.       |
| do. = Domestic Economy. | gr. = Greek.    | li. = Light and Heat. | phys. = Elementary Physics.    | w. = Welsh.              |

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively.

In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.-T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

BOYS.

**SENIOR.**  
**Pass Division.**  
Hanglin, R. sp. Christian Bros. Coll, Gibraltar  
Rey, J.L. sp. Christian Bros. Coll, Gibraltar  
Mifsud, J.E. sp. Christian Bros. Coll, Gibraltar  
L'Angellier, A. s. St. John's Inst., Kuala Lumpur  
Gaggero, J. Christian Bros. Coll., Gibraltar  
Jayasinghe, T. s. St. John's Inst., Kuala Lumpur  
Paul, F. s. St. John's Inst., Kuala Lumpur  
Balhetchet, K. St. John's Inst., Kuala Lumpur  
Peiris, K.A.D.E.A. Private tuition

**JUNIOR.**  
**Honours Division.**  
Lavarello, G. e.sp. Christian Bros. Coll., Gibraltar  
Rugeroni, E.J. sp. Christian Bros. Coll., Gibraltar  
Sanguinetti, L.P. sp. Christian Bros. Coll., Gibraltar  
Colombo, J.A. sp. Christian Bros. Coll., Gibraltar  
Dahl, G.C. f. Christian Bros. Coll., Gibraltar  
Benudy, A.M. sp. Christian Bros. Coll., Gibraltar  
Chin, D. Collegiate S., Brickdam, Georgetown, B. Guiana

**JUNIOR.**  
**Pass Division.**  
\*Cuvillo, A. sp. Christian Brothers' Coll., Gibraltar  
Fiorini, C. a. Private tuition  
\*Stouter, G. s. St. John's Inst., Kuala Lumpur  
\*CaruanaSinerco, J. a. it. d. Private tuition  
\*Edimboro, B.C. Collegiate S., Brickdam, Georgetown, B. Guiana  
\*Buhagiar, K. it. Private tuition  
\*Jones, S.A. Second GradeS., Brickdam, Georgetown, B. Guiana  
Subbiah, V.P. a. Central College, Colombo  
Vella, E. Private tuition  
Lau, H. St. John's Institute, Kuala Lumpur  
Povedano, A.R. Christian Bros' Coll., Gibraltar  
Barry, P. St. John's Institute, Kuala Lumpur  
FaceCilia, J. Private tuition  
deLemos, R. St. John's Institute, Kuala Lumpur  
Tak-Sam, W. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana

Devellerez, F.J. Private tuition  
Subramaniam, S. Private tuition  
Denny, W.A. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana  
Mirando, S.P.D. Private tuition  
Langtry, H. St. John's Inst., Kuala Lumpur  
Glyan, G.R. Christian Brothers' Coll., Gibraltar  
Coates, Henry St. John's Institute, Kuala Lumpur  
Rodney, C.R. Private tuition  
Isola, A.W. Christian Brothers' College, Gibraltar  
Jessimy, F.R.A. Blakenburg S., Fellowship Post Office, Demerara  
Barry, M. St. John's Institute, Kuala Lumpur  
Callender, F.M. Collegiate S., Brickdam, Georgetown, B. Guiana  
\*Perera, W.A. Private tuition  
\*Coates, Hubert St. John's Inst., Kuala Lumpur  
\*Kingsley, C.H. Norris College, Rangoon  
Lyne, J. St. John's Institute, Kuala Lumpur  
Fung-Kee-Fung, N. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana

**PRELIMINARY.**  
**Honours Division.**  
Denny, C.T. e.a. al. fl. St. Joseph's Inter. S., Lacytown, Georgetown, B. Guiana  
Ossorio, J. al. f. sp. Christian Bros. Coll., Gibraltar  
Griffin, J. a. f. Christian Bros. Coll., Gibraltar  
Moreno, A. a. al. f. Christian Bros. Coll., Gibraltar  
Savignon, A. a. d. Christian Bros. Coll., Gibraltar  
Deane, C.B. s.a. Collegiate S., Brickdam, Georgetown, B. Guiana  
Brown, C. s. a. al. St. John's Inst., Kuala Lumpur  
Sacarello, F. d. Christian Bros. Coll., Gibraltar

**PRELIMINARY.**  
**Pass Division.**  
†Bruzon, F.J. sp. Christian Bros. Coll., Gibraltar  
†Murto, E. sp. Christian Brothers' Coll., Gibraltar  
†Wettinger, J. Private tuition  
Man-Son-Hing, O. l. Christ Church S., Georgetown, B. Guiana

Wiles, G. s. d. St. John's Institute, Kuala Lumpur  
Codali, L. Christian Brothers' College, Gibraltar  
Baglietto, F. a. Christian Brothers' Coll., Gibraltar  
Hutt, J.W. a. Second GradeS., Georgetown, B. Guiana  
Pizzarello, D. f. Christian Brothers' Coll., Gibraltar  
Gonzalez, M. a. Christian Brothers' Coll., Gibraltar  
Lampkin, J.R. Collegiate S., Brickdam, Georgetown, B. Guiana  
Singh, E.A. Collegiate S., Brickdam, Georgetown, B. Guiana  
Leitch, G.L. a. Second GradeS., Georgetown, B. Guiana  
Pastina, A. St. John's Institute, Kuala Lumpur  
Pitaluga, J. Christian Brothers' College, Gibraltar  
Louis, F. St. John's Institute, Kuala Lumpur  
Spencer, W.A. s. Collegiate School, Brickdam, Georgetown, B. Guiana  
Marbeck, F. s. St. John's Institute, Kuala Lumpur  
Sacarello, J. a. bk. Christian Brothers' Coll., Gibraltar  
†Aaron, E. Norris College, Rangoon  
Giles, L.L.M. Collegiate S., Brickdam, Georgetown, B. Guiana  
†Maung, S. Norris College, Rangoon  
Schwartz, O.E. a. Bourda Wesleyan S., Georgetown, B. Guiana  
Smith, P. McK. a. Collegiate School, Brickdam, Georgetown, B. Guiana  
Misir, R.R. Collegiate S., Brickdam, Georgetown, B. Guiana  
Mittelholzer, S.A. s. Collegiate School, Brickdam, Georgetown, B. Guiana  
†Roberts, N.R. B.P. Mackay Memorial S., Essequibo, B. Guiana  
Fung-Kee-Fung, S. St. Joseph's Inter. S., Lacytown, Georgetown, B. Guiana  
†Crisp, E.A. Norris College, Rangoon  
†Williams, B. Mindenburg, West Bank, Demerara  
Bissessur, a. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana  
†Cumberbatch, W.H. Bourda Wesleyan School, Georgetown, B. Guiana  
Fernandes, P.M. Collegiate School, Brickdam, Georgetown, B. Guiana  
Henriques, L.J. Sec. GradeS., Georgetown, B. Guiana  
Devellerez, E. St. John's Institute, Kuala Lumpur  
Risso, J. Christian Brothers' College, Gibraltar  
Shulze, A. s. St. John's Institute, Kuala Lumpur  
Persaud, V. Second Grade S., Georgetown, B. Guiana  
Rohee, C.D. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana

GIRLS.

**SENIOR.**  
**Pass Division.**  
Gibbons, H.V. a. St. Joseph's Inter. S., Lacytown, Georgetown, B. Guiana  
Pliissonneau, M. St. Joseph's Convent Boarding S., Castries, St. Lucia  
Rockcliffe, M.H.L. a. f. St. Joseph's Inter S., Lacytown, Georgetown, B. Guiana  
Montoute, E. St. C. s. St. Joseph's High S., Charlestown, Demerara  
Christiani, E. L. St. Joseph's High S., Charlestown, Demerara

**JUNIOR.**  
**Honours Division.**  
Ramagge, E. Loreto Convent, Europa, Gibraltar  
Cox, S. s. a. St. Joseph's Convent Boarding S., Castries, St. Lucia  
Craig, E.I. gm. St. Joseph's Inter. S., Lacytown, Georgetown, B. Guiana

Alcée, U. St. Joseph's Convent Boarding S., Castries, St. Lucia  
Glasgow, D.L.G. St. Joseph's Inter S., Lacytown, Georgetown, B. Guiana  
Peña, R. sp. Loreto Convent, Europa, Gibraltar

**JUNIOR.**  
**Pass Division.**  
\*Duval, A.M. St. Joseph's Convent Boarding S., Castries, St. Lucia  
Fisher, A.M. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana  
Inglis, R. s. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Corke, M. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Cother, M. Loreto Convent, Europa, Gibraltar  
Discombe, D. Loreto Convent, Europa, Gibraltar  
Stoute, G.I. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana  
\*Halligwa, R. Bigandet English School, Rangoon  
Sacarello, M. Loreto Convent, Europa, Gibraltar  
Ford, G. Loreto Convent, Europa, Gibraltar

**PRELIMINARY.**  
**Honours Division.**  
Prudhomme, J. s. h. g. a. d. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Hamilton, R. s. h. a. d. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Discombe, E. a. f. Loreto Convent, Europa, Gibraltar  
Osbourne, A. St. Joseph's Convent Boarding School, Castries, St. Lucia

**PRELIMINARY.**  
**Pass Division.**  
†Nyun, M.T. al. d. Bigandet English School, Rangoon  
Douglas, M.C. a. Collegiate School, Brickdam, Georgetown, B. Guiana  
†Agnis, M.D. a. Private tuition  
Camacho, L.M.C. s. St. Joseph's High School, Charlestown, Demerara  
Churchill, E. f. sp. Loreto Convent, Europa, Gibraltar  
Robinson, S.E. a. al. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana  
†Schwartz, C.E. Agricola Wesleyan School, Demerara, B. Guiana

GIRLS, PRELIMINARY, PASS—*continued.*

(†Das, R. Norris College, Rangoon  
Leila, E. a. Agricola Wesleyan School, Demerara, B. Guiana  
Higginson, D. Loreto Convent, Europa, Gibraltar  
Franklin, M. K. A. St. Joseph's High School, Charlestown, Demerara  
Tin, M. S. C. Bigandet English School, Rangoon  
†Crofton, M. Loreto Convent, Europa, Gibraltar  
Robinson, M. E. Collegiate School, Brickdam, Georgetown, B. Guiana

†Hinds, D. M. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana  
Kingston, A. A. a. St. Joseph's High School, Charlestown, Demerara  
deMatos, S. T. St. Joseph's High School, Charlestown, Demerara  
†Risso, J. Loreto Convent, Europa, Gibraltar  
Harvey, P. A. a. Beterverwagting Anglican School, E. C. Demerara, B. Guiana  
(Dos Santos, C. A. Collegiate School, Brickdam, Georgetown, B. Guiana

(Lowe, C. A. Anna Catherina Private School, Demerara, B. Guiana  
Durant, F. I. Bourda Wesleyan School, Georgetown, B. Guiana  
†May, M. M. Bigandet English School, Rangoon  
Jupiter, G. L. A. Agricola Wesleyan School, Demerara, B. Guiana  
Requesna, M. M. Loreto Convent, St. Francis Xaviers, Gibraltar  
(Danino, S. Loreto Convent, Europa, Gibraltar  
(Gibaldi, A. Loreto Convent, Europa, Gibraltar

LOWER FORMS EXAMINATION.

BOYS.

Brazzo, A. C. Collegiate School, Brickdam, Georgetown, B. Guiana  
Bridges, E. Collegiate School, Brickdam, Georgetown, B. Guiana  
Chu, L. Collegiate School, Brickdam, Georgetown, B. Guiana  
Clarke, P. Collegiate School, Brickdam, Georgetown, B. Guiana  
deFreitas, C. St. Joseph's High School, Charlestown, Demerara  
Fernandes, S. St. Joseph's Intermediate S., Lacytown, Georgetown, B. Guiana  
Fung, I. Second Grade School, Georgetown, B. Guiana

Fung, W. E. Collegiate School, Brickdam, Georgetown, B. Guiana  
Gajadhursingh, F. Collegiate School, Brickdam, Georgetown, B. Guiana  
Glasgow, C. L. Collegiate School, Brickdam, Georgetown, B. Guiana  
Matthews, J. Second Grade S., Georgetown, B. Guiana  
Mitchell, H. A. Collegiate School, Brickdam, Georgetown, B. Guiana  
Mittelholzer, R. E. Collegiate School, Brickdam, Georgetown, B. Guiana  
Patterson, J. E. Collegiate School, Brickdam, Georgetown, B. Guiana

Pires, L. G. Collegiate School, Brickdam, Georgetown, B. Guiana  
Ramsahoye, J. Second Grade School, Georgetown, B. Guiana  
Rodrigues, C. I. St. Joseph's High School, Charlestown, Demerara  
Sampson, V. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana  
Shepherd, G. C. Collegiate, S., Brickdam, Georgetown, B. Guiana  
Shervington, W. Second Grade School, Georgetown, B. Guiana

GIRLS.

Algan, C. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Auguste, L. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Baggetto, P. Loreto Convent, Europa, Gibraltar  
Bartlett, J. Loreto Convent, Europa, Gibraltar  
Borman, A. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Callender, L. Second Grade School, Georgetown, B. Guiana  
Collins, M. E. St. Joseph's High School, Charlestown, Georgetown, B. Guiana  
d'Abreu, C. M. P. Private tuition

D'Abreu, O. S. Collegiate School, Brickdam, Georgetown, B. Guiana  
deFreitas, M. E. St. Joseph's High School, Charlestown, Georgetown, B. Guiana  
Devaux, M. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Doggrell, S. Loreto Convent, Europa, Gibraltar  
Farnum, G. E. St. Joseph's High School, Charlestown, Georgetown, B. Guiana  
Gooding, E. G. Collegiate School, Brickdam, Georgetown, B. Guiana  
Inglis, A. St. Joseph's Convent Boarding School, Castries, St. Lucia  
McLean, I. St. Joseph's Inter. School, Lacytown, Georgetown, B. Guiana

Murto, L. Loreto Convent, Europa, Gibraltar  
Myers, M. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Nascimento, O. St. Joseph's High School, Charlestown, Georgetown, B. Guiana  
Palmer, A. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Serrano, L. Loreto Convent, Europa, Gibraltar  
Swabey, H. St. Joseph's Convent Boarding School, Castries, St. Lucia  
Trotter, R. I. Collegiate School, Brickdam, Georgetown, B. Guiana  
Walrond, D. L. St. Joseph's High School, Charlestown, Georgetown, B. Guiana

THE COLLEGE OF PRECEPTORS  
PROFESSIONAL PRELIMINARY EXAMINATION. — SEPTEMBER, 1917.

PASS LIST.

THE Supplementary Examination by the College of Preceptors was held on the 4th, 5th, and 6th of September in London and at ten other local centres, viz., Birmingham, Blackburn, Bristol, Cardiff, Edinburgh, Leeds, Liverpool, Manchester, Newcastle-on-Tyne, Nottingham. The following candidates obtained Certificates:—

SENIOR.

Pass Division.

Jones, Miss E. | Matthews, G. B. *al.* | Vosper, F. P. *f.l.*

JUNIOR.

Honours Division.

Gordon, Miss L. P. *h.f.* | Robinson, D. G. *al.f.l.* | Sheard, G. R. *a.al.gm.*

Pass Division.

Allen, L. W. <i>al.gm.</i>	Corner, E. <i>al.</i>	Howard, C. D.	Penny, H. G. Y.
Angior, G. M. <i>al.</i>	Devlin, C. J.	Hughes, Miss N. <i>e.</i>	Sanders, G. A. I.
Bailey-King, Miss C. W.	Donaldson, Miss D. I. <i>al.</i>	Jarvis, J. B.	Smith, W. G. <i>al.</i>
Baker, G.	Doubleday, H. M.	Jenkinson, R. W.	Stokes, G. C.
Bandy, C. H.	Evans, J.	King, J. S.	Thomson, C. D.
Baynton, R. G.	Firth, Miss M.	Leibowitz, Miss A.	Umney, A. N. F. C.
Bell, R. J. I. <i>al.</i>	Garner, A. <i>e.</i>	Mills, F. H. C. <i>al.</i>	Warlow, Miss E. M.
Buncombe, G. H.	Geering, G. R.	Newland, E. S.	White, L. V.
Butler, A. E. <i>al.</i>	Gentle, M. <i>al.</i>	Oliver, L. M.	Williams, H. S.
Chiesman, W. E.	Harrison, W. A. <i>al.gm.</i>	Pardy, A. W.	Wright, J. E.

N.B.—The small italic letters denote distinctions in the following subjects respectively:—

*a.* = Arithmetic. | *e.* = English. | *gm.* = Geometry.  
*al.* = Algebra. | *f.* = French. | *h.* = History.  
*l.* = Latin.

seems to show stronger reasons for Civil Service than against it.

Turning to the position of the secondary-school master in the State-aided or State-provided school, he said justly that that branch of the profession has still to be made reasonably attractive to a really able man. "The secondary-school teacher is ill paid. He receives no pension and yet his is a profession which ought to compete on equal terms for ability with the First Class of the Civil Service. In no advanced country but England will you find so large a proportion of secondary-school teachers without a University degree. In no country is the gulf between the career of the secondary-school teacher and the career of the University teacher so clearly marked. Somehow or other, we must attract able men into this branch of the profession and provide them with a sufficient number of pupils able to receive a full secondary education."

After speaking of his hope to lessen the great multiplicity of examinations in secondary schools, he mentioned the suggestion that secondary-school education should be free. "The establishment," he said, "of a system of free secondary education is an ideal with which I have very great sympathy. It may be thought that the simplest way of attaining this object would be to abolish all fees in secondary schools. That would mean that, if the schools were to go on even at their present level of efficiency, the State would have to find a revenue of about £1,000,000 a year." Mr. Fisher doubted whether there were many reforms worth having which could be achieved in this way by a stroke of the pen, and he considered that the assumed advantages of this particular reform would be more than counterbalanced by administrative and educational difficulties. "It must be remembered," he said, "that a great part, and not by any means the least valuable part, of education is supplied by schools controlled by Governing Bodies which are only loosely connected with the Local Education Authorities or with the Government. For this reason the administrative and financial operation of freeing secondary schools would not only be much more complicated than is generally realized, but would certainly raise highly controversial questions."

His conclusion was that more should be done by the provision of free places and scholarships to place the advantage of secondary education within the reach of all children who are able to profit by it. We should concentrate, in the first instance, on the organization of a better system of maintenance allowances, especially in the upper parts of our secondary schools. We want "the son of the manufacturer, the son of the foreman, and the son of the workman to be educated side by side. We do not want a caste system in education. We want social fusion. And the best way of securing social fusion in the secondary schools is to have a system under which well-to-do parents contribute their fees and help to support the school, while the children of poorer parents are assisted, and liberally assisted, by free places and maintenance allowances." On the whole, I think that the mass of lay opinion is at present in favour of Mr. Fisher's conclusion on this subject. On the other hand, I find that there is a rapidly growing body of opinion in authoritative and experienced quarters in favour of the abolition of school fees in secondary schools which are provided and maintained out of public funds. The scholarship system has great drawbacks. The huge examinations which it involves do not necessarily select the whole of the most promising pupils. The offer of maintenance allowances is at present limited in scope, and would be very difficult to apply on an immense scale, because of the delicacy of the private investigation which would be involved in the consideration of each case. Moreover, a great number of families which thoroughly deserve help in the education of their children are not brought within the range of the scholarship system at all, and are ineligible for maintenance allowances. The fact that secondary education was free would be in itself a standing demonstration of its accessibility to all. The offer of free secondary education would have, in other words, an emotional value which in its turn would produce great social and economic effects. And in favour of the scheme stands American and Dominion experience. The trend of things in democratic countries is towards having free secondary education in schools provided by the State. On the other hand, it would be necessary as well as just that a large number of our schools should be allowed to remain free from the directive control of the Local Education Authorities. Many of these are boarding schools. Others are

under the charge of responsible and experienced Governing Bodies. It is right and just that a large number of these schools should continue to receive help from the State and also from the Local Education Authorities. The abolition of school fees would in their case involve a complete change in their government and status. Side by side, therefore, with the free municipal or county secondary schools, there would have to be State-aided schools under independent management in which fees would be allowed. And to the right wing of these would stand the private schools, many of which are excellent and some of which not only deserve but need help from public funds. I think myself, therefore, that it is probable that in a few years' time the abolition of fees in secondary schools under public management will be adopted by the Government. But Mr. Fisher is probably right in thinking that this is not the reform which has the most urgent claim upon our attention.

There is another reason in the background why some measure of free secondary education is likely soon to become a matter of practical politics. To this reason Mr. Fisher alluded in another part of his speech, though in a different connexion. He reminded the House of Commons that only a small minority of the children who leave school at twelve, thirteen, or fourteen years of age receive subsequently any kind of systematic training. Something, he said, must be done to provide continued education for all the young people of the community. He spoke on this subject with caution and reserve. He was anxious not to disturb the labour market during the War. He realized the difficulties of agriculture and of industry, and was anxious not to perplex the business calculations either of those who employ or of those who are employed. But he expressed the hope that Parliament might see its way at an early date to assent to a measure which, as he implied, would carry forward education for all through the years of adolescence. Now this, in some form or another, means universal secondary education—not necessarily education given in secondary schools of the types to which that name is at present assigned, but an education given in schools which are liberal in temper, many-sided in their activities, conducted in the day time, full of corporate life, practical in their outlook, and yet at the same time not deficient in the influences of a liberal and artistic training. But, if attendance at such schools as these is made compulsory on all young people from fourteen to seventeen or eighteen years of age, will not the argument in favour of free secondary education be greatly strengthened? An education which is made compulsory is almost inevitably an education which is made free. The sacrifice which all true education involves—a sacrifice affecting parents and children alike—is not one which can be measured in terms of school fees alone. It is the sacrifice which is summed up in self-discipline, in concentration of purpose, and in self-preparation for the future.

M. E. SADLER.

## REVIEWS.

*The Organization of Thought.* By A. N. Whitehead.  
(6s. net. Williams & Norgate.)

With one exception, the eight chapters of this book are made up of lectures and addresses delivered on separate occasions. Prof. Whitehead tells us that the various parts of the book were, in fact, composed with express reference to each other, so as to form one whole; but, while we recognize the congruity of the various presentations, we cannot say that we discover a unity. The addresses fall into two sections, the first five having a specifically educational bias, the remaining three concerning themselves with certain points arising in the philosophy of science. Again, we are told that a common line of reflection runs through the whole, and that the two sections influence each other; but we cannot recognize the book as an organic whole. Naturally, we are interested mainly in the educational sections, and we may say at once that four of the five educational lectures are of permanent value, the fifth having only a passing interest for those who happened to be interested in a certain polytechnic. The subjects of the four lectures that have impressed us are: "The Aim of Education," "Technical Education," "The Mathematical Curriculum," "The Principles of Mathematics in Relation to Elementary Teaching."



The value of the book is that it gives us the first-hand results of the application of one of the best intellects among our contemporaries to the practical problems of the school. No doubt the whole has a mathematical bias, but Prof. Whitehead is far too big a man to be narrowed by his speciality. No better testimonial could be given to the breadth of view that may go along with profound knowledge of mathematics than is supplied by these pages. Our schoolmen are greatly in need of the broad humanity that can impress upon them the doctrine that "work is play and play is life." Mr. Caldwell Cook, whose recent book on "The Play Way" advocates the same principle in a more light-hearted way, must welcome the support of Prof. Whitehead's heavy artillery. Our author has the happy knack of stating in unexpected and striking ways propositions that surprise us, but that we all admit to be true when we look into them. Popular fallacies are hit off here and there in a very happy way—for example, "the illusion that a more complete culture was possible when there was less to know," and "the mistaken idea that problems test ability and genius, and that bookwork tests cram." When Prof. Whitehead deals with the principles of mathematics in relation to elementary teaching—where, of course, *elementary* does not mean the grade of school popularly so called—he makes out a capital case for the simplification of the course without any sacrifice of its thoroughness. His attack on reconditiveness will be welcomed by the broad-minded schoolmaster, and even practical physicists and engineers should be convinced by his claim for intelligence even in the use of reference pocket-books. Perhaps our author comes a little close to the fallacy of formal discipline in his treatment of the educational effects of mathematics as a school subject. But, after all, most teachers are now convinced that there is enough truth underlying the fallacy to make us careful in rejecting wholesale the claims of the formalists. In any case, Prof. Whitehead keeps within safe limits. Our profession will cordially welcome his help as offered in these discourses.

*The Distribution and Relations of Educational Abilities.*  
By Cyril Burt. (2s. 6d. net. London County Council per P. S. King & Son.)

In a Prefatory Memorandum Sir Robert Blair claims that "this volume is the first of its kind in Europe or elsewhere." Dr. Burt, as all the world knows, is the professional psychologist of the London County Council. One of his chief functions is to determine the actual and the most suitable lines of demarcation between children in the ordinary schools and children admitted to special schools for the mentally defective. To do this it is necessary to make very careful and elaborate investigations, and this Dr. Burt has done in the most satisfactory way, making full use of all the new statistical methods and psychological formulae. Mathematical psychology is yet in its infancy, and there is a danger that the use of the rigid formulae may convey an impression of accuracy that is hardly justifiable. No doubt once the material on which the mathematical psychologist works has been reduced to mathematical expressions, all the rest is absolutely reliable. The trouble is that the material itself, in the first instance, has to be obtained by processes in which individual observation and judgment play their part with all their liability to error. Of this Dr. Burt is fully aware, and he takes all possible precautions. Further, he realizes that, in pioneer work of this kind, it is impossible to avoid making assumptions that later research may prove to be inadmissible. He accordingly puts forth his results in a tentative and non-dogmatic way that goes far to secure the confidence of his readers.

He assumes and analyses the common factor of "general educational ability," and arranges the special educational abilities into four groups: Arithmetical, Manual, Linguistic, Literary. Dealing with normal children, he finds that the standard of deviation—that is, the range within which pupils may vary in intelligence from the norm that corresponds to their age—is throughout about one-tenth of their age. Thus, at the age of five, the variation extends from half a year below to half a year above the norm: at ten, the range is one year; at fifteen, in all probability, nearly one and a-half years. He comes to the important conclusion that by "backward" children should be understood those who, though not defective, are yet unable in the middle of their

school career to do the work of even the class below their age, and are retarded by about 15 to 30 per cent. of their age. Very important are Dr. Burt's tentative suggestions regarding the causes and treatment of backwardness. We cannot go into the details by which he reaches the conclusion, but it is obviously of the greatest value to have such a generalization as "the educational attainments of a 'defective' correspond on an average to those of a 'normal' just over half his age." As a practical application of this, we have the recommendation that "No child who has three-quarters or more of the educational attainments proper to his age should be even considered as a potential candidate for admission to a Mentally Deficient School." Naturally, Dr. Burt deals also with those who are above the average, for this is of practical importance in the allocation of scholarships and free places.

Altogether, the London County Council are to be congratulated on the work they have set Dr. Burt, and he on the brilliant way in which he has carried it out.

*The Principles of Rational Education.* By Charles A. Mercier.  
(The Mental Culture Enterprise.)

This book of 87+xi pages reads like an unduly expanded letter to the *Times*, and, in fact, begins with the reprint of a letter sent by its author to that newspaper. Mr. Mercier appears to be a born controversialist, so it was hardly to be expected that he could resist the example of Sir Clifford Allbutt's letters to the *Times Educational Supplement*. In any case, we have here his five fiery chapters:—I, The Child: Nature and Nurture; II, The Aims of Education; III, The Cultivation of Faculty; IV and V, The Imparting of Knowledge. The book is strongly reminiscent of Herbert Spencer's "Education," and is none the worse for that. Dr. Mercier adopts the Spencerian view that the aim of education is to prepare for complete living, though the adjective "complete" is omitted from the text. The student of education cannot but be astonished at the familiar ring of all that Dr. Mercier has to say about the principles of education. It is no doubt new to him, and, if he has not found it in the pages of the standard writers, it is all the more credit to him that he has discovered it on his own account. But really he must not run away with the impression that he is preaching a new evangel. If he were to take the trouble of looking in at some of those University courses in pedagogy of which he speaks so jauntily, he would be surprised to find how completely his "principles" have been anticipated. It is only fair to say, however, that it is the public-school master against whom Dr. Mercier tilts. He is willing to admit that elementary-school masters and schoolmistresses have a real interest in their work, and when he lectures to them they are "most eager to learn." But with the public-school masters it is very different. They "say to themselves, Evil, be thou my good: Ignorance, be thou my knowledge." We regret that the attack is so violent, for with much that our author says we are in cordial agreement. The public schools do need reformation. The masters themselves feel this, and he who strengthens them in this conviction is doing a good work. But we fear that Dr. Mercier's method will rather serve to stiffen their hard necks. Still it may be that this attack will have a good effect at second-hand by stimulating lay opinion. And, perhaps, after all, our author is wise in his generation in taking it for granted that his readers know nothing about the principles of education. It depends upon the people to whom he makes his appeal. If the book is meant for the man in the street, it should serve its purpose well, and we ought to welcome it as a missionary effort to bring support to ideals that all progressive schoolmen are pursuing. We can honestly say that the book is well written, full of interesting illustrative matter, and altogether attractive as well as provocative.

*The Loom of Youth.* By Alec Waugh.  
(6s. Grant Richards.)

School stories are usually one of two types. Either they are written by practised writers whose school days are long past and shrouded in the mists of time, writers who philosophize over the schoolboy character and who are probably untrustworthy as to the details of school life and have forgotten the schoolboy's attitude; or they are stories of pranks

and rags written to amuse boys. This class makes little claim to verisimilitude; the heroes rank with the omnipotent midshipman of a preceding generation of writers. "The Loom of Youth" belongs to neither of these categories. The author, so we are told in the preface, was seventeen when he wrote the book, and he produced it in two months while he was undergoing military training. It follows naturally that, viewed as a work of art, the book shows many weaknesses. To the reader who takes up a novel in order to be thrilled or amused, this book may appear dull. But to the parent who wants to know what school life is like, to the schoolmaster who would like to see himself as the boys see him, the book is extraordinarily interesting. Mr. Waugh's schooldays are fresh in his mind. He philosophizes and moralizes very little; but he gives us a sincere picture of the life he had just spent. Three things stand out vividly, and a fourth is hinted at: games, idleness, swearing, and coarseness. Games are the one thing that matter. If you are good at games, you may do some work without losing caste, not otherwise. The artificiality of games as the one real interest in life is felt by the author, and during the year 1915 the interest of the school slackens. The prevailing idleness in reference to school work and all matters intellectual is emphasized again and again. If a master insists upon a certain show of work done, a system of cribs is easily arranged; with other masters it is possible to spend the whole hour in ragging. The sixth form prefer to specialize on History, because this enables them to spend the greater part of each school day in their studies doing precisely what they like. It is fair to add that some of them read Swinburne, Byron, and Browning. In conversation among themselves, and even sometimes with the masters, the words "damn," "hell," and "devil," weary the eye on every page. The author evidently wants parents to know the vocabulary in use, or at least part of it. For just as evidently he shrinks from putting on paper the coarseness of language and immorality of action that are prevalent; but he indicates the prevalence with unmistakable emphasis.

*God the Invisible King.* By H. G. Wells. (6s. net. Cassell.)

In "God the Invisible King" Mr. Wells carries the principles of Protestantism far beyond the limits of the Protestant Reformation. He has found God the Spirit within himself, and at the same time pervading the universe. He seeks for no authority except his own feeling, and he would have every man and woman go and do likewise. The God that each man will find, if he looks within himself and without on the world, is the same God. Mr. Wells looks forward, therefore, to the time when everyone will profess the same God; when religious animosities will disappear; when God the Invisible King will be recognized as the ruler of life. For this position he gives no authority, adduces no argument, beyond his own thought and feeling. He is entirely sincere, and it is probable that a man who had reached Mr. Wells's stage of intellectual development, and whose life had been subjected to the same influence, would feel as Mr. Wells feels. "This is a religious book, written by a believer," he tells us.

The main trend of his writing is to separate God the Creator from God the Redeemer. The vain attempt to reconcile these two ideas has been the cause of confusion and difficulty in religious thought. Of God the Creator he declares he knows nothing, and he doubts if human knowledge will ever reach to such an understanding; but of God the Redeemer he can speak with sincere faith. So strong is his feeling against all established religions that attempt to explain the creation of the world, and to make such an explanation an article of faith with the believer, that he would sweep away all organized religion as it exists to-day. He takes the Nicene Creed as representing the Christian cosmogony, and spends much effort on showing its futility. He has no patience with any religious forms: he fails to see that others have found God through them as completely as he has found God "as a still small voice within."

The charm of Mr. Wells is that his mind is never still. He has no settled philosophy that he dishes up again and again in fresh forms. Each book marks a development. In "Old and New Things" he protested against formal religion; in the present book he writes of the religion that he has found. It is a religion that many have also found, and the world is

ready for a statement of it in language relieved of the subtleties of philosophic phrases.

*The Student's Guide.* By John Adams.

(3s. 6d. net. University of London Press.)

Prof. Adams happens, in the course of this book, to mention a series of Ruskin's lectures on art, which was published under the title of "The Eagle's Nest"; and the thought arose that, if Mr. Ruskin could have been called into consultation, he would have devised a title less chilly and more human than "The Student's Guide" for the volume before us. For there is a human warmth pervading all the pages in which the author tries to help the inexperienced student to understand himself, his powers, and his aims, and to make the best use of his strength in overcoming his weakness. "What man has done, man can do" was Mr. Lewisham's motto, and we might adapt it by saying that what the author recommends he has himself done. The standard set is a high one, but it can be approached more nearly every day, as the student takes himself in hand and learns to develop his powers and train his character: the two aims are closely interwoven. It is possible that the Professor may have given the gist of this book in his lecture room, but the chapters do not read quite like reproduced lectures. If they are so reproduced, their value is not lessened, for students who are "visuals" prefer to study the printed page, and those who are "audiles" need to refresh their memory of what they have heard. Also the book will appeal to a wider circle than the Professor's audiences. Throughout the book the style is simple, direct, and sincere; the counsel given is sane and possible of realization. With its help the years of studentship may be made "to pay dividends in spiritual and mental mastery." The author gives practical advice on how to memorize, how to take notes, how to divide the working hours, and how to prepare for examinations. He warns his readers that study alone may make a pedant; but perhaps he does not allow sufficiently for the discussion among students that is very helpful to their sound development. Mr. McKenna makes one of his characters in "Sonia" say something to this effect: "It does not seem to matter what you learn, provided you meet plenty of people who have learnt something else." The free interchange of thought that is delightful to young men is also a great aid to sound study.

*The Camp School.* By Margaret Macmillan.

(3s. 6d. net. Allen & Unwin.)

This little book gives a clear and attractive account of the pioneer work done by Miss Margaret Macmillan and her sister in connexion with school clinics and school camp life. It contains a curious combination of the poetic, the dramatic, and the didactic; the style adopted in each case is exactly suited to the subject-matter, so that the book is as attractive as it is instructive. Miss Macmillan understands the merits and defects of the German system, and makes clear certain dangers of our adopting some of the bad elements from the Fatherland. Her criticisms of our own bureaucratic methods take the form rather of giving examples of miscarriages than of making complaints. Considerable attention will no doubt be given to her account of the refusal by the London County Council of an offer of £5,000 to finance a scheme for a health centre. Miss Macmillan holds as her main thesis that for curative treatment it is necessary to get poor and neglected children brought under satisfactory living conditions. She found that in the clinic the young patients sometimes got cured through mere medical treatment, but were very liable to come back again in a short time with the same complaint; while in some cases mere medical treatment failed to cure at all, this occurring in cases that were rapidly cured when the children were brought under good conditions in a camp or elsewhere. The account of the various camps established by Miss Macmillan is, on the whole, very encouraging so far as the actual work is concerned, though somewhat depressing when we regard the official treatment of them. Miss Macmillan lays just stress on the need for the training of the active side of child nature, particularly in the case of those with a poor physique and an unsatisfactory environment. We must secure mental progress for all. Miss Rachel Macmillan put the matter very strikingly when she said: "To-day

(Continued on page 156.)

# MACMILLAN & CO.'S BOOKS.

## W. & A. K. JOHNSTON'S MAPS, &C.

MAPS I-IX NOW READY.

### WALL ATLAS OF EUROPEAN HISTORY.

An entirely New Series of History Maps.

Designed to show at a glance the Chief Political Changes and National Movements from the **FORMATION OF THE ROMAN EMPIRE TO THE BEGINNING OF THE GREAT WAR, 1914.**

Size 40 x 80 inches, Cloth, Rollers, and Varnished, 5s. net each.

Or any Six Selected Maps mounted as a Wall Atlas, on cloth and fastened together on one Roller with Metal Rims ... .. £1 7 6 net.

Or the Complete Series of Twenty-four Maps made up into Four Wall Atlases and mounted as above ... £5 5 0 net.

Detailed Prospectus, containing List of Maps, &c., post free on application.

### "Imperial" School Wall Maps.

72 by 63 inches. Cloth and Rollers, Varnished, £1 1s.

### Large School Wall Maps.

50 by 42 inches. Cloth and Rollers, Varnished, 12s. each.

### Small School Wall Maps.

34 by 28 inches. Coloured Cloth and Rollers, Varnished, 6s. each; Unvarnished, 5s. each.

### Bathy-Orographical Wall Maps.

50 by 42 inches. Mounted on Cloth, Rollers, and Varnished, 12s.

Each Series includes Africa, America, Asia, Europe, England, Scotland, &c.

\*.\* Complete list post free on application.

### Orographical Atlas of the World.

10 by 7½ inches. With Index to 6,000 places. Stiff Boards, Cloth Back, or in Limp Cloth, 1s. WITHOUT INDEX, 8d. Tough Paper Covers, 6d.

### Orographical Hand Maps for Test Purposes.

Varying tints, of brown, green, and blue. 16 in Set. 1d. net each.

### The "New Era" School Atlas.

10 by 7½ inches. Bound in Limp Cloth, with 24-page Index, 1s.; with 8-page Index, 9d.; without Index, 8d. Bound in Strong Paper Covers, with 8-page Index, 7d.; without Index, 6d.

### THE SCHOLAR'S GEOGRAPHICAL EXERCISE BOOKS.

#### The World.

40 Outline and 3 Double-page Maps. 10 Pages of Squared Paper. Paper Cover, 6d. net.

#### Europe.

16 Outline Maps, Squared and Blank Paper. Paper Cover, 4d. net.

#### The British Empire, & the British Isles.

16 Outline Maps, with Blank Page opposite each Map for Notes. Paper Cover, 3d. net each.

#### England and Wales.

11 Full-page and 1 Double-page Maps. 12 Pages Squared Paper. Paper Cover, 4d. net.

Catalogue, containing full particulars of above, post free on application.

### About Winchester College.

By A. K. COOK. To which is prefixed *De Collegio Wintoniensi* by ROBERT MATHEW. With Illustrations. 18s. net.

*THE TIMES*.—"No Wykehamist should be without this book, on which Mr. Cook has lavished the work of years and incorporated the labours of many forerunners. . . . It provides in its discursive pages and many chapters much material that illustrates the general history of education in England from the points of view of organization, of pedagogy, and of curricula."

### British Foreign Policy in Europe to the End of the 19th Century: a Rough Outline.

By H. E. EGERTON, M.A., Beit Professor of Colonial History and Fellow of All Souls College, Oxford. 6s. net.

*THE GUARDIAN*.—"A very careful and scholarly summary, full of suggestiveness and insight."

### Main Currents of European History, 1815-1915.

By F. J. C. HEARNshaw, M.A., LL.D., Professor of History in King's College, University of London. With Maps. 7s. 6d. net.

*THE OUTLOOK*.—"One of the best textbooks on the subject that has been written."

### Our Sea Power: its Story and its Meaning.

By H. W. HOUSEHOLD. With a Foreword by Admiral Lord BERESFORD, G.C.B., G.C.V.O. Illustrated. Limp cloth. 1s. 6d.

*THE TIMES*.—"The manifestations of sea power succinctly yet sufficiently described, and the importance and influence of naval strength explained in simple and direct language. . . . Altogether a capital example of the type of instructive work which can be warmly commended for the purpose for which it has been written."

OCTOBER NO. JUST PUBLISHED.

### History.

The Quarterly Journal of the Historical Association. Edited by Professor A. F. POLLARD, M.A., Litt.D. 1s. net. Annual Subscription, post free, 4s. 6d. net.

LEADING CONTENTS.—The Expulsion of the Long Parliament. Prof. C. H. FIRTH, LL.D., D.C.L., F.B.A.—The Teaching of History. I, In Preparatory Schools. Mr. and Mrs. VAUGHAN WILKES. II, In Elementary Schools. J. A. WHITE.—Historical Revisions. I, Magna Carta. A. F. POLLARD. II, The Real Significance of the Armada's Overthrow. GEOFFREY CALLENDER.

### Colomba. — Par Prosper Mérimée.

Adapted and Edited by OTTO STEPMANN. 3s.

[Stepmann's Advanced French Series.

### Word and Phrase-book to same.

With French Translation for Homework. Sewed, 6d.

### Key to Appendices.

2s. 6d. net.

### Elementary French Exercises.

By Rev. B. V. F. BRACKENBURY, M.A. Limp cloth, 1s. 6d.

[Key in the press.

*THE SCHOOLMISTRESS*.—"A well-arranged and useful textbook."

### Elementary Dynamics of the Particle and Rigid Body.

By Professor R. J. A. BARNARD, M.A. 6s.

*THE SCHOOL WORLD*.—"Should be found useful in the upper forms of schools and by the junior students in University Colleges. The treatment on the whole proceeds on familiar lines, but this does not preclude freshness in the exposition of particular parts of the subject, and the book impresses one as providing a very clear and sound introduction to the science."

### A Class-Book of Organic Chemistry.

By J. B. COHEN, Ph.D., B.Sc., F.R.S., Professor of Organic Chemistry, The University, Leeds. 4s. 6d.

MACMILLAN & CO., Ltd., ST. MARTIN'S STREET, LONDON, W.C.2.

we keep our people always fourteen years old. In my classes in Kent I found that an upper-class child of twelve to fourteen could, as a matter of fact, nearly always outstrip the village women." It is to be hoped that the insistence in this book on the need to think more of the teachers and less of the mere buildings will be taken to heart by those in authority. "The Camp School" deserves the respectful attention of all who have any responsibility for the education of the country.

*Sonia: Between Two Worlds.* By Stephen McKenna.  
(6s. net. Methuen.)

The condition of the world, socially, economically, and politically, after the War is an attractive subject of speculation to the imaginative writer. Mr. McKenna, writing after one year of war, sees society purified and strengthened; but he puts in a cautionary remark to the effect that ten years after the French Revolution, and ten days after Waterloo, when corruption ought to have been purged out of the world, things went on just as before. In this novel *Sonia*, herself the type of the society butterfly, determined to have a good time and thinking of nothing beyond the present enjoyment, is purified by the War. All Mr. McKenna's characters tend to become types rather than individuals, and they are none the less interesting for that. They cover modern society and the governing classes as they existed before the War. The account of their lives gives the reader the whole of the social and political history of the years 1898-1915 from the point of view of the public schools and the Universities. The public school of the story is no doubt purposely confused, that it may not be recognized with certainty. The head master may have been one of three men. The school life of the group of heroes is treated with such fullness that "*Sonia*" must be included among stories of school life. The public-school caste will never be again what it was before the War. David O'Rane, who may be perhaps described, *primus inter pares*, as the hero, is a somewhat shadowy abstraction. He is described to the reader as a boy of extraordinary mental power, a seer of visions, and a type of the clear-souled man who may arise after the War; but we have to take him from the description: neither his words nor his deeds convince us of his powers or of his reality.

*W. E. Ford: a Biography.* By J. D. Beresford and Kenneth Richmond. (6s. net. Collins.)

This biography is described on the outer cover as the story of a man who lived before his time. But, so the joint authors would have us believe, not so far in advance of his age as to be unintelligible to men of to-day. Bergson and Clutton-Brock, to mention two only amongst modern seekers after spiritual truth, have to some extent indicated the lines along which the subject of this biography was working. As a character W. E. Ford is somewhat shadowy, and we doubt not that the form of the book is a literary fiction to enable Mr. Beresford and Mr. Richmond to state, or rather to suggest, their views about life. To the readers of this paper it may be supposed that the chapters bearing on education will be of chief interest. W. E. Ford laid down no complete philosophy of education, but he carried on a school for some years—until, in fact, the boys and girls began to climb towards fifteen years. Then he parents, even sympathetic ones, began to hesitate and to wonder if the children would pass the examination that would enable them to get the guinea stamp that gives commercial value to the gold. The Fifth Form in the school was never properly started, and Ford, seeing that his ideas were at present impracticable, relinquished the school. It was a day school—he was in favour of children remaining at home both for their own sakes and for the sake of their parents. The failures of home training, which he was forced to admit, he put down to the absence of any tradition of home life among the well-to-do classes owing to the use of boarding schools for many generations. "Artificial orphanages" is a phrase used in the book to describe boarding schools. Perhaps W. E. Ford was not so very much in advance of his time after all—for very many readers will find in this book a description of what they are trying to do, and they will be encouraged and strengthened by the lofty ideals perpetually kept in view.

*The Religious Difficulties of Children.* By E. E. Read Mumford.  
(2s. net. Sunday School Union.)

As anyone familiar with Mrs. Mumford's writings would expect, this little book is full of charm. Its author has lost none of her cunning; her sympathetic insight into child nature is as keen as ever, and, wherever it is possible to meet a childish difficulty, she is ready with a sensible solution. The nature of God and the stumbling blocks of death and suffering are well handled; but it is no discredit to Mrs. Mumford that she is unable to deal satisfactorily with the problems of prayer, of the Holy Trinity, and of the Atonement as they present themselves to the child's mind. One would like to say that teachers and parents should let such matters alone till children come to maturer years, but some of them at least force themselves upon our attention whether we will or not. Perhaps the Trinity and the Atonement may be reasonably postponed, but the question of prayer is too urgent and too much a matter of everyday religious life to be put off, and the children see to it that we are not allowed to shirk its difficulties. So far as it is possible to explain such erudite matters at all to children, Mrs. Mumford has succeeded, and that is saying much.

## GENERAL NOTICES.

### EDUCATION.

*Public Education and the War.* An Answer to the Attack upon Eton Education. By T. Pellatt. (2s. 6d. net. Duckworth.)

Mr. Pellatt is not on the Eton staff, but he is a schoolmaster with an intimate knowledge of that school, and a complete admiration for its scheme of studies. He deals in a trenchant way with the attempt recently made to organize the parents of boys at Eton and at other public schools, and to induce them to demand more science and less classics. He has no difficulty in finding weak spots in the contentions of the reformers and contradictions in their utterances. Eton stands impregnable, a monument for all time of the value of an education based on classical study, whatever waves of modernism may beat against its walls. This is Mr. Pellatt's attitude, and he maintains it with energy and skill.

*The Public School System.* In Relation to the Coming Conflict for National Supremacy. By W. Seymour Bryant. Preface by Lord Rayleigh. (1s. 6d. net. Longmans.)

Mr. Bryant's book serves as a counterpoise to the volume by Mr. Pellatt which is noticed above. The importance of education in the forthcoming economic contest is recognized, and an attempt made to estimate the value of the present school education as given to statesmen and captains of industry, and to indicate the direction in which it should move. Science is to be taught as an indispensable aid to mental training. The subject is treated thoughtfully and with considerable knowledge.

*Education To-day and To-morrow.* Addresses by P. E. Matheson. (2s. 6d. net. Milford.)

These addresses have been delivered either to schoolgirls, to teachers, or to general audiences. Some have appeared in print before. They are all worth reading for the feeling at the back of them for the real essentials that underlie all educational effort. In one of the papers Mr. Matheson makes a plea for more quiet, more opportunity for thought. Perhaps one virtue is left to the ancient Universities. Mr. Matheson is a busy man, as everyone knows, but in Oxford there are occasional times of peace, and from these the reader benefits.

*The Teacher's Book of Hints that Win Success.* (3s. 6d. net. Evans.)

The inexperienced teacher generally prefers a tip to a principle, and even experienced teachers whose principles of method are sound may welcome helpful wrinkles. The volume before us contains a number of useful hints classified under the subjects taught. The publishers state that they will be glad to consider proposed additions for a subsequent edition.

*Conference Papers.* (1s. net. London Teachers' Association.)  
The papers reproduced in this volume were read at a series of Conferences promoted by the London Teachers' Association in February and the following months of this year. As is natural, the papers deal mainly with the organization and curriculum of elementary schools, and with the juvenile worker and the training of teachers. But general questions are also discussed. A very interesting publication.

*Schemes of Work and Approved Time-tables.*  
(2s. 6d. net. Evans Bros., Ltd.)

This book is made up of a large number of schemes of work and

time-tables that have been approved by the Board of Education and by Education Committees. It is not suggested that they should be accepted *en bloc* by any intelligent teacher, but that a selection may be made of the nearest approach to what is required and the necessary modifications introduced. The choice is large enough and detailed enough to meet practically all cases, and in order to help in the choice there are a number of instructive paragraphs contributed by Directors of Education. A most useful compilation.

*Education Reform.* (5s. net. P. S. King & Son.)

This is the report of the Education Reform Council, organized by the Teachers' Guild. The object of the Council was "To consider the condition of education in England, and to promote such reform and developments as may appear desirable." The report runs to 215 x xxxii pages. The Foreword is by Dr. William Garnett, who edits the volume. The text consists of the reports of the various committees (ranging from letter A to letter I) with a note of the various memoranda submitted to them. The book represents a very solid piece of work, and will form a very valuable record of a state of educational reconstruction of which it itself forms an important element.

*The Message, The Messenger, and The Method.* By G. Currie Martin, Effie Ryle, and J. H. Wimmis. (1s. net; cloth, 1s. 6d. net. Headley.)

It would have been equally appropriate to notice this book under the heading of Religion, for it deals with Bible teaching in adult schools. The first of the three joint authors takes the Message, i.e. the Bible, and indicates the purport and aim of the lesson. The second author treats the Messenger, i.e. the teacher; and the third author deals with the Method of teaching. The three parts alike abound in helpful advice and suggestion.

*British Boys: their Training and Prospects.* By Colonel M. J. King-Harman. (2s. net. Bell.)

Colonel King-Harman writes with a hearty goodwill that carries the reader along through all the sins of omission and commission that are attributed to parents and teachers. He believes in the British boy of the boarding school, understands him, and speaks the words of sensible encouragement which do the boy good to hear. The volume covers almost every aspect of secondary school life: examinations, teachers, types of schools, geography, nature study, music, science, exercise, discipline, purity, food, and many more subjects.

#### ENGLISH.

*A Child's Bookshelf.* By Lilian Stevenson. (1s. 6d. net. Student Christian Movement.)

Miss Stevenson's compilation, with her helpful annotations and classification, is a book that parents and teachers may keep by them with great advantage. The special value of the book lies in the many new sources that are tapped and the wider connotation given to the phrase, "children's books." Some of the old favourites are mentioned, but there are hundreds of titles that will probably be new to those who are not in the way of making a special study of children's books. The children range from five to fifteen years of age. The Bishop of Wakefield, in a preface, says that the book is marked by "thorough research, good taste, and considerable insight into the child-mind."

*A Skeleton Outline of Old English Accidence.* By W. J. Sedgefield. (1s. 3d. net. Manchester University Press.)

This little volume is reprinted from the author's "Selections from the Old English Bede." It gives a condensed summary of Old English inflections which should enable the student to decline any noun, pronoun, or adjective, and to conjugate any verb met with in the course of his reading.

*Godwine.* By James F. Waight. (1s. 6d. net. Allen & Unwin.)

The first volume of a trilogy which dramatizes the efforts of the Godwine family to avert from England the invasions to which the land is exposed by the jealousies of the English Earls, whose factiousness eventually enables the Duke of Normandy to prevail.

*Short Essays for Schools.* For Fourth and Fifth Forms. With Specimens of Analysis and a Subject Index. Selected by S. E. Winbolt. (2s. 6d. net. Clarendon Press.)

A well selected series of fifty essays taken from standard English writers, and dealing with art, literature, morals, science, history, politics, and psychology. The method advocated is the study and analysis of the passage and the subsequent writing of an essay on a kindred subject. In schools where the value of English composition is recognized, this book should prove extremely useful.

(Continued on page 158).

## A SELECTION FROM A. & C. BLACK'S HISTORY PUBLICATIONS

By H. L. BURROWS, M.A.

### THE STORY OF ENGLISH INDUSTRY AND TRADE

Thirty-six Illustrations. 1s. 6d.

This volume presents in an attractive form a branch of English History which has not hitherto received the attention its importance merits, but which is now beginning to be widely studied. The book is intended for use as a reader and textbook for the upper classes of primary schools, and the lower and middle forms of secondary schools.

By EUGENE L. HASLUCK, B.A., F.R.Hist.S.

### AN INTRODUCTION TO THE HISTORY OF ENGLAND

With fifteen Sketch Maps. 2s. 6d.

This volume aims at delineating in clear outlines the main threads of our History, and at enabling the student to grasp the essential lines on which England has developed as a State. For these purposes a continuous chronological order has been abandoned, and where two or more distinct threads of development run through a long period, these have been dealt with separately in different chapters. This book will prove, it is hoped, a satisfactory textbook for use in the upper forms of schools, and a good knowledge of the contents of this volume should be sufficient for the purposes of the London Matriculation Examination.

By M. W. KEATINGE, M.A., D.Sc.,  
Reader in Education in the University of Oxford; and  
N. L. FRAZER, M.A., Head Master of Ilkley Grammar School.

### DOCUMENTS OF BRITISH HISTORY

In One volume. Price 4s. 6d. Or in Six Sections.  
Limp Cloth. Price 10s. each.

Sec. I. A.D. 78-1216. Sec. IV. A.D. 1603-1715.  
" II. A.D. 1219-1399. " V. A.D. 1715-1815.  
" III. A.D. 1399-1603. " VI. A.D. 1815-1900.

These Documents, with the exception of Section VI, are reprinted from "A History of England for Schools," by the same authors.

### ENGLISH HISTORY ILLUSTRATED FROM ORIGINAL SOURCES

From earliest times to A.D. 1066. With 36 Illustrations.  
1066-1216. With 35 Illus. 1485-1603. With 31 Illus.  
1216-1307. With 21 Illus. 1603-1660. With 33 Illus.  
1307-1399. With 14 Illus. 1660-1715. With 29 Illus.  
1399-1485. With 28 Illus. 1715-1815. With 11 Illus.

Price 2s. each.

The plan of this series is so laid that interest in the textbook or in the teacher's words is stimulated by supplementary reading, and sufficient premises are given to allow of a reasonable and reasoning deduction. The extracts are taken from contemporary authors, or are themselves contemporary documents, and have been chosen to illustrate as fairly and as vividly as possible the really important events of the period, and to explain the motives of the chief actors.

### BLACK'S HISTORY PICTURES

Selected and edited by G. H. REED, M.A.  
In special detachable file portfolios. Price 1s. 6d. each period.

OUR EARLY HISTORY THE STUART PERIOD  
THE MIDDLE AGES THE EARLY GEORGES  
THE TUDOR PERIOD MODERN ENGLAND

Questions and Exercises are provided, and Explanatory Notes draw attention to the chief features of the pictures, and add interesting information relative to them. Maps are also included, because it is expensive and often difficult to provide historical atlases sufficiently detailed for use in the study of events under discussion.

A. & C. BLACK, Ltd.,  
4, 5, & 6 Soho Square, London, W. 1.

*Lectures on Style and Composition.* By E. Classen.  
(3s. 6d. Macmillan.)

A series of lectures originally prepared for the students of the Science Faculties of the University of Manchester. The purpose of the lectures is to afford instruction in essay-writing, and also to give a groundwork of general principles by the aid of which the works of selected prose writers might with advantage be studied.

#### LATIN.

**A Latin Course.**—(1) *Biennium Latinum.* A Translation and Composition Book for Beginners. 2s. 6d. net. (2) *First Rules for Latin Prose.* With Hints and Examples. Folded Card, 8d. net. (3) *Further Rules for Latin Prose.* 2s. net. (4) *Exercises on Rules for Latin Prose.* 2s. 6d. net. By T. C. Weatherhead. (Cambridge University Press.)

Mr. Weatherhead provides what he considers a full course for beginners, with the exception of accidence. Some Latin grammar is needed in addition. The course has been tested by many years' work in several schools. Its aim is to make the study of Latin serious and thorough; not to give the boy so much help that his natural energy finds no outlet. The first two books are for use together, and when these are done the second pair comes into use. It is refreshing in these days of predigested food to find a publisher bold enough to issue a series of books written because the author thinks that the beginner is having things made too easy for him.

#### FRENCH.

*Hernani* (Victor Hugo). Edited by M. B. Finch and J. L. Gardiner. (2s. 6d. Clive.)

A very valuable edition for the numerous more advanced students who wish to read this play. There are a few notes dealing with linguistic points or historical allusions; and a full introduction by Miss Gardiner, tracing the historical circumstances which had moulded the Spanish Court of the period, and explaining the literary theories which guided Hugo's writing.

*Graduated French Dictation.* By Sydney H. Moore.  
(2s. 6d. net. Cambridge University Press.)

Mr. Moore explains in his preface exactly what dictation can do and how far it helps the pupil in the use of the language. Most teachers will agree as to its great value; many teachers will also agree as to the difficulty of finding hurriedly a suitable passage. Two hundred passages, arranged for different forms, are given; and also some passages in English for a Sixth Form, to be turned into French as dictated.

"Heath's Modern Language Series."—*French Plays for Children.*  
By Josette Eugénie Spink. (1s. 3d. net. Harrap.)

Seven little plays that have been tested in class work and acted by the children in a Chicago elementary school. They are simple and interesting; the parts include boys and girls; there is a vocabulary.

"Oxford Plain French Texts."—(1) *La Chèvre de M. Seguin* (Daudet); (2) *Le Lac de Gers* (Töpffer); (3) *Le Coup de Pistolet* (Mérimée); (4) *Paris Menacé: Paris Sauvé*; (5) *Le Chien de Brisquet* (Nodier); (6) *Laurette* (de Vigny). Vol. IV is edited by G. H. Clarke; the others by H. L. Hutton. (6d. net each volume. Clarendon Press.)

Pleasant little volumes in limp cloth; type clear, and of a suitable size. About forty pages of text. Experience has shown the value of such books; they should be numerous. A fortnight is quite long enough to read one volume.

#### HISTORY.

*Stories for the History Hour.* From Augustus to Rolf.  
By Nannie Niemeyer. (3s. net. Harrap.)

A book that may be used freely for reading aloud to young children, though the author would prefer that the stories should be told and not read. The former is undoubtedly the better method if the teller is equal to the task. The stories cover the period B.C. 50 to A.D. 900. The book appears in a paper wrapper (bound in the course of time to be discarded), with an attractive illustration, which does not appear to be repeated in the volume. When the wrapper is removed there is nothing distinctive about the binding.

*Stories of the Scottish Border.* By Mr. and Mrs. William Platt.  
Sixteen page illustrations by M. Meredith Williams. (1s. 9d. Harrap.)

Another volume in the "Told Through the Ages" series, produced in the same attractive style. Two hundred and fifty pages of reading matter, chiefly in prose, but with some verse.

*A Notebook of Medieval History.* A.D. 323—A.D. 1453.

By C. Raymond Beazley. (3s. net. Clarendon Press.)

Dr. Beazley finds that the Middle Ages bear more directly on our

lives in the twentieth century than do more modern times. Then the spirit of nationalism was active, as it is to-day. The book arranges the chief events in European history in chronological order in brief periods. As an example of the method, we find on one half-page that Benedict XI releases Philip of France from excommunication; that there are fresh risings in Scotland, and Edward overruns the country; that the Cloth Hall at Ypres was completed; that Petrarch was born; and that the University of Orleans was incorporated. There are over two hundred pages of notes and an index.

*Pages of Britain's Story, A.D. 597—1898.* From her Historians and Chroniclers. Edited by J. Turrill. (2s. 6d. net. Clarendon Press.)

A number of extracts from writers of repute, dealing with events from the coming of Augustine to the funeral of Gordon. Bede, Froissart, Hakluyt, Carlyle, Thackeray, Scott, Horace Walpole, and many other writers are quoted in the three hundred pages that form this volume.

*Sir Walter Raleigh.* Selections from his "History of the World," his "Letters," &c. Edited, with introduction and notes, by G. E. Hadow. (3s. 6d. net. Clarendon Press.)

This is a book for the scholar, though the general reader may get enjoyment and profit from it. There is a full introduction, followed by about 130 pages of the "History," thirty pages of "Letters," a reproduction of Raleigh's map of the world, and a few pages of notes.

*Lord Kitchener: The Story of his Life and Work.*

By Donald A. Mackenzie. (1s. Blackie.)

Lord Kitchener's name is, and has been, one that has had especial power to arouse enthusiasm and inspire action. For forty years his life was full of activity in Egypt, India, Africa, and Europe. This volume for use as a reading book in school will therefore be found of great interest. There are several illustrations.

#### GEOGRAPHY.

"Macmillan's Geographical Exercise Books."—Key to No. IV: *The Americas.* With Questions. By B. C. Wallis. (2s. 6d. net. Macmillan.)

Many of the questions in this series are in the nature of problems, which may need for their solution a search through several books if the teacher be not a specialist in the subject. The hints given in the present volumes are very apt, and will save the class teacher much time.

"The Oxford Geographies."—Vol. I, *The Preliminary Geography.* (1s. 6d.) Vol. II, *The Junior Geography.* (2s.) Vol. III, *The Senior Geography.* (2s. 6d.) By A. J. Herbertson. New editions revised by O. J. R. Howarth. (Clarendon Press.)

Prof. Herbertson's "Geographies" are well established. The number of editions shows that they are widely used. The titles of the three volumes indicate the range of work covered—i.e. the first volume for the Preliminary school examinations of the Universities; the second for the Junior; and the third for the Senior. Each volume is complete in itself, and contains a number of illustrative maps.

*Sketch Maps.* Illustrating Important Phases in the Great War. With Historical Notes. August 1914-May 1916. By P. R. Clauss. (1s. net. Blackie.)

Beginning with the retreat from Mons, we have then the battles of the Marne and the Aisne; then the fighting from the first battle of Ypres to the battle of Loos. The French front in Champagne and Argonne; the Eastern front in Galicia and Poland, East Prussia, and Northern Russia are dealt with. The final chapters refer to the Balkans, the Dardanelles, Mesopotamia, and the Caucasus. At each opening there is a clearly drawn map, with explanatory letterpress on the opposite page.

*Large Scale Map of the Salonika Front.*  
(1s. net, paper; 1s. 6d. net, cloth. Bacon.)

Greece, Serbia, and Bulgaria printed with great clearness, so that every name can be read without difficulty; coloured contours, so that levels can be seen at a glance; railways, main roads, and frontiers clearly marked. Scale, about six miles to an inch.

*Bengal, Bihar and Orissa, Sikkim.* By L. S. S. O'Malley.  
(6s. net. Cambridge University Press.)

This is a volume in the Provincial Geographies of India Series, under the general editorship of Sir T. H. Holland. It is intended for serious and adult students, and deals with the physical aspects of the regions, the mines and minerals, the flora and forests, administration, history, archaeology, religions, languages, agriculture, industries, and commerce. There are a number of maps and other illustrations.

(Continued on page 160).

1917.  
THE COLLEGE OF PRECEPTORS

INCORPORATED BY ROYAL CHARTER  
BLOOMSBURY SQUARE, LONDON, W.C.1.

LECTURES FOR TEACHERS  
ON THE  
SCIENCE, ART, AND HISTORY OF EDUCATION

COURSE OF TWELVE LECTURES ON  
THE IDEAL AND THE ACTUAL IN PRESENT DAY EDUCATION

To be delivered at The College of Preceptors, Bloomsbury Square, London, W.C.1., on Thursday evenings  
27 September to 20 December, 1917

By JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,  
Professor of Education in the University of London.

The Course of Lectures (the Second Course of the Forty-fifth Annual Series) began on Thursday, September 27th, at 6.30 p.m.

In view of the present educational unrest, this Course will treat the practical problems of the school in such a way as to supply teachers with the data necessary to form just conclusions about the lines to be followed in the changed conditions that are coming. While preparing for whatever developments may lie before them, teachers must carry on in the meantime. The lectures accordingly will take account of things as they are, though keeping well in view the problem of how they ought to be. They will be fully illustrated throughout by references to the teaching of all the subjects of the ordinary Course in English, Continental, and American schools.

SYLLABUS.

I. (Sept. 27.) *The Ideal Teacher.*—Advantages and dangers of dealing with such subjects: the old and the new ideals: distinction between ideal teacher and ideal human being: physical, mental, and social qualities of the ideal teacher: hero-worship in school: the resolution of the ideal into the possible and actual: the compensations of common-placeness: the range of responsibility for the effects of personality and its trappings.

II. (Oct. 4.) *The Ideal Pupil and his Opposite.*—Demands of Plato, Quintilian, Ascham, and the rest: analysis of qualities of ideal pupil: standard by which the ideal is to be tested: the teacher's fallacy: the actual pupil: analysis of his defects: manipulation of his weaknesses: the importance of the common-place pupil: meaning of individuality, personality, and character: teacher's right to attempt to modify character at all.

III. (Oct. 11.) *The Class.*—Collective *versus* individual instruction: the team an educational collective unit: the class a teaching collective unit: the class essentially a compromise: advantages of collective presentation: disintegration and integration of the class spirit: Dr. Montessori's claim to have rung the death knell of class teaching: size of classes: individual taught through the class and the class through the individual: individualistic group teaching.

IV. (Oct. 18.) *Discipline.*—Popular misunderstandings about nature of discipline: the old discipline and the new: place of the "drill" principle: mental discipline: free discipline: minimum amount of restraint essential to satisfactory discipline: effect of school organization on discipline: self-realization and self-expression: freedom *versus* caprice: internal and external control: the anarchic school and the school republic.

V. (Oct. 25.) *The New Teaching.*—Fashionable use of the term *new*: invariableness underlying change: changes during life of a teacher: characteristics of the new teaching: self-consciousness: paidocentricism: respect for pupils' individuality: responsibility thrown on pupils: opposition to bookishness: use of interest and anisic attention: emphasis on disintegration-beat in class work: bias towards vocationalism tempered by belief in good all-round education.

VI. (Nov. 8.) *Textbooks and their Manipulation.*—Two kinds of textbooks, logical and psychological: textbook as authority: as an aid: reaction against textbooks: development of lecture method: textbooks partly superseded by pupils' notebooks: dangers and advantages of this plan: effect of multifoldings: probable development of textbooks: skeletal forms: relation of "subject" associations to new textbooks: standard type to suit different needs.

VII. (Nov. 15.) *Teaching how to Study.*—Effect of paidocentricism on the work of the pupil: method of learning naturally correlated with the method of teaching: pupils made conscious of their methods: books by F. M. McMurry and Dr. Lida Earhart: Rev. John Todd and William Cobbett applied to earlier stages of study: need for freedom in applying principles: varying methods according to temperament: residuum of unalterable principles: ultimate responsibility of the pupil.

VIII. (Nov. 22.) *Scales for Testing School Work.*—General demand for objective standards: Binet's Ready Reckoner of Instruction and Metric Scale of Intelligence: development of the idea so as to include many of the school subjects: work of Thorndyke, Ayres, and Curtis: Scales in arithmetic, handwriting, reading, spelling, drawing, English composition, language ability: difficulty in applying the scales: steady advance towards a workable scale.

IX. (Nov. 29.) *The School and the Home.*—Effect of the new teaching on home lessons: changing attitude of parents towards teachers: contrast with German system: nature and limits of parental co-operation: direct instruction *versus* atmosphere: the Gary plan and its reaction on relations with home: possibility of developments of co-operative cookery: night and day use of school buildings and its results: teachers as social workers.

X. (Dec. 6.) *The Teacher and his many Masters.*—Politics architectonic to education: schoolmaster must take his orders from the statesman: hierarchy of authorities representing the statesman: teacher's attitude to all these authorities: limits of his freedom, yet freedom within these limits: the official mind, its limitations and manipulation: teacher as expert must be allowed free scope to carry out the general instructions he receives: how to satisfy the requirements of authorities and yet retain substantial independence.

XI. (Dec. 13.) *The Educational Engineer.*—The principal of scientific management applied to teaching: introduction of a theoretical-practical man between the pure psychologist and the "direct" teacher: functions of the American school superintendent, and the English Director of Education, Director of Studies, and Head Master: aim and sphere of the "direct" teacher: how to minimize the evil effects of expert interference from without.

XII. (Dec. 20.) *The Literature of Education.*—Bad repute of teachers as readers: the inarticulate profession: need for general as well as special reading: the profession as raw material for literature: the literature that deals with the subject matter and with methods: the political literature of education: the "Curse of Education" type: the literature of principles: need for guidance in selection: periodical literature: need for keeping up to date, and how to do it.

FEEES FOR ADMISSION.

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\*.\* Members of the College have free admission to the Course.

*History's Background.* Book II: *The Discovery of the Americas and the Growth of the British Empire.* By J. S. Townsend and T. Franklin. (1s. 6d. net. Johnston.)

The aim of this series of books is to provide a companion reader to the history and geography textbooks. It is intended for upper classes in elementary schools and lower forms in secondary schools. This book deals with the opening up of the oceans in the fifteenth and sixteenth centuries, with the Americas during the seventeenth and eighteenth centuries, and with the industrial revolution in the nineteenth century. There are numerous maps.

*The Advanced Atlas of Physical and Political Geography.* By J. G. Bartholomew. (8s. 6d. net. Oxford University Press.)  
A new series of maps, specially designed for schools, colleges, and private students. There are ninety-six maps and a very full index. The maps are very clear—remarkable value for the price.

#### MATHEMATICS.

*Fermat's Last Theorem.* By M. Cashmore. (G. Bell.)

In a little book which will certainly be studied with the greatest interest by all who devote serious attention to the theory of numbers, the author claims that he has produced a *rigid* proof on elementary lines of Fermat's celebrated "Last Theorem." When we consider that, since the theorem was first enunciated, mathematicians of the calibre of Euler, Lejeune Dirichlet, and Kummer have expended with but imperfect results both time and labour in connexion with the subject, it will be admitted that it would be taking a bold step to pronounce as to the validity of any attempt at a general proof of the theorem in question, without submitting the proposed demonstration to the closest examination. It is hoped and believed, however, by the present writer that the requisite critical investigation of the brief text of this small volume will be supplied by those amply qualified to undertake it, and, if the demonstration stand the test successfully, Mr. Cashmore will deservedly reap the acknowledgment due to his very noteworthy achievement. The author combines with the main subject of his work a discussion on tests for primes and recurring decimals.

*Longmans' Explicit Arithmetics for Girls.* Teacher's Series.

Book VII: For Standards VII and VIII. (1s. 6d.)

The exercises afford opportunity for the revision of commercial arithmetic, and give a large number of examples bearing upon domestic work and other occupations in which it is likely that girls may be engaged.

*Revision Papers in Arithmetic.* By Charles Pendlebury. (1s. Bell.)

These papers are designed for candidates preparing for the Oxford and Cambridge Local Examinations and County Council examinations for scholarships. There are two hundred tests, and the answers are given on perforated leaves.

*The Combinations of Observations.* By David Brunt. (8s. net. Cambridge University Press.)

The aim of this book is to give an account of the method of least squares.

*Optical Theories.* Based on Lectures delivered before the Calcutta University. By D. N. Mallik. (7s. 6d. net. Cambridge University Press.)

Prof. Mallik traces the development of optical theories from the earliest times to the present day. He describes how we have been led up to the present position, and what that position really is.

*Elementary Mathematics in Girls' Schools.* Report of the Girls' Schools Committee of the Mathematical Association. (1s. net. Bell.)

This pamphlet is a carefully prepared syllabus of the arithmetic, algebra, and geometry that can be attempted in girls' schools. It has been worked out by a number of mathematical mistresses in schools of repute.

#### STORY BOOKS.

*Baker Secundus, and Some Other Fellows.* By W. E. Cule. (1s. 6d. net. Office of *Boy's Own Paper*.)

For five evenings a group of boys from different schools, who are brought together for a County Scholarship examination, sit in the school hall and tell stories of their school life. The stories are both grave and gay, and all go with a swing.

*Winning the Prize.* By Amy Whipple. (1s. 6d. net. Religious Tract Society.)

The Floyd children are left to themselves for a time; both father and mother are away. Uncle Dick comes to look after them. With the help of their neighbours they finally decide to spend their leisure in growing vegetables for the hospital. Many

exciting adventures result from their apparently harmless occupation.

*A Year of Adventure.* By A. O. Charles. (1s. 6d. net. Religious Tract Society.)

The unexpected return of a missionary uncle from Canada brings to the Lewis family the opportunity of a year's adventure. Under the uncle's guidance the remaining time in a suburb of Birmingham held its share of excitement. A move to Cornwall, and later to Sweden, gives the author many opportunities of telling a good story.

*Boycotted, and other Stories.* By Talbot Baines Reed. (1s. 6d. net. Office of *Boy's Own Paper*.)

Mr. Reed's stories are well liked by boys and well deserve their reputation. The present collection is varied; there are fifteen stories and all form good reading.

*The Stolen Grand Lama.* An English Boy's Adventures in Wild Tibet. By J. Claverdon Wood. (5s. net. Office of *Boy's Own Paper*.)

The inhabitants of Tibet are a wild and, judged by European standards, lawless race. Their religion, culminating in the worship of the Grand Lama, is full of mystery. The story tells how an English child becomes the Grand Lama. There are numerous good illustrations. A thrilling story for boys of about twelve to fourteen years of age.

*Wonder Tales from Scottish Myth and Legend.* By Donald A. Mackenzie. Illustrations by John Duncan. (6s. net. Blackie.)

Mr. Mackenzie relates these old legends in a marvellously simple and sympathetic style. The legends spring from the soil and the changing seasons observed by people with genuine poetic instinct. The illustrations are full of grace.

*Mackay of the Great Lake.* By C. E. Padwick. Illustrations in colour, maps, and pictures. (3s. net. Milford.)

This is an account of the life and work of the well known missionary in Uganda. It is written in a style calculated to appeal to boy scouts, and is an interesting story of the early British attempts to bring civilization to the shores of Lake Victoria Nyanza. Mackay was a trained engineer and brought the first steamer to the Lake.

*The Book of the Happy Warrior.* By Henry Newbolt. (6s. net. Longmans.)

In this volume Sir Henry Newbolt retells old stories of chivalry that are not easily accessible in a form to be read by boys. Roland, Richard Cœur de Lion, St. Louis, King of France, Robin Hood, Bertrand du Guesclin and the Black Prince, and the Chevalier de Bayard are among the heroes whose stories are told. There are eight coloured plates and a number of other illustrations by Henry J. Ford.

*Hill of Broom: A Guernsey Mystery.* By E. E. Cowper. With four illustrations in colour, by Elizabeth Earnshaw. (3s. 6d. Cassell.)

A good story of an English girl who takes a post in Guernsey in answer to an advertisement, and there finds a state of affairs that causes her some anxiety and gives the reader some delight. The mystery concerns a soldier suffering from shell shock who has deserted; it appears somewhat thin, when explained, to account for the thrills in the book, but the reader is carried on with interest amongst the natives of the island and the English investigators who are determined to discover the reasons for the queer happenings that are narrated.

*My Book of Best Stories from History.* Selected and retold by Hazel Phillips Hanshaw. Twelve illustrations in colour by A. C. Michael. (6s. net. Cassell.)

A handsome volume with impressive pictures. The type is large, and the style would make an appeal to the young reader who has perhaps been somewhat bored by his history lessons and who will be surprised to find that true stories of heroes of the past can provide fascinating reading.

*The British Girl's Annual.* Compiled by the Editor of *Little Folks*. (5s. net. Cassell.)

This volume is no less interesting than its predecessors. It contains a number of exciting stories by between twenty and thirty well-known writers, in addition to a few poems and articles. There are numerous illustrations. In bulk and style it is more than usual value for the money.

*Cassell's Children's Annual.* (3s. 6d. net. Cassell.)

A very large book with pictures on every page, many in colour, and printed in type that can be read easily by little ones. The stories are charming; the book will be welcomed in the nursery.



**DUSTLESS and HYGIENIC SCHOOLS**

On all School, Laboratory, Library, &amp;c., Floors and Linoleums of every description

**USE FLORIGENE** (Regd.)**DURING EACH VACATION for Best Results.****(BRITISH MADE.)**

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" **ALLAYS** the **DUST** and **DIRT** for **2 to 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods— which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

**These sanitary, labour-saving, and economic advantages are NOT attained by sweeping-powders or any mechanical or other method.**

**NEW ADDRESS:—**

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

**The "DUST-ALLAYER" Co., 4 Vernon Place, Bloomsbury Square, LONDON, W.C. 1.**

Contractors to the Admiralty,

War Office,

H.M. Office of Works,

Colonial Govts.,

L.C.C., &amp;c.\*

**OUTLINE MAPS AND DRAWING COPIES.**

As Set at the College of Preceptors Examinations.

**OUTLINE  
MAPS.**The World,  
British Isles,  
England & Wales,  
Scotland,  
Ireland,Thames Basin,  
Mersey Basin,  
North Sea,  
Mediterranean,  
Europe,Asia,  
Africa,  
N. America,  
S. America,  
Australia,Price **1½d.** per Map, post free; or  
**10d.** per dozen  
(alike or assorted).**DRAWING COPIES** (Freehand). About 100 different subjects. Price **2½d.** per copy, post free; or **1/9** per dozen, post free (alike or assorted). State whether Senior, Junior, Preliminary, or Lower required.**CARPENTER'S DRAWING BOOKS.**By **GEORGE CARPENTER**, late Drawing Master, Stationers' School.  
Pencilled Copies, and Easy Examples, interleaved with Tissue Paper.**Curves. Outlines of Familiar Objects.**  
**Introduction to Perspective.**  
**Trees. The Human Figure.**  
**Ornament.****1/2**  
each Part, post free;  
or the Six Parts,  
post free, for **6/6**Established  
1884.**FRANCIS HODGSON, 89 Farringdon St., Ludgate Circus, E.C. 4.** Telephone:

City 4871.

(Proprietor: F. HUGH VALLANCEY.)

**PUBLICATIONS RECEIVED.****EDUCATION.**

- The Camp School. By Margaret Macmillan. Allen & Unwin, 3s. 6d. net.
- Innocence and Ignorance. The Story of a Child's Experience. By Constance Wakeford. Routledge, 1d.
- The Principles of Rational Education. By Charles A. Mercier. Mental Culture Enterprise, 2s. 9d. net.
- British Boys: Their Training and Prospects. By Colonel M. J. King-Harman. Bell, 2s. net.
- W. E. Ford: A Biography. By J. D. Beresford and Kenneth Richmond. Collins, 6s. net.
- The Student's Guide. By John Adams. University of London Press, 3s. 6d. net.
- A Child's Bookshelf: Suggestions on Children's Reading, with an annotated list of Books on Heroism, Service, Patriotism, Friendliness, Joy and Beauty. By Lilian Stevenson. Student Christian Movement, 1s. 6d. net.
- The Teacher's Book of Hints that Win Success. Evans Brothers, 3s. 6d. net.
- The Public School System in relation to the Coming Conflict for National Supremacy. By V. Seymour Bryant. Preface by Lord Rayleigh. Longmans, 1s. 6d. net.
- Education Reform: Being the Report of the Education Reform Council. King, 5s. net.
- Education To-Day and To-Morrow. Addresses by P. E. Matheson. Milford, 2s. 6d. net.
- Conference Papers: Papers read to the London Teachers' Association at Special Conferences, February to May, 1917. 9 Fleet Street, 1s. net.
- The Message, The Messenger, and the Method. By G. Currie Martin, Effie Ryle, and J. H. Wimms. Headley, 1s. net.
- Public School Education and the War: An Answer to the Attack upon Eton Education. By T. Pellatt. Duckworth, 2s. 6d. net.
- The Organization of Thought: Educational and Scientific. By A. N. Whitehead. Williams & Norgate, 6s. net.
- La Réforme de l'Éducation Nationale. Par Georges Piusent. Hachette, 2 francs.
- The Religious Difficulties of Children. By Edith E. Read Mumford. Sunday School Union, 2s. net.

The Distribution and Relations of Educational Abilities. Report by the Education Officer of the London County Council, submitting three Preliminary Memoranda, by Cyril Burt. King, 2s. 6d. net.

Schemes of Work and Approved Time-tables. Evans Brothers, 2s. 6d. net.

**LATIN.**

- M. Tulli Ciceronis Pro Lege Manilia. Edited by John R. King. Clarendon Press, 5s. 6d.
- Continuous Latin Prose: With Syntax. By H. J. Dakers. Rivingtons, 5s. 6d.

**FRENCH.**

- La France: French Life and Ways. By G. Goubillon. Dent, 2s. 6d. net.
- Oxford French Series. (1) Adrienne Lecouvreur. By Scribe and Legouvé. Edited, with Introduction and Notes, by Theodore Ely Hamilton. (2) Le Marquis de Villemér. By George Sand. Edited, with Introduction and Notes, by Charles E. Young. Milford, each 3s. net.
- Le Petit Chose: Histoire d'un Enfant. Par Alphonse Daudet. Abridged and edited with Notes, Exercises, and Vocabulary, by Victor E. François. Ginn, 2s.
- Cours de Français pour les Etudes Scientifiques. (Science French Course.) Par A. G. Haltenhoff et C. Bouilly. Hachette, 3s. 6d. net.
- Cours Russes. Par le Vte E.-M. de Vogüé. Edited by Eugène Pellissier. Macmillan, 2s. 6d.

**MODERN LANGUAGES.**

Language-Student's Manual. By William R. Patterson. Kegan Paul, 2s. net.

**GERMAN.**

- Merkbuch: Of Everyday Words and Phrases. By Basil Readman. Blackie, 2s. 6d. net.
- The War and the Study of German. By Gilbert Waterhouse. Hodges (Dublin), 6d.

**SPANISH.**

An Intermediate Spanish Reader. By E. S. Harrison. Ginn, 3s.

**RUSSIAN.**

Oxford Russian Plain Texts. The Queen of Spades. By Pushkin. Clarendon Press, 1s. net.

- Russian Poets and Poems: "Classics" and "Moderns." With an Introduction on Russian Versification by Mme N. Jarintzov. Preface by Jane Harrison. Vol. I. "Classics." Blackwell, 10s. 6d. net.
- Russian Lyrics. With Notes and Vocabulary. By J. D. Duff. Cambridge University Press, 2s. 6d. net.
- Bondar's Simplified Russian Method: Conversational and Commercial. Compiled by D. Bondar. Effingham Wilson, 5s. net.
- A Prisoner of the Caucasus. By Leo Tolstoy. Edited by E. G. Underwood and Nevill Forbes. Introduction, Notes, and Vocabulary. Clarendon Press, 2s. 6d. net.

## ENGLISH.

- Word-Book of the English Tongue. By C. L. D. Routledge, 1s. 6d. net.
- Tales of a Wayside Inn. By H. W. Longfellow. Edited, with Introduction and Notes, by J. H. Castleman. Macmillan, 1s. 3d. net.
- Lamb's Tales from Shakespeare. (First Series.) Edited by A. R. Weekes. Clive, 1s. 4d.
- A Browning Anthology. Compiled by F. A. Forbes. Milford, 1s. 6d. net.
- Tales of the Scots. Retold by Jessie Patrick Findlay. Illustrated by Margaret Ross. Eneas Mackay (Stirling), boards, 1s.; paper, 8d.
- Intermediate Textbook of English Literature. Part I. By A. J. Wyatt and W. H. Low. Revised and partly rewritten by C. M. Drennan. Third edition. Clive, 4s.
- English Extracts and Exercises. For comparative study and training in Composition. Adapted for lower and middle forms in secondary schools and for upper classes in primary schools. By F. H. Pritchard. Harrap, 2s. net.
- Books for the Bairns. Shakespeare: His Life Story simply told by John Booth. Illustrated. Stead, 2d. net.
- Scott. (1) Ivanhoe. (2) Talisman. Each dramatized for school use by Maud I. Findlay. Milford, each 4d. net.
- A Selection from the Meditations of the Emperor Marcus Aurelius Antoninus. Translated from the Greek and annotated by J. G. Jennings. Blackie, 2s.
- The King's Fishing. Done into Verse. By Charles Mercier. Mental Culture Enterprise, 1s. 3d. net.
- Persephone: A Play. By Katherine Merryman. Harrap, 6d.; with music, 2s. 6d.

## HISTORY.

- A History of Europe. Part III. (Modern Europe, including Great Britain.) By A. J. Grant. New edition. Longmans, 4s. 6d. net.
- Notes on European History. For Army Candidates. By D. L. Lipson. Blackie, 1s. net.
- A Short History of the English People. By J. R. Green. With Tables and Analysis by Arthur Hassall. Part V. Epilogue, 1815-1914. By Alice Stopford Green. Macmillan, 2s. 6d.
- The Later Middle Ages: A History of Western Europe, 1254-1494. By R. B. Mowat. Milford, 4s. 6d.
- Tort, Crime, and Police: In Mediæval Britain. A Review of some Early Law and Custom. By J. W. Jeudwine. Williams & Norgate, 6s. net.
- Margaret of Scotland and the Dauphin Louis. An Historical Study based mainly on original documents preserved in the Bibliothèque Nationale. By Louis A. Barbé. Blackie, 6s. net.
- Citizenship: An Introductory Handbook. By M. Cécile Matheson. Student Christian Movement, 1s. 9d. net.
- The Adventures of Edmund Ludlow: Told mainly by himself and arranged by Thomas Alfred Spalding. Nelson, 1s. 6d. Also "Notes and Illustrations" for Teachers' Use. The same author and publisher, 2s. 6d.
- The Nations' Histories.—(1) Hungary, by Arthur B. Yolland; (2) Spain, by David Hannay. Nelson, each 3s. 6d. net.
- A World in Ferment: Interpretations of the War for a New World. By Nicholas Murray Butler. Scribners.
- An Analytical Outline of English History. By W. E. Haigh. Milford, 3s. 6d. net.
- Our Sea Power: Its Story and Its Meaning. By H. W. Household. Foreword by Admiral Beresford. Macmillan, 1s. 6d.
- Cambridge Travel Books.—The Discovery of America, 1492-1584. Cambridge University Press, 3s. net.
- The Teaching of History. By Charles H. Jarvis. Milford, 4s. 6d. net.
- Italy and the War. Translated from the Italian by Annie Hamilton. Bell, 2s. 6d. net.
- Letters on the Spirit of Patriotism and on the Idea of a Patriot King. By Viscount Bolingbroke. With an Introduction by A. Hassall. Clarendon Press, 2s. 6d. net.

- The Imperial Studies Series. The Old Empire and the New. By Arthur Percival Newton. With an Introduction by Sir Charles Lucas. Dent, 2s. 6d. net.
- A Handbook of Modern European History. 1789-1917. Compiled by S. E. Maltby. Headley, 1s. 6d. net.

## GEOGRAPHY.

- Cambridge County Geographies.—Bedfordshire. By C. Gore Chambers. Cambridge University Press, 1s. 6d. net.
- Macmillan's Geographical Exercise Books. Key to V, Asia and Australasia. With Questions by B. C. Wallis. Macmillan, 2s. 6d. net.

## MATHEMATICS.

- A First Course in Higher Algebra. By Helen A. Merrill and Clara E. Smith. Macmillan, 6s. 6d. net.
- Harrap's Introductory Algebra. By William Farquharson. Harrap, 1s. 6d. net.
- The Art of Teaching Arithmetic. A Book for Class Teachers. By Jeannie B. Thomson. Longmans, 4s. 6d.
- Commercial Calculations. By R. S. Osborne. Effingham Wilson. In one volume, 4s. 6d.; in two parts, each 2s. 6d.
- Differential Equations. Being Part II of Volume II of Goursat's Mathematical Analysis. By Edouard Goursat. Translated by Earle Raymond Hedrick and Otto Dunkel. Ginn, 11s. 6d. net.

## SCIENCE.

- Name This Flower: a simple way of finding out the Names of Common Plants without any previous knowledge of Botany. With 372 coloured drawings. By Gaston Bonnier. Dent, 6s. net.
- Science and Industry: the Place of Cambridge in any Scheme for their Combination. The Rede Lecture, 1917. By Sir Richard T. Glazebrook. Cambridge University Press, 1s. 6d. net.
- A Classbook of Organic Chemistry. By J. B. Cohen. Macmillan, 4s. 6d.
- The Theory and Use of Indicators: an Account of the Chemical Equilibria of Acids, Alkalies, and Indicators in Aqueous Solution, with Applications. By E. B. R. Prideaux. Constable, 12s. 6d. net.
- Baillière's Popular Atlas of the Anatomy and Physiology of the Female Human Body. With descriptive text by Hubert E. J. Bliss. Plates by Georges M. Dupuy. Third edition. Baillière, 4s. net.

## MANUAL TRAINING.

- Manual Training: Play Problems. Constructive Work for Boys and Girls based on the Play Interest. By William S. Martin. Macmillan, 5s. 6d. net.
- The Complete Woodworker. With 900 diagrams and drawings and 100 photographs. Cassell, 6s. net.

## BOOK-KEEPING.

- The Students' Catechism on Book-keeping, Accounting, and Banking. By Frederick Davey. Second edition. Butterworth, 3s. 6d. net.

## HOUSECRAFT.

- Housecraft Science. By E. D. Griffiths. Methuen, 2s. 6d. net.

## RELIGION.

- The Survival of Jesus: a Priest's Study in Divine Telepathy. By John Huntley Skrine. Constable, 5s. net.
- The Kingsway Series.—The Teacher's Book of Bible Lessons. By Clara E. Grant. Evans, 1s. 6d. net.
- Murby's Larger Scripture Manuals.—St. Luke. With Introduction, Maps, Notes, &c. By Charles Knapp. Murby, 3s. net.
- The Economic Anti-Christ. A Study in Social Polity. By W. Blissard. Allen & Unwin, 6s. net.
- Vision and Service. Being Sermons, Papers, Letters, and Aphorisms by the late Canon Barnett, selected and edited by his wife, Henrietta O. Barnett. Institute, Hampstead Garden Suburb, 1s.
- Cambridge Bible for Schools.—Haggai and Zechariah. Notes and Introduction by W. Emery Barnes. Cambridge University Press, 2s. 6d. net.
- Holy Communion and Reservation. Four articles by Bertram Pollock. Reprinted. Murray, 1s. 6d. net.
- Looking Forward. By Francis Channing Miles Welles. Eighth Edition. Simpkin, Marshall, 1s. net.
- Christian Experiences and Psychological Processes: with Special Reference to the Phenomenon of Autosuggestion. By Ruth Rouse and H. Crichton Miller. Student Christian Movement, 2s. 6d. net.
- St. Paul to the Romans: Studies in the Epistle to the Romans. By the Rev. R. L. Pelly. With a translation into modern English by Prof. James Moffat. Student Christian Movement, 1s. 3d. net.
- According to St. Luke. Studies in the Person and Teaching of Jesus Christ. By Hugh Martin. Student Christian Movement, 1s. net.

The Fourth Gospel: its Significance and Environment. By Robert Harvey Strachan. Student Christian Movement, 3s. 6d. net.

MUSIC.

The Teacher's Book of Music for Infants. Note Singing, Dramatized Rhymes and Games. By Clara E. Grant. Evans, 1s. 6d. net.

GAMES.

The Book of School Games. Edited by C. E. Hodges. Evans, 3s. 6d. net.

STORY BOOKS.

Mackay of the Great Lake. By C. E. Padwick. Illustrated in colour. Milford, 3s. net.

The Book of the Happy Warrior. By Henry Newbolt. Eight coloured plates and 25 other illustrations by Henry J. Ford. Longmans, 6s. net.

Wonder Tales: from Scottish Myth and Legend. By Donald A. Mackenzie. Illustrations by John Duncan. Blackie, 6s. net.

Baker Secundus: and Some Other Fellows. By W. E. Cule. *Boy's Own Paper*, 1s. 6d. net.

Boycotted, and Other Stories. By T. B. Reid. Religious Tract Society, 1s. 6d. net.

A Year of Adventure. By A. O. Charles. Religious Tract Society, 1s. 6d. net.

Winning the Prize. By Amy Whipple. Religious Tract Society, 1s. 6d. net.

NOT CLASSIFIED.

"I Appeal unto Caesar." By Mrs. Henry Hobhouse. Introduction by Prof. Gilbert Murray. Allen & Unwin, 1s. net.

War Speeches, 1914-1917. Collected by Benedict W. Ginsburg. Clarendon Press, 2s. 6d. net.

Killing for Sport. By Various Writers. Preface by Bernard Shaw. Bell. Cheap Edition, 1s. net.

War Map of Palestine. Johnston, 6d. net.

Is All Well with England? A Question by Marie Corelli. Jarrolds, 6d. net.

The Cultivation of Allotments. By Percy Elford and Samuel Heaton. Clarendon Press, 8d. net.

Women's Work in Wartime. A Handbook of Employments. Compiled and edited by H. M. Osborne. Preface by Lord Northcliffe. Werner Laurie, 2s. net.

The Munition Worker's Handbook. By Ernest Pull. Crosby Lockwood, 2s. 6d. net.

Human Immortality: Two Supposed Objections to the Doctrine. By William James. Constable, 7d. net.

The Principles of Industrial Administration. By G. E. Toogood. Introduction by W. L. Hichens. Brown, 1s. net.

Birkbeck College. Calendar, 1917-1918. Barber, 3d. net.

How Joy Was Found. A Fantasy in Verse in Five Acts. By Isobel W. Hutchison. Blackie, 3s. 6d. net.

The Prisoners' Friends: John Howard, Elizabeth Foy, and Sarah Martin. By Constance Wakeford. Illustrations by George Soper. Headley, 2s. 6d. net.

The Cinema: Its Present Position and Future Possibilities. The Report of the Commission instituted by the National Council of Public Morals. Williams & Norgate, 10s. 6d. net.

**IMPORTANT ANNOUNCEMENT.**

Messrs. BELL announce that, as a consequence of the continuous increase in all costs incidental to the production of books, they are compelled to increase the retail prices of their textbooks as from October 1st. A new edition of their Catalogue, cancelling previous issues, is now ready, and details of the augmented prices may be obtained from Messrs. Bell. - - - -

**G. BELL & SONS, LTD., Portugal St., W.C. 2.**

**SANITAS**

**DISINFECTANTS**  
For SCHOOL USE.

*A leaflet on School Disinfection will be sent post free on application to—*

**The "SANITAS" Co., Ltd.,**  
Limehouse, London, E.

**Disinfectant Manufacturers by Appointment to H.M. the King.**



**DR. KNAPP'S COMMENTARIES in MURBY'S NEW SCRIPTURE MANUALS.**

LARGER Manuals.	SMALLER Manuals.
ST. MATTHEW (publication postponed) ... 1/9 net.	*ST. MATTHEW ... 16
ST. MARK ... 3/- net.	ST. MARK ... 13
ST. LUKE ... 3/- net.	ST. LUKE ... 16
*THE ACTS ... 3/- net.	THE ACTS, Vol. I (i-xvi) ... 13
	*THE ACTS, Vol. II (xviii-xxiii) 13

*The Church Times, An asterisk marks the books dealing with the subjects for the LOCAL EXAMINATIONS, 1918. "At its price it is by far the best commentary on the Third Gospel that we know."*

*School World said of "ACTS," Vol. I: "An excellent little commentary possessing a power of fascination rarely found in this type of book."*

*Appreciative notices have appeared in the Educational and Religious Papers.*

**THOMAS MURBY & CO., 6 Bouverie Street, E.C. 4.**

**CAREY'S "GRADUS AD PARNASSUM,"**  
WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

*Post 8vo, cloth, price 7s.*

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

**The London School of DALCROZE EURHYTHMICS**  
(The Dalcroze School of Eurhythmics, Ltd.)

23 STORE STREET, W.C. 1, will hold a HOLIDAY COURSE, December 31st to January 12th. Prospectus on application.

The new edition of "The Eurhythmics of Jaques-Dalcroze" is now ready. Price 2/-, post free 2/3.

**SECOND-HAND SCHOOL BOOKS**  
FOR USE NEXT TERM.

**NEW CATALOGUE READY SHORTLY.**

*Please write for copy to—*

**GEORGE OVER, Educational Bookseller, RUGBY.**

## 450 MEDALS & PRIZES !!

# STUDENT'S ELEMENTARY BOOK-KEEPING

By ARTHUR FIELDHOUSE, Accountant,  
66 West Parade, Huddersfield,

who will forward copy Index and Specimen Pages on receipt of Post Card addressed to Box A 27, Huddersfield.

364 Pages. 21st Edition. Post Free, 2s.  
100 Exercises. 350 Questions.  
Teacher's Specimen Copy, from Author only, 1s. 4d.

The ONLY TEXTBOOK to which there is a FULL KEY.

While this textbook more than covers all Elementary Examinations in this subject, its special design is to meet the requirements of the excellent Syllabuses issued by the Society of Arts, West Riding County Council, the College of Preceptors, Oxford and Cambridge Locals, the London Chamber of Commerce, and the National Union of Teachers.

The Exercises and the principles introduced therein are so carefully graded in point of difficulty that the student is trained to work the most difficult set of transactions without being appalled at any stage of his study. No exercise is too long or too complicated to be completed between each lesson. The Questions will be found very useful for testing the student's knowledge at each stage of his work. Examination Papers of the Society of Arts, the W.R.C.C., and College of Preceptors are included.

London: SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.

## THE STUDENT'S BUSINESS METHODS and COMMERCIAL CORRESPONDENCE.

By ARTHUR FIELDHOUSE, Accountant,  
66 West Parade, Huddersfield,

who will forward Specimen Pages and Index on receipt of Post Card addressed to P.O. Box A 27, Huddersfield.

Eighth Edition. 380 Pages.  
2s. 6d. Post Free.

80 TEST and EXAMINATION PAPERS,  
containing 1,300 QUESTIONS.

This is the only practical, up-to-date book on Commercial Correspondence and Office Work, and is characterized by the qualities that have made the author's other textbooks so popular. The lessons are well graduated, and the teacher is saved the drudgery of preparing Test Papers, one of which follows every chapter, in addition to numerous Examination Papers. PRACTICAL Work is provided in the Series of Business Transactions included in some of the Test Papers. It is the only Complete Guide, covering all the Elementary Examinations. Small-priced books may be had on the subject, but as they do not cover the Syllabuses they are dear at a gift. Efficiency should be the first consideration. It is an excellent Handbook for the Junior in the Office. Teacher's Specimen, from Author only, 1s. 7d. post free.

London: SIMPKIN, MARSHALL, HAMILTON, KENT & Co., Ltd.

## THE School World.

A MONTHLY MAGAZINE OF EDUCATIONAL  
WORK AND PROGRESS.

THE aim of "The School World" is to provide teachers with information of practical and permanent value. To this end all important changes and developments affecting education are dealt with by leading authorities and experienced teachers.

The magazine is indispensable to all educational workers who desire to keep in touch with modern methods of education.

PRICE 6d. VOLUME XVIII, 1916, 7s. 6d. net.

\*: A new volume began with the January number.

MACMILLAN & CO., LTD., LONDON.

SCHOOL, CLASSICAL,  
MATHEMATICAL,  
AND SCIENTIFIC  
BOOKS.

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1864.

Keys and Translations.

SCHOOLS  
SUPPLIED.

BOOKS  
BOUGHT.

J. POOLE & CO.,  
104 Charing Cross Road,  
LONDON, W.C.

Telephone No. 1646 Garrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

**EDUCATIONAL BOOKSELLERS**

# THE EDUCATIONAL TIMES

AND  
JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXXI No. 665

FEBRUARY 1, 1918

Published Quarterly. Price, to  
Non-Members, 6d.; by post, 7d.  
Annual Subscription, 2s.

The Editor regrets that the issue of this number has been unavoidably delayed.

THE  
COLLEGE OF PRECEPTORS.  
Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.1.

## GENERAL MEETING.

The Half-yearly General Meeting of the Members of the Corporation will be held at the College, Bloomsbury Square, on Saturday, the 23rd of March, 1918, at 3.30 p.m.

## LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "Psychology for Teachers," by Professor John Adams, will begin on Thursday, the 7th of February.

For Syllabus, see page 40.

## EXAMINATIONS.

**Diplomas.**—The next Examination of Teachers for the Diplomas of the College will begin on the 30th of December, 1918.

The Summer Diploma Examination has been discontinued.

**Practical Examination for Certificates of Ability to Teach.**—The next Practical Examination will be held in February, 1918.

**Certificate and Lower Forms Examinations.**—The Midsummer Examinations will begin on the 24th of June, 1918.

**Professional Preliminary Examinations.**—The next Examination will begin on the 5th of March, 1918.

**Commercial Examinations.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1918.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS, *Secretary.*



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M. FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).** Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the March-April Examinations close Wednesday, February 6th, 1918 (or, with extra fee, February 14th).

**SCHOOL EXAMINATIONS (Syllabus B).** Held throughout the British Isles three times a year, viz., March-April, June-July, and October-November. Entries for the March-April Examinations close (with extra fee) February 7th, 1918.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 4d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, the Syllabus in Ear Training and Sight Singing, entry forms and any further information will be sent post free on application to—

JAMES MUIR, *Secretary,*  
15 Bedford Square, London, W.C.1.

Telegrams: "Associa. London."

## LONDON UNIVERSITY DEGREES.

AT THE

B.A. EXAMINATION, 1917,

ABOVE ONE HALF

OF THE

PLACES IN HONOURS

INCLUDING

THE WHOLE OF THE HONOURS

IN

FRENCH AND GERMAN

WERE GAINED BY STUDENTS OF

University

Correspondence College.

A Short Guide to London University Examinations,  
Post free to PRIVATE STUDENTS from the Secretary,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.

## LONDON COLLEGE OF MUSIC. (Incorporated.)

GREAT MARLBOROUGH STREET, LONDON, W.1.

Patron: HIS GRACE THE DUKE OF LEEDS.  
Dr. F. J. KERN, Mus. Bac. Cantab., Principal.  
G. AUGUSTUS HOLMES, Esq., Dir. Exams.

## EXAMINATIONS, LOCAL AND HIGHER.

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c., will be held in London and over 450 Local Centres in APRIL. Last day of Entry, March 15th.

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars. Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, *Secretary.*

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

WOLSEY  
HALL,  
OXFORD.

POSTAL TUITION

For London University  
MATIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

FREE GUIDE  
on application to  
THE SECRETARY.

B.A.

**BIRKBECK COLLEGE**

BREAMS BUILDINGS, CHANCERY LANE, E.C.4.

**UNIVERSITY OF LONDON.****COURSES OF STUDY (Day and Evening)**

FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**

under RECOGNIZED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.**GEOGRAPHY DIPLOMA and MATRICULATION.**

Evening Courses for the Degrees in Economics and Laws.

POST GRADUATE AND RESEARCH WORK.

**SESSIONAL FEES** { *Day*: Arts, £10. 10s.; Science, £17. 10s. & S.G., containing dates of Professional Examinations for year 1918, Curriculum, &c., may be had on application to D. L. EADIE, 50 George Square, Edinburgh, Registrar for Edinburgh; or from WALTER HURST, Faculty Hall, 242 St. Vincent Street, Glasgow, Registrar for Glasgow.*Prospectus post free, Calendar 3d. (by post 5d.).***ROYAL COLLEGE OF PHYSICIANS OF EDINBURGH, ROYAL COLLEGE OF SURGEONS OF EDINBURGH, ROYAL FACULTY OF PHYSICIANS AND SURGEONS OF GLASGOW.**

Copies of Regulations for the Triple Qualification of this Board (L.R.C.P.E., L.R.C.S.E., and L.R.F.P. &amp; S.G.), containing dates of Professional Examinations for year 1918, Curriculum, &amp;c., may be had on application to D. L. EADIE, 50 George Square, Edinburgh, Registrar for Edinburgh; or from WALTER HURST, Faculty Hall, 242 St. Vincent Street, Glasgow, Registrar for Glasgow.

**Teachers Registration Council**Representative of the Teaching Profession  
(Constituted by Order of Council, 29 Feb., 1912.)In accordance with the above-mentioned  
Order a**REGISTER OF TEACHERS**

is now maintained by the Council.

For Information apply to—

THE SECRETARY,

TEACHERS REGISTRATION COUNCIL,

47 BEDFORD SQUARE,  
LONDON, W.C.1.**MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.**

In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Preparation for the Teaching Diploma of the London University for the Certificate of the Cambridge Teachers' Training Syndicate and for the National Froebel Union Higher Certificate, Parts I and II.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £12 to £24 offered to Students with a Degree or its equivalent. Loan Fund.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salusbury Road, Brondesbury, London, N.W. 6.

**JOINT AGENCY FOR WOMEN TEACHERS.**

OAKLEY HOUSE,

14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1.  
Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.**THIS** Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11.30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11.30 a.m. to 1 p.m.

When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

**JOINT SCHOLASTIC AGENCY.**

23 Southampton St., Bloomsbury Sq., W.C.1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.****INCORPORATED ASSOCIATION OF HEAD MASTERS.****COLLEGE OF PRECEPTORS.****TEACHERS' GUILD.****ASSOCIATION OF ASSISTANT MASTERS.**

Registrar: Mr. E. A. VIRGO.

**The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.**

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

**A PROSPECTUS will be sent on application.****DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.**

Training Strictly Swedish. Residential Hostel Attached. Scholarships, Value £40 and £20, Offered Annually.

The College has Open-air Gymnasium and Sports Ground. It is efficiently staffed and the Course of Training is recognized by Public Examination Boards.

For further particulars apply: Miss B. SPELMAN STANGER, Member and Examiner of the Incorporated Society of Trained Masseuses, Sunray Avenue, Herne Hill, London, S.E.24.

THE INCORPORATED

**FROEBEL EDUCATIONAL INSTITUTE,**Colet Gardens, Talgarth Road,  
West Kensington, London, W.14.

President and Chairman ...

RIGHT HON. SIR W. MATHER, LL.D.

Hon. Treasurer... ..

MR. C. G. MONTEFIORE, M.A.

Secretary ... ..

MR. ARTHUR G. SYMONDS, M.A.

**TRAINING COLLEGE FOR TEACHERS.**

Principal ... .. MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.

Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

**The London School of DALCROZE EURHYTHMICS**

will give Demonstrations in the PRINCE'S THEATRE, SHAPTESBURY AVENUE, W.C.2, on FRIDAY, FEBRUARY 22nd, at 4.30 p.m., and SATURDAY, FEBRUARY 23rd, at 11 a.m. The Programme on each day will consist of CHILDREN'S WORK IN RHYTHMIC MOVEMENT and of STUDENTS' WORK IN THE PLASTIC EXPRESSION OF MUSIC, specially composed by Monsieur JACQUES-DALCROZE, who, unless prevented by difficulties of continental travel, will himself conduct.

Tickets. Reserved: Stalls, 10/6, 7/6, and 5/-; Dress Circle, 7/6, 5/-, and 3/-; Pit Stalls, 2/6. Unreserved: Pit, 1/6; Gallery, 1/-.

Schools and Educational Bodies applying before February 15th for 10 or more Stalls or Dress Circle will be charged half-price.

Tickets obtainable only from THE DALCROZE SCHOOL OF EURHYTHMICS, Ltd., 23 Store Street, W.C.1. (Telephone: Museum 2294, 10-1, 3-5.)

**CAREY'S "GRADUS AD PARNASSUM,"**

WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL LONDON.

**EDUCATIONAL AGENCY.**

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C.2.

Telegraphic Address:—

"Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

**Scholastic.**

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

**Assistant Mistresses.**

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

UNIVERSITY OF LONDON.

**KING'S COLLEGE.**

EVENING CLASSES for the LONDON UNIVERSITY MATRICULATION and PROFESSIONAL PRELIMINARY EXAMINATIONS.

Individual tuition in all subjects required for the examination. Fee for half-yearly course, £3 3s. Students may join at any time at proportional fees. Class commences on February 12th, 1918.

Apply to the Secretary,  
King's College, Strand, W.C.2

UNIVERSITY OF LONDON.

**KING'S COLLEGE.**  
EVENING CLASS DEPARTMENT.

COURSES are arranged for the INTERMEDIATE and FINAL EXAMINATIONS for the B.A. and B.Sc. DEGREES of the UNIVERSITY OF LONDON.

Students taking the full Course pay Composition Fees and rank as internal Students of the University. The Classes are also open to Occasional Students in separate subjects.

For full information and Prospectus, apply to the Dean (Mr. R. W. K. EDWARDS), or to the Secretary, King's College, Strand, London, W.C.2.

**MRS. CURWEN'S PIANO-FORTE METHOD.**

EAR TRAINING AND SIGHT SINGING FROM SOL-F-A AND STAFF.

TRAINING CLASSES for MUSIC TEACHERS are held on Saturdays and Wednesdays at Wigmore (late Bechstein) Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. Lessons by Correspondence may be had if desired. Address—Miss GARDNER, or Miss KNAGGS, at the Studio.

**AUTHOR AND PUBLISHER.**

AUTHORS should forward Stories, Poems, Novels, Plays, Songs, Music, Essays (for separate publication or for Serial placing) to Mr. STOCKWELL, 29 Ludgate Hill, E.C.4. Advice Free. Typewriting unessential.

London: Arthur H. Stockwell,  
29 LUDGATE HILL, E.C.4.

**University Tutorial College.**

LONDON.



**LONDON MATRICULATION.**

Morning, Afternoon, and Evening Classes for the June and September Examinations can be taken up at any time at proportionate fees.

Annually for the last twenty years about 100 Students of University Tutorial College have passed London Matriculation.

**LABORATORY WORK.**

PRACTICAL CLASSES IN CHEMISTRY, PHYSICS, BOTANY and ZOOLOGY

may be taken up at any time.

**PRIVATE TUITION.**

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study. Fees: Eight hours, £2.2s.; Twenty-one hours, £5.5s.

Full particulars may be had from

THE PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.1.

**NORMAL**  
Corr. College.

**NORMAL CORR. COLLEGE**  
(FOUNDED 1889.)

**EXAMINATIONS**

**FOR WHICH THE NORMAL PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Froebel. L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	--

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E.22,  
and 110 AVONDALE SQUARE, LONDON, S.E.1.

**BOOKS**

On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

**SECOND HAND AT HALF PRICES.**  
**NEW BOOKS AT DISCOUNT PRICES.**  
**BOOKS SENT ON APPROVAL.**

Catalogues Free. State Wants. Books Bought.

**W. & G. FOYLE,**  
121/123 Charing Cross Road, London, W.C.2.

Messrs.

**TRUMAN & KNIGHTLEY, LTD.**

Educational Agents,

158 to 162 OXFORD STREET,  
LONDON, W.1.

Directors:

S. A. TRUMAN.  
JAMES HEARD, B.A.  
(Trinity College, Cambridge).

Telegrams—"TUTORESS, OX, LONDON."  
Telephone—No. 1136 Museum.

*This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.*

**A.—EMPLOYMENT DEPARTMENT.**

**(i) ASSISTANT MASTERS & TUTORS.**

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

**(ii) ASSISTANT MISTRESSES.**

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

**(iii) LADY MATRONS AND HOUSE-KEEPERS.**

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

**B.—SCHOOL TRANSFER DEPARTMENT.**

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

*No charge is made to Purchasers.*

*All communications and inquiries are treated in the strictest confidence.*

**C.—PUPILS' DEPARTMENT.**

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

*Full particulars will be forwarded on application.*

## A Selection from METHUEN'S EDUCATIONAL LIST

Announcement List and Catalogues sent on application.

### JUNIOR ENGLISH

By F. J. RAHTZ, M.A., B.Sc., Senior Lecturer at Merchant Venturers' Technical College, Bristol. 14th Edition. Crown 8vo. 1s. 9d.

### HIGHER ENGLISH :

By F. J. RAHTZ, M.A., B.Sc. 11th Edition. Crown 8vo. 4s.

### A CLASS-BOOK OF DICTATION PASSAGES

Selected by Canon W. WILLIAMSON, B.A. 20th Edition. Crown 8vo. 1s. 9d. [Junior School Books.]

### TOMMY SMITH'S ANIMALS

By EDMUND SELOUS. With 8 Illustrations by G. W. ORD. 15th Edition. Fcap. 8vo. 1s. 9d.

### TOMMY SMITH'S OTHER ANIMALS

By EDMUND SELOUS. With 12 Illustrations by AUGUSTA GUEST. 7th Edition. Fcap. 8vo. 1s. 9d.

### TOMMY SMITH AT THE ZOO

By EDMUND SELOUS. With 8 Illustrations. Fcap. 8vo. 1s. 9d.

### L'HISTOIRE D'UNE TULIPE

By ALEXANDRE DUMAS. Adapted from "La Tulipe Noire," by T. R. N. CROFTS, M.A. 4th Edition. Fcap. 8vo. 1s. 3d.

### A JUNIOR HISTORY OF GREAT BRITAIN

By E. M. WILMOT-BUXTON, F.R.Hist.S. 3rd Edition. Crown 8vo. 2s. 6d.

### THE REMAKING OF MODERN EUROPE:

From the Outbreak of the French Revolution to the Treaty of Berlin, 1789 to 1878. By J. A. R. MARRIOTT, M.A. With 10 Maps. 9th Edition. Crown 8vo. 3s.

### MAKERS OF EUROPE

Outlines of European History for the Middle Forms of Schools. By E. M. WILMOT-BUXTON, F.R.Hist.S. With 12 Maps. 15th Edition. Crown 8vo. 4s.

### EASY EXERCISES IN ARITHMETIC

Containing 5,000 Examples. By W. S. BEARD. 9th Edition. Fcap. 8vo. 1s. 3d. With Answers. 1s. 6d. [Beginner's Books.]

### A TEXTBOOK OF INORGANIC CHEMISTRY

By G. SENTER, D.Sc., Ph.D., Lecturer at Birkbeck College. Author of "Outlines of Physical Chemistry." With many Diagrams. 3rd Edition. Crown 8vo. 7s. 6d. [Textbooks of Science.]

### THE COMPLETE SCHOOL CHEMISTRY

By F. M. OLDHAM, M.A., Senior Chemistry Master at Dulwich College. With 125 Illustrations. 11th Edition. Crown 8vo. 5s. [Textbooks of Science.]

### ELEMENTARY EXPERIMENTAL SCIENCE

**PHYSICS**, by W. T. CLOUGH, A.R.C.S., Head of the Physics and Electrical Engineering Department, East Ham Technical College; **CHEMISTRY**, by A. E. DRUNSTAN, D.Sc. With 2 Plates and 154 Diagrams. 16th Edition. Crown 8vo. 3s. [Junior School Books.]

### EXAMPLES IN PHYSICS

By C. E. JACKSON, M.A. 3rd Edition. Crown 8vo. 3s. [Textbooks of Science.]

### ELECTRIC LIGHT AND POWER

By F. E. BROOKS, B.Sc. (Lond.), Head of the Department of Physics and Electrical Engineering, Leicester Municipal Technical School, and W. H. N. JAMES, A.R.C.S., A.M.I.E.E., Lecturer in Electrical Engineering, Municipal School of Technology, Manchester. With 17 Plates and 230 Illustrations. 4th Edition. Crown 8vo. 5s. [Textbooks of Technology.]

**METHUEN & CO., Ltd.,**  
36 Essex Street, Strand, W.C. 2.

## BLACKIE'S LIST.

### THE GROUNDWORK OF BRITISH HISTORY.

By **GEORGE TOWNSEND WARNER**, M.A., sometime Fellow of Jesus College, Cambridge; Master of the Modern Side in Harrow School; Author of "A Brief Survey of British History," &c., and **C. H. K. MARTEN**, M.A., Balliol College, Oxford; Assistant Master at Eton College. With Maps, Time Charts, and Full Index. 764 pp., super-crown 8vo, 6s. net. Also in Two Parts 3s. 6d. net each. Also issued in Three Sections, 2s. 6d. net each.

### TILLAGE, TRADE, AND INVENTION.

An Outline of Industrial History.

By **GEORGE TOWNSEND WARNER**, M.A. Crown 8vo, cloth 2s. net.

### ON THE WRITING OF ENGLISH.

By **GEORGE TOWNSEND WARNER**. Crown 8vo. Cloth extra. Price 3s. 6d. net.

### EUROPE SINCE NAPOLEON.

(1815-1910.) By **ELIZABETH LEVETT**, Tutor in Modern History, St. Hilda's Hall, Oxford. With 10 Maps (2 in colour). Cloth boards. Price 3s. 6d. net.

### THE MAIN STREAM OF EUROPEAN HISTORY.

By the **Rev. FREDERICK HARRISON**, M.A., Senior History Master, Rutherford College, Newcastle-on-Tyne. Crown 8vo, cloth. Price 1s. 6d.

Just Published.

### A SCHOOL RUSSIAN GRAMMAR.

By **E. G. UNDERWOOD**, Christ Church, Oxford; Universities of Paris, Lille, and Bonn; Assistant Master at Eton. Large 8vo. Price 2s. 6d. net.

### A PROGRESSIVE RUSSIAN COURSE.

By **P. M. SMIRNOFF**, Member of the "Literary Society of Russia," Teacher of Russian in the Greenock Technical School, &c. Large Crown 8vo. Price 3s. 6d. net.

### SELECTIONS FROM ITALIAN PROSE WRITERS.

With Critical Introductions. By **ERNESTO GRILLO**, M.A., LL.D., D.C.L. 7s. 6d. net.

### SELECTIONS FROM THE ITALIAN POETS.

With Critical Introductions. By **ERNESTO GRILLO**, M.A., LL.D., D.C.L. 7s. 6d. net.

### A SKELETON SPANISH GRAMMAR.

By **E. ALLISON PEERS**, M.A. (Camb. and Lond.), Modern Language Master at Felsted School. Price 2s. 6d. net.

### A JUNIOR FRENCH COURSE.

First Year.

By **E. J. A. GROVES**, Lic. ès L. (Senior French Master Bradford Grammar School). Fully Illustrated. Cloth extra. Price 2s. 6d. net.

### BLACKIE'S LONGER FRENCH TEXTS.

From Modern French Literature. Printed in large, clear type, with brief Notes, Exercises, Phrase-list, and Vocabulary. Fcap. 8vo. 9d. each.

### BLACKIE'S LITTLE FRENCH CLASSICS.

Representing all important French Authors from Montaigne to Bourget. Fcap. 8vo, 5d. each.

### LE LIVRE ROUGE.

A First Book of French in Coloured Pictures. By **E. MAGEE**, Edgbaston High School for Girls, Birmingham. With many full-page Coloured Pictures and other Illustrations. Fcap. 4to. 1s. 9d.

### LE LIVRE BLEU.

A Second Book of French in Coloured Pictures. By **E. MAGEE**. With sixteen full-page Coloured Pictures and many other Illustrations. 2s.

### COURS DE FRANÇAIS, d'après les Textes.

By **M. ANCEAU** and **E. MAGEE**, Edgbaston High School for Girls, Birmingham. Cloth boards, 1s. 6d.

**BLACKIE & SON, Ltd.,** 50 Old Bailey, London.



## CONTENTS.

	Page		Page
Leader: Education in Danger .....	5	The Board as Guide, Philosopher, and Friend .....	15
Notes .....	6	The College of Preceptors: Meetings of the Council .....	16
The Education Bill—Advanced Courses—Dangers of Scrappiness—Latin in a Modern Studies Course—Opposition to Handwork—Value of Handwork—Inspection of Private Schools—Simplified Spelling—The Value of Character—Continuation Schools—Conferences—Danger to Private Schools—The Aim of Education—Suspicion—"Back to God"—The "Fisher Grants"—The Master of Trinity and Mr. Frank Ritchie—Handwriting.		Reviews .....	17
The Books. By Prof. John Adams .....	10	The Advanced Montessori Method (Maria Montessori)—Cambridge Essays on Education (Benson)—Jung's Collected Papers on Analytical Psychology (Lomb)—A Short History of England (Chesterton)—A World in Ferment (Butler).	
Some Schoolmasters—and Others .....	11	Overseas .....	19
What is Wrong with Education? .....	13	General Notices .....	22
Mr. Frank Ritchie: an Appreciation .....	14	Publications Received .....	25
Correspondence .....	14	Class Lists of Candidates who have passed the Christmas Certificate and Lower Forms Examinations of the College of Preceptors .....	31

## The Educational Times.

Until further notice, "The Educational Times" will be issued four times a year—on the 1st of February, May, August, and November. The next issue will appear on May 1st.

Communications intended for the Editor should be addressed to Ulverscroft, High Wycombe.

### EDUCATION IN DANGER.

In the year that is past the subject of Education has taken a more prominent position in newspaper discussion than has been the case previously. For the first time in our history a Minister of Education has journeyed from centre to centre delivering addresses with the object of rousing the people to a sense of the need for greater provision of educational opportunity. Proposals have been put forward that State supervision should stretch from infancy to manhood, from nursery schools to the age of eighteen years.

Education, conceived and carried out in the right spirit, leads to the Kingdom of God, the seeking of which is the first aim of life; other things are secondary in importance. The sincere and direct utterances of Mr. Fisher keep this point of view to the front: that education is an aim in itself, that children and adolescents need protection from commercial exploitation while they are developing and practising their powers, while they are finding out what life is and how to live it. Before the war there were many efforts made to break away from the commercial values that had been given to education. Many people felt that commercial values were not the only ones that mattered. The phrase "get on," which should mean "make progress towards a desirable goal," had come to signify "grow richer in money," thereby limiting its meaning to one

aspect of life only and assuming that material wealth was the one desirable goal. Since the war the protest against this mistaken value in education has grown louder. But it is still the opposition based on this mistaken attitude that Mr. Fisher has to meet in his attempts to improve the opportunities for education. One definite point may be taken as typifying the attitude of mind. It is said that if young men and young women are required to attend day classes until they have reached the age of eighteen, industry will be dislocated, wages lowered, and working-class homes made poorer; that, in short, there will be no commercial benefit to counterbalance the inconvenience.

This point of view needs combating with all the force that can be brought to bear. Very courageously and very convincingly has Sir John McClure raised his voice at recent meetings in London. It is the spirit underlying the teaching in schools that matters. If, with existing economic conditions, a boy, become man, grows rich, partly as a result of his education, there is nothing to say; but if the feeling of the country tries to force upon schools the principle that education is given with the aim of gaining commercial wealth, then arises the need for protest.

After three and a half years of war many people have learnt to do without things they used to think necessary. If one box of matches used with care will suffice where a dozen used to be squandered, why not continue to use fewer matches and let the time saved in labour be given to education and recreation? The same principle applies to most commodities. But during the war other people have become richer than before, and with the sudden accession of wealth it is hard not to over-estimate its value.

Another danger to education that the year just past has brought prominently forward is the danger of over-centralization. A strong man who feels that he can do things well is naturally impatient of inefficiency in others. Mr. Fisher has shown an inclination to fall into this snare. The Board of Education contains, he seems to say, good men and true who know what education wants; let the control of the Board therefore become more widespread. If in his own mind

Mr. Fisher argues in this sense, he forgets two things that matter. In the first place, Central Boards, though these officers be good men and true, have a tendency to become rigid and inhuman when invested with complete power and removed from personal contact with those they govern. In the second place—and this is more important than the other—central government, by removing from a locality the power of initiative and the sense of responsibility, tends to destroy interest in and take away life from the institution that is created. If the inhabitants of an area once get into the habit of looking entirely to the Government for the supply of education, it is likely that they will soon grow to care less about education.

The discussions of the year have brought to light another danger, which is to many people unexpected. The Workers' Education Association is a large body with influence spreading into all large centres of population. It is in the main a genuine movement, at the same time it is influenced to some extent by well-meaning doctrinaires who are not workmen, but who become members "in order to encourage the others." This is a hateful phrase, and its use shows an ineffective attitude of mind. Under these circumstances it is not possible to feel sure that the W.E.A. really represents the industrial workers of the country. The disquieting point is that this Association seems to view with suspicion the introduction into schools of anything that is not book-learning. At a time when even the most backward school has realized that development and training of muscles must go on *pari passu* with the development of intellectual powers, a reactionary tendency is trying to make itself felt, which would limit school education to learning from the printed book.

This year schools will have to fight against these three tendencies. They must insist upon their ideals; not allowing it to be assumed that they have no ideals because of pusillanimity or delicacy in expressing them. The commercial view that education is worth what it will fetch in salary must be opposed. Secondly, schools must protest against over-control from outside. The pawn cannot be expected to feel much interest in the game. And, thirdly, in the matter of school work, those activities must be chosen that best enable the child to practise his powers and find his personality.

## NOTES.

Mr. FISHER has introduced his new Bill under pressure of Parliamentary time which prevented a full debate on the first reading. As was expected, the main educational lines of the previous Bill are maintained. On these there was almost universal approval. Adverse criticism was directed principally towards the administrative clauses, some of which appeared to give undue power to the Board of Education. These clauses have been either omitted or modified in the

light of the criticism of the Local Authorities. The proposal that Provincial Councils should be formed has been omitted. It was Lord Haldane's pet scheme, and it had something in its favour, if only the country were educationally virginal and it were possible to place a dozen Universities equidistant from one another. But the Local Education Offices and the Universities are already established, and it would have been an error to endeavour to regroup them. The Bill, as it now stands, has strong backing both in Parliament and in the country, and it should before long become law.

THE Board have issued an explanatory circular on the subject of Advanced Courses. Firmly, but courteously, they maintain their decision that for the present

there shall be three such courses, and three only. More than one group of "experts" from whom the Board invite criticism have urged the importance of recognizing English as one of the principal languages. The answer of the Board is to the effect that it is well to try the three courses laid down and then later on to make modifications in the light of the experience gained. There is much to be urged in favour of the Board's point of view. In recent years many fresh subjects suitable to school study have been introduced. For all and each it is easy to find weighty reasons for inclusion in the time-table. But, speaking generally, the result has been to lessen the thoroughness of school studies. There are schools in which, in addition to the two or three main subjects, some half-dozen subsidiary subjects receive two half-hours or one hour a week. In some schools so many principal subjects are admitted that no thorough study of any one is possible; education becomes scrappy, confused, and ineffective, so far as intellectual study is concerned.

THE action of the Board may have valuable results if it succeeds in impressing upon schools the value of a well-planned course of study, consistently and thoroughly carried out. Things have reached a condition in which heads of schools must make up their minds to face criticism for the omission of subjects. A good case can be made out for the inclusion of any given subject, but no case can be sustained for the inclusion of all the many subjects in the time-table of one pupil. It is far better to acquire the habit of steady mental work through the study of a few subjects thoroughly, than to flit gaily from one attractive occupation to another, resting nowhere long enough to make trial of the intellectual powers. A language carefully studied may quite likely lead to the study of another language later on. As things are, it is by no means uncommon to find a piece of composition written by a pupil of fifteen years containing words and constructions belonging to the English, Latin,

French and German languages. Thoroughness is an ideal from which we are declining, and which we need to re-approach. But thoroughness ought not to mean pedantry; rather a grasp of main principles than meticulous accuracy. The juvenile stitcher does not start by hemming a handkerchief.

THERE is one point in particular in which the Board's Circular gives a useful hint. Latin, we are told, has been offered by a very large number of schools as one of the two languages to be included in a Modern Subjects Course. "But," continues the Circular, "it has generally been assumed that it will be of the same kind as the Latin in a Classical Course, with the result that it is left unrelated to the other subjects. To secure this relation, stress should be laid on acquiring the power of reading Latin rather than on prose composition or minute grammatical work." The Board even go on to suggest that historical books in medieval and later Latin might be read. The classical teacher may perhaps be rather shocked at this licence to decline from classical models. But the Board have reason on their side. The teaching of Latin is often obscured by the study of small points of grammar, of delicate shades of meaning, and of all that is included in the term "scholarship," far beyond the powers of understanding or appreciation of the pupils at the time. A good deal of reading should be done before grammatical niceties are studied or composition attempted.

WHILE the Board of Education are insisting that an Advanced Course should consist of a definite group of subjects carefully related and thoroughly studied up to a high intellectual standard, there comes from another source a disquieting opposition to the inclusion in the school curriculum of the subjects generally known as "practical." Leaders of educational thought have succeeded in convincing every teacher that in the early stages of school life handwork of one kind or another must be introduced in the interest of the intellectual development of the child. At the same time there is a suspicion, not perhaps new and not perhaps growing in intensity, but certainly growing in violence of expression, that all handwork is designed to keep the children of the workers in their places and to prevent them from rising in the social scale. The suspicion, which is now being widely voiced, is to some extent justified by the frequent demand in the newspapers for more efficient workers in order that the country may hold its place in industrial competition with other nations. The feeling is provoked that all educational reform is to be effected in order that the capitalist may secure better tools to increase his wealth. So in all directions comes the demand that schools should teach book-learning only.

LEGISLATION is of little force if it does not express a prevailing feeling. Teachers know that the aim of teaching carpentry to boys of twelve is to develop the muscles of the hand and arm in order to set free the powers of the brain: carpentry is not taught in order to turn boys into carpenters. So it is with other manual subjects. Domestic subjects are taught in order that girls may understand and be interested in the housework that they may have either to do or to control, not in order to fit them for domestic service. Teachers who are themselves educated know the value of education and wish to give their pupils the best opportunities of self-development that are possible, without any direct consideration of their earning capacities or their value as money-making tools to the employers. Parents, especially if they have had little education themselves, are generally anxious that their children should enjoy what they have missed. But it seems to them that what they have missed is book-learning alone, and so it is for book-learning that they ask, not yet realizing that the training of muscle and brain are closely connected and need equal opportunities of development. It remains for teachers to make it clear on every suitable occasion that education is given in the interest of the individual child and not for the benefit of the capitalist.

THE Education Committee of the London County Council have included in their recent report a strong expression of opinion on the subject of the inspection of private schools in London. The report states that the improvement of education is considerably hampered by the fact that private schools are not under any kind of public inspection, so that the Local Authority has no means of knowing whether the children attending such schools are being efficiently educated. The Committee recommend the Council to approach the Board of Education with a view to securing that private schools should be registered and subject to inspection. It seems that the Council have no power under the Education Act of 1870 of inspecting any school where the fees exceed ninepence a week. When the fees are ninepence a week or less the Council have already the power to inspect, and towards the end of last year a number of summonses were issued on this subject. It was stated that the children attending the schools in question were deplorably ignorant, that there was no equipment, and that the premises were unsuitable. The magistrates gave the parents time to find an efficient private school. If that were not done he would order the attendance of the children at Council schools.

MR. H. DRUMMOND, of Hetton-le-Hole, sends us an interesting account of a successful experiment that has been made in the use of Simplified Spelling in the

*Simplified Spelling.*

Lyons infant school of that town. The Board of Education had sanctioned the experiment. The teachers report as follows: "The scheme drawn up was very simple: being, first, sounds, then syllable-building, word-building, sentences, and the first and second readers." The report goes on: "Sound charts were always in front of the children, who were practised in them for a few minutes each day. The charts were soon mastered, and then syllable and word-building were tried. At this stage the children showed great interest, and were anxious for books and stories. We took sentences and stories on the blackboard, following the Montessori principles. The children got on so quickly that we aspired to a First Reader, and they are doing splendidly at it." It is stated that the average age of the children is six years. It is claimed that in just over a month they have gone through the course which by the other method would have taken a year. The children showed great quickness and enjoyed the work. A few more experiments like this and prejudice may give way. Children, after learning to read on a phonetic system, can easily learn the orthodox spelling if it is necessary.

A CORRESPONDENT sends us a quotation from Henderson's "Life of Stonewall Jackson," and suggests that as "it is closely related to the ideals of *The Educational Times*, it might be used as a motto for the year 1918." This is the quotation: "It has been well said by a soldier of Napoleon, writing of the war in Spain, that neither the Government nor the Army are the true bulwarks against foreign aggression, but the national character." The statement is true, and may well be laid to heart. It is necessary at the same time to recollect that the nation is not an entity apart from the Government and the Army. Statesmen and soldiers display the national character like the rest of us. It is the national character that forms and inspires the Government; it is the national character that brings into existence and gives strength to the Army. Everything therefore that develops character is of prime importance, and teachers are not in danger of forgetting this. It is not the knowledge taught nor the skill acquired that matters most. The things that matter are access to and ability to appreciate lofty thoughts and noble ideals, the resolve to make the best of one's own powers, and the strength to carry such resolve into action.

COMPULSORY education up to the age of eighteen is rightly held by many people to involve a widespread waste of time, so long as the term "education" means in the future what it has meant in the past—that is, in the main, a literary education based on the printed word. It is certain that a large number of pupils over fourteen years of age will resent the compulsion, and will therefore make but little progress under tuition.

But, in addition to this class, there are many boys and girls who are unable to absorb too prolonged a dose of literary study. Mr. Fisher evidently has foreseen this, for he has spoken of the necessity of giving to every boy and girl as much education "as they can absorb." Prof. John Adams, in a recent number of *The Times Educational Supplement*, shows convincingly that there must be a lower as well as an upper limit. He concludes his article with these words: "Every boy and girl has, in fact, what may be called a coefficient of educational absorption. It is for the experimental educationists to determine this coefficient in each case, and for the Education Authorities to ease off their pressure as soon as the point of educational saturation has been reached, even though the liberation age of eighteen is far distant. We cannot make it too clear that this shortening of the span is to be determined in every case by the powers of the pupil, and not by the desires or needs of any outside persons—be they parents, employers, or Education Authorities.

In this, the fourth winter of war, teachers' conferences have been held with their usual vigour and success. It is well that it should be so. At a time when schools are feeling the loss of the younger masters, it is all the more necessary for the remainder to take counsel together and to renew their enthusiasm and faith by mutual discussion and comparison of ideals. At a time, too, when those who understand the value of education are trying to convert the nation to additional effort and additional expenditure in the cause of education, it is urgently necessary that teachers should take their stand upon public platforms and enunciate the truths that they have won. If the teachers were to show indifference, it could hardly be expected that "the man in the street" should be enthusiastic. Mr. Fisher needs support, and that support was shown from every quarter at the conferences. Another prevailing note of the speeches was the demand for greater unity. Unity in the teaching profession, the drawing together of primary, secondary, and tertiary teachers, union between schools and parents, union between teachers and pupils. The growing sense of community of aim must help to lessen artificial distinctions. The common aim is to give opportunities for the liberation of the personality of each individual within the limits, becoming fewer as democracy advances, that society finds it necessary from time to time to impose.

MR. FISHER'S address to the Teachers' Christian Union will have been listened to, or reports of it read, by almost every teacher in the land. The high note of spiritual endeavour which characterized the speech will awaken many an echo. But one of his remarks

will cause anxiety to many teachers who believe in the value of private initiative and freedom in education. Mr. Fisher looks forward to a time when all schools will regard themselves as members of a national system of education. It is an aspiration that comes quite naturally from the head of a Government department. But to many people the history of bureaucratic control of education has not encouraged the belief in its efficiency or its success. Great progress must come in the development of mankind before it will be safe to entrust the entire education of the country to a Department of State. The value of private schools is that they offer an opportunity to the educational pioneer to carry out reforms that would be discouraged by officials. When those reforms have been proved, then, quite naturally, the State adopts them. The Board of Education have done much and will do more, but the country is not yet prepared to leave educational provision entirely in their hands. Private schools certainly do form part of the provision of education for the nation; to bring them under the present rigid control of the Board would be a calamity.

SIR JOHN McCCLURE was very outspoken in some of his remarks at recent educational meetings. His utterances are especially valuable in the light of the suspicious attitude to which reference was made in a preceding note. The suspicion is that education is given in the interests of capitalists and that teachers and capitalists are in league for the purpose. Sir John characterized as horrible nightmare the idea that education meant making good workmen and so increasing the industrial output of the country. "Against that foul conspiracy," he said, "it is our duty to protest, not with our might alone, but with the whole spirit in which we conduct our education." It is not so many years ago that every paper printed extracts from consular reports complaining that England was losing her trade and calling upon schools to make education more practical—i.e. to fit boys more exactly for counting-house or workshop. This demand that infants should be taught a vocation is disastrous to true education. But the demand does not come from business men alone. Mr. Fisher humorously drew a picture of the tiny citizen, as the trade unions would like to see him, "instructed in the mysteries of industrial history, of strikes and lock-outs, sliding scales, and piece-rate arithmetic, so that he may be equipped for the rôle of Labour leader."

WE have spoken of the suspicious attitude that the manual workers maintain towards education as given in the schools of to-day. That we do not exaggerate the danger may be argued from an article in a recent number of *The Times Educational Supplement*, which supports strongly the view here taken. The writer says that a group of men in the Midlands were dis-

cussing physical drill and medical care as carried on in the elementary schools. They agreed that the drill was well done, but thought that the real reason for its introduction was a desire to keep the working classes from becoming too intellectual. The writer gives the following statement as a résumé of what the masses believe the classes to be thinking: "The lower classes are becoming too intellectual; they are able to think and to express their thoughts; they will not much longer tolerate suppression. This must be stopped, but in Britain a direct opposition is not advisable. A more subtle system of combating the evil is to be found by turning attention to the physical. Cultivate their bodies; let their minds take their chance; then there will be plenty of brawny toilers—inarticulate because incapable of thought." The Labour Party may in the near future control Parliament, but at present the masses feel that they are being exploited in the interests of the rich. Divisions of that character in a State constitute a real danger to solidarity.

THIS paper, in common with others in Great Britain, has received an urgent appeal on the subject of national religion. It is suggested that as the Churches "have failed through three years of war to make the people realize their religious and moral duties," the duty might be laid upon editors of "giving the manhood of the nation a call to get back to God." It is most unhappily true that the Churches exercise at present a waning influence upon the majority of men. Services seem unreal and artificial: they do not respond to the feeling of need. Sermons fail to impress, for the preachers seem to be aloof from life. Many people "get their religion" from newspapers. Cheap printing produced a revolution in the influence of the pulpit. We do not believe that the nation is less religious in spirit than it has been in any previous epoch of our country. We believe there is a deep and wide sense of the value of spiritual things, which would at once grow in expression if the religious bodies of the country could adapt their professions to the needs of to-day. It is not the place here to discuss the reasons why the organized exponents of the religion of the nation have drifted apart from so large a proportion of the individuals composing the nation. But, though it has happened so, we do not believe that it is the result of indifference to higher things.

THE Secondary Schools Association have issued a memorandum on the subject of the "Fisher Grants" which call for the careful consideration of all schools that are governed under a public scheme, but are not receiving Board of Education grants. The memorandum points out that such schools are now faced with the fact that the State secondary schools are so heavily subsidized out of the taxes that other secon-

dary schools, unless they have valuable foundations or receive incomes from boarders, can hardly continue to hold their own. If such schools are reduced by State action to an inferior position, "it will not only be bad for the schools, but bad for the education of the nation." The Association therefore urges joint action, with a view to bringing influence to bear upon Mr. Fisher to give grants to schools where denominational education is given. This plaint comes in support of the previous contention that it is not in the interests of the nation that all schools should be under State control. The schools that the Association have in mind are those whose instrument of government make it essential to appoint a head master of some religious denomination. The regulation that excludes such schools from participation in grants is older than Mr. Fisher's term of office. It seems an irony that at a time when everyone is calling out for more religion, schools that give definite religious teaching should be crushed out of existence.

THE College of Preceptors has suffered the loss of two members whose deaths have been recently reported. Mr. Frank Ritchie was an active member of Council for many years. Some account of his activities will be found upon another page. Dr. Butler was an Honorary Member of Council and held the office of Moderator in Classics since the year 1873. He was a man of quite extraordinary gifts. His position, first at Harrow and then at Cambridge, brought him in contact with large numbers of people. To all of them he was a real force. He possessed in a remarkable degree what may be called, for want of a better term, personality, and consequently his influence is felt principally by those who met him rather than by those who read his writings. Without any pose or conscious effort on his part the simple grandeur of his nature communicated itself to those around him and drew out in response the best of which they were capable.

It has been the custom of the College to publish extracts from examiners' reports for the information of teachers. Following this precedent, there will be found on the last page of the Regulations for the commercial examination certain hints in regard to handwriting. *Handwriting*, it is there pointed out, is a special kind of drawing. Large arm movements should be taught and practised before the small finger movements which we associate with the use of a pen. It is a matter of practising the muscles. It is claimed that when the muscles of the arm are properly trained there will be no such thing as writer's cramp. The children in a Montessori school are encouraged to trace with the finger the outline of large letters, holding their arms up without any support for the wrist. For those who would like fuller information on the subject, there is a useful pamphlet recently published by the Child

Study Society on "Manuscript Writing," which can be obtained from Messrs. Longmans, Green, & Co. for fourpence.

### THE BOOKS.

By Prof. JOHN ADAMS.

It is in "Dr. Syntax," I think, that we find the decisive lines,

The lib'ral callings, all agree,  
Are Physic, Law, Divinity.

Teaching finds no place in this established trinity, though Mr. Frank Roscoe holds out hopes that by and by we may come to be recognized as a real profession. At present he tells us that "Teaching as a Profession" is a phrase that "is prophetic rather than descriptive." He admits that it is difficult to define precisely the term "profession," but assumes that its characteristics include "a body of scientific principles as the foundation of the work, and the exercise of some measure of control by the profession itself in regard to the qualifications of those who seek to enter its ranks." Leaving the second of these in the capable hands of the Secretary of the Teachers Registration Council, it is to the first that I want to draw the reader's attention.

In respect of this body of scientific principles how do we stand compared with the three orthodox learned professions? There is a phrase common on the lips of doctors and lawyers, and heard sometimes, though less often, among theologians. This is "the books." When discussing a case the doctor is fond of mentioning what "the books" have to say on the subject. On a knotty point the lawyer makes great case of "the books"—selecting, of course, the most favourable passages from what they have to say. When a difficult point of exegesis arises, the theologian may spend a good deal of time in expounding what "the books" contain on the issue. Even the layman has a certain share in "the books." It warms the heart of the experienced patient—amateur, as he so often is, of the characteristics of specialists—to be assured by his doctor of a place in "the books." What, then, are these mysterious books, and why do we teachers not also invoke them?

It is not that we have been altogether neglected in the matter of a technical literature. We, too, have our professional books. Not so many of them, of course, as the doctors, nor so abstruse as those of the theologians, nor so profitably ambiguous as those in which the lawyers put their trust: but books all the same. Some of them belong to us by good right. We can claim Comenius, Ascham, and Pestalozzi as exclusively as can the doctors Galen, Harvey, and Simpson. But others are claimed from what looks suspiciously like the desire for prestige. We have to justify our part and lot in them, and, truth to tell, we are not at all unwilling to embark upon a justificatory treatise. Professors of Education do not know whether to be more annoyed at or grateful to Plato and Aristotle, to take the two most flagrant examples. As soon as we hit upon some new aspect of our subject, some point that we fondly hope is entirely original, our first care is to turn to this troublesome pair to discover whether they have not, in some form or other, anticipated what we long to proclaim as our own. We find it disconcertingly common to discover that we have been forestalled, at any rate by implication. It is only natural, therefore, that we should acquire a certain dislike for these two anticipating persons. They are always getting in our way. On the other hand, they earn our gratitude when some other person publishes something that he thinks entirely new, and it is our turn to look into Plato and Aristotle and discover the exact place at which they have anticipated the optimistic investigator.

Too often do we who make our living by lecturing on "the books" prove ungrateful to those who supply us with materials for our disquisitions. What could be more thankless, for example, than the almost unqualified contempt with which it is now customary to treat Herbert Spencer's little book on "Education"? The contemptuous critics should not forget that their professional work is lightened by the material provided by the discredited philosopher. If we did not have the

opportunity of finding fault with him, we should have to undertake the much more arduous task of saying things for ourselves, and thus laying ourselves open to the criticism of others who would in their turn thus benefit at the expense of those they criticized.

It will be seen that we do have our books like the others, but they appear to be used mainly by those who make a profession of dealing with this literature. We do not find the ordinary teacher, as we find the ordinary doctor, referring to the books, and we very naturally want to know why. To be quite plain, it should be at once said that the great majority of teachers do not know of the existence of the books in question. Those who have gone through an ordinary training college for elementary teachers do know a certain group of books, some of them belonging to the genuine classics of the profession, but most of them being rather books of practical hints than treatises on principles. The newer type of secondary women teachers and the select few secondary men teachers who have deigned to prepare for their profession have, at any rate, some knowledge of the books. For the rest all is blank.

It is not impossible for teachers of ability to make out a sort of case for their neglect of their professional literature. But only the nobler sort among them take the trouble even to discuss the matter. The rest are complacent in their ignorance. They do not even know that here is a problem to be faced. They are joined to their idols like Ephraim, and perhaps we cannot do better than follow sacred writ, and let them alone.

The fighting sort decline to trouble with the books because they maintain that there is nothing new in them. They are old and quaint, and perhaps of some antiquarian interest, but they have nothing to say to an up-to-date teacher who has no special liking for antiquity. This is a perfectly intelligible attitude to adopt. Sturm, Comenius, and Pestalozzi are not the best sources for what are vulgarly called "tips" in teaching. But even for mere tips the contributions of the Jesuits are not without value, and no one can read *The Scholemaster* without getting some benefit even from the point of view of the most practical teacher. The editions of Hoole and Brinsley that Prof. Campagnac has presented to the profession have a distinct value to any schoolmaster with a spark of imagination or a glimmering of the meaning of the comparative method of studying a subject. Those who are willing to admit all this, get out of the responsibility of reading the books for themselves by the ingenious contention that all that is best in these old books has now been absorbed in the general body of knowledge available to the profession. Each of them has contributed its part to the mystery of our craft, and the whole is now common property. The same argument would exonerate us from reading Shakespeare and the Bible, but let it pass in virtue of its ingenuity and of the element of truth it embodies.

Let us carry it, however, to its legitimate conclusion. The argument implies that the teacher who uses it knows the present day body of scientific principles that lie behind his craft. Now, how does the modern teacher acquire his acquaintance with the principles of his profession? If he has made any systematic study he must have used books, at least the modern embodiments of the classics of our profession. To such a man the argument of absorption is valid. He has taken the proper means of seeing that the teaching of his predecessors has had a chance of reaching him. But the teacher who merely begins to teach and learns by trial and error, has little justification in maintaining that he is absorbing the results of the thinking of his predecessors. He carries on his work by the two dim lamps of tradition and personal opinion. Often by the grace of God he is able to avoid utter shipwreck, but for that he deserves no personal credit, and in the cases in which he fails he will assuredly not escape the censure of the just men who want to know whether he has taken all the proper precautions against failure.

Still another argument is brought against the books. We are told that they are so contradictory among themselves that no one can get any safe guidance from them. It has been said that there is no important statement made by any of the great writers on education that cannot be countered by its direct opposite in the writings of some other "great writer" on the subject. Here again it must be admitted that there is a certain justification in the argument. But the answer is twofold.

First, the teacher is urged to read the literature of his profession not merely to accept whatever he finds stated in the books, but to get at the various points of view and draw his own conclusion from what he reads. In the second place, even if lack of unanimity among the writers were a vital defect, we have now reached a stage at which there is a manifest approach towards harmony among writers on education. It is not, of course, maintained that we have got rid of difference of opinion in a subject that is notoriously controversial. But it is one thing to say that at the growing point of a subject there are violent disputes; it is another to say that it has not a body of recognized scientific principles on which there is general agreement. As I am fond of pointing out, within the past few years there have appeared no fewer than five books in English with precisely the same title, "Principles of Education." (Their authors are T. Raymont, E. N. Henderson, F. E. Bolton, W. C. Ruediger, and W. Franklin Jones.) If anyone cares to examine these five volumes he will find a great mass of matter on which they are all agreed. So clearly is this the case that reviewers sometimes find fault with the sameness of the views and facts presented. The truth is that we are all so busy debating certain controversial matters that we are apt to lose sight of the points on which we are agreed. On the other hand, only those who have to deal with young and inexperienced teachers can realize how much of this common body of accepted knowledge has to be actually communicated by direct instruction. It is not safe to assume that what is generally accepted is generally known. What to a well-read student of education is a commonplace is often trumpeted forth as something strikingly fresh and original by some one who, honestly enough, has made the discovery for himself, and is entitled to all the credit for a personal discovery, though also liable to the reproof of over-estimating the objective value of what he has found out, and to the less palatable reproof that he has wasted his time in discovering what he could have found out from the recorded experiences of his predecessors and colleagues. It is the duty of all of us to learn all that is at present known in our subject, in order that whatever talents we possess may be used in the discovery of things that are really new.

### SOME SCHOOLMASTERS—AND OTHERS.

WHEN we look back on the past and call up before our minds the men who taught us in our far-off boyhood, our feelings, like those of the inexperienced and inexpert speaker (the words are not necessarily synonymous) are mingled. Distance in time, as well as in space, may lend enchantment to the view, but we cannot forget all that we suffered in our younger days, and, while we think with gratitude and affection of some of our schoolmasters, we still are consumed with a burning desire to pour out the vials of our righteous indignation on others. Pierce as well as fond memory brings the light of other days around us. It is well for some of us that on the whole happy memories predominate over unhappy ones. Still the unhappy ones do exist, and no waters of Lethe can wash them away. Elia, looking back thirty-five years, named both his school and his masters. My school is just as famous as his, but courtesy and discretion make me choose concealment, though doubtless if my contemporaries read what I write they will recognize nicknames and initials.

One man above all others deserves grateful recognition, not for his scholastic attainments or intellectual brilliancy, but because, being the junior grammar master in the preparatory school, he took us in hand at the start, and for forty-three years he laid sound and solid foundations on which men more learned than he placed the superstructure of scholarship. I met Jimmy a few years ago, and by an effort of mental arithmetic I told him that at least four thousand boys must have passed through his hands. Each one of those four thousand learnt the use of pronouns by being told that if they did not exist he would have to write home after this manner: "Tommy's dear Mother,—Tommy has eaten Tommy's cake, and Tommy wants another." Jimmy, too, had "cakes" to give away, for he was firm as well as kind, but they were received, not with, but on the hand. I escaped these delicacies.

The master in the corresponding position in the writing school does not deserve to be mentioned in the same breath (or to have his name written with the same pen) with dear old Jimmy. *De mortuis nil nisi bonum*; but even epitaphs should recognize the majesty of truth. K— was a hypocrite and a savage, a blend of Squeers and Chadband. He was a pious man, but a kind-hearted gentlemanly infidel would have been an improvement on him. As a relief to his piety he had a way of letting himself go in anything but a pious manner, and he used to run amok with a cane, principally when we were practising hymns. I shall never forget one awful moment during a geography lesson when he bade me say "Dove and Derwent." I had not the remotest idea what these names represented, and I could not bring myself to utter words which had no meaning to me, so I kept silence; but it was almost pain and grief to me. He roared like a lion, and I thought my last hour had come. Happily his mood quickly changed, and my life was spared. When new boys came he asked them for contributions for the decoration of the classroom (and kept the money for himself). I gave a penny, and he said a halfpenny was enough, and he would give me the change later. That was thirty-four years ago, and 'later' has not yet come. He also promised me a shilling in lieu of a prize which was given to another boy. I wish I could have met him before he departed this life; I always longed to demand payment of this double debt, but my longing was never gratified. So strong was my dislike of him that during a tour down the Moselle many years after my schooldays I turned away from the hotel I had thought of staying at because it was marked "K—'s Hotel." *Belluarum hoc extremum* is a Ciceronian expression, and it exactly describes K.

As I turn my thoughts from this monster to the head of the preparatory school "a change comes o'er the spirit of my dream," and I am filled with gentleness and gratitude. He was a gentleman and a Christian. I see his firm, refined face, and I long to tell him how I remember with delight the sermons he preached in hall on Sunday afternoons; but, alas! J. T. has gone to his rest. I hope my loving appreciation may be known to him in Paradise. I have heard many preachers in my time, but no one I have ever heard or heard of knew as he knew the art of preaching to children. His text was always a story, generally some legend about a saint, and he made religion beautiful and real to us. May he rest in peace!

The school proper had many masters, and they presented every variety of character and capacity. Some were fitted for their position in both respects, some in one or the other, and some in neither. Some were born to be teachers, others had decidedly missed their vocation, and their mistake was our misfortune.

I shall never forget the hours spent in the drawing schools. We all went through that dreadful department, and thrice blessed was the boy who had artistic talent. For the rest of us it was Purgatory, and a useless Purgatory, too. To me it was an absolute waste of time, except that I learnt that "parallel lines as they go away from us vanish or get closer together." Years afterwards, when I took up the study of theology, I found this maxim of art an illuminating and helpful truth, the key to the solution of many problems. But I did not learn to draw, partly from dullness, partly from fear. The junior master was fierce enough (I am glad to say he shed his savageness in his later days), and his method of teaching was to knock you down with one hand and pick you up with the other. But the senior master was simply a wild beast. I used to look through the glass partition which separated the two rooms, and it was a case of *Christianos ad leones*. I thought that if I got under Billy my life would not be worth a minute's purchase, so I deliberately refrained from developing the tiny modicum of talent I possessed. Billy no longer lives. He was not hanged, but this was a miscarriage of justice.

Who can forget "Old Sarcaz"? He was head of the writing school, and taught us, among other subjects, history and geography. I learnt to value him more highly years after he ceased to stand to me in the relationship of master to pupil, and we became excellent friends. He was one of the old school, and would hardly rank as up to date to-day. I think he had not very much to teach us, but he knew something about teaching. He gained his nickname (unknown to

himself) by constantly telling us about bygone statesmen who had excelled in the art of sarcastic speech, and he used to warn us of the danger of using this talent overmuch. His geography lessons were rendered interesting by his reminiscences of walking tours over Scotch mountains. His history lessons consisted chiefly of imaginary conversations between Queen Anne and the Duchess of Marlborough. His leisure time was spent in advocating temperance, a cause which his vigour in old age splendidly advertised. If he was not a great scholar, he was a great disciplinarian. After his retirement he was asked by a Vicar to try to bring order into a hopelessly riotous Sunday school. He cheerfully undertook the task, and accomplished in five minutes what others had failed to do in five years. When he was eighty he paid a visit to an old colleague, who described him as "very young, very deaf—and not very dumb."

Who can ever forget the tall, black-bearded Henry? As long as we live, those of us who knew him will occasionally start and tremble as we hear his threat still echoing—"Now I've begun I'll go on"—and we feel again and again, as we take our pen into our hand, that we must produce "best small hand-writing, and plenty of it." His own "fist" was atrocious, but, like many other instructors, he could teach his pupils to do what he could not do himself. He was a worthy man, and when we were no longer his pupils we discovered his humanity and his humour.

Of course we learnt French, or, to speak more correctly, we attended French classes. In this respect our school was neither better nor worse than other schools, and perhaps the same might be said of the masters. One of them was a picture of dignity and deportment, and of course he had written a French grammar. His great desire was to die in harness, and he achieved it: but it was not very heavy harness. I think he really died from taking too great care of himself. Major Bagstock would have approved of him, for he was always well buttoned up, and, like old Weller, dressed up to the chin—cassock, overcoat, gown, and I think at times a shawl. He needed frequent nourishment, and nearly every afternoon went out for half an hour to refresh himself with chicken broth. But, if we learnt little from him, we knew he was a scholar and a gentleman, and he inspired respect.

When he died, the school bought a new broom, and for a short time we thought great things were going to happen, but it soon became clear that no great improvement had been made. Our new instructor came with a great reputation as a writer of most excellent books, but his ability was confined chiefly to his pen; his books are almost automatic machines for teaching French, and it would be difficult to improve upon them, but he did not teach as he wrote. He failed to create in us any love for his language or any particular ideas as to how we could acquire the use of it. And as a disciplinarian he was an utter absurdity. I am afraid the boys took advantage (to the disgust of the better-minded among us) of his weakness. He had become quite a Cockney in accent, although he was a Frenchman and remonstrated with us in that accent instead of taking severer and more sensible measures.—"I ain't a-going to have none of your nornsense"—"you're more offensive than ever this afternoon."

In the middle of this the head master would suddenly enter the room and ask—"Well, how are these boys getting on?" And the reply, which should have been, "They are veritable demons, please flog them all," invariably was, "Oh, ver' nice boys, ver' nice boys." When the Head had gone the Frenchman would say, "There now, after that, you ought to be good boys," but of course his consideration only produced contempt. He deserved better treatment, for he was humane, hard working, and perfectly refined. I have heard that in private life he was a most generous benefactor to those in need.

One of the masters combined the teaching of mathematics and morality. The former was orthodox, the latter scarcely so, his one rule being "You can cheat and lie as much as you like, so long as I don't find you out," and he had the greatest contempt for any boy who lied for ten minutes and then owned up. But he gave one piece of sound advice: "If you find a door open, leave it open; if you find it shut, leave it shut." Thus he taught us a wise plan for avoiding an unnecessary increase of responsibility.

No one who was a pupil of J. B. will ever forget him. He towered above the last mentioned master and all others of his



generation as a teacher of mathematics. He was a prince of teachers and should have been a teacher of princes—not on account of his manners, for he had none, but because of his methods. He could teach more in an hour than anyone else in a month. He had only one rule—"Get rid of all rules and use your common sense." He was always teaching us to open our eyes and work things out for ourselves. He used to talk to us on questions outside his proper subject and he gave us our first ideas on many matters of politics and economics. One of his pupils in his later days said to me—"J. B. is out of date, but J. B. out of date is better than most men up to date." He did not suffer from the vice of self-depreciation, but his strong self-confidence was justified by results.

Last, but not least, I must mention "The Head," and to write of him is more difficult than to write of all the others. It would be easy to be humorous, but it would be almost irreverent. If I were asked, "What do you owe to him?" my reply would be, "What do I *not* owe to him?" It is many years since I sat in his classroom, but he is still teaching me. I think of him daily, and as I grow in years I grow in gratitude. Not that we loved him at the time, for he was not the kind of man to draw out our affection when we were his pupils; he was rather too much of the schoolmaster for that; but afterwards we discovered what he had done for us and we longed to thank him. There was no nonsense about him and he inspired everyone with a wholesome fear that made discipline a matter of course. He had no commanding presence, but his presence was itself a command; and it produced order without the uttering of a single word. Now and then he was playful in speech and he would appreciate our sallies of wit, but it was never safe to reckon on amusing him. He had a caustic tongue and he could make a boy feel exquisitely uncomfortable. But, beneath his austerity, there was a kind heart and he loved justice and hated iniquity. If we sometimes thought him a beast, we discovered in after years that "The Beast had become a Beatitude."

No one could teach as he taught, and no other teaching has survived with me as his has done. He was never weary of making us read Cicero over and over again till we had caught the rhythm and had learnt to see its charm. He revealed to us the beauty of the Prayer Book language. He gave us the most splendid grounding in the Greek Testament that any schoolboys ever received, so much so that every page of it reminds me of him while I have forgotten the instruction I received later from an eminent theological coach who is now a Bishop. One of his greatest services was to make us familiar with Bengel's delightful epigrams; he seemed to have them all on the tip of his tongue. His sermons, like all his work, bore the mark of careful preparation, and I look back upon them as the first lessons I received in the art of preaching; there was not one unnecessary word in them, and each point led logically to the next till the climax was reached, and the climax was never spoilt by the fatal error of a fresh start. There are some who could speak of his wonderful skill and tenderness in ministering to dying boys; I knew him only as one who taught us how to live.

It is difficult to bring recollections of schooldays to a close, but to be garrulous is more pardonable than to be ungrateful. To offer a tribute of thankful recognition is both a duty and a joy.

W. C. B.

## WHAT IS WRONG WITH EDUCATION ?

By A TEACHER.

"Come out here, Tommy Jones!"

How often in each day does the harassed teacher have to say that! Poor man (or more generally woman), his is a hard life—a life of the most heartbreaking disappointment, the most distasteful tasks, the most spirit-breaking labour, and withal he knows that, no matter how hard he may work, no matter how diligent and conscientious he may be, there is no alleviation of his lot, no daily easing of the strain, such as workers in other walks of life earn for themselves. No; the teacher's only hope of "promotion" is to wait for dead men's shoes, and, even when he has at last attained the rank

of head teacher, it is only to find his responsibilities and worries trebled.

There are many forces at work in Britain which are inimical to education, and it shall be our aim to examine into some of these. In the first place, there is not in Britain that respect for education and educators that there should be, and this in my opinion is the root of the whole matter. "As the old cock crows the young one learns," and children are not much behind their parents in this respect. This widely diffused attitude of scarcely veiled contempt for the teacher is caused to a great extent by the teacher himself. Teachers as a class are utterly unbusinesslike, utterly blind to the things that matter most, and—utterly snobbish. It is a sad thing to say, but no one can deny its truth. The teaching profession can be best likened to a whale attacked on all sides by enemies, and blindly beating the air when by the exercise of its powers, rightly directed, it could speedily crush its adversaries. You must remember, gentle reader, that a teacher is a "professional" man, who receives "salary" and not wages; who does not need to take off his coat to work; whose "salary" is paid monthly and not weekly, like that of the common workman; whose holidays are long and whose hours are short; who would never for a moment dream of associating himself in a common trade union or federation with common labourers, hewers of wood and drawers of water. No, indeed; nothing so common for our bumptious "professional" man. It must be borne in mind that in many cases this spirit has been implanted in him by his sojourn at "college"—that manufactory of utterly unpractical things and obsolete theories. Indeed, the chief function of "college" in too many cases seems to be the implanting in the minds of the students of ideas of their own worth and consequence, which are not justified by their capabilities. I refrain here from quoting Burns on the subject, although the temptation is very great and the verse extremely pithy, but perhaps he was a little soured. Anyhow, we have our "professional" with his "salary" and the workman with his wages. The main difference between salary and wages is that one receives more of the latter.

Then, again, we have the usual number of short-sighted parents who cannot rush their children off to become wage-earners too quickly. Too often, alas! are boys advised against their best interests, and the teacher has to struggle against both natural inclination and settled prejudice. We are going to capture German trade after the war—at least, we say we are; but why didn't we attempt to capture it before the war, and what preparations are we making now to fit us for trade supremacy after the war? Certain it is that it is only the educated nation which can hope to survive in the struggle of the future. A prominent writer once enumerated the qualities essential in a teacher as follows:—He must have the patience of Job, the tact of a Richelieu, the diplomacy of a Pitt, the faith of a Paul, and the determination of the Devil. No one who knows anything of the work of a teacher will care to assert that this description is overdrawn.

We have on record the famous case of the Bishop who volunteered to take charge of a small school, in the temporary absence of the head master, and who broke his umbrella before he had been in the school five minutes. Of course there is nothing surprising in this to the initiate. A teacher must undergo an arduous training in one direction before he faces a class. After his college career, and from the commencement of his actual work as a teacher, he has to undergo another sort of training—training in the control of the temper and of the emotions. The most successful teacher is he who can hide and control his emotions. His nerves and temper, when he comes fresh to the work of teaching, are as unsuitable to his needs as would be his boots if they were made of the raw, untanned hide of the still bleeding bullock. No; his temper and his nerves have to undergo what may be likened to a daily course of salting, tanning, and toughening. How often do teachers hear the remark, "Oh, if I were a teacher I should commit murder in about five minutes, I know I should; I'm not good-tempered enough," &c. The people who speak in this strain forget, of course, that a special training is as necessary for the teacher as it is for every other skilled labourer. The Bishop with the umbrella did not possess this training, hence the smashing of his "gamp." Probably, had he been left longer in charge, he might have broken more than his umbrella.

One of the greatest anomalies of our educational system is the present system of inspection. When an Inspector enters a school he does not come to inspect the scholars, as is generally supposed. He comes to inspect the *teachers*. Of course he inquires in an extremely cursory manner into the attainments of the pupils; but the final responsibility rests on the teacher, and right well does the latter know it. The Inspector has no power over the pupil, but he has a great power over the teacher; and his good or bad report is literally a matter of bread and butter to the teacher. A pupil coming from a bad home, or from careless parents, can do practically as badly as he likes, and yet it is the teacher who is held responsible for his shortcomings. The teacher might, with great justice, ask in the words of the Scripture, "Am I my brother's keeper?"

Head masters, again, are as lacking in manly spirit as their assistants. The writer has seen head masters, men of the highest moral character doing the most important work of the nation, turned into palpitating masses of nerveless cowardice at the mere mention of an Inspector's being in the vicinity! And all on account of the despotic power of that functionary who, if he cares, can blast that head master's reputation with a word. One cannot blame Education Authorities for their so-called lack of generosity. The question of generosity should not enter into business dealings. It is not in nature to pay more for a thing if one can get it for less. The value of any commodity can be measured by the amount of money needed to purchase it, and, until teachers set the proper value on their services, they cannot hope for any amelioration in their condition. When a more manly spirit is manifested by the teachers, it will soon be reflected in the scholars; and the country, through the increased value of its future citizens will be the gainer.

### MR. FRANK RITCHIE.

AN APPRECIATION BY HIS OLD FRIEND AND  
COLLEAGUE MR. J. S. NORMAN (SEVENOAKS).

A VERY serious loss to the educational world and to a large circle of friends has been caused by the death of Mr. Frank Ritchie. He was born in 1847, and was educated at Lincoln College, Oxford, where he graduated in 1870, taking a Second Class in Classical Moderations and Greats. Soon after taking his degree he accepted a temporary post at Westminster School; on relinquishing it he went as an assistant master to the late Mr. Furness's (afterwards Mr. R. Lea's) preparatory school at Oakfield, Rugby. After some years there he joined Mr. G. L. Bennett, an assistant master at Rugby School, helping him to organize and start the new High School for Boys at Plymouth. In 1881 he left the High School, now well established, and started, with his friend and colleague Mr. J. S. Norman, as joint Head Master, a preparatory school at Sevenoaks, and remained in partnership with Mr. Norman till 1899. In 1901 he was appointed Secretary to the Association of Preparatory Schools, of which he was an original member; and in 1904 Secretary to the newly instituted Common Entrance Examination for Public Schools. Mr. Ritchie had taken a very prominent part in the promotion of this scheme, which has been adopted by most of the leading public schools and enables boys to be examined at their preparatory schools for entrance to the public schools, thus saving parents and preparatory-school masters the trouble, expense and anxiety of sending boys up for examination; and the details of the machinery by which this benefit is secured, by no means an easy matter to arrange, were practically due entirely to Mr. Ritchie's organizing ability and careful judgment. He continued his services as secretary until his last illness.

Mr. Ritchie represented the Preparatory Schools Association on the National Council for the Registration of Teachers, was a member of the Classical Association, and of the Joint Committee appointed by that and other educational bodies to deal with the question of grammatical terminology; he also served on the Federal Council and as Examiner to the College of Preceptors and occasionally for the Oxford Local Examinations, and in recent years served on the Selection Committee of the Admiralty dealing with the candidates for Osborne.

Mr. Ritchie possessed most unusual powers of organization and attended most minutely to details. His wisdom, tact, and excellent judgment have ensured the success of every undertaking that he has been connected with in any official or other capacity. He was held in the greatest respect and affection by all who had the privilege of knowing him. Mr. Ritchie was a most successful writer of school books for boys, some of which are used on the continent and in America. He was one of the first to insist that a knowledge of English should precede a knowledge of Latin, and his lucid explanations and clear exposition of first principles have saved schoolmasters from many mistakes and boys from many unhappy hours. He had a rare sense of humour and the kindest of hearts. Many will feel his loss and no one will wholly fill his place.

## CORRESPONDENCE.

### GRAMMATICAL REFORM.

To the Editor of "*The Educational Times*."

SIR,—At a meeting held under the auspices of the Teachers' Guild at University College, London, on January 3, to discuss the teaching of English in relation to the teaching of other languages, ancient and modern, remarkable unanimity of feeling was shown on the part of the large body of teachers present as to the need of a new departure in the teaching of English grammar, a subject which has been much neglected of late with disastrous results to the teaching of languages both modern and ancient. Emphasis was laid by several speakers on the fact that in the old days pupils were better provided than they are at present with a foundation of grammatical principles on which a study of foreign languages might later be erected. There was no intention to revive the mechanical methods of the past, but what was demanded was such a study of English Grammar as should serve as an introduction to the grammatical structure of all the foreign languages studied in schools. For a fuller statement of what this involves we may refer to the anonymous articles entitled "The Curriculum" (especially the article on language teaching of August 30) and "The Rediscovery of English," which have appeared within the last few months in *The Times Educational Supplement*. The desired results would, we believe, be achieved by intelligent teaching based on the scheme of grammatical reform proposed by the Joint Committee for the Unification and Simplification of Grammatical Terminology, whose report (published by Mr. John Murray, and to be obtained through any bookseller, price 6d.) has been recently commended to the attention of teachers (1) in the Report on the Teaching of French in London Secondary Schools, drawn up by six of H.M. Inspectors at the instance of the Board of Education (see section 74, page 34), and (2) in the Report on the same subject drawn up by Mr. Cloudesley Breyton for the London County Council [see page 13 (f)].

We, the undersigned members of the Standing Committee on Grammatical Reform, representing the Head Masters' Association, the Head Mistresses' Association, the Assistant Masters' Association, the Assistant Mistresses' Association, the Association of Preparatory Schools, the Classical Association, the Modern Language Association, and the English Association, hope that we may at this juncture render a service to education by asking for information on the following points:—(1) How far efforts have already been made in schools to co-ordinate the teaching of foreign languages with English and with one another; (2) whether the scheme of terminology put forward by the Joint Committee has been found useful to this end.

We should be grateful if heads of schools would kindly help us by sending information on these two points to the Hon. Secretary of the Standing Committee, Miss Edith Hastings, 180 Elm Park Mansions, London, S.W. 10.

An immediate response to this request would greatly assist us in the further steps which we contemplate taking.—We are, yours faithfully,

E. A. SONNENSCHNEIN  
(Chairman of the Standing Committee),  
CLOUDESLEY BREYTON,  
R. M. HAIG BROWN,  
EDITH HASTINGS,  
W. E. P. PANTIN,  
ELEANOR PURDIE,  
F. M. PURDIE,  
W. G. RUSHBROOKE,  
P. G. THOMAS.

## CERTIFICATE AND LOWER FORM EXAMINATIONS, 1918.

SUITABLE BOOKS PUBLISHED BY THE

### University Tutorial Press

*S.* denotes the Senior Examination, *J.* the Junior, *P.* the Preliminary, *L.F.* Lower Forms.

#### Scripture History.

- (S., J.) **Acts of the Apostles** (Part II, Ch. 13-28). Edited, with Introduction, Notes, and Maps, by Rev. W. H. FLECKNER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham. 1s. 9d.
- (S., J.) **Gospel of St. Matthew.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and J. W. SHUCKER, M.A. 1s. 9d.
- (P., L.F.) **Gospel of St. Matthew.** (Preliminary Edition.) With Introduction, Notes, and Maps. By Rev. T. WALKER, M.A. 1s. 3d.

#### English Literature.

- (J.) **Dickens.—A Tale of Two Cities.** By A. R. WEEKES, M.A. 1s. 9d.
- (P., L.F.) **Macaulay.—Horatius, Lake Regillus, The Armada.** By A. J. F. COLLINS, M.A. 1s. 3d.
- (P.) **Scott.—Marmion. Cantos I and VI.** By FREDERICK ALLEN, M.A. 10d.
- (S., J.) **Shakespeare.—A Midsummer Night's Dream.** By A. F. WATT, M.A. 2s.
- (S.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A. 2s.
- (J.) **Shakespeare.—The Tempest.** By A. R. WEEKES, M.A., and FREDERICK ALLEN, M.A. 1s. 6d. (Junior Shakespeare.)
- (S.) **Spenser.—Faerie Queene, Book I.** By W. H. HILL, M.A. 3s.

#### English History.

- (S.) **Earlier History of England (to 1485).** With Biographies, Maps, and Plans. By C. S. FEARENSIDE, M.A. 3s.
- (S.) **Modern History of England. Part II, 1688-1901** (with a concise Introduction down to 1714). 3s.
- (S., J.) **School History of England.** By M. E. CARTER, Honour School of Modern History, Oxford. With Plans and Coloured Maps. 4s. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 1s. 9d.
- (P., L.F.) **Preliminary History of England.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s. 6d.

#### Geography.

- (J.) **Geography of Africa (with Australasia).** Junior. By G. C. FRY, M.Sc. 10d.

#### Latin.

- (S., J.) **Caesar.—Gallic War, Book I.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s. 9d.
- (P.) **Caesar.—Gallic War, Book I, Ch. 1-29.** By A. H. ALLCROFT, M.A., and F. G. PLAISTOWE, M.A. With Introduction and Notes. 1s. 3d.
- (S.) **Caesar.—Gallic War, Book II.** By LL. M. PENN, M.A. (School Latin Classics.) With Introduction, Notes, and Alphabetical Lexicon. 1s. 3d.
- (S.) **Cicero.—Pro Lege Manilia.** By A. WAUGH YOUNG, M.A., and A. F. WATT, M.A. With Introduction and Notes. 3s. Vocabulary, 1s.
- (S., J.) **Vergil.—Aeneid, Book VIII.** By J. F. RICHARDS, M.A. With Introduction, Notes, and Alphabetical Lexicon. 1s. 3d.

Full Catalogue of Textbooks suitable for the College of Preceptors Certificate Examinations, Oxford and Cambridge Locals, the Higher School Certificate, &c., post free on application.

University Tutorial Press, Ltd.,  
High Street, New Oxford Street, W.C.2.

## The Educational Times

AND

JOURNAL OF THE COLLEGE OF PRECEPTORS.

Sixty-eighth Year of Publication.

Published on Feb. 1, May 1, Aug. 1, Nov. 1. Price 6d., by Post 7d.

#### SCALE OF CHARGES FOR ADVERTISEMENTS.

WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	2 10 0	"	3 0 0
QUARTER PAGE	1 10 0	"	1 15 0
PER INCH in broad column (half width of page)	0 7 0		
NARROW COLUMN (one-third page)	2 0 0		

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch.

Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.)

Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to the Publisher,

FRANCIS HODGSON, 89 FARRINGTON STREET, LONDON, E.C. 4.  
Telephone: City 4871.

Communications intended for the Editor should be addressed to THE EDITOR OF THE EDUCATIONAL TIMES, Ulverscroft, High Wycombe.

### THE BOARD AS GUIDE, PHILOSOPHER, AND FRIEND.\*

A PICTURE of a boys' school some fifty years ago might show us the timid boy working feverishly, but ineffectively, under the influence of the cane; the diffident boy confirmed in his diffidence by the apparent impossibility of avoiding punishment; the dishonest boy encouraged in his lying to escape detection in his idleness; the hardy boy accepting his frequent floggings as part of the natural inconveniences of being a boy, but not allowing the cane to influence his work; the vain boy and the studious boy sticking to their books—the one to gain praise, the other from liking. The school of that period was governed by an autocrat who laid down the same rules for the tall boy, the short boy, the lean boy, and the fat boy, and who punished for any breach. Such an autocrat considered that all boys must learn certain things or be punished for not doing so.

A picture of a school of to-day that could be reconstructed from the Board's "Suggestions" would show us a head master and a group of assistants working together, discussing, investigating, drawing up a careful scheme of work, after mutual consultation, to suit the capacities and interests of the boys whose characters and powers they had studied and considered. The masters would know the boys, and cooperate with them in their desire for knowledge and skill. Punishment would be rare, and would aim at strengthening a boy's character, and not at cowering him.

Many persons who find themselves confronted with the stone wall of a too rigid rule of the Board, or of a too pedantic Inspector, are inclined to look upon all officialism as deadening and impeding; there is ground for this view. But in the "Suggestions" the Board have shown that somewhere on their staff are a group of men thoroughly enlightened and completely human. It is twelve years since this brochure was first issued. At the time it was cordially welcomed as showing a new spirit in the Board. The preface stated quite euphematically that there was no intention of adding to the regulations, that the suggestions were what their name implied, and that "the only uniformity in practice that the

\* Revised edition of the Introduction to "Suggestions" for the consideration of Teachers and Others concerned in the Work of Public Elementary Schools. Published for the Board of Education by H.M. Stationery Office, price 2d. net.

Board of Education desire to see in the teaching of public elementary schools is that each teacher shall think for himself, and work out for himself, such methods of teaching as may use his powers to the best advantage, and be best suited to the particular needs and conditions of the school." Enthusiastic reformers are apt to forget this when they speak of the one method, or the best method of teaching a particular subject. The best method that a teacher can use is the method best suited to the conditions of his work and to his own powers and character. Head masters have been known to make the mistake of ordering a certain method to be employed, regardless of individual taste or capacity. A man who adopts a method unwillingly, and without full belief, is not likely to be successful in carrying it out. On the other hand, a teacher should not stick to his own method from dislike of change or from disinclination to trouble, without fully investigating the alternatives that are suggested.

The Board very wisely issued the first edition as a tentative essay, and asked for criticisms. Since 1905 the various chapters dealing with special subjects have been amended and reissued from time to time. The brochure before us is designed as an introduction to the complete volume. It does not therefore, except incidentally, treat of the subjects in the curriculum, but of general matters. In every case, under all the sub-headings, the treatment seems to us to be thoroughly sound. The writers are careful to avoid dogmatic statement, but they manage to make every paragraph stimulating to thought and inquiry. One obvious criticism will come to the readers' lips from time to time, if he be a master in a public elementary school. He will say: "I can't do this under existing circumstances; I only wish I could." For example, when a number of children in the lower standards are found to be backward, it is suggested that they should be formed into a special class. "Quite so," replies the critic; "but there is no teacher to take that class." The reply of the Board would no doubt be to the effect that the staffing of schools is gradually improving, and that, even when no teacher can be found to take such a special class altogether, yet that, if the principle of giving extra attention to the weaklings is kept in mind, some opportunities of carrying out the plan will probably be found.

Although the Board's "Suggestions" are addressed to teachers in public elementary schools, there is much in them that may be helpfully pondered by teachers in any grade of school. Under the sub-heading of "The Head Teacher and Staff" we find much useful advice in the direction of co-operation. In the past the head master has often been too much of an autocrat, and has failed to see that much better results can be obtained when every teacher feels that he is co-operating in the work of the school as a whole; when his views are considered, his knowledge placed at the disposal of all, and when his special powers receive their opportunity. When the head master is an autocrat, the class master tends to become a minor autocrat in his own classroom, and to limit his interest in the school to the four walls of his compartment. The democratic principle is crying aloud for admittance into schools of all grades. The "Suggestions" say: "To make the most of his staff, and keep them in touch with the work of the school as a whole, is so obvious and important an object for the head teacher, that he should try every practicable device to secure it. Periodical conferences are one necessary part of the school routine which is not always put to its full use. They should be held regularly to discuss changes in the scheme of work, to put teachers in possession of what is being done in other classes, to compare the results of the periodic examinations, or to discuss the value of a new method."

"Teachers and others connected with education should do their best to dispel the harmful error—which the old system of formal examination tended to foster—that the work of the schools is a mystery not to be penetrated except by the initiated." The Board here have emphasized a fundamental weakness which is widespread if not universal. Perhaps there is no teacher who does not feel, in a greater or less degree, that his art is a mystery, and that no one except a teacher can usefully discuss it. All organized professions tend to acquire this weakness. Hence we hear so frequently of the annoyance felt at the interference of parents. If parents are ignorant of the aims of education, it is time that teachers enlightened them. It is certainly healthy for a school to be

in touch with parents, and to let the parents in behind the scenes to see something of what is being done. Of course, the rude fact is that we dislike parents in the classroom because we feel that there we are no longer human beings, but we have become that artificial thing known as a schoolmaster; and we do not like to be seen in this character by the outside public. It is equally true that we object to the question, "What is the good of it?" because we are not proud of the only answer we can truly give. We usually teach certain things in certain ways because we were told to do so in the training college, or because we did the same when we were boys at school, or because the subject always has been taught, or because the parents wish it, or because the outside examination makes it necessary. No one of these answers is really satisfying to parents anxious for information, and so we keep out of the parents' way, or if we cannot avoid the question we shake our heads sapiently, and say that it is a matter for the school to decide: the school has special knowledge that is hidden from parents. This extract that we have quoted may have far-reaching effects in lessening the artificiality of the schoolmaster's attitude towards life.

There is much that is helpful in the chapter on training of character and school discipline. It is recognized that the teacher has a difficult task; he has to reconcile two conflicting aims. He has to encourage initiative and self-reliance, and at the same time must maintain control. In the past there has, perhaps, been too much control in the elementary schools. In secondary schools the control within the school walls has been too rigid, and outside not sufficiently so. A teacher in a secondary school might do well to spend twopence on this pamphlet, and an additional penny on the section dealing with the subject that he teaches.

## THE COLLEGE OF PRECEPTORS.

### MEETINGS OF THE COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 28th of November, 1917. Present:—The Rev. C. J. Smith, in the Chair, the Rev. F. W. Aveling, Mr. Bayley, Mr. Brown, Mr. F. Charles, Mr. Eagles, Miss Frodsham, Mr. Gregory Taylor, Mr. Hardie, Mr. Hay, Mr. Holland, Miss Lawford, the Rev. R. Lee, Mr. Maxwell, Mr. Millar Inglis, Mr. Morgan, the Rev. Dr. Nairn, Mr. Roscoe, Mr. Rushbrooke, Dr. Sibly, Mr. Starbuck, Mr. Thornton, Mr. Whitbread, and Mr. White.

In response to a request from the Midland Branch of the Private Schools Association, Mr. John Bayley and Mr. J. S. Thornton were appointed to address the members of that Branch on the subject of Local Examinations.

The Diploma of Associate was granted to Miss Mary Ann Hayes, who had satisfied the prescribed conditions.

A grant of £5 from the College Benevolent Fund was made to a life-member of the College.

On the recommendation of the Examination Committee, it was resolved (a) that alternative questions in Botany be set for colonial candidates, and (b) that special Senior History papers on the Cape Matriculation Syllabus be set for South African candidates.

The following persons were elected members of the College:—

Mr. G. P. Dymond, M.A. Lond., 6 Lockyer Street, Plymouth.  
Mr. F. G. S. Ward, L.C.P., 46 High Street, Dunblane.

The following books had been presented to the College since the last meeting of the Council:—

By the OXFORD UNIVERSITY PRESS.—Oxford Spanish Plain Texts (Fabulas Literarias, and Fabulas en Verso); Oxford Russian Plain Texts (Dostoevski's Christmas Tree, &c., and Gogol's Old-World Country-House); Beazley's Note-Book of Medieval History, A.D. 325-1453; Forbes's Third Russian Book; Freeman's Livy, Book I, and Virgil, Aeneid, IV; Freeman and Lowe's Greek Reader for Schools; Hadow's Selections from Sir Walter Raleigh's Writings; Haigh's Analytical Outline of English History; Herbertson's Junior Geography, and Senior Geography; Lamborn's Selections from Longfellow; Mainwaring and Paine's *Secunde Annus*; Smith's Shakespeare Criticism: a Selection; Underwood and Forbes's Tolstoy's Prisoner of the Caucasus.  
Calendar of the University of Bristol.  
Calendar of the University of Manitoba.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, on the 19th of Janu-

ary, 1918. Present: Prof. Adams, Vice-President, in the chair; Prof. Adamson, the Rev. F. W. Aveling, Mr. Bain, Mr. Barlet, Mr. Brown, Miss Frodsham, Mr. Hardie, Mr. Longsdon, Mr. Maxwell, Mr. Millar Inglis, the Rev. Dr. Nairn, Mr. Pendlebury, Mr. Roscoe, Mr. Rushbrooke, the Rev. C. J. Smith, Mr. Somerville, Mr. Starbuck, the Rev. Canon Swallow, Mr. Vincent, and Mr. Whitbread.

The Secretary reported the death of Mr. J. L. Butler, a member of the Council and the Hon. Local Secretary for the College Examinations at the Cheltenham Centre; of the Rev. Dr. Montagu Butler, an honorary member of the College and Moderator in Classics; and of Mr. F. Ritchie, a member of the Council and Examiner in Classics. The Council expressed their deep sense of the loss sustained by the College, and directed that letters of condolence be sent.

The Council considered and adopted an important memorandum relating to private schools, drafted by a Joint Conference of representatives of the College and of the Private Schools Association. It was resolved that the President of the Board of Education be asked to receive a deputation in order that the proposals in the memorandum might be laid before him.

The Dean was appointed the representative of the College on the Secondary School Teachers' War Relief Fund Joint Committee.

The Rev. F. W. Aveling and Mr. Millar Inglis were appointed the representatives of the College on the Joint Scholarships Board for the year ending 28 February, 1913.

Mr. R. F. Charles, Miss Crookshank, and Dr. Elizabeth Dawes were re-elected members of the Council.

The following persons were elected members of the College:—

Mr. T. B. Martin, Wanstead College, Snaresbrook.  
Miss E. Webb, Halidon House, Slough, Bucks.

The following books had been presented to the College since the last meeting of the Council:—

By GINN & Co.—Caldwell and Eikenberry's Elements of General Science; Caldwell, Eikenberry, and Pieper's Laboratory Manual for General Science; Packard's Everyday Physics.

By W. RICE, jun.—The *Journal of Education*, 1917.  
Calendar of Queen's University of Belfast.

## REVIEWS.

*The Advanced Montessori Method.* By Maria Montessori. (8s. 6d. net. Heinemann.)

The sub-title of this book runs "Scientific Pedagogy as applied to the education of children from seven to eleven years." It may be said at once that the volume does not correspond to this description. It is true that it is marked "Vol. I: Spontaneous Activity in Education." Perhaps in Vol. II there will be a specific application to the case of children between the ages specified, but in what now lies before us we fail to find anything very different from what we have already had from its authoress with regard to children at the "infant" stage. Further, there is nothing particularly scientific about the treatment. Indeed the style suggests anything rather than the scientific attitude of mind. The author too often writes ecstatically, and makes a somewhat unscientific use of italics. Her continual references to the Bible and to the saints are perhaps to be counted to her for righteousness, but they certainly do not help to give a scientific atmosphere. The arrangement of the book, too, leaves something to be desired. The last chapter, for example, by far the longest in the book, begins well by dealing with its nominal subject—Imagination. But by and by it wanders off into repetitions of what has been said in the earlier chapters, and ends with a great deal of miscellaneous matter on morals and religion that have nothing specifically to do with imagination as such.

A very successful part of the book is that in which Mme Montessori deals with the mistakes of our present methods of treating young children. Her "Survey of the Child's Life" certainly quickens the conscience of the honest and open-minded adult, and makes him wonder whether he has been behaving sanely towards the little people. The "Survey of Modern Education" is an effective attack on our whole school system, which loses some of its point because of the Italian

illustrations, but which comes close enough to the bone to make even English teachers uncomfortable. Our authoress makes a capital point against the "pedagogists" (a ghastly addition this to our vocabulary) by quoting Claparède's explanation that the first duty of the educator is to do no harm, but that it cannot be fulfilled entirely "because every method of scholastic education is in some way prejudicial to the normal development of the child. But the educator will seek to alleviate the injury which instruction necessarily entails."

Mme Montessori's real contribution to experimental science in pedagogy is her investigations into the origin and working of attention and obedience. Starting with the principle that the organization of psychical life begins with the characteristic phenomenon of attention, she maintains that something or other will certainly capture the attention of the young child, and that this first step can be used for the further development of the child's nature.

Two striking examples are given of the beginnings of an application of the system in schools. The reader is impressed by the frank acknowledgment of the original state of chaos and the preliminary disappointment of the enthusiastic teachers. The passage from introductory anarchy to ordered discipline, of the natural kind that Mme Montessori demands, is of the deepest interest to every teacher, and a full development of this aspect of the work would be worth volumes of the exclamatory stuff that takes up so much good space in the rest of the book. The diagrams on pages 97-108 represent very valuable interim results that need verification. The conception of "false fatigue," for example, offers an admirable field for confirmatory experiment.

Naturally the idea of freedom forms a basic subject in the book, and here, as in her other works, our authoress makes it clear that she is misunderstood when she is represented as advocating mere licence, as in the anarchic schools of Tolstoy. She admits that "every lesson infringes the liberty of the child," and for this reason she goes on to say that she allows a direct lesson "to last only for a few seconds." The limitations of the freedom of the child are made to come from within. By manipulating the child's own reactions to the stimuli leading to attention, the teacher is enabled to guide the attention of his pupils without infringing on their liberty. Here again we sit respectfully at the feet of the authoress.

There is nothing particularly fresh in the chapter on the intelligence, but when we come to the imagination we have Mme Montessori's well-known attack on fables and fairy tales. She regards these as the equivalents of "baby talk," and would have them eliminated on the same principle that would make sensible people talk the ordinary mother tongue to little children. Make-believe, she maintains, is really the child's attempt to gratify desires otherwise unattainable. It would thus correspond somewhat to the Freudian dream. In any case the only result of encouraging fairy tales and make-believe is the cultivation of credulity, which as a scientific person our authoress cannot tolerate. In the somewhat obscure treatment of the moral and religious aspect of education the book supplies material that will be welcomed by the controversialists on this subject—both sides will get ammunition here.

The reader will get up from this book with the impression that he has been prepared for something more, and will feel that he is not in a position to say how far he has profited by it till he has seen the sequel to which it leads up. We look with some eagerness for the second volume.

*Cambridge Essays on Education.* Edited by A. C. Benson. (7s. 6d. net. Cambridge University Press.)

The editor tells us that he wanted "to collect the opinions of a few experienced teachers and administrators upon certain questions of the theory and motive of education which lie a little beneath the surface." The following list exhibits the result:—The Aim of Educational Reform (Mr. J. L. Paton), The Training of the Reason (Dean Inge), The Training of the Imagination (Mr. A. C. Benson), Religion at School (Mr. W. W. Vaughan), Citizenship (Mr. A. Mansbridge), The Place of Literature in Education (Mr. Nowell Smith), The Place of Science in Education (Mr. William Bateson), Athletics (Mr. F. B. Malim), The Use of Leisure (Mr. J. H. Badley), Preparation for Practical Life (Sir John McClure), Teaching as a Profession (Mr. Frank Roscoe).

What is a reviewer to do in face of such a list? If he considers the importance of the subjects, he has to recognize that each deserves a review to itself; while, if he takes account of the distinction of the writers or the value of their contributions, the claim for individual treatment is strengthened instead of weakened. All that can be done is to give a general estimate of the whole, and beg the reader to believe that only lack of space prevents each article from being treated with the fullness it deserves.

Mr. Benson always writes attractively, and he is particularly fortunate in this book, because he can combine his usual charm of style with the authority that we are all willing to concede to a successful veteran in our profession. There is nothing strikingly new in his treatment of the imagination, but every teacher will feel the better and the happier for having read the chapter. Boys are going to have a pleasanter time because of the appearance of this book, for Mr. Benson's contributors play up admirably to his lead in this direction—notably Mr. Nowell Smith, who puts literature in just the position that every true bookman would give it. Mr. Paton is inspiring as usual, and Dean Inge gives no trace of the characteristic that figures so prominently in the newspaper references to his utterances. We think he is wrong in his reference to William James, and we think that ignorance is not the proper antithesis to reason; but we greatly enjoyed the article, and admire such happy sentences as "the soul is dyed the colour of its leisure thoughts." Mr. Vaughan does not flatter his profession by calling it "comparatively learned," but the very expression shows how carefully he weighs his words. He gets to the heart of his subject when he tells us that the real problem is "how to spiritualize education." But we cannot see his justification for saying that it is "perhaps harder for the schoolmaster than for any other man" to put himself in the place of another. There is certainly no other professional man whose success depends more on being able to perform this difficult feat. Mr. Mansbridge does a good deal to clear up the problem of the direct and the indirect instruction in what is now called Civics. He speaks with authority on the attitude of the working classes towards education in general, and he documents his argument very thoroughly. Mr. Nowell Smith is refreshingly brisk in his treatment of literature, and brings all a practical schoolmaster's acumen to the problems he tackles. We must all take to heart the lesson of his "What begins as an inspiration hardens into a formula"; while most of us will be at least greatly interested in his view that the theory that regards the value of a subject as determined by the amount of drudgery it involves "rests upon a confusion between the ideas of discipline and punishment, which itself is probably due to the strongly Judaistic tone of our so-called Christianity." Dr. Bateson's contribution on the educational position of science stands out as emphasizing the powerlessness of education. Taking a resolutely determinist attitude, he maintains that we must limit our hopes from education to its two scientific aspects "as a selective agency, but equally as a provision of opportunity." He takes a pessimistic view of the possibility of imparting to our ruling classes any tincture of the scientific spirit. Like Charles Lamb, he divides humanity into two races, but unlike Charles, his *principium divisionis* is not financial, but biological. The one race can appreciate science, the other can not; and unfortunately the negative group is much the larger. Greatly daring, we decline to accept this view without further evidence. Dr. Bateson is less pessimistic in other directions, if equally suggestive. He has no respect for the sacred precepts of the educationist, and even challenges the principle of proceeding from the particular to the general. All this heterodoxy we welcome, as, like the rest of the doctrine of this "live" book, it all tends toward the recognition of the individual interest (and therefore "interests") of the pupil.

In dealing with athletics, Mr. Malin assumes that it is the parent, and not the schoolmaster, who puts school games in their position of unwholesome eminence. If we can only get parents to recognize the schoolmaster's point of view in the matter, all would be well. Maybe he is right in this surprising contention. In any case, his readers are all the better for the little shock he has provided. Mr. Badley might well have treated of the need to provide leisure before proceeding to discuss how to use it. Surely it is a little late in the day to speak seriously of the "training value" of chess. As

everybody would expect, Sir John McClure is eminently sane and practical in his treatment of the preparation for life. The key-note to his position is to be found in his contention that the employer is entitled to say what sort of boy or girl he wants the schools to produce, and leave the means of obtaining this product to the teacher. It is seldom that the balance between the utilitarian and the cultural is so well maintained as in this article. Mr. Roscoe favours the training of teachers in schools rather than in training colleges, but maintains that the Departments of Education in the Universities should develop scientific research into the principles of teaching, and to this end should be brought into close touch with the schools in which teachers are obtaining their training. He adopts a sanely optimistic view about our professional status, and demands a cultivation of the "mystery" of our art, thus fittingly closing a volume that deals with that mystery in a popular, but none the less effective, fashion. All progressive teachers will thank Cambridge for this contribution.

*Collected Papers on Analytical Psychology.* By C. G. Jung. Authorized Translation, edited by Dr. C. E. Long. (15s. net. Baillière, Tindall, & Cox.) (Second Edition.)

The original edition of this work was reviewed in these columns, so that the only matter we need to notice here is that supplied in Chapters XIV and XV, which bring the subject up to date. To begin with, we must not lose sight of the significance of the fact that a second edition of a work of this kind should be called for within eighteen months of its first appearance. There must be more interest in psychoanalysis than the layman is apt to think. It is true that the main bearing of the work is medical, but the teacher cannot fail to find in it something of value, and it is to be hoped that some, at least, of the demand for the book comes from our profession. There is, no doubt, a great danger of morbidity in dealing with this aspect of psychology. The pathological element is necessarily over-developed from the point of view of the teacher's needs. But the wholesome-minded educator who takes up this volume cannot fail to get suggestions of the utmost importance in guiding his daily work.

The fresh matter largely consists in an elaboration of the analysis of the unconscious, with particular reference to the extrovert and the introvert aspects. Dr. Jung discriminates between two kinds of psychological material—the personal and the impersonal. The former elements have the characteristic that their universal validity is not recognized, whereas in the case of the impersonal elements that validity is recognized. The second group may also be called collective, since they belong to the whole human race. The scheme presented, in fact, is that the unconscious of each individual contains a great body of elements that do not belong specially to him, but are common to humanity. All the points in which human beings act uniformly and inevitably are explicable by reference to this common element. In myth and folk-lore we find the explanation of many of our ways of thinking and acting, for in these world-wide forms we have our individual bias "writ large." Dr. Jung acknowledges that our English scholars, Taylor and Frazer, have supplied valuable material in this department, though they have failed to give the true explanation of what they have discovered. Both personal and impersonal elements occur among the conscious contents as well as among the unconscious. The personal elements found among the unconscious contents consist of "repressed materials of a personal nature that have once been relatively conscious, and whose universal validity is therefore not recognized when they are made conscious." The personality, or conscious ego, is made up of the conscious personal contents, while the unconscious personal contents constitute the *self*, by which Jung understands the unconscious or subconscious ego. He rather gloats over the derivation of the word *person* (from *persona*, a mask), for it fits in extremely well with his view that personality is really nothing more than a mask thrown over the collective psyche.

Now, to the practical English mind all this sounds excessively vague, mystical, and unconvincing. The metaphysical approach is as distasteful to the English schoolmaster as Jung tells us it was to Robert Mayer. But Jung himself is distinctly metaphysical; many of his arguments carry us irresistibly back to the methods of the old schoolmen in their struggle with individuation. Fortunately we do not need to

follow Jung into his arguments about causality. In this domain he has no special authority; his strength lies in the new point of view he has selected, and the help that he can give the educator by supplying a fresh orientation. His manipulation of the unconscious ego cannot fail to suggest practical applications by the progressive teacher. What goes on below the threshold of consciousness is no longer a matter of indifference to us. We may be afraid that the activity going on there is rather a matter for the alienist than for us. But it is cheering to be told that "only in pathological cases should this activity be thought of as comparatively autonomous, for normally it is co-ordinated with consciousness." We have ventured to italicize the final words, for they clear the way to an educational approach. After all, our interest is mainly in the normal, wholesome person, and it clears away a certain amount of suspicion when we find that, though he writes mainly for doctors, our author recognizes that the educator also has his part in the application of the new conceptions. Indeed, Dr. Jung speaks regretfully of the slowness of his fellow medical men to take up the new ideas, though they grudge them to others. "Psychoanalysis—greatly to the regret of the medical man who, however, had not accepted it—then passed over into the hands of the teaching profession." This is right; for it is really, when properly understood and handled, an educational method. We wonder how far this is true of our country. How many of our teachers have ever heard of introverts and extroverts? Yet so soon as these types are described to an intelligent teacher he sees the value of the classification, and seeks out opportunities for putting it into practice in his dealings with his classes. It is a little discouraging, however, to have Dr. Jung's assurance that it is impossible for one type of personality completely to understand another. For obviously it is of the very essence of our work to be able to understand the two types, and obviously the teacher himself cannot be both. But we get the comforting assurance that "an excessive desire to understand or explain things is just as useless and injurious as a lack of comprehension." Teachers, therefore, who read this book may feel themselves exonerated from mastering all its complicated details, if only they give their full attention to the many matters that give them direct help in their work.

*A Short History of England.* By G. K. Chesterton.  
(5s. net. Chatto & Windus).

Within the limits of these 230 pages the reader does not expect to have a detailed history of England, nor does Mr. Chesterton claim to be a trained historian. He has in fact written a delightful essay on English History. His qualifications for such a piece of work are, in addition to his wide reading and excellent memory, his freedom from traditional historical bias and his desire to probe the truth of accepted historical dogma. The style, of course, cannot be other than Mr. Chesterton's own. His use of linguistic contrasts may sometimes amuse and sometimes excite thought; but repetition in the end induces weariness. Whether the Reformation reformed anything is left an open question for the reader; but he is very definitely told that the chief point of the Reform Bill was that it did not reform. Something, it is allowed, was restored at the Restoration. The Puritans felt the omnipotence of God; consequently they were convinced of man's impotence. Some modern experts advise Teachers of history to begin from the local castle, or market-place, or battle-field. Mr. Chesterton would start from trousers and top-hat: "The history of these humorous objects really does give a clue to what has happened in England in the last hundred years."

Mr. Chesterton finds that in the history books the Puritans are credited with almost every possible quality except the one they really aimed at and cared for. This was the quality of individuality. No one might come between a Puritan and his God, and consequently no influence might come between him and his view of intellectual and spiritual matters. After a full analysis of the Puritan's mental position we are told that "the doctrine is quite tenable, if a trifle insane." Mr. Chesterton makes no claim to impartiality, and it is clear that to his temperament the Puritan attitude towards life is unpleasing.

Through the later chapters there runs a recurrent theme to the effect that for the last three or four hundred years England

has been becoming more and more Germanized: the local spirit that gave life to the Guilds and Boroughs has succumbed to the deadening control of the Local Government Board, to take one example out of many. In educational matters this bureaucratic spirit is still growing. We have said enough to demonstrate that Mr. Chesterton's fresh treatment of the subject challenges the dogmas of historians.

*A World in Ferment.* Interpretations of the War for a New World. By Nicholas Murray Butler. (Charles Scribner's Sons).

President Murray Butler thinks on a wide and lofty plane as the Head of a great University may be expected to do; but there is no trace in his writings of the aloofness from mundane affairs that too frequently nullifies the effect of the academic pen. Throughout this collection of addresses the reader is conscious of a mind trained to bring a searching examination upon current events, able to penetrate the outward husk which so often checks the practical politician, and skilful in well-poised expression, neither understating nor overstating the facts.

The volume holds seventeen addresses delivered on various occasions to different audiences. They have all been written since the European War broke out, and the later ones since the United States joined the combatants. While America was neutral the author was to some extent held in check, though the address entitled "Is America Drifting?" delivered in February, 1917, to a Chamber of Commerce, is a trumpet call to American citizens to tackle the problems of the time and not, out of indifference, to leave their solution to professed politicians. If we may venture to try to sum up briefly Prof. Murray Butler's message to his generation, it would run somewhat as follows. Learn to think—not imperially, that is a stage that has passed—but learn to think internationally; consider events from the point of view, so far as is possible, of all nations: democracy means an intention to secure the best possible conditions of life not for one favoured nation alone, but for all nations. There can be no world-peace while any part is held in unwilling bondage.

#### OVERSEAS.

When Mr. H. G. Wells gave his enthusiastic account of how America dealt with her immigrants and turned them into satisfactory citizens, he set up in our minds an idea of efficiency that gets rather a shock when we learn that, in spite of all that has been done, "official records show that approximately three million foreign-born whites residing in the United States do not speak English." Naturally our Allies across the Atlantic are not pleased with this, and with their usual energy are setting about mending matters. A deliberate campaign is started for the Americanization of all the unassimilated elements, and funds are being raised to carry it on. In the City of New York 78,000 dollars have been set apart for this purpose, and throughout the whole land there will be a vigorous prosecution of a scheme for encouraging the rapid acquisition of the English language by immigrants as the first step in turning them into genuine Americans.

Another interesting movement going on in the States is known as "co-operative education." It consists in the correlation of the forces of industrial and commercial firms with the educational institutions that happen to be in their area. The shop becomes a sort of industrial laboratory for the local college or University, and the industrialists and the professors find their mutual advantage in working into each other's hands. The University of Cincinnati, for example, appears to co-operate with nearly a hundred different firms connected with manufacture, transport and general construction. The matter is being taken up very generally and its success suggests that we should do well to keep the plan in view when working out our own schemes of educational reconstruction.

In England we are just becoming aware of the rapid development that is going on in America of a scheme of standardizing the tests applied to the work done in schools. Scales have been prepared now in quite a number of the ordinary school subjects. Thus, we have scales in reading,

(Continued on page 22.)

# Cambridge University Press

Books suitable for the COLLEGE OF PRECEPTORS EXAMINATIONS, Midsummer and Christmas, 1918

## The Pitt Press Series, &c.

Author	Work	Editor	Net Price
De Foe	Robinson Crusoe, Part I	J. H. B. Masterman	2/6
Macaulay	The Lays of Ancient Rome	J. H. Flather	1/6
Scott	Marmion	J. H. B. Masterman	3/-
"	Woodstock	A. S. Gaye	2/3
Shakespeare	A Midsummer Night's Dream	A. W. Verity	1/9
"	Tempest	"	1/9
Spenser	Faerie Queene, Book I	L. Winstanley	3/-
Caesar	De Bello Gallico, Book I	A. G. Peskett	1/9
"	" " Books II-III	"	2/3
"	" " Books I and II (with vocabulary)	E. S. Shuckburgh	ea. 1/9
Cicero	Pro Lege Manilia	J. C. Nicol	1/9
Vergil	Aeneid, Book VIII	A. Sidgwick	1/9
Homer	Iliad, Books IX-X	J. C. Lawson	3/-
Xenophon	Anabasis, Book II	A. Pretor	3/-
"	" Book II (with vocabulary)	G. M. Edwards	1/9

## The Revised Version for Schools

Samuel I	W. O. E. Oesterley	2/-
Kings I	H. C. O. Lanchester	2/-
Kings II	G. H. Box	2/-
The Gospel according to St Matthew	A. Carr	2/-
The Acts of the Apostles	C. West-Watson	2/-
Ephesians, Philippians, Colossians, & Philemon	W. K. Lowther-Clarke	2/-
Peter, John, & Jude	C. M. Blagden	2/-

## The Cambridge Bible for Schools and Colleges

Book	Editor	Net Price
Samuel I	A. F. Kirkpatrick	2/-
Kings I and II	J. R. Lumby	each 2/- or in one vol. 3/6
Kings I and II (R.V.)	W. E. Barnes	each 2/- or in one vol. 3/6
Hosea	T. K. Cheyne	1/6
Joel and Amos	S. R. Driver and H. C. O. Lanchester	2/6
The Gospel according to St Matthew	A. Carr	2/3
The Acts of the Apostles	or with Greek Text	4/-
Philippians	J. R. Lumby	3/6
Peter and Jude	or with Greek Text	5/-
Peter I (Greek Text)	H. C. G. Moule	1/6
The Acts of the Apostles (Greek Text)	or with Greek Text	3/-
	E. H. Plumptre	2/-
	G. W. Blenkin	3/6
	W. F. Burnside	4/-

## The Smaller Cambridge Bible for Schools

Samuel I	A. F. Kirkpatrick	1/6
Kings I and II	T. H. Hennessy	ea. 1/6
Joel and Amos	J. C. H. How	1/6
The Gospel according to St Matthew	A. Carr	1/6
The Acts of the Apostles	H. C. O. Lanchester	1/6

## RECENT EDUCATIONAL PUBLICATIONS

**Social Life in Britain from the Conquest to the Reformation.** A Series of Extracts from Contemporary Writers. Edited by G. G. COULTON, M.A. With 5 plates. 15s net

"Here we have a world of contemporary evidence as to the food, clothes, religion, sport, and morals of the mediæval Englishman. . . . A most illuminating and instructive book . . . in which scholars and lovers of literature will delight."—*Daily News*

**Cambridge Essays on Education.** Edited by A. C. BENSON, C.V.O., LL.D., with an introduction by the Right Hon. VISCOUNT BRYCE, O.M. 7s 6d net

"This important collection of essays on education strikes the right note at the right moment. It is an appeal, from the most diverse minds, to the nation to make education in the noblest sense a national possession."—*Times Educational Supplement*

**The Historical Register of the University of Cambridge,** being a Supplement to the *Calendar*, with a record of University offices, honours, and distinctions to the year 1910. Edited by J. R. TANNER, Litt.D. 12s 6d net

**The Cambridge University Calendar for the Year 1917-18.** 8s net

**Physical Geography.** By P. LAKE, M.A. With 20 plates, 162 text-figures, and 7 maps. 7s 6d net

"A notable addition to the number of standard textbooks, and one which may be confidently recommended for the use of students."—*Geographical Journal*

**Bedfordshire.** By C. GORE CHAMBERS, M.A. With maps, diagrams, and illustrations. 1s 9d net. Cambridge County Geographies

Contains an account of the history, antiquities, architecture, natural history, industries, and physical, geological, and general characteristics of the county

**Lecture Notes on Light.** By J. R. ECCLES, M.A. With 85 pages of diagrams, 12s 6d net. With blank pages for diagrams, 5s net

**A Course of Pure Geometry,** containing a Complete Geometrical Treatment of the Properties of the Conic Sections. By E. H. ASKWITH, D.D. New edition. 7s 6d net

A revision and enlargement of the Author's Course of Pure Geometry published in 1903. It differs from the former edition in that it does not assume any previous knowledge of the Conic Sections, which are here treated *ab initio*, on the basis of the definition of them as the curves of projection of a circle.

**Model Drawing, Geometrical and Perspective.** With Architectural Examples. By C. OCTAVIUS WRIGHT and W. ARTHUR RUDD, M.A. With 310 diagrams. 6s net

"The authors have turned to the most natural field of reality—architecture—and, by concrete examples, have shown how these geometrical forms have a real existence in the world about them. The whole study must gain in interest and purpose in consequence. . . . Model drawing, even though an arduous study, will become a living and vital one, full of varied interest."—*Journal of Education*

**Elementary Physics for Engineers.** An Elementary Textbook for First-Year Students taking an Engineering Course in a Technical Institution. By J. PALEY YORKE. With 56 text-figures. 4s net. Cambridge Technical Series

"The author, who has had considerable experience with students of engineering, has dealt with his subject so that his book shall be interesting and readable to the students he has in mind. He desires to impress on them the importance of the study of Physics, inasmuch as Physics is as essential to engineering as is fuel to a steam engine."—*Marine Engineer*

**Volumetric Analysis.** By A. J. BERRY, M.A. 6s 6d net. Cambridge Physical Series

"The book is intended to suit the needs of students rather than to be a work of reference. The author succeeded admirably in his task—that of filling a real gap between the superficiality of many elementary textbooks and the exhaustiveness of standard treatises on the subject."—*Educational Times*

FETTER LANE, LONDON, E.C.4: C. F. CLAY, MANAGER



# Cambridge University Press

## RECENT EDUCATIONAL PUBLICATIONS

### Outlines of Medieval History. By C. W.

PREVITÉ ORTON, M.A. With 7 maps. 10s 6d net

"An account of the progress of civilization among the Western nations from the end of the fourth to the end of the fifteenth century. . . . The historical narrative is lucid, well balanced, and admirably accurate. Mr. Previté Orton is throughout a sure guide."—*Times*

### A History of Modern Europe from the Middle

of the Sixteenth Century. By JOHN E. MORRIS, D.Litt.  
Third impression. With 8 maps. 4s net

### Europe in the XIX Century, 1815-1878.

By the same author. With 8 maps and 3 pedigrees. 2s 6d net

### English Grammar: Descriptive and Historical.

By T. G. TUCKER, Litt.D., and R. S. WALLACE, M.A. 8s net

"The present volume, in the production of which the Professor of Classics at Melbourne University has collaborated with the Professor of English, is one of the best amongst recent works on the subject. . . . The grammar is admirably arranged, clearly written, and displays throughout a tone of enlightened common sense rather than the pedantry so often associated with the study of this subject."—*Journal of Education*

### Hazlitt: Selected Essays. Edited by GEORGE

SAMPSON. 8s 6d net

"Mr Sampson, as an editor, has in view the possible needs of students in training colleges, candidates for the Board of Education's certificate, pupils in the highest forms of schools, and 'even those general readers who may care to have certain fine prose pieces "extra-illustrated," as it were, by appropriate annotation.' . . . There is shrewd sense, good taste, and sound learning in this edition."—*Times*

### Poems of Keats: *Endymion*, the Volume of 1820, and

other Poems. Edited by W. T. YOUNG, M.A. 8s net

"An excellent school edition, well equipped in every way. . . . To the more subtle business of appraising the style of Keats, his strength and weakness, Mr Young brought discernment and knowledge. . . . The little book makes us regret the death of Lieutenant Young in France last summer, for he had revealed himself as one of the most promising of the younger students of English Literature in this country."—*Saturday Review*

### Selections from the Poems of William Wordsworth.

Edited by A. HAMILTON THOMPSON, M.A., F.S.A. 2s 6d net. English Romantic Poets

Uniform with the above:—

Keats. Shelley. Coleridge. 2s net each.

### The Granta Shakespeare. Edited by J. H.

LOBBAN, M.A. With frontispiece, introduction, notes, and glossary. 1s 3d net each

The Winter's Tale Twelfth Night

King Henry IV, part I Julius Caesar

King Henry IV, part II The Tempest

King Henry V Cymbeline

Macbeth Coriolanus

A Midsummer Night's Dream

Much Ado About Nothing

The Merchant of Venice

Antony and Cleopatra

"This is a satisfactory edition, pleasant to read and to handle, with brief, scholarly introductions and notes. . . . The aim of the edition is to give all that is indispensable for the intelligent enjoyment of the play. Mr Lobban has satisfactorily achieved his end."—*Modern Language Teaching*

### The Epistle to the Hebrews. The Greek

Text. Edited, with introduction and notes, by the Rev. A. NAIRNE, D.D. 4s 6d net Cambridge Greek Testament for Schools and Colleges

"A great commentary on *Hebrews*. . . . Within the relatively brief compass of his Introduction he has dealt with all the important subjects involved. . . . A very extended notice would be needed for anything like a just indication of the extraordinary merits of Dr. Nairne's book."—*Westminster Gazette*

### The Cambridge Modern French Series.

General Editor: A. WILSON-GREEN, M.A. Modern French texts equipped with exercises on the lines of the direct method. The following volumes are now ready:—

#### SENIOR GROUP

Six Contes, par Guy de Maupassant. Edited, with exercises and vocabulary, by H. N. P. SLOMAN, M.A. 2s 6d net

Ce que disent les Livres. Par Émile Faguet. Edited by H. N. ADAIR, M.A. With 8 portraits. 3s net

Manuel de Lecture Expliquée: XIXe Siècle. Edited by S. A. RICHARDS, M.A. 2s 6d net

Gringoire. Par Théodore de Banville. Comédie en un Acte en Prose. Edited by A. WILSON-GREEN, M.A. 3s net

#### MIDDLE GROUP

Causeries du Lundi: Franklin et Chesterfield. Par C. A. Sainte-Beuve. Edited by A. WILSON-GREEN, M.A. 2s 6d net

Les Ailes de Courage. Par George Sand. Edited by F. B. KIRKMAN, B.A. 3s net

#### JUNIOR GROUP

La Maison aux Panonceaux. Par Lady Frazer. With exercises and vocabulary by A. WILSON-GREEN, M.A. 1s 8d net

A large-paper edition of this book, especially suitable for presentation purposes, with 12 full-page illustrations from drawings by H. M. BROCK, is also published at 5s net

### CAMBRIDGE TRAVEL BOOKS

#### The North-West and North-East Passages, 1576-1611.

Edited by P. F. ALEXANDER, M.A. With 18 maps and illustrations. 3s net

"This book should be a valuable addition to the school geographical library, more especially on account of the illustrations, which are historically valuable."—*School World*

#### The Earliest Voyages Round the World, 1519-1617.

Edited by P. F. ALEXANDER, M.A. With 20 maps and illustrations. 3s net

"Excellently edited, printed, illustrated, mapped, and bound, and a well of English undeified."—*Times*

#### The Discovery of America, 1492-1584.

Edited by P. F. ALEXANDER, M.A. With 16 maps and illustrations. 3s net

"The third volume of the 'Cambridge Travel Books' fully maintains the reputation among teachers that the first two have gained. To study history or geography almost from the very first from original sources, and at the same time to make acquaintance with great literature, is part of the liberal education that can hardly be begun too early."—*Journal of Education*

EDUCATIONAL CATALOGUE.—A revised edition of the Educational Catalogue showing several changes in prices, is now ready, and will be sent on application

FETTER LANE, LONDON, E.C. 4: C. F. CLAY, MANAGER

writing, arithmetic, spelling, composition, drawing, languages. There is still much difficulty in applying the scales, and a great deal has yet to be done before we can hope for quite satisfactory results; but at any rate an excellent beginning has been made, and the matter is being taken very seriously indeed. We learn from the *School Review* (Chicago) that the Kansas State Normal School maintains an active bureau of educational measurements and standards, and actually appears to have turned itself into a sort of clearing house, or central store, from which very many of the scales already published can be directly obtained. The bureau has published a useful pamphlet called "Announcements and Price List," in which are found particulars of all the leading scales. Our readers may be interested to know that there are now nearly thirty of these scales, and that they cover almost all the subjects of the elementary and the high school.

For long there has been a difference of opinion in America between two groups of those who seek to further the interests of the high schools. One group wishes to keep the schools purely "cultural," the other desires to introduce into every high school a certain amount of vocational training. The second group maintains that its plan is the only way to save the high schools from falling into a subordinate position to a set of new schools that will be definitively vocational. It would appear that this issue is now to be sharply put to the citizens of the States by the Smith-Hughes Act that came into operation on January 1. Under this law a State can get a grant from the federal funds of dollar for dollar on the amount the State contributes towards the maintenance of vocational schools. A feature of the law that will commend itself to us is that the funds thus obtained must be spent directly on salaries, and in no case can more than half of the salary be paid out of these funds. What is troubling thoughtful schoolmen is that there is a danger of the new grant tending to encourage the establishment of a dual system of schools, and that the result may be a cleavage such as is found in Germany between schools for the classes and others for the masses.

It appears that Illinois, after a careful study of the German plan, deliberately refused to set up such a dual system, while we are told that Wisconsin has deliberately adopted what Illinois rejected. To avoid this undemocratic system the various States appear to be arranging that the new law shall be administered by Boards that act in full co-operation with the existing educational committees. But the press seems to be a little anxious lest divided authority may creep in unawares in some of the States. The fact of the matter is that the American tendency towards centralization is leading the citizens to see more clearly than they did before the dangers of which we on this side are particularly well aware. Each of us sees more clearly the dangers of our own system and the advantages of our neighbours'. The Americans will do well to keep an eye on our efforts to keep the Board of Education within its proper sphere.

All that is known in England about the Gary System has been in its favour. So it comes as a surprise to read that its adoption in New York City has led to trouble. It is true that we knew that the teachers in America were somewhat in doubt about Mr. Wirt's plans because they suspected that the popularity of the system with the authorities arose from the expectation that it would prove a cheaper scheme. When convinced that their professional economic interests were not in danger, the teachers were prepared to give the system a fair trial.

It was the politicians who raised objections. The Tammany people who naturally have no concern with anything so unfinancial as education found in the proposed introduction of the Gary system an instrument as good as another to fight their opponents with. The children themselves were called out in the political quarrel, and we had the humiliating sight of the children of the Bronx district out on strike and copiously photographed in the interests of the newspapers. It is well that we on this side should keep our minds quite clear on the point that what happened had nothing whatever to do with the merits of the new system. English teachers will be well advised to keep a careful eye on its development. It may have an important effect in modifying the course of educational legislation in this country, working more, however, from the local centres than from Whitehall.

## GENERAL NOTICES.

### LATIN.

*M. Tulli Ciceronis: Pro Lege Manilia sive de Imperio Cn. Pompei Oratio.* Edited by John R. King. (2s. 6d. Clarendon Press.)

A scholarly edition with the text of Prof. A. C. Clark and notes and introduction taken from the editor's larger work. A vocabulary, compiled by C. E. Freeman, has been added.

*Continuous Latin Prose.* With Syntax. By H. J. Dakers. (5s. 6d. Rivingtons.)

The book is intended to provide an easy transition from elementary exercises to continuous prose. The introductory hints occupy 150 pages; and then come about 170 pieces of continuous prose, the earlier pieces being very simple. There is also a vocabulary.

### FRENCH.

*Cours Russes.* Par le Vicomte E.-M. de Vogüé.

Edited by Eugène Pellissier. (2s. 6d. Macmillan.)

A new volume of Macmillan's Advanced French Series, under the general editorship of Otto Siepmann and Eugène Pellissier. At the present moment a description of Russian life by a French writer will be read with interest. This volume is the first that has brought De Vogüé into the classroom. In addition to the usual appendixes this edition has *Questionnaires* and *Sujets de Rédaction*.

"Oxford French Series."—(1) *Adrienne Lecouvreur.* By Scribe and Legouvé. Edited, with Introduction and Notes, by Theodore Ely Hamilton. (2) *Le Marquis de Villemer.* By Georges Sand. Edited, with Introduction and Notes, by Charles E. Young. (Each 3s. net. Milford.)

Two volumes by American scholars. The type is exceptionally good and the introduction and notes are kept well within reasonable limits. Each volume has a portrait.

*Le Petit Chose: Histoire d'un Enfant.* Par Alphonse Daudet. Abridged and edited, with Notes, Exercises, and Vocabulary, by Victor E. François. (2s. Ginn.)

The biographical notice is written in French, as are the exercises, with the exception of English passages for translation; but English is used in the notes and English equivalents are given in the vocabulary. The volume is therefore a compromise. There are several illustrations.

*Cours de Français pour les Etudes Scientifiques.*

Par A. G. Haltenhoff et C. Bouly. (3s. 6d. net. Hachette.)

The idea of the book is good; it provides copious graduated passages on mathematics, physics, chemistry, zoology, botany, geology, agriculture, physiology, psychology, and political economy. There are about 350 quarto pages of reading matter, together with grammar rules and examination questions.

*Language Student's Manual.* By William R. Patterson. (2s. net. Kegan Paul.)

A book that may be read with profit by any grown-up learner or teacher of languages. The first part of the volume is concerned with general suggestions, the second with the sounds, treated scientifically, peculiar to seventeen modern languages.

### GERMAN.

*The War and the Study of German.* By Gilbert Waterhouse. (6d. Dublin: Hodges.)

A lecture delivered by Dr. Waterhouse in Trinity College, Dublin, in the early summer of this year; it contains a carefully reasoned argument to show why the study of German should not be neglected. "We study German," says the lecturer, "in order to extract from the language, the literature, the people, and the country the maximum of benefit—moral, intellectual, and material—to ourselves."

*Merkbuch of Everyday German Words and Phrases.*

By Basil Readman. (2s. 6d. net. Blackie.)

A notebook for learners of German, carried out on the same lines as the *Aide-Mémoire* issued a year ago for French pupils. There are lists of nouns classified under headings, followed by phrases and some German verse for learning by heart. A number of blank pages enables the student to make such additions as he deems helpful.

### RUSSIAN.

*Bondar's Simplified Russian Method: Conversational and Commercial* (Second Edition). Compiled by D. Bondar. (5s. net. Eppingham Wilson.)

The second edition has been largely rewritten. Questions for conversational practice have been added and anecdotes have been inserted into the lessons. The book is complete and gives all the

guidance that an absolute beginner needs in the early chapters, continuing to advanced work in reading and writing.

*A Prisoner of the Caucasus.* By Leo Tolstoy. Edited, with Introduction, Notes, and Vocabulary, by E. G. Underwood and Nevill Forbes. (2s. 6d. net. Clarendon Press.)

For some pupils the Plain Texts issued by the Clarendon Press proved insufficient. Here, therefore, is one of the texts edited with the usual helps that beginners need—an introduction of twenty pages, forty pages of notes, and a Russian-English vocabulary.

*Russian Lyrics.* Edited, with Notes and Vocabulary, by J. D. Duff. (2s. 6d. net. Cambridge University Press.)

The editor has chosen twenty-five short poems, chiefly from Pushkin, Koltsov, Alexei Tolstoy, and Lermontov. The vocabulary gives all the words in the text and the notes explain everything that is likely to puzzle the beginner.

*Russian Poets and Poems: "Classics" and "Moderns."* With an Introduction on Russian Versification. By Mme N. Jarintzov. With a Preface by Jane Harrison. Vol. I: "Classics." (10s. 6d. net. Oxford: Blackwell.)

This is a book for the English reader who wishes to know something of the spirit of Russia. The poems are translated, and a biographical and critical introduction to each writer whose poems are quoted gives the reader an opportunity of understanding the origin of the poem. There are portraits.

"Oxford Russian Plain Texts."—*The Queen of Spades.* By Pushkin. (1s. net. Clarendon Press.)

Another of these useful books. Sixty-four pages of good type, with no word of English anywhere to distract the reader from the enjoyment of the story.

#### SPANISH.

*An Intermediate Spanish Reader.* By E. S. Harrison. (3s. Ginn.)

As the title implies, this is intended for students who have already some knowledge of the language. The early pieces are quite short and easy. By gradual transition the reader is taken on to considerable extracts of ordinary difficulty. There are notes, vocabulary, questions, and exercises.

#### ENGLISH.

*A Selection from the Meditations of the Emperor Marcus Aurelius Antoninus.* Translated from the Greek and annotated by J. G. Jennings. (2s. Blackie.)

Mr. Jennings has selected that part of the *Meditations* which sets forth in the strongest light the social side of the Stoic philosophy. There are numerous foot-notes, chiefly cross-references; the reader is not troubled with lengthy philosophical discussions. An interesting introduction enables the student to understand the circumstances in which the *Meditations* were written. The purport of the issue at the present time is stated in the following passage in the introduction: "The social side of the Stoic philosophy seems peculiarly suited to the needs of our modern age, when humanitarian feeling is so widely spread and is rapidly increasing, side by side with an individualism that is frequently misguided. And more especially does this social faith seem necessary as we approach the new age by which men expect the present world-conflict to be succeeded."

(1) *Scott's "Talisman":* (2) *Scott's "Ivanhoe."* Dramatized for School Use. By Maud I. Findlay. (4d. each. Milford.)

Teachers of history and also of English will welcome these little books, each running to about thirty pages. The language of the author has been retained so far as possible.

Books for the Bairns.—*Shakespeare: His Life Story Simply Told.* By John Booth. Fully and specially illustrated. (2d. net. Stead.)

A useful little book, where all that is known of Shakespeare's life is told without undue embroidery. The illustrations help the reader to understand the conditions of the theatre at the time.

*English Extracts and Exercises:* For comparative study and training in composition. By F. H. Pritchard. (2s. net. Harrap.)

Mr. Pritchard has produced a book that should prove a real help to the serious study of the English language. The passages are well chosen; they have an interest and a literary value. The exercises are varied and should prove stimulating. The work is adapted for lower and middle forms in secondary schools and for upper classes in primary schools.

*Intermediate Textbook of English Literature (Part I).* By A. J. Wyatt and W. H. Low. Revised and partly rewritten by C. M. Drennan. Third Edition. Part I, 4s. Clive.)

A scholarly and complete study of English literature up to 1660. Index, chronological table, and table of contents enable the student to find his way readily. Over four hundred pages.

## A. & C. BLACK'S FIRST (REFORM) FRENCH COURSE

Edited by

F. B. KIRKMAN, B.A. Oxon.

A New Book for Beginners in French.

### PETIT COURS PRÉPARATOIRE.

By L. H. ALTHAUS, Organising Mistress in Modern Languages to the West Riding Education Committee. A two-term course in **phonetic transcript** leading up to the **Première Année**. May be used independently. Containing Frontispiece in colours, several black-and-white illustrations and line drawings in the text. Price **1s. 8d.**

Chief features:—(1) Systematic and thorough training in the production of French sounds; (2) Vocabulary built up on the sounds as taught; (3) Intonation Exercises; (4) All the lessons have been practically tested in various classrooms during the last four to five years; (5) LESSON NOTES (supplied gratis) provide all the information necessary for the teacher; (6) If followed by the Phonetic Edition of **PREMIÈRE ANNÉE (1ère Partie)**, a full year's course in phonetic transcript is secured.

La Première Année, with Coloured Plates.

### LA PREMIÈRE ANNÉE DE FRANÇAIS

By F. B. KIRKMAN, B.A. A day passed by an English Boy in Paris. Sixty-three illustrations, of which four are in colour. Ninth Edition. Price **3s.**

New Features:—(1) Four Coloured Plates—(i) Un Cocher Parisien, (ii) Le Charmeur d'Oiseaux, (iii) Les Champs Elysées, (iv) La Seine; (2) A prefatory note containing suggestions as to the best way of using the book so as to obtain the best results.

### PREMIÈRE ANNÉE DE FRANÇAIS.

PREMIÈRE PARTIE (Phonetic Edition). Third Edition, Revised, and with the liaison of words indicated. Transcribed by Prof. D. L. SAVORY, M.A. Illustrated. With Teachers' Lesson Notes (gratis) by L. VON GLEHN. Price **10d.**

### SOIRÉES CHEZ LES PASCAL.

By F. B. KIRKMAN, B.A. A First Reading Book. Evenings with the Fairies. Five Coloured Plates. Second Edition, completely Revised. Price **10d.**

### FIRST FRENCH SONG BOOK.

By R. B. MORGAN, B.Litt. Thirty-seven Songs, of which ten are in Phonetic Script. Airs and Tonic Sol-fa. Second Edition. Price **8d.**

### COLOURED WALL PICTURES

to accompany *La Première Année de Français*. No. 1.—*La Famille Pascal à Table*. No. 2.—*La Porte Saint-Martin à Paris; a Street Scene*. Both drawn from French Models and Photographs. Measurements: 45 by 35 in. Prices: on linen, with rollers, varnished, **7s. 6d.** net each; on linen, unvarnished, **5s.** net each; unmounted, **3s.** net each. Write for post card (reproductions in colour facsimile).

All Lesson Notes for Teachers separate and gratis.

A complete list of texts, with recommended courses, will be sent on application to the Publishers.

Published by **A. & C. BLACK, Ltd.,**

4, 5, & 6 Soho Square, London, W. 1.

## HISTORY.

- The Teaching of History.* By Charles H. Jarvis. (4s. 6d. net. Clarendon Press.)

Dr. Jarvis, with many years' experience as a teacher, has come across many difficulties propounded by intending teachers of history in the Leeds Training College. Many teachers without any definite training as historians are required to teach history as part of their work. They ask: "Why should we teach history? What parts shall we select? What books should we consult? What illustrations can we use?" This book is an attempt to answer these and other problems that perplex the student who proposes to become a teacher.

- Citizenship. An Introductory Handbook.* By M. Cécile Matheson. (1s. 9d. net. Student Christian Movement.)

Miss Matheson has had a wide experience of social work, and was for some years Warden of the Birmingham Women's Settlement. The idea of the book is to arouse interest in the study of civics and to help those who desire to face their responsibilities primarily as disciples of Jesus to find connecting links between the dry world of fact and religious ideal.

- Margaret of Scotland and the Dauphin Louis. An Historical Study, based mainly on original documents preserved in the Bibliothèque Nationale.* By Louis A. Barbé. (6s. net. Blackie.)

This is a monograph designed to elucidate a chapter of history that has been previously neglected by historians. The protracted negotiations which preceded the loveless union throw considerable light upon the relations that existed between Scotland and France at the beginning of the fifteenth century.

- "Cambridge Travel Books."—*The Discovery of America, 1492-1584.* Edited by Philip F. Alexander. (3s. net. Cambridge University Press.)

This is a further volume of the series designed to illustrate the history of geographical discovery by means of accounts written either by the discoverer himself or by an eye-witness who accompanied him. The voyages selected in this volume are the first, second, and third voyages of Columbus, Gilbert's voyage, and Amadas and Barlow's voyage. There are sixteen maps and illustrations reproduced from material of the time.

## GEOGRAPHY.

- "Cambridge County Geographies."—*Bedfordshire.* By C. Gore Chambers. (1s. 6d. net. Cambridge University Press.)

The general editor of this series was fortunate in finding the late Mr. Gore Chambers to write the story of Bedfordshire. Mr. Chambers died before the proofs were corrected and the later part of the task has been completed by Mr. J. E. Morris. The book is full of interest to the dwellers in the county who want to understand the physical formation of the area, the industries, the antiquities, and the architecture.

- "Macmillan's Geographical Exercise Books."—*Key to V: Asia and Australasia.* With questions by B. C. Wallis. (2s. 6d. net. Macmillan.)

Another volume in this useful series. The work is based upon map-reading. On the page opposite each map a number of questions are given. The present volume is designed to help busy teachers who are not geographical experts and to suggest the lines that should be taken in the teaching.

## MATHEMATICS.

- A First Course in Higher Algebra.* By Helen A. Merrill and Clara E. Smith. (6s. 6d. net. Macmillan.)

This book is intended for students in American colleges. The authors feel that higher algebra must employ advanced methods and that the method that chiefly marks advanced work in analysis is that of limits. The work is accordingly based almost entirely upon limits, the proofs being made as rigorous as seems advisable for immature students.

- Harrap's Introductory Algebra.* By William Farquharson. (1s. 6d. net. Harrap.)

The early exercises are designed to show the pupils, by means of questions, the use and meaning of algebraic symbols. This Socratic method is maintained. The examples are well devised.

- The Art of Teaching Arithmetic. A Book for Class Teachers.* By Jeannie B. Thomson. (4s. 6d. Longmans.)

Most teachers in primary schools are called upon to teach arithmetic, and many are rather afraid of the subject or bored by it. If such teachers will read Miss Thomson's book they will come to their work with fresh vigour and new ideas as to the possibilities of making the children like it.

- Commercial Calculations.* By R. S. Osborne. (4s. 6d. net. Effingham Wilson.)

This book will prove a valuable aid to young men or young

women whose work involves numerical calculations. Anyone who has worked intelligently through this volume will have acquired accuracy, sound methods, and knowledge sufficient to enable him to deal with the more complicated sorts of calculations that are necessary in commercial offices.

## SCIENCE.

- Science and the Nation.* Essays by Cambridge Graduates. With an Introduction by Lord Moulton. Edited by A. C. Seward. (5s. net. Cambridge University Press.)

The editor feels that, while there is a general belief that technical education stands for prosperity, there is an equally widespread feeling that pure science is merely an academic subject. Accordingly, he collects a number of essays, each written by an acknowledged master of his subject, to show the achievements of pure science in reference to the developments of industries.

- Experimental Building Science.* Vol. I. By J. Leask Manson. (6s. net. Cambridge University Press.)

Written for advanced students in the building departments of technical schools.

- Elementary Science for Engineering Apprentices.*

By W. McBretney. (1s. Longmans.)

Covers the usual science syllabus in the second year's course of an engineering technical institute.

- A Short System of Quantitative Analysis.* For Students of Inorganic Chemistry. By R. M. Caven. (2s. Blackie.)

An abridgment of the author's "Systematic Qualitative Analysis," intended to enable the student to become a man of science as well as an analyst.

- The Tutorial Chemistry.* Part II: Metals and Physical Chemistry. By G. H. Bailey. Edited by William Briggs. Third edition. (4s. 6d. Clive.)

The whole text of this widely used book has been revised and the section on physical chemistry has been largely rewritten by H. W. Bausor.

- Electrical Laboratory Course.* For Junior Students. By Magnus Maclean. (2s. net. Blackie.)

A collection of sixty-three experiments for the use of students attending the electrical department of a technical institute.

- A Classbook of Organic Chemistry.* By J. B. Cohen. (4s. 6d. Macmillan.)

This volume deals with the newer principles of chemical analysis as applied to materials necessary to modern civilization. It is written especially for first-year medical students in Universities.

- Name This Flower.* By Gaston Bonnier. (6s. net. Dent.)

The sub-title indicates clearly the scope of the book. It runs: "A simple way of finding out the names of common plants without any previous knowledge of botany; with 372 coloured drawings representing plants to a uniform scale of one-third of their natural size, and 2,797 other figures." It is a distinct advantage that the figures should all be drawn to one scale. The "Simple Way" is fully explained, and then follow the plates, figures, and index.

- Housecraft Science.* By E. D. Griffiths. (2s. 6d. net. Methuen.)

Deals with the physics of home life: measuring, weighing, lubricating machinery, lighting, fusing, and similar matters that are capable of being established upon an experimental basis.

## HANDCRAFT.

- Manual Training: Play Problems.* Constructive Work for Boys and Girls based on the Play Interest. By William S. Marten. With Working Drawings and Illustrations. (5s. 6d. net. Macmillan.)

The "play interest" means, it may be assumed, that children should give to organized occupations in school the same concentration and singleness of purpose that they devote to their games. This book comes from America, where constructive work within the school time-table has made greater progress than with us. The illustrations and diagrams are excellent. Any boy getting hold of the book would at once want to begin to make one of the models described.

- The Complete Woodworker.* With about 900 Diagrams and Working Drawings and nearly 100 Photographs. (6s. net. Cassell.)

This is a complete manual for the worker in wood, explaining fully the use of all tools and all the processes of working in wood, including aeroplane construction. It is produced under the control of the general editor of Cassell's Handcraft Library, Mr. Bernard E. Jones; but, as the volume is the work of many writers, no single name can be placed on the title-page.

## GARDENING.

*Food Gardening.* For Beginners and Experts. By H. Valentine Davis. (6d. net. Bell.)

A practical handbook, written by a scientific gardener, for all those who are endeavouring to increase the supply of vegetables.

*Jottings of a Gentleman Gardener.* By E. T. Ellis. (3s. 6d. Reeve.)

The sub-title of this book fully explains its scope. It is: "A practical guide to flower gardening for amateur gardeners, to which are added some suggestions on growing food plants during the War." The flower garden is treated in all its aspects by an enthusiastic gardener, who has himself carried out the suggestions that are made in the book.

## STORY BOOKS.

*The Ripswayd Ring.* A Public School Story. By Richard Bird. Illustrated by H. M. Brock. (3s. 6d. net. Milford.)

A good school story for boys of about twelve years of age. The main theme is the organization of the day boys into a "House" with a corporate spirit similar to that of the boarders' houses. There is plenty of incident and a lost ring maintains a mystery until the last page.

*At All Risks.* A Boy's Adventure in the Great War. By John Finbarr. Illustrated by C. E. Brock. (3s. 6d. net. Milford.)

An English boy, under military age, finds himself with his friend, a French boy a year or so younger, in a chateau on the outbreak of war when enthusiasm and the hope of glory were at their height. The story is well written and can be safely recommended for boys of about twelve years of age.

*With Haig on the Somme.* A Story of the Great War. By Herbert Strang. Illustrated by T. H. Robinson. (3s. 6d. net. Milford.)

Mr. Strang writes in a convincing manner that brings home the actual conditions of warfare at the front and makes the reader feel that he is listening to a first-hand account of the fighting. No modern author is more successful than Mr. Strang in capturing and holding the interest of the British boy.

*With Haig on the Somme.* By D. H. Parry. Four colour plates by Archibald Webb. (3s. 6d. net. Cassell.)

It is not surprising that the title given above should be chosen by more than one writer. Mr. Parry produces a very realistic story which cannot but bring home to the reader the actual conditions at the front. A skilled German spy plays a prominent part.

*Munition Mary.* By Brenda Girvin. Illustrated by Gertrude Demain Hammond. (3s. 6d. net. Milford.)

This is a really good story that will thrill older girls. The head of a large firm of munition makers is bitterly opposed to the introduction of female labour. He decides to open a shop for fifty women workers in order to demonstrate to the country the impossibility of such employment. Needless to say, the women win.

*The Romance of King Arthur and his Knights of the Round Table.* Abridged from Malory's "Morte d'Arthur." By Alfred W. Pollard. Illustrated by Arthur Rackham. (10s. 6d. net. Macmillan.)

The story of King Arthur never fails to appeal to the chivalry of the young reader or listener. This edition is well produced in large readable type. The delightful pictures in subdued colouring add a charm to the volume.

*Next-door Neighbours.* By M. Horace Smith.

Illustrated by H. M. Brock. (1s. 3d. net. Milford.)

The children in this book are very real. In the one house they are "good," in the other house they are "naughty." The contrast and the way they react upon one another make a very good book that will be read with interest by all young people.

*Herbert Strang's Annual.* (5s. net. Milford.)

There are stories of the great war, stories of old-time fighting, stories of school life, and articles on railways and electricity. Altogether an attractive collection of readable matter by several well-known writers for boys, illustrated by many coloured plates and a large number of other pictures.

*Mrs. Strang's Annual for Children.* (3s. 6d. net. Milford.)

The embossed colour boards in which this book is bound are alone sufficient to make it attractive to young people. Added to this there is a great variety of pictures, some in colour, and a number of stories and verses written for the little ones and printed in large type that makes reading easy.

*Ver Beck's Bears in Mother Gooseland.* The new Lines by Hanna Rion, the old Lines by Mother Goose herself. (5s. net. Milford.)

The good quality of the paper used in the production of this book does full justice to the funny pictures that should delight the little ones. Old nursery rhymes, or parodies of them, are here illustrated.

*The Chunkies at the Seaside.* Drawn by Chloë Preston.

Told by May Byron. (4s. net. Milford.)

This is a funny story of the visit of the Chunkies to the seaside, printed in very large type for tiny readers and illustrated with many laughable pictures, some in colour.

*The Tiny Folk's Annual.* Edited by Mrs. Herbert Strang. (3s. 6d. net. Milford.)

A charming book for the nursery. The illustrations are very gracefully and delightfully coloured. There are numerous stories for young readers. The paper is good and will bear much handling, a useful quality in the nursery.

*Mrs. Strang's Christmas Book for Children.*

(1s. 6d. net. Milford.)

Readable stories in prose and verse, with many quaint pictures.

*Mrs. Strang's Annual for Baby.* (3s. 6d. net. Milford.)

A picture-book on very stout, almost unbendable paper, with letterpress in type so large that the tiniest learner may not shrink from it.

*The Peek-a-Boo Farmers.* Told by May Byron.

Illustrated by Chloë Preston. (3s. 6d. net. Milford.)

The Peek-a-Boos are already favourites in the nursery, and a further volume of their adventures will be welcome. The pictures will cause great amusement.

*Tommy Smith at the Zoo.* By Edmund Selous.

With eight illustrations. (1s. 9d. net. Methuen.)

Tommy Smith goes to see the animals in Regent's Park and talks freely to them all. They evince no disinclination to converse, and tell him many interesting things about themselves. The style is simple and will maintain the interest of the small reader.

## CALENDARS.

*Pitman's Yearbook and Diary for 1918.* 1s. net.

The actual diary pages, though sufficiently spaced, form but a small part of this useful volume. A large amount of information is given that will be of the greatest service to young clerks, and indeed to all men of business and teachers of commercial subjects.

*Paton's List of Schools and Tutors* (Twentieth Annual Edition). (2s. net. Paton.)

This valuable publication is, of course, primarily for the use of parents or guardians who are looking out for a school for young people; but it is not without interest to schoolmasters and schoolmistresses. The expert studies the volume to see how far his or her school is in line with other schools. The present edition is kept up to date and shows the increased fees that many schools, quite reasonably, have charged since the rise in the cost of living. Many familiar schools have been obliged to seek safer quarters inland. Cross references give in each case the new address.

*The Student's Handbook to the University and Colleges of Cambridge* (Sixteenth Edition). (6s. net. Cambridge University Press.)

Although the activity of the University has greatly lessened during the war, this necessary publication maintains its fullness of detailed information that students find it so necessary to have.

## PUBLICATIONS RECEIVED.

## EDUCATION.

*Ludus Literarius; or, The Grammar Schoole.* By John Brinsley.

Edited, with Introduction and Biographical Notes, by E. T. Campagnac. Liverpool University Press, 10s. 6d. net.

*Collected Papers on Analytical Psychology.* By C. G. Jung.

Authorized translation edited by Dr. Constance E. Long. Second edition. Baillière, 15s. net.

*Education: Scientific and Humane.* A Report of the Proceedings

of the Council for Humanistic Studies. Edited by Frederic G. Kenyon, Chairman of Council. Murray, 6d. net.

*Sound and Symbol: A Scheme of Instruction, introductory to*

*School Courses in Modern Languages and Shorthand.* By J. J. Findlay, with W. H. Bruford. With two charts.

Manchester University Press. 1s. net.

- How to Enlighten Our Children. A Book for Parents. By Mary Scharieb, M.D. Williams & Norgate, 3s. 6d. net.
- Cambridge Essays on Education. Edited by A. C. Benson. Introduction by Viscount Bryce. Cambridge University Press, 7s. 6d. net.
- The Advanced Montessori Method. Scientific Pedagogy as Applied to the Education of Children from Seven to Eleven Years. By Maria Montessori. I. Spontaneous Activity in Education. Translated by Florence Simmonds and Lily Hutchinson. Heinemann, 8s. 6d. net.

## LATIN.

- Ad Limen. Being Reading Lessons and Exercises for a Second and Third Year Course in Latin. By C. Flamstead Walters and R. S. Conway. Murray, 2s. 6d. net.
- Selections from Ovid. Edited, with Introduction, Notes, and Vocabulary, by C. E. Freeman. Clarendon Press, 1s. 6d.
- Titus Livius Ab Urbe Condita: Liber I. Edited, with Introduction, Notes, and Vocabulary, by C. E. Freeman. Clarendon Press, 1s. 6d.
- Virgil: Aeneid IV. Edited, with Introduction, Notes, and Vocabulary, by C. E. Freeman. Clarendon Press, 1s. 6d.
- Lingua Latina (Secundus Annus). By C. L. Mainwaring and W. L. Paine. Clarendon Press, 2s. 6d.
- Aeneas at the Site of Rome. Observations on the Eighth Book of the Aeneid. By W. Warde Fowler. Blackwell, 4s. 6d. net.

## FRENCH.

- En Campagne, 1914-1915. Impressions d'un Officier de Légère. Par Marcel Dupont. Edited by G.-C. Bosset. Harrap, 1s. 9d. net.
- Colomba. Par Prosper Mérimée. Adapted and edited by Otto Siepmann. Macmillan, 3s. Key to Appendixes, 2s. 6d. net. Word and Phrasebook, 6d.
- A Junior French Course (First Year). By E. J. A. Groves. Illustrations by Gordon Browne and others. Blackie, 2s. 6d. net.
- Oxford Plain French Texts.—(1) Le Voyage de Monsieur Perrichon. By Eugène Labiche. 1s. net. (2) Gringoire. By Théodore de Banville. Clarendon Press, 8d. net.
- La Fille de Carilès. Par Madame J. B. Colomb. Adapted and edited by C. R. Ash. Clarendon Press, 1s. net.
- Flips et Compagnie. Par Marc Ceppi. Bell, 1s. 6d. net.
- French à la Française. By Lady Bell and Mrs. Charles Trevelyan. Edward Arnold, Book I, 10d.; Books II and III, 1s. each.
- Hernani. By Victor Hugo. Edited by F. W. Odgers. With Notes and Questionnaires. Blackie, 10d.
- Jean-Robert Flambard, Potache. By Mark A. Delany. With 10 illustrations. Bell, 2s.

## GERMAN.

- "Oxford German Series by American Scholars."—Sappho. Trauerspiel in fünf Aufzügen von Franz Grillparzer. Edited, with Introduction, Notes, &c., by John L. Kind. Milford, 4s. 6d. net.

## SPANISH.

- La Vida de Vasco Núñez de Balboa. By Manuel José Quintana. Edited by E. Alec Woolf. Harrap, 1s. 3d. net.
- "Oxford Spanish Plain Texts."—(1) Fábulas Literarias de Tomás de Iriarte. Edición Arreglada por Jaime Fitzmaurice-Kelly. Oxford University Press, 1s. net. (2) Fábulas en Verso de Félix María Samaniego. Edición Arreglada por Jaime Fitzmaurice-Kelly. Oxford University Press, 1s. 6d. net.
- A Skeleton Spanish Grammar. By E. Allison Peers. Blackie, 2s. 6d. net.

## RUSSIAN.

- Bondar's Russian Readers. No. 5: The Inspector-General. By N. V. Gogol. Edited by D. Bondar. Ethingam Wilson, 4s. net.
- A Russian Vocabulary: With Pronunciation. By R. T. Currall. Harrap, 1s. net.
- Stories and Poems from Famous Russian Authors. Edited by P. M. Smirnoff. Blackie, 2s. 6d. net.
- Oxford Russian Plain Texts.—(1) An Old-World Country House. By Gogol. (2) A Christmas Tree and other Stories. By Dostoevski. (3) Pilgrims and Wayfarers. By Saltykov. Clarendon Press, 1s. each.

## ITALIAN.

- Selections from the Italian Poets. With critical introductions by Ernesto Grillo. Blackie, 7s. 6d. net.
- Selections from the Italian Prose Writers. With critical introductions by Ernesto Grillo. Blackie, 7s. 6d. net.

## ENGLISH.

- "Holinshed's Chronicles."—Richard II and Henry V. Edited by R. S. Wallace and Alma Hansen. Clarendon Press.
- Longfellow: Selections. Edited by E. A. Greening Lamborn. Clarendon Press, 1s. net.
- A Companion to Palgrave's Golden Treasury. By David Somervell. Grant Richards, 2s. 6d. net.
- English Composition. By Chester Noyes Greenough and Frank Wilson Cheney Hersey. Macmillan, 7s. net.
- Intermediate Textbook of English Literature: Part II. By A. J. Wyatt and W. H. Low. Revised and partly rewritten by C. M. Drennan. Third edition. Clive, 4s.
- Manual of Good English. By H. N. MacCracken and Helen E. Sandison. Macmillan, 4s. 6d. net.
- Précis Writing for Beginners. By Guy N. Pocock. Blackie, 2s.
- The Typical Forms of English Literature. An Introduction to the Historical and Critical Study of English Literature for College Classes. By Alfred H. Upham. Milford, 6s. net.
- Hazlitt: Selected Essays. Edited by George Sampson. Cambridge University Press, 3s. 6d. net.
- Selections from the Poems of William Wordsworth. Edited by A. Hamilton Thompson. Cambridge University Press, 2s. 6d. net.
- An English Poet's Nature Lore. A Study in Chaucer. By James Hayes. Shandon Printing Works, Cork, 1s. 3d.
- The Granta Shakespeare. Antony and Cleopatra. Edited by J. H. Lobban. Cambridge University Press, 1s. 3d. net.
- Poems of Keats.—Endymion: The Volume of 1820, and Other Poems. Edited by W. T. Young. Cambridge University Press, 3s. net.
- Oxford Plain Text Shakespeare.—(1) Romeo and Juliet. (2) Antony and Cleopatra. (3) The Winter's Tale. (4) Othello. (5) Cymbeline. Clarendon Press, 8d. net each.
- Blackie's Smaller English Classics.—From Lamb's Tales from Shakespeare. (1) The Story of the Merchant of Venice. (2) The Story of Rosalind and Orlando. Blackie, 3d. each.
- The Army Tutor's Précis Book. By A. Grant. First Series. Blackie, 3s. 6d. net.

## HISTORY.

- "Home University Library."—Serbia. By L. F. Waring. Williams & Norgate, 1s. 3d. net; in leather gilt, 2s. 6d. net.
- Lessons in English History. By H. Wilfred Carter. Clarendon Press, 3s. 6d. net.
- "Heroes of All Times."—(1) The Story of William Caxton. By Susan Cunningham. (2) Cardinal Wolsey. By René Francis. (3) Charles the First. By A. E. McKilliam. All three illustrated. Harrap, 2s. 6d. net each.
- Wall Atlas of European History.—Map I: The Formation of the Roman Empire. Map II: The Roman Empire, showing the Barbarian Inroads. Map III: The Roman Empire, showing the Teutonic Settlements, A.D. 476. Map IV: Europe in the Times of Charles the Great. Map V: Europe in the Times of Otto the Great. Johnston, 5s. each.

(Continued on page 27).

## SCIENCE MADE EASY.

## CHEMISTRY

FOR

## BEGINNERS AND SCHOOLBOYS.

SECOND EDITION, Revised and Enlarged.

By O. T. KINGZETT, F.I.C., F.O.S.,  
Past Vice-President, Society Public Analysts, &c.

No better book than this could be used in primary and public schools and by beginners generally for acquiring a knowledge of the essentials of chemistry and physics.

It is written in an interesting and entertaining style, and particular attention is paid to the practical applications of chemistry to the arts and manufactures.

A novel feature of this unique primer is the excellent glossary which forms part of it.

"An excellent little work."—*Truth*.

Price 2s. 6d. net.

**BAILLIÈRE, TINDALL, & COX,**  
8 Henrietta St., Covent Garden, London.

**DUSTLESS and HYGIENIC SCHOOLS**

On all School, Laboratory, Library, &amp;c., Floors and Linoleums of every description

**USE FLORIGENE** (Regd.)**DURING EACH VACATION** for Best Results.**(BRITISH MADE.)**

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" **ALLAYS** the **DUST** and **DIRT** for **2 to 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods—which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

These sanitary, labour-saving, and economic advantages are **NOT** attained by sweeping-powders or any mechanical or other method.

**NEW ADDRESS:—**

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

**The "DUST-ALLAYER" Co., 4 Vernon Place, Bloomsbury Square, LONDON, W.C. 1.**

Contractors to the Admiralty, War Office, H.M. Office of Works, Colonial Gouts., L.C.C., &amp;c.

Illustrations of Chaucer's England. Edited by Dorothy Hughes. Preface by A. F. Pollard. (University of London Intermediate Source-Books of History. No. 1.) Longmans, 7s. 6d. net.  
Everyman's Library.—Dury's History of France. Two volumes. Introduction by Richard Wilson. Dent, 1s. 6d. each volume.

**GEOGRAPHY.**

"The Oxford Geographies."—Vol. II: The Junior Geography. By A. J. Herbertson and R. L. Thompson. Seventh edition. Revised by O. J. R. Howarth. Clarendon Press, 2s.  
"The Oxford Geographies."—The Senior Geography. By A. J. Herbertson and F. D. Herbertson. Fifth edition. Revised by O. J. R. Howarth. Clarendon Press, 2s. 6d.  
"The Pupils' Classbook of Geography."—(1) Scotland. By Ed. J. S. Lay. 7d. (2) Asia. With special reference to India. By Ed. J. S. Lay. 8d. Macmillan.  
Introductory Geography. By H. Clive Barnard. Black, 1s. 8d.

**RELIGION.**

"Murby's Smaller Scripture Manuals with Text."—St. Matthew. With Introduction, Maps, and Explanatory Notes. By Charles Knapp. Murby.  
The Virgin's Son. By Bertram Pollock, Bishop of Norwich. Murray, 2s. 6d.  
A Celtic Psalter. Being mainly renderings in English Verse from Irish and Welsh Poetry. By Alfred Perceval Graves. S.P.C.K., 6s. net.  
The Epistle to the Hebrews. Edited by A. Nairne. Introduction and notes. Cambridge University Press, 4s. 6d. net.  
The Report of the Student Christian Movement during a Third Year of War. From the Office, 32 Russell Square, London, W.C. 1.  
Christ and the Public Schools. By Malcolm Venables. Blackwell, 1s. net.

**MATHEMATICS.**

A Course of Pure Geometry: Containing a Complete Geometrical Treatment of the Properties of the Conic Sections. By E. H. Askwith. Cambridge University Press, 7s. 6d. net.  
Amusements in Mathematics. By Henry Ernest Dudeney. Nelson, 3s. 6d. net.

**SCIENCE.**

A Textbook of Inorganic Chemistry. By A. F. Holleman. Issued in English in co-operation with Hermon Charles Cooper. Fifth English edition, completely revised. Chapman & Hall, 10s. 6d. net.  
The Life of the Caterpillar. By J. Henri Fabre. Translated by Alexander Teixeira de Mattos. Hodder & Stoughton, 6s. net.

**PHILOSOPHY.**

Locke's Theory of Knowledge and Its Historical Relations. By James Gibson. Cambridge University Press, 10s. 6d. net.

**ANCIENT LAW.**

Everyman's Library.—Ancient Law. By Sir Henry Maine. Introduction by Prof. J. H. Morgan. Dent, 1s. 6d. net.

**SCIENCE.**

Chemistry for Beginners and Schoolboys. By C. T. Kingzett. Second Edition. Baillière, 2s. 6d. net.  
Boys' and Girls' Ask-at-Home Questions. By Marian Elizabeth Bailey. Harrap, 3s. 6d. net.

**GARDENING.**

The Vegetable Garden. By E. J. S. Lay. Macmillan, 1s. 6d.

**HYGIENE.**

Straight Talks.—(1) What Makes a Man. For Boys. By the Rev. Spencer H. Elliott. (2) A King's Daughter. For Girls. By Sylvia M. Hill. (3) Friendship, Love, and Courtship. For Young Men and Women. By the Rev. Spencer H. Elliott. (4) Marriage and Motherhood. For Girls about to Marry. By Sylvia M. Hill. (5) A Woman's Honour. For Men. By the Rev. Spencer H. Elliott. (6) Our Girls. For Mothers. By Sylvia M. Hill. (7) Our Lads. For Parents. By Sylvia M. Hill. (8) Liberty and Popular Amusement. For the British Public. By the Rev. Spencer H. Elliott. S.P.C.K., each 1d.; 7s. 6d. per 100.

Adolescence. By Stephen Paget. Constable, 7d. net.  
The Venereal Diseases Problem. For Nurses and Midwives. By J. K. Watson, M.D. Baillière, 2s. 6d. net.  
The Incidence of Venereal Diseases and its relation to School Life and School Teaching. By Sir Thomas Barlow. The National Council for Combating Venereal Diseases, 2d.

**STORIES.**

The Pearl. By G. Winifred Taylor. Blackwell, 6s.  
The Iconoclast. By Helen Hamilton. Daniel, 1s. 3d. net.

**NOT CLASSIFIED.**

The Western Front at a Glance. A large-scale Atlas. Philip, 1s. 3d. net.  
The Character of the British Empire. By Ramsay Muir. Constable, 3d.  
"National Home-Reading Union Pamphlets."—Ideals of Painting. By J. Stewart Dick. 1s.  
Poets of the Democracy. By G. Currie Martin. With portraits. Headley, 1s. 6d.  
An Ethical System: Based on the Laws of Nature. By M. Deshumbert. Translated from the French by Lionel Giles. Preface by C. W. Saleeby. Open Court, 2s. 6d. net.  
The Blessed Birthday. A Christmas Miracle Play. By Florence Converse. Dent, 2s. 6d. net.  
The Psychology of War. By John T. MacCurdy. Heinemann, 2s. 6d. net.  
Rustic Sounds. Being Studies in Literature and Natural History. By Francis Darwin. With Illustrations. Murray, 6s. net.  
The Cambridge Pocket Diary, 1917-1918. Cambridge University Press.  
London University College Calendar. Taylor & Francis.  
The Fiery Cross. By John Oxenham. Methuen, 1s. net.  
The Challenge of the Present Crisis. By Harry Emerson Fosdick. Student Christian Movement, 1s. 6d.  
Letters concerning the War. Between an American and a Relative in Germany. By Otto H. Kahn, the writer of the letters from "Y." and the translator of the letters from "X." Privately printed.  
Women and the War. By Mrs. Francis Maclaren. Hodder & Stoughton, 3s. 6d. net.  
The Education of Engineers. By Herbert G. Taylor. Bell, 2s. net.  
The Historical Register of the University of Cambridge. To the year 1910. Cambridge University Press, 12s. 6d. net.  
Agriculture and the Land. With some account of Building Societies, Garden Cities, our Water Supply, and Internal Communication. By George F. Bosworth. Cambridge University Press, 1s. 6d.

## MASON'S SCRIPTURE MANUALS.

IN these Manuals each chapter and verse of the Bible has been taken in order, and Questions similar to those set in the Oxford and Cambridge Local, the Pupil Teachers', and Diocesan Examinations carefully selected in every chapter, together with numerous Explanatory Notes collated from various commentaries. After each question, the answer is either given in full, or the number of the verse or verses in which it occurs.

The following Manuals are already published:—

	s.	d.
The Four Gospels ... .. each	0	9
The Acts of the Apostles ... ..	1	6
Genesis and Exodus ... ..	1	6
Joshua and Judges ... ..	1	0
Samuel I ... ..	0	9
Samuel II ... ..	0	9
Kings I ... ..	0	9
Kings II ... ..	0	9
Jeremiah ... ..	0	9
Ezra, Nehemiah, Esther, and Haggai ...	0	9
Corinthians II ... ..	0	9
The Church Catechism ... ..	0	9
Morning and Evening Services and Litany	1	6

A Catechism on the Ten Commandments, with One hundred Practical Questions specially adapted for Children of all Religious Denominations in Elementary Schools. Price 4d.

Euclid (Book I) made easy for Young Beginners. Price 1s.

**JAMES GALT & CO., Ltd., MANCHESTER.  
SIMPKIN, MARSHALL, & CO., LONDON.**

**SCHOOL, CLASSICAL,  
MATHEMATICAL,  
AND SCIENTIFIC  
BOOKS.**

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

Keys and Translations.

**SCHOOLS  
SUPPLIED.**

**BOOKS  
BOUGHT.**

**J. POOLE & CO.,**  
104 Charing Cross Road,  
LONDON, W.C.

Telephone No.: 1633 Gerrard.

**NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.**

# A Forgotten Chapter in The History of Education.

By J. S. THORNTON.

FRANCIS HODGSON, 89 FARRINGTON STREET, LONDON, E.C.4.  
1917.

**SIXPENCE NET.**

Vice-Chancellor M. E. SADLER:—"Your paper, with its close grasp of history and principle, has interested me very much. The old era has come to an end. What next? Your solution, or Germany's? . . ."

Dr. OTTO ANDERSEN, Professor of Education in the University of Christiania:—"Many thanks for your paper, interesting and excellently written. I see you are indefatigable in your struggle for organized liberty in English school-system."

Viscount BRYCE:—"Thank you for your pamphlet. The example of the northern countries is instructive, and not without significance for us now when there is a general rush to place everything under the State, and to suppose, like Matthew Arnold, that this means efficiency. We are almost as likely to be damaged by German examples as by German arms."

Mr. H. RAASCHOU-NIELSEN, Rektor of the Academy at Sorb:—"The papers you have sent me greatly interest me, especially the part called *Reflections, Comments, Elucidations* . . . I admire the zeal with which you go on preaching your gospel, which is charming to Scandinavian ears; and I fully agree with you in your emphasizing of the value of freedom in educational matters."

## THE COLLEGE OF PRECEPTORS

INCORPORATED BY ROYAL CHARTER

BLOOMSBURY SQUARE, LONDON, W.C.

Membership of the College is open to Teachers and to others engaged in Education.

The privileges of membership include free admission to Lectures and Meetings; the use of the Members' Room and of a large Library of educational and other books; reduction of fees payable in the case of appointments obtained through the Joint Agencies; admission to the Dividend Section of the Secondary, Technical, and University Teachers' Insurance Society; &c. Copies of "The Educational Times," the journal of the College, and of the College Calendar are sent to every member.

Full particulars may be obtained from the Secretary of the College.

Members who hold Diplomas of the College pay a lower subscription than others.



# CLASS LIST SUPPLEMENT TO THE EDUCATIONAL TIMES

No. 665

FEBRUARY 1, 1918

## MACMILLAN'S BOOKS SUITABLE FOR THE COLLEGE OF PRECEPTORS' EXAMINATIONS, MIDSUMMER AND CHRISTMAS, 1918.

### ENGLISH LANGUAGE, HISTORY, & GEOGRAPHY.

<b>Shakespeare.—As You Like It.</b> With Introduction and Notes by K. DEIGHTON. ( <i>Senior and Junior</i> )	2 0
— <b>As You Like It.</b> Edited by C. R. GARSTON, Ph.D. ( <i>Senior and Junior</i> )	1 3
— <b>As You Like It.</b> Edited by M. H. SHACKFORD, Ph.D. ( <i>Senior and Junior</i> )	1 3
— <b>As You Like It.</b> Eversley Edition. With Notes. ( <i>Senior and Junior</i> )	1 3
— <b>Richard II.</b> With Introduction and Notes. By K. DEIGHTON. With an Appendix. ( <i>Senior and Junior</i> )	2 0
— <b>Richard II.</b> Edited by H. CRAIG, Ph.D. ( <i>Senior and Junior</i> )	1 3
— <b>Richard II.</b> Edited by J. H. MOFFATT. ( <i>Senior and Junior</i> )	1 3
— <b>Richard II.</b> Eversley Edition. With Notes. ( <i>Senior and Junior</i> )	1 3
<b>Spenser.—The Faerie Queene.</b> Book I. With Introduction and Notes by H. M. PERCIVAL, M.A. ( <i>Senior</i> )	3 6
— <b>Faerie Queene.</b> Book I. Edited by Prof. G. A. WAUCHOPE. ( <i>Senior</i> )	1 3
<b>Thackeray.—The Virginians.</b> ( <i>Senior</i> )	2 6
<b>Scott.—Kenilworth.</b> With Introduction and Notes. ( <i>Junior</i> )	3 0
— <b>Lay of the Last Minstrel and The Lady of the Lake.</b> Edited by F. T. PALGRAVE. ( <i>Preliminary and Lower Forms</i> )	1 3
— <b>The Lady of the Lake.</b> By G. H. STUART, M.A. ( <i>Preliminary and Lower Forms</i> ). 3s. Canto I	0 9
— <b>Lady of the Lake.</b> By E. A. PACKARD. ( <i>Preliminary and Lower Forms</i> )	1 3
<b>Longfellow.—Tales of a Wayside Inn</b> (containing Prelude, Paul Revere's Ride, Falcon of Sir Pedrigo, and King Robert of Sicily). Edited by J. H. CASTLEMAN. ( <i>Preliminary and Lower Forms</i> )	1
<b>Kingsley.—Water Babies.</b> ( <i>Preliminary</i> )	1s. 6d. net; 1s. 6d., and
<b>Gwynn.—Masters of English Literature</b>	4 0
<b>Saintsbury.—A First Book of English Literature</b>	1 9
<b>Saintsbury.—Short History of English Literature</b> Also in Five Parts. 2s. 6d. each.	10 0
<b>Nesfield.—Outline of English Grammar.</b> ( <i>Junior and Preliminary</i> ). (KEY, 3s. net)	1 9
— <b>Oral Exercises in English Composition.</b> ( <i>Preliminary</i> )	1 9
— <b>Junior Course of English Composition.</b> ( <i>Junior and Preliminary</i> )	1 9
— <b>Senior Course of English Composition.</b> ( <i>Senior</i> ). (KEY, 1s. 3d. net)	4 0
— <b>Manual of English Grammar and Composition.</b> ( <i>Senior</i> ). (KEY, 3s. net)	3 0
— <b>Matriculation English Course.</b> (KEY, 4s. 6d. net)	4 0
— <b>Aids to the Study and Composition of English.</b> (KEY, 5s. 6d. net)	5 0
— <b>How to Summarise, Expand, or Recast Extracts in Prose and Verse.</b> (KEY, 3s. net)	2 6
<b>Rowe and Webb.—Guide to the Study of English</b>	4 0
<b>Brooksbank.—Essay and Letter Writing</b>	3 0
<b>Beak.—Indexing &amp; Précis Writing.</b> (KEY, 2s. net)	3 0
<b>Hearnshaw.—First Book of English History</b>	1 9
<b>Buckley.—History of England for Beginners.</b> B.C. 55 to A.D. 1912. New Edition	3 6
<b>Green.—Short History of the English People.</b> Revised and Enlarged with Epilogue, by A. S. GREEN	5 0
<b>Thompson.—History of England</b>	3 0
<b>Tout.—Short Analysis of English History</b>	1 3

### ENGLISH LANGUAGE, &c.—continued

<b>Macmillan's Graphic Geography—The British Isles.</b> By B. C. WALLIS, B.Sc.	0 9
<b>Davies.—Geography of the British Isles,</b> with numerous Practical Exercises Also Part I, England and Wales, 2s. 6d.; Part II, Scotland and Ireland, 1s. 3d.	3 6
<b>Heawood's Geography of Africa.</b> ( <i>Junior</i> )	3 0
<b>Blanford.—Elementary Geography of India, Burma, and Ceylon.</b> ( <i>Junior</i> )	3 0
<b>Smith.—A First Book of Commercial Geography</b>	1 9
<b>Wallis.—A First Book of General Geography</b>	1 9
— <b>A Junior Geography of the World.</b> Part I. The World in General. 1s. 9d. Part II. The Continents in Detail. 1s. 9d. Complete in one volume. 3s.	4 0
— <b>Geography of the World</b>	4 0

### ARITHMETIC AND ALGEBRA.

<b>Hall and Stevens.—School Arithmetic.</b> 4s. With Answers, 5s. Answers, 1s. 3d. KEY, 12s. 6d. Part I, 2s. 6d.; with Answers, 3s.; KEY, 5s. Part II, 2s. 6d.; with Answers, 3s.; KEY, 7s.	4 0
<b>Palmer.—Arithmetic—chiefly Examples.</b> With or without Answers	4 0
<b>Sydney Jones.—Modern Arithmetic, with Graphic and Practical Exercises.</b> Parts I and II. With or without Answers, 3s. each. Complete, with or without Answers	5 0
<b>Loney and Grenville.—Shilling Arithmetic.</b> 1s. 3d. With Answers	1 9
<b>Hall and Knight.—Elementary Algebra for Schools.</b> Containing a full treatment of GRAPHS. Without Answers, 4s. With Answers KEY, 10s. Answers, 1s. 3d.	5 0
<b>Hall.—School Algebra.</b> With or Without Answers. Part I, 3s. KEY, 7s. Part II, 1s. 9d. Parts I and II, 4s. Part III, 1s. 9d. Parts II and III, 1s. 9d. Parts I-IV, 4s. 6d. Part IV, 2s. Vol. II, Parts IV, V, and VI, 4s. 6d. KEY, 10s.	5 0
<b>Barnard and Child.—New Algebra for Schools.</b> With or Without Answers. Vol. I, Parts I, II, and III, 3s. KEY, 7s. 6d. Part I, 1s. 9d. Parts II and III, 1s. 9d. Parts I-IV, 4s. 6d. Part IV, 2s. Vol. II, Parts IV, V, and VI, 4s. 6d. KEY, 10s.	5 0

### FRENCH.

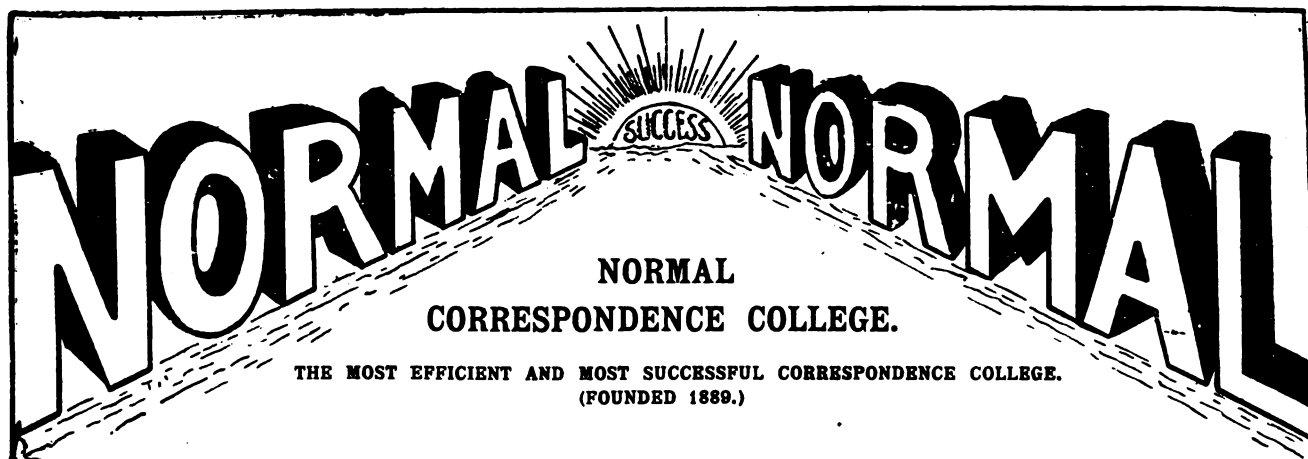
<b>Siepmann and Pellissier.—Public School French Primer</b>	4 0
KEY, 5s. 6d. net.	
<b>Siepmann and Vernols.—Preliminary French Lessons.</b> Illustrated	1 3
<b>Brackenbury.—Elementary French Exercises</b>	1 6
KEY, 3s. 6d. net.	
<b>Siepmann.—Primary French Course.</b> Part I, 3s. Word and Phrase Book, 6d. KEY, 4s. 6d. net. Part II, 3s. Word and Phrase Book, 6d. KEY, 4s. 6d. net. Part III, 3s. Word and Phrase Book, 6d. KEY, 6s. 6d. net.	1 9
<b>Siepmann.—Primary French Course.</b> (First Term.) Lessons in Colloquial French based on the Transcript of the Association Phonétique	1 9

### LATIN AND GREEK.

<b>Caesar.—The Gallic War.</b> Edited by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> )	5 0
— <b>Gallic War.</b> Book VII. With Notes and Vocabulary. By Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> )	1 9
<b>Virgil.—Æneid.</b> Book I. With Notes and Vocabulary. By Rev. A. S. WALPOLE, M.A. ( <i>Senior and Junior</i> )	1 9
— <b>Æneid.</b> Book I. With Notes and Vocabulary. By T. E. PAGE, M.A. ( <i>Senior and Junior</i> )	1 9
<b>Cicero.—De Senectute.</b> With Notes and Vocabulary. By E. S. SHUCKBURGH, Litt.D. ( <i>Senior</i> )	1 9
<b>Euripides.—Hecuba.</b> With Notes and Vocabulary. By Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior</i> )	1 9
<b>Xenophon.—Anabasis.</b> Book III. With Notes and Vocabulary. By Rev. G. H. NALL, M.A. ( <i>Senior and Junior</i> )	1 9
— <b>Anabasis.</b> Books I-IV. Edited by Prof. W. W. GODWIN and J. W. WHITE ( <i>Senior and Junior</i> )	4 0

\* \* Complete List post free on application.

MACMILLAN & CO., Ltd., ST. MARTIN'S STREET, LONDON, W.C.2.



## NOTES ON CORRESPONDENCE TRAINING.

### POSSIBILITIES.

Correspondence Training places the possibility of preparation for higher qualifications before every student in the land. Preparation is given for Certificate, Preliminary Certificate, L.L.A., A.C.P., L.C.P., Froebel, Degree Examinations, Languages, Science and Art, Matriculation, Oxford and Cambridge Locals, &c., &c. These and many others are placed within reach of all by the NORMAL CORRESPONDENCE COLLEGE.

### ADVANTAGES.

Correspondence training for qualifications neither demands attendance at College for long, set hours, nor does it interfere with the pupil's work or residence. It is within the reach of all—even of those in the most far-away villages—enabling them to qualify for better appointments. The training of the NORMAL CORRESPONDENCE COLLEGE, given by an expert staff of tutors, is so clear, systematic, and thorough that success is assured to the diligent student.

### THE RESULTS.

Correspondence training for higher qualifications has enabled thousands of students, student-teachers, and teachers to obtain good appointments and promotion. More than **5,000** Distinctions and Honours have been won at Public Examinations by Pupils of the NORMAL since **1907**, and what the NORMAL has done for thousands it will do for you. The call of the future is for qualified teachers. Prepare now to improve your position by becoming a student of the NORMAL.

Write to-day for "THE NORMAL GUIDE TO SUCCESS," which will be sent free to readers of this paper.

### EXAMINATIONS FOR WHICH THE NORMAL PREPARES.

County Council Scholarships.	College of Preceptors.	Matriculation.
Pupil Teachers.	Professional Preliminary.	Degree Examination.
Preliminary Certificate.	Froebel.	Languages.
Certificate.	L.L.A.	Music.
Oxford Locals.	A.C.P. and L.C.P.	Science and Art.
Cambridge Locals.	Central Welsh Board.	Other Qualifying Exams.

Single Subjects.—A pupil may join the Normal for instruction in any single subject.

**47 Melford Road, East Dulwich, S.E. 22, and 110 Avondale Square, London, S.E. 1.**

# THE COLLEGE OF PRECEPTORS

## CERTIFICATE AND LOWER FORMS EXAMINATIONS,

### CHRISTMAS, 1917.

#### LIST OF SUCCESSFUL CANDIDATES AT THE HOME CENTRES.

The list of successful candidates at the Colonial Centres will be published in the May number of "The Educational Times."

### CERTIFICATE EXAMINATION.

[Throughout the following Lists, bracketing of names implies equality.]

The Prizes will be awarded as soon as the results of the Examination at the Colonial Centres are known. The awards will be communicated by post to the successful candidates, and a list of the awards will appear in the May number of "The Educational Times." The same number of "The Educational Times" will contain extracts from the Reports of the Examiners on the work in the several subjects of the Examination, and a list of the Candidates who obtained the First and Second Places in each Subject on Senior Papers.

### BOYS.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

<p><i>a.</i> = Arithmetic. <i>al.</i> = Algebra. <i>b.</i> = Botany. <i>bk.</i> = Book-keeping. <i>ch.</i> = Chemistry. <i>d.</i> = Drawing. <i>de.</i> = Domestic Economy.</p>	<p><i>du.</i> = Dutch. <i>e.</i> = English. <i>f.</i> = French. <i>g.</i> = Geography. <i>ge.</i> = German. <i>gm.</i> = Geometry. <i>gr.</i> = Greek.</p>	<p><i>h.</i> = History. <i>he.</i> = Hebrew. <i>i.</i> = Irish. <i>it.</i> = Italian. <i>l.</i> = Latin. <i>lo.</i> = Logic. <i>lt.</i> = Light and Heat.</p>	<p><i>m.</i> = Mechanics. <i>ma.</i> = Magnetism &amp; Electricity. <i>ms.</i> = Mensuration. <i>mu.</i> = Music. <i>p.</i> = Political Economy. <i>ph.</i> = Physiology. <i>phys.</i> = Elementary Physics.</p>	<p><i>s.</i> = Scripture. <i>sc.</i> = Elementary Science. <i>sh.</i> = Shorthand. <i>sp.</i> = Spanish. <i>ta.</i> = Tamil. <i>t.</i> = Trigonometry. <i>w.</i> = Welsh.</p>
---	--	---	--	---

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively.

In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.-T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

#### SENIOR.

##### Honours Division.

Arnold, H. G. <i>s.e.a.al.gm.ms.f.</i>	Norwich High School for Boys
Cutler, D. G. S. <i>s.a.al.gm.t.m.ms.f.l.</i>	The High School for Boys, Croydon
Goldstein, S. <i>e.a.gm.m.ms.f.l.</i>	Argyle Ho., Sunderland
Aufenast, W. <i>ph.</i>	Tollington School, Tetherdown, Muswell Hill
Bauly, C. J. <i>s.e.gm.ch.</i>	Tollington School, Tetherdown, Muswell Hill
Inch, J. V. <i>a.al.t.bk.</i>	Shoreham Grammar School
Steele, G. H. <i>e.a.</i>	Tollington School, Tetherdown, Muswell Hill
Patterson, A. T. <i>e.f.l.</i>	Newcastle Modern School, Newcastle-on-Tyne
Keller, A. K. W.	Tollington School, Tetherdown, Muswell Hill
Wichmann, R. E. L. <i>ae.</i>	Tollington School, Tetherdown, Muswell Hill
Moat, S. <i>a.al.</i>	Shoreham Grammar School
Blake, W. D. <i>s.a.gm.</i>	Kent Coast Coll., Herne Bay

#### SENIOR.

##### Pass Division.

Holbrook, R. P. <i>a.al.gm.m.</i>	Shoreham Grammar S.
Purse, W. L. <i>a.</i>	Clark's College, Portsmouth
Pollard, M. J. <i>ms.</i>	Clark's College, Cardiff

DeVeuille, P. M. <i>✓.</i>	The Jersey Modern S., St. Helier's
Rix, G. W.	Norwich High School for Boys
Wakeford, H. A. <i>a.</i>	Modern School, Streatlam
Birkett, C. E.	Shoreham Grammar School
Davidson, A. S.	Tollington School, Tetherdown, Muswell Hill
Bouly, H. G. <i>f.</i>	Tollington School, Tetherdown, Muswell Hill
Sargent, R. M. <i>e.sh.</i>	Kent Coast Coll., Herne Bay
Joyce, L. P. C.	Shoreham Grammar School
Goodlife, R. V.	Tollington School, Tetherdown, Muswell Hill
Forbes, W. <i>gm.</i>	Tollington School, Tetherdown, Muswell Hill
Mayne, F. H. <i>a.ms.</i>	Avenue Lodge, Torquay
Glaspool, D. R. <i>bk.d.</i>	Shoreham Grammar School
Hennan, F. E. <i>a.bk.</i>	Shoreham Grammar School
Briggs, L. B. <i>bk.</i>	New College, Harrogate
Vokins, P. G.	Tollington School, Tetherdown, Muswell Hill
Staples, R. G.	St. John's College, Green Lanes, N.
Skelton, H. W. <i>s.do.</i>	Harleston House, St. Lawrence, Jersey
Warburton, E. <i>lt.d.</i>	Tollington School, Tetherdown, Muswell Hill
Angell, L. W. J.	The High School for Boys, Croydon
Beloe, R. G. <i>a.</i>	Shoreham Grammar School
Copeland, L. B.	The High School, Brentwood
McLeod, D. R.	The High School for Boys, Croydon
Moisley, H.	Ilkley Grammar School

Hall, J. H.	Private tuition
LeRuez, E. J.	Harleston House, St. Lawrence, Jersey
Williamson, A. O. a.	Epsom College
Harrison, T. H.	Wallingbrook School, Chulmleigh
Simon, C. E.	Harleston House, St. Lawrence, Jersey
Brunker, K. E. M.	St. Helen's College, Southsea
Sennitt, S. E. <i>d.</i>	Norwich High School for Boys
Museat, I.	Private tuition
Whitlock, D. B. <i>e.</i>	Private tuition
Willing, J. <i>d.</i>	The High School for Boys, Croydon
Penwill, F. R. <i>a.</i>	Grammar School, Newton Abbot
Williams, J. P.	Merthyr Tydfil
	Cyfarthfa Castle Municipal Sec. S. for Boys,
Sutcliffe, C. E.	Tollington S., Tetherdown, Muswell Hill
Williams, T.	Old College School, Carnarthen
Denney, M. N. <i>d.</i>	St. Leonards Collegiate School
Palmer, E. D.	St. Leonards Collegiate School
Raban, W. T. H. <i>k.</i>	Private tuition
Gill-Martin, J. A. F.	Hoe Grammar School, Plymouth
Carlton, F. A.	Dudley House, Burnt-Ash-Hill, Lee
Huckstepp, R. F.	Tollington School, Tetherdown, Muswell Hill
Hartley, E. H.	Penketh School
Boorne, J. H.	The High School for Boys, Croydon
Fenwick, C. J. <i>d.</i>	Balham Grammar School
Savage, L.	The High School, Brentwood
Webber, A.	The College, Penarth

BOYS, SENIOR, PASS—*continued.*

Bovill, G. Shoreham Grammar School  
 Morse, A. P. Taunton House, Brighton  
 Goldstone, W. E. Private tuition  
 Letts, J. Wallingbrook School, Chulmleigh

## JUNIOR.

## Honours Division.

Everett, L. W. *s.al.gm.f.* Norwich High S. for Boys  
 Hirschfeld, L. *a.al.ch.* Tollington School, Tetherdown, Muswell Hill  
 Mourant, A. E. *e.a.* The Jersey Modern S., St. Helier's  
 Large, G. C. *e.g.a.al.f.* Shoreham Grammar School  
 Low, E. N. B. *s.e.a.f.* Linton House, Holland Park Avenue, W.  
 Lane, C. E. *a.al.it.ch.* Tollington School, Tetherdown, Muswell Hill  
 Tonkin, G. R. *s.e.a.it.phys.* Newquay Coll., Cornwall  
 Leistikow, F. W. R. *g.a.al.* St. Aubyn's, Woodford Grn.  
 Barton, A. G. *a.al.gm.d.* Tollington School, Tetherdown, Muswell Hill  
 Ruscoe, W. H. *al.it.d.* Tollington School, Tetherdown, Muswell Hill  
 Dudley, O. J. *s.g.a.* Mercers' School, Holborn, E. C.  
 Pullen, C. F. *s.it.* Tollington School, Tetherdown, Muswell Hill  
 Viveash, F. S. C. *a.al.* Seaford College  
 Cruden, W. V. *s.e.a.l.* Tollington School, Tetherdown, Muswell Hill  
 Clarke, G. B. W. *a.al.gm.* Wilmslow College  
 Watson, G. E. *g.* Mercers' School, Holborn, E. C.  
 Wilson, G. N. *a.al.* Argyle House, Sunderland  
 Chelms, S. R. *a.al.* Mercers' School, Holborn, E. C.  
 Ollis, A. J. A. *s.g.a.* Mercers' School, Holborn, E. C.  
 Broadbridge, R. G. C. *g.a.al.* Shoreham Grammar S.  
 Cross, A. R. *a.al.* King Edward VI School, Stratford-on-Avon  
 Boulter, E. *e.a.ma.phys.ch.* Private tuition  
 Bragg, R. N. *s.e.a.al.* Mercers' S., Holborn, E. C.  
 Dunn, F. A. *g.a.* Mercers' School, Holborn, E. C.  
 Linné, H. F. *a.phys.* Newquay College, Cornwall  
 Roberts, C. L. *e.g.* Hove College  
 Fuller, W. B. *g.a.al.* Shoreham Grammar School  
 Gentle, McN. *g.a.d.* St. John's College, Green Lanes, N.  
 D'Authéau, F. J. *e.f.* The Jersey Modern School, St. Helier's  
 Harris, C. N. *s.g.a.al.* Mount Radford S., Exeter  
 Appleyard, H. D. *a.* Mercers' School, Holborn, E. C.  
 Arnott, R. W. *al.* Wycliffe College, Stonehouse  
 Taylor, F. C. M. *g.a.al.* Cranleigh School  
 Pratt, E. C. *a.* Mount Radford School, Exeter  
 Wills, H. L. *e.a.* Shoreham Grammar School  
 Shelburn, R. G. *a.gm.* Shoreham Grammar School  
 Sawyer, R. F. *a.al.* Shoreham Grammar School  
 Taylor, J. G. Penketh School  
 Parkes, E. W. Tollington School, Tetherdown, Muswell Hill  
 Coutts, I. G. *e.h.g.* Epsom College  
 Prior, H. J. *a.al.* Tollington School, Tetherdown, Muswell Hill  
 Garson, P. *g.a.al.gm.* Epsom College  
 Rhind, W. A. *e.a.* Seaford College  
 Sharman, W. C. *g.* Clapton Coll., Clapton Common  
 Davies, D. H. *a.d.* Mercers' School, Holborn, E. C.  
 Morou, R. P. *f.* Linton House, Holland Park Avenue, W.  
 Culling, C. R. *a.al.* Tollington School, Tetherdown, Muswell Hill  
 Williams, E. L. *al.* Dunheved College, Launceston  
 Doleman, F. W. *Musters' Road Higher School, West Bridgford*  
 Wiles, L. A. *e.g.d.* Private tuition  
 Wilson, G. R. *g.* New College, Harrogate  
 Davies, D. P. *a.* Seaford College  
 Lakin, H. H. *a.al.* Private tuition  
 Stansby, S. V. *f.phys.* Private tuition  
 Underwood, L. R. *e.v.* Avenue Lodge, Torquay  
 Whitworth, W. E. Penketh School

Parsons, W. H. *a.al.* Shoreham Grammar School  
 Royle, R. H. *s.a.* Mercers' School, Holborn, E. C.  
 Houghton, A. H. D. Norwich High School for Boys  
 Tanton, D. E. *a.al.* St. Leonards Collegiate School  
 Webb, A. B. *a.it.ch.* Tollington School, Tetherdown, Muswell Hill  
 Hastings, R. M. *s.a.* Mercers' School, Holborn, E. C.  
 Paterson, A. W. Mercers' School, Holborn, E. C.  
 Best, T. W. *a.al.* Tonbridge School  
 Anspach, F. B. Shoreham Grammar School  
 Boyd, A. R. *g.* Mercers' School, Holborn, E. C.  
 Burton, J. H. *a.al.* Shoreham Grammar School  
 Greene, E. L. Southport College  
 Recknell, H. T. *a.* Shoreham Grammar School  
 Swan, R. C. M. Tudor Hall, Hawkhurst  
 Griffiths, C. H. Tollington School, Tetherdown, Muswell Hill  
 Dixon, A. E. *s.a.al.* Swindon High School  
 Willis, J. R. Mercers' School, Holborn, E. C.  
 Cousin, A. A. *Musters' Road Higher S., West Bridgford*  
 Davies, J. R. *e.a.* Private tuition  
 Tuplin, F. R. *a.ma.* Montgomery College, Sheffield  
 Davies, E. H. *e.a.* London College for Choristers, Paddington  
 Pedley, K. F. *a.al.* Epsom College  
 Dick, T. P. *a.al.* Newcastle Modern School, Newcastle-on-Tyne  
 Graham, W. S. *s.a.* Penketh School  
 Nixon, W. *a.* Argyle House, Sunderland  
 Simpson, W. J. Tollington School, Tetherdown, Muswell Hill  
 Walters, J. D. *a.* Mercers' School, Holborn, E. C.

## JUNIOR.

## Pass Division.

\*Jessop, A. *e.g.* Penketh School  
 Brazier, J. S. *g.a.* Steyning Grammar School  
 Jagger, W. H. Rossall School  
 Pocock, M. *g.* Mercers' School, Holborn, E. C.  
 Solly, G. F. *g.* Kent Coast College, Herne Bay  
 Callard, J. B. Wallingbrook School, Chulmleigh  
 Eagle, P. C. *e.* Grosvenor College, Carlisle  
 Garner, W. M. *al.f.l.* Tonbridge School  
 Harwood, W. E. *g.a.* Private tuition  
 Holt, J. *a.d.* Technical School, Stalybridge  
 Main, F. N. Rutherford College, Newcastle-on-Tyne  
 Bass, A. H. *a.* *Musters' Road Higher School, West Bridgford*  
 Farish, T. G. *d.* Dulwich College  
 McClure, C. R. Epsom College  
 Standley, H. P. *a.* King Edward VI School, Norwich  
 Stroud, D. G. *a.* Grammar S., Chorlton-cum-Hardy  
 Jones, J. A. J. *s.* Richmond Lodge, Torquay  
 Mitchell, L. J. *a.al.* New College, Harrogate  
 Griffin, R. O. D. Private tuition  
 Lloyd, J. B. Private tuition  
 Grierson, G. Argyle House, Sunderland  
 Jacques, P. C. Balham Grammar School  
 Biron, H. *d.* Alexander House, Broadstairs  
 Latham, T. *a.d.* Private tuition  
 Ansell, F. J. *g.* Mercers' School, Holborn, E. C.  
 Chazan, M. Private tuition  
 Knights, T. G. *a.* Norwich High School for Boys  
 Leary, E. J. *a.* Mount Radford School, Exeter  
 Rogers-Jenkins, H. *f.* Steyning School, Worthing  
 Morris, A. G. *s.d.* Swindon High School  
 Williams, J. E. Hoe Grammar School, Plymouth  
 Eagle, G. F. *e.al.* Grosvenor College, Carlisle  
 Smith, C. S. C. *a.* *Musters' Road Higher S., West Bridgford*  
 White, R. A. *al.* Southend-on-Sea Grammar School  
 Atkinson, W. N. Grosvenor College, Carlisle  
 Patmore, J. O. V. *s.* Modern School, Streatham  
 Pratelli, C. J. Private tuition  
 Ward, J. I. *a.* Grosvenor College, Carlisle  
 Bisson, G. R. Harleston H., St. Lawrence, Jersey  
 Colt, J. R. Epsom College  
 Hoare, G. S. *a.* Tollington School, Tetherdown, Muswell Hill

Briault, D. L. Repton School  
 Daniel, E. O. Seaford College  
 \*Dymond, H. J. Hoe Grammar S., Plymouth  
 \*Lambert, F. W. High School for Boys, Croydon  
 Scott, J. *a.al.* Private tuition  
 Reason, A. G. H. *a.* Steyning Grammar School  
 Stephens, D. H. Mount Radford School, Exeter  
 Whitaker, E. W. E. *a.* Tollington School, Tetherdown, Muswell Hill  
 Belmont, T. A. Newcastle Modern School, Newcastle-on-Tyne  
 Clarke, C. C. Tollington School, Tetherdown, Muswell Hill  
 Colton, W. S. *a.* Balham Grammar School  
 Renison, S. Penketh School  
 Arthur, J. R. *g.* Harleston House, St. Lawrence, Jersey  
 Beard, G. E. Swindon High School  
 Hollis, S. L. Steyne School, Worthing  
 Lewis, C. A. *d.* Richmond Hill School, Richmond  
 Watson, K. Kent Coast College, Herne Bay  
 Bosworth, A. H. Private tuition  
 Crothall, C. P. *a.* Tudor Hall, Hawkhurst  
 Gardner, P. *sh.* Warner's College, Richmond  
 Mitchell, J. R. Private tuition  
 Puddy, H. M. *a.* Mercers' School, Holborn, E. C.  
 Tointon, N. W. H. Tollington School, Tetherdown, Muswell Hill  
 Wade, B. D. *a.* Steyne School, Worthing  
 Cloke, E. J. *e.g.a.* Private tuition  
 Moore, H. G. *d.* Clapton College, Clapton Common  
 Rimmer, F. R. Southport College  
 Thomas, W. S. Hoe Grammar School, Plymouth  
 Bickle, H. W. Hoe Grammar School, Plymouth  
 Bull, S. W. A. *a.* The School, Wellington Road, Taunton  
 Hills, B. D. *g.a.* Steyning Grammar School  
 Howard, J. V. Seaford College  
 Liddicoat, H. A. Hoe Grammar School, Plymouth  
 Oliver, P. G. The College, Penarth  
 Rubenstein, M. *g.a.* Private tuition  
 Tucker, D. K. Swindon High School  
 Wallis, E. C. *a.* Cambridge House, Norwich  
 Wilkison, J. C. *a.* Tollington School, Tetherdown, Muswell Hill  
 Wood, W. R. The School, Wellington Road, Taunton  
 Wilden, D. Tollington S., Tetherdown, Muswell Hill  
 Wise, L. H. St. Leonards Collegiate School  
 Bonnell, G. E. *g.a.* Private tuition  
 Pyke, F. N. J. Topbridge School  
 Sampson, J. N. Wallingbrook School, Chulmleigh  
 Brown, W. Private tuition  
 Clayden, H. G. Private tuition  
 Robinson, D. T. King Edward VI School, Norwich  
 Allen, J. K. *a.* Private tuition  
 Cook, A. E. *g.* New College, Harrogate  
 Cattermole, C. E. *a.* Tudor Hall, Hawkhurst  
 Davies, T. E. Private tuition  
 Dench, H. P. Shoreham Grammar School  
 Edgar, G. H. *a.* Private tuition  
 Levy, L. *a.* Private tuition  
 Battson, R. K. *d.* Taunton House, Brighton  
 Forde, T. V. Alexander House, Broadstairs  
 Norman, R. A. The Douglas School, Cheltenham  
 Troup, F. J. Shoreham Grammar School  
 Zumbuhl, D. J. The Grammar School, Ongar  
 Chambers, A. H. *a.al.* Shoreham Grammar School  
 Garner, E. W. E. Tollington School, Tetherdown, Muswell Hill  
 Nash, C. *a.* The Grammar School, Ongar  
 Packer, S. W. The Grammar School, Ongar  
 Baker, R. Private tuition  
 Drake, A. L. *a.d.* Private tuition  
 Wood, E. The Boys' High School, Shrewsbury  
 Bell, R. M. *a.* Tollington School, Tetherdown, Muswell Hill  
 Daniel, G. E. Alexander House, Broadstairs  
 Greenhill, E. *a.* Tollington School, Tetherdown, Muswell Hill  
 \*King, G. R. Bethany House, Goudhurst  
 Thomson, R. M. Grosvenor College, Carlisle  
 Zambra, J. Kent Coast College, Herne Bay  
 Lander, C. H. *a.* Private tuition  
 Plummer, H. F. *a.* St. Peter's Eaton Sq. Choirs, S. W.  
 Seddon, R. H. *d.* Penketh School

BOYS, JUNIOR, PASS—*continued.*  
 Smith, R.D. TOLLINGTON School, Tetherdown, Muswell Hill  
 Bridger, R.H. a. The Grammar School, Ongar  
 Boyle, B. Hove College  
 Crowther, F.C. The Palace School, Bewdley  
 Nathan, A. Private tuition  
 Hartley, F.C. Grammar S., Chorlton-cum-Hardy  
 Lowcock, J.H. Lytham College  
 Pannell, N.H. Hoe Grammar S., Plymouth  
 Sharp, J.R. ch. Private tuition  
 Bandy, C.H. Private tuition  
 Coates, G.D.O. TOLLINGTON School, Tetherdown, Muswell Hill  
 Cowan, H.A. c. St. Peter's College, Westminster  
 Kerr, R.D. a. Grosvenor College, Carlisle  
 Taylor, D. Taunton House, Brighton  
 Wilkins, M.H. Tellisford House, Redland, Bristol  
 Lord, W.G. Private tuition  
 Skinner, R. Private tuition  
 Baker, J. Shoreham Grammar School  
 Hacker, C.M. The Douglas School, Cheltenham  
 Mitchell, W.M. St. Anbyn's, Woodford Green  
 Peet, J.M. Southport College  
 Stone-Wigg, E.V. Private tuition  
 Bond, M.A. Modern School, Streatham  
 Cobb, E.J. a. Norwich High School for Boys  
 Dallain, A. f. Oxenford House, St. Lawrence, Jersey  
 Roberts, J.B. Dulwich College  
 Stewart, I. Grammar School, Chorlton-cum-Hardy  
 Killingback, L.A. St. John's Coll., Green Lanes, N. Wayman, B.O. a. MUSTERS' Road Higher School, West Bridgford  
 Cole, A.C.I. Hoe Grammar School, Plymouth  
 Edwards, A. Hoe Grammar School, Plymouth  
 Henson, B.L. Private tuition  
 Horn, H.B. St. John's College, Green Lanes, N.  
 Lillies, H.D. All Hallows School, Honiton  
 Bonnington, L.W.G. Shoreham Grammar School  
 Carrel, C.A. Springside House, Gorey, Jersey  
 Chaffer, R. Steyne School, Worthing  
 Clements, J.W.P. The School, Wellington Road, Taunton  
 Coward, N.B. Littleton House, Knowle, Bristol  
 Davis, A.A. St. Andrew's School, Henley-on-Thames  
 Heiman, E. ge. Private tuition  
 Jones, E.P. a. d. Westcliff School, Edinburgh  
 Stiebritz, D.C. The Grammar School, Ongar  
 Barsted, W.P. TOLLINGTON School, Tetherdown, Muswell Hill  
 Hebgin, W. a. Private tuition  
 Jones, W.G. Steyning Grammar School  
 Walton, C. Penketh School  
 Whitehead, F.E. Broadgate School, Nottingham  
 Bailey, R.G. a. Private tuition  
 Collett, H.E. Swindon High School  
 Dawson, R.M. Downsidge College, Harrogate  
 Elliott, S.C. Shoreham Grammar School  
 Hall, C. Clifton College, North Shore, Blackpool  
 LeGresley, P.C. Harleston House, St. Lawrence, Jersey  
 Liddiard, J. Private tuition  
 Midgley, H.R. a. Private tuition  
 Rioch, R.A. Littleton House, Knowle, Bristol  
 Thomson, D.W. cl. Southend-on-Sea Grammar S.  
 Watson, A.H.S. Argyle House, Sunderland  
 Crowley, P.L. High School for Boys, Croydon  
 Jones, R.E. a. Grove House, Highgate  
 Bowley, A.E. MUSTERS' Road Higher School, West Bridgford  
 Crowder, G.C. s. High School for Boys, Croydon  
 May, E.G.A. d. Littleton House, Knowle, Bristol  
 Hume, R.J. a. Cambridge House, Norwich  
 Denning, K.M. a. Dulwich College  
 Hall, T.W. The College, Melbourne Avenue, W. Ealing  
 Manning, F.E. Southend-on-Sea Grammar School  
 Martin, N. a. d. Steyning Grammar School  
 Pellow, L.E.F. Hoe Grammar School, Plymouth  
 Saunders, J.A. Tellisford H., Redland, Bristol  
 Wyatt, N.L. St. Aubyn's, Woodford Green  
 Johnston, R.C. Shoreham Grammar School  
 Ashkenzie, R.F. Private tuition  
 Mills, C.W. King Edward VI School, Norwich  
 Archibald, J. g. Private tuition

Dunn, G.G. Newcastle Modern School, Newcastle-on-Tyne  
 Wells, L.F. Taunton House, Brighton  
 Williams, C. Higher Grade School, Mountain Ash  
 Gulston, M. Southampton Boys' Coll. & High S.  
 Houseman, L.J. a. d. The Grammar School, Ongar  
 Rowse, C.A. Newquay College, Cornwall  
 Sims, W.O. a. Private tuition  
 Brown, H.E. a. Shoreham Grammar School  
 Buckner, R.D. Private tuition  
 Dallain, J.A. f. Oxenford Ho., St. Lawrence, Jersey  
 Kempster, G.B. Private tuition  
 Mackley, A.C. Alderman Norman's Endowed School, Norwich  
 Pack, H.W. s. Clapton College, Clapton Common  
 Souchon, A.L.M. Malvern College  
 Clemence, L.M. Hoe Grammar School, Plymouth  
 King, D.R. s. a. Carshalton College  
 Lea, J.B. Taunton House, Brighton  
 Payne, D.C. Steyne School, Worthing  
 Priestley, H.C. a. Private tuition  
 Wallace, J.M. Newcastle Modern School, Newcastle-on-Tyne  
 Powell, F.W. Modern School, Streatham  
 Rowell, J.C. a. Royal Grammar S., Newcastle-on-Tyne  
 Wood, R. St. D. St. Leonards Collegiate School  
 Clare, R.A. Norwich High School for Boys  
 Grant, A.J. Private tuition  
 Hewitt, R.R. Hove College  
 Huxford, L.E. a. The Philological School, Southsea  
 Orford, F.R. Shoreham Grammar School  
 Pereira, G.H. Private tuition  
 Rowden, B.C. Balham Grammar School  
 Wakefield, W.H. Hove College  
 Gatie, J.J. a. Grosvenor College, Carlisle  
 Pearson, J.F. The Douglas School, Cheltenham  
 Allen, V.E. Private tuition  
 Barber, E.K. The School, Wellington Rd., Taunton  
 Beaumont, F.N. Southport Modern School  
 Coulthard, W.F.H. Grosvenor College, Carlisle  
 Kuhn, L.V. St. John's College, Green Lanes, N.  
 Nicholson, A.F. J. Broadgate School, Nottingham  
 Sherwin, K.W. Private tuition  
 Brightmore, C.V. Carshalton College  
 Hall, G.B. Hoe Grammar School, Plymouth  
 Moffat, A.M. Newcastle Modern School, Newcastle-on-Tyne  
 Saunders, E.A. Y. d. Balham Grammar School  
 Shaw, R. High School, South Shore, Blackpool  
 Wheatley, W.J. Starborough School, Edenbridge  
 Armon, F.G.A. Private tuition  
 Holloway, C.A. Shoreham Grammar School  
 Tillott, C.E. a. County Secondary School, Crewe  
 Walker, C.L.V. Hoe Grammar School, Plymouth  
 Watson, H.C. Steyning Grammar School  
 Youell, A.C. Modern School, Streatham  
 Abram, H.E. Norwich High School for Boys  
 Lewis, F.C.G. h. Green Park College, Bath  
 Macaulay, K.B. J. Private tuition  
 Pedley, E.W. Private tuition  
 Okell, R. a. Skerry's College, Liverpool  
 Points, S.F. d. Private tuition  
 Savory, C.S. Seaford College  
 Shelbourne, G.J. Broadgate School, Nottingham  
 Tubb, W.L. a. Hoe Grammar School, Plymouth  
 Cook, N.S. g. Balham Grammar School  
 Head, D.L. St. Peter's Eaton Square Choir S., S.W.  
 Williamson, R.D. Private tuition  
 Wingfield, F.R. Dudley H., Burnt-Ash-Hill, Lee  
 Bliss, H.L. Littleton House, Knowle, Bristol  
 Bulman, H.A. Grosvenor College, Carlisle  
 Chiesman, W.E. Private tuition  
 Debrayne, P. Broadgate School, Nottingham  
 Houdret, D.C. St. Placid's, Horsham  
 Jones, I. a. Private tuition  
 Mulville, E.A. phys. Private tuition  
 Slocombe, B.G.B. All Hallows School, Honiton  
 Ward, R. D. W. TOLLINGTON School, Tetherdown, Muswell Hill  
 Watts, A.M. St. John's College, Green Lanes, N.  
 Clarke, D. s. Penketh School  
 Denning, A.C. D. Hoe Grammar School, Plymouth

Hadfield, R. Montgomery College, Sheffield  
 Kibblewhite, J.E. Steyning Grammar School  
 Lacey, E.O. Modern School, Streatham  
 Loman, A.G. Elm Grove School, Exmouth  
 Reavell, L.W. TOLLINGTON School, Tetherdown, Muswell Hill  
 Roberts, S.E. Shoreham Grammar School  
 Sear, J.R. Private tuition  
 Stothard, J. d. Private tuition  
 Burnett, M.E.H. Private tuition  
 Griffin, L.W. Bourne College, Quinton  
 Hambly, E.E. a. Sefton Coll., Sandylands, Morecambe  
 Pool, J.H. a. Newcastle Modern S., Newcastle-on-Tyne  
 Jenks, G. The Boys High School, Shrewsbury  
 Marlow, W.F. Skerry's College, Croydon  
 Morgan, H.M. The Douglas School, Cheltenham  
 Wright, F.S. Steyning Grammar School  
 Atkinson, A.H. Grosvenor College, Carlisle  
 Field, K.C. Bourne College, Quinton  
 Forge, C.C. The Grammar School, Ongar  
 Jory, W. Old College School, Carmarthen  
 Bowen, J.S. Private tuition  
 Evans, J. Old College School, Carmarthen  
 Jefferies, F.A. Private tuition  
 Proud, W.J. Grosvenor College, Carlisle  
 Smythe, G. TOLLINGTON School, Tetherdown, Muswell Hill  
 Strangways, J.D. R.R. Broadgate S., Nottingham  
 Wheatcroft, L.C. The Grammar School, Ongar  
 Beardsall, W.N. Private tuition  
 Gawne, P. a. Private tuition  
 Parker, H.E. The Palace School, Bewdley  
 Tuck, C.G. The Douglas School, Cheltenham  
 Galston, D. Southampton Boys' College and High School  
 Hand, J. Hoe Grammar S., Plymouth  
 Johns, H.R. Private tuition  
 McCabe, D.P. Private tuition  
 Rudd, W.H. a. Private tuition  
 Biron, B. Alexander House, Broadstairs  
 Appleby, C.H. St. Peter's Eaton Sq. Choir S., S.W.  
 Heap, F.J. Private tuition  
 Kelly-Wischam, W.W.B. Dulwich College  
 Morgan, O. Private tuition  
 Robson, E. Private tuition  
 Stratton, L.A. Littleton House, Knowle, Bristol  
 Gibson, H. Private tuition  
 Leibowitz, S. Private tuition  
 Smith, B.S. Private tuition  
 Warren, L.T. Hoe Grammar School, Plymouth  
 Williams, R.A.H. The Palace School, Bewdley  
 Dewsbury, F.R.L. Willow House, Walsall  
 Jones, J.H. Private tuition  
 Sexton, R.T. Norwich High School for Boys  
 Widger, H.S. Hoe Grammar School, Plymouth  
 Williams, D.R.M. St. John's Coll., Green Lanes, N.  
 George, W. Private tuition  
 Poole, F.W. The Grammar School, Ongar  
 Reding, P.W. Private tuition  
 Fox, H.G. St. Leonards Collegiate School  
 Goodman, W.R. The School, Wellington Road, Taunton  
 Swain, F.P. Private tuition  
 Tope, R.B. Hoe Grammar School, Plymouth  
 Wyatt, S.B. Alexander House, Broadstairs  
 Hammond, S. Seaford College  
 Hanisch, L.M. Westcliff School, Edinburgh  
 Musgrave, H.C.J. The Douglas School, Cheltenham  
 Newland, E.S. Private tuition  
 Blouet, R.W. Broadgate School, Nottingham  
 Fisher, J. Norwich High School for Boys  
 Head, C.L. High School for Boys, Croydon  
 Seal, F.S. Private tuition  
 Winter, T.S.R. Newcastle Modern School, Newcastle-on-Tyne  
 Adcock, G.C.F. Alexander House, Broadstairs  
 Jones, R.E. Private tuition  
 Hansen, W.F. Southport Modern School  
 Woolcott, A.R. Brockwell Park College, S.E.  
 Risdon, J.R. Hoe Grammar School Plymouth  
 Griffiths, C.B. Newquay College, Cornwall  
 Hill, R. Grosvenor College, Carlisle  
 Küppers, E. Norwich High School for Boys  
 Turner, E.R. Wallingbrook School, Chulmleigh

PRELIMINARY.

Honours Division.

Cathcart, C.E. *a.al.* Newquay College, Cornwall  
 Sharkey, O.T.B. *s.e.a.al.* Norwich High S. for Boys  
 Du Val, H.S. *s.e.h.a.al.* Harleston House, St. Lawrence, Jersey  
 Broadbridge, H.T. *e.h.g.a.al.f.d.* Shoreham Grammar School  
 Bashford, R.C. *e.a.al.bk.f.* Shoreham Grammar S.  
 Collins, L.J. *s.a.al.gm.f.* Tudor Hall, Hawkhurst  
 L'Estrange, E.L. *s.e.h.a.al.* Southport College  
 Sennitt, L.C. *al.* Norwich High School for Boys  
 Ellicott, W.E. *e.a.al.gm.* Avenue Lodge, Torquay  
 Himely, W.A. *a.al.d.* Richmond Lodge, Torquay  
 Haworth, J.B. *s.e.h.g.a.al.* Southport College  
 Anderson, N. *a.al.f.* Argyle House, Sunderland  
 Bates, A.E.C. *e.a.al.f.* Shoreham Grammar School  
 Fowler, S.W. *a.al.* Shoreham Grammar School  
 Reeve, S.N.G. *a.al.f.* Raleigh College, Brixton  
 Wood, W.A.T. *a.al.gm.d.* Shoreham Grammar S.  
 Haworth, H.I. *e.a.al.* Argyle House, Sunderland  
 Howlett, R.D.W. *a.al.* Shoreham Grammar School  
 Taylor, T.F. *e.a.al.f.* St. John's College, Westcliff-on-Sea  
 Wallace, J.M. *a.al.f.* Newcastle Modern School, Newcastle-on-Tyne  
 Ball, R.K. *h.al.* Southport College  
 Robinson, M.A. *s.a.al.* St. John's Coll., Green Lanes, N.  
 Antigna, L.A. *f.* Springside House, Gorey, Jersey  
 Baker, R.A. *a.al.d.* Seaford College  
 Barber, L.A. *a.* St. John's Coll., Green Lanes, N.  
 Hackman, D. *s.a.al.f.* Swindon High School  
 Hamilton, G.M. *a.al.f.* St. John's College, Westcliff-on-Sea  
 Newton, A.E.W. *a.al.d.* Carshalton College  
 Robertson, G.A. *a.* Argyle House, Sunderland  
 Stoneman, L.J. *a.al.* Newquay College, Cornwall  
 Fenwick, R. *a.al.* Grosvenor College, Carlisle  
 Hogan, H.R. *s.a.al.* St. John's College, Westcliff-on-Sea  
 Le Corre, C.R. *a.al.f.* West End School, Jersey  
 Ball, W.G. *g.a.* Argyle House, Sunderland  
 Barnett, G.E.C. *s.g.o.* Harleston House, St. Lawrence, Jersey  
 Grainger, R.E.P. *a.al.* Shoreham Grammar School  
 Jeffries, J. *a.al.* Shoreham Grammar School  
 Cross, B.P. *a.f.* Avenue Lodge, Torquay  
 Hulls, H.J. *a.f.* St. John's Coll., Westcliff-on-Sea  
 Whillis, R.R. *a.* Newcastle Modern School, Newcastle-on-Tyne  
 Beale, E.T. *s.e.a.al.* St. John's College, Green Lanes, N.  
 Benest, A.J. *f.* West End School, Jersey  
 Newport, J. *al.* Shoreham Grammar School  
 Bachmann, A.F. *d.* Oxenford House, St. Lawrence, Jersey  
 Holly, E.C. *a.f.* Raleigh College, Brixton  
 Low, P.T. *h.a.* St. John's College, Green Lanes, N.  
 Swaby, H. *e.h.al.* York Minster Choir School  
 French, L.H. *al.* Shoreham Grammar School  
 Chibnall, R.P. *al.* Seaford College  
 Marriott, E.G. *f.* Shoreham Grammar School  
 Wimburst, C.G. *e.* Steyne School, Worthing  
 Young, G.H. *a.al.* Shoreham Grammar School  
 Beaugard, A.L. *a.* The Jersey Modern School  
 Crotch, W.J.B. *e.al.* Norwich High S. for Boys  
 Davis, W.B. *al.* Mount Radford School, Exeter  
 Gibaut, E.C. Harleston House, St. Lawrence, Jersey  
 Barber, S.E. *a.* St. John's College, Green Lanes, N.  
 Fountain, K.B. *d.* Hove College  
 Krailing, L.C. *a.* The High School, Brentwood  
 Mason, C. *e.* Argyle House, Sunderland  
 Peel, R. *g.al.* York Minster Choir School  
 Welch, W.P. *h.g.a.al.* York Minster Choir School  
 Wilson, P.G.T. *a.al.d.* Shoreham Grammar School

PRELIMINARY.

Pass Division.

+Coke, R.A. Southport Modern School  
 +Southernden, D.G. Sussex House School, Rye  
 +Wainman, E.E. Musters' Road Higher School, West Bridgford

Bentley, L. *a.al.* Swindon High School  
 Crawford, G. *a.* The High School, Brentwood  
 Houghton, W.P. *d.* Laughtarne School, Southsea  
 Benest, C.C. *f.* Harleston H., St. Lawrence, Jersey  
 Read, J.N. *a.al.* Swindon High School  
 Tarbuck, J. *g.* Southport College  
 +Vevers, G.J. Kent Coast College, Herne Bay  
 Bond, R.H. *e.a.* Tellisford House, Redland, Bristol  
 Gleghorn, T. Wallingbrook School, Chulmleigh  
 Rowe, F.T. *a.al.* Shoreham Grammar School  
 Stubbs, A.D. *a.* Shoreham Grammar School  
 Woods, W.E. *f.* Downside College, Harrogate  
 Atkinson, R.G. *a.* Modern School, Streatham  
 Butt, A.L. *al.* Littleton House, Knowle, Bristol  
 Rowley, C.W. *a.* St. John's College, Westcliff-on-Sea  
 Ward, J. *al.* Shoreham Grammar School  
 +Wilson, A.N. St. John's College, Green Lanes, N.  
 Cookson, W.R. Penketh School  
 +Furse, W.G. Wallingbrook School, Chulmleigh  
 Langlois, A.C. *f.* Oxenford H., St. Lawrence, Jersey  
 Laurens, C. The Jersey Modern School  
 Lloyd, T.S. *al.* Southport College  
 Morpeth, G. *f.* Newcastle Modern School, Newcastle-on-Tyne  
 Smith, E.R. *f.* Kent Coast College, Herne Bay  
 Blakey, K.F. *O.C.* Argyle House, Sunderland  
 Cullingford, K.R. St. John's Choir School, St. Leonards-on-Sea  
 +Hawks, J.C. Newcastle Modern School, Newcastle-on-Tyne  
 Moore, V. *al.* Southport College  
 Nash, D.S. Wallingbrook School, Chulmleigh  
 Souter, R.L. *d.* Seaford College  
 Warr, G.W. *al.d.* Shoreham Grammar School  
 Yeo, F.H. Modern School, Streatham  
 +Barrow, F.O. Hoe Grammar School, Plymouth  
 Marshall, H.R. *al.f.* Newcastle Modern School, Newcastle-on-Tyne  
 Sarre, W.F. *a.f.* Oxenford H., St. Lawrence, Jersey  
 Slater, J.L. *g.al.* York Minster Choir School  
 Waugh, J.H. *e.f.* Newcastle Modern School, Newcastle-on-Tyne  
 +Whiting, F.J. The Philological School, Southsea  
 Blum, S.J. *a.* Private tuition  
 Collihole, W.E. *e.al.* Tudor Hall, Hawkhurst  
 Innocent, H.C. *J. a.* The Grammar School, Ongar  
 Sadler, R. *a.* The Palace School, Bewdley  
 +Smith, J.H. *a.* York Model School  
 +Kitsell, C.R. Hoe Grammar School, Plymouth  
 Meiklejohn, K.W. *a.al.* Newcastle Modern School, Newcastle-on-Tyne  
 Peasgood, C.W. *g.* Steyne School, Worthing  
 Cohen, E.A. Argyle House, Sunderland  
 +Cresswell, T.A. Norwich High School for Boys  
 Cripps, R.R. St. Aubyn's, Woodford Green  
 De Carteret, R.P. *al.* West End School, Jersey  
 Fairs, H.H. *a.al.* Shoreham Grammar School  
 +Rostrom, G.E. *al.* Wilmslow College  
 Brackstone, G.W. Tellisford H., Redland, Bristol  
 Howard, C.M.G. *s.* Kent Coast College, Herne Bay  
 Liddle, A.G. Downside College, Harrogate  
 Oldfield, H.G. *s.* Modern School, Streatham  
 +Dodridge, F.L. High School for Boys, Croydon  
 Elliott, J.C. Swindon High School  
 Gibaut, J.P. *al.* West End School, Jersey  
 Judson, F.E. *al.* St. Placid's, Horsham  
 Leuw, C.M. *al.* St. John's College, Green Lanes, N.  
 +Bromby, R.G.F. Elementary Grove S., Exmouth  
 Carter, F.M. Tudor Hall, Hawkhurst  
 Dixon, M.S. Newcastle Modern S., Newcastle-on-Tyne  
 +Gordon, A.J. Starborough School, Edenbridge  
 Mitchell, B.W. St. John's College, Westcliff-on-Sea  
 Myhill, P. Norwich High School for Boys  
 Payne, C.W. *f.* Steyne School, Worthing  
 Proudman, G.H.C. *a.al.* Shoreham Grammar S.  
 Weller, A.C. *a.* "Fauntleroy," St. Leonards-on-Sea  
 +Chapman, A.G. Norwich High School for Boys  
 Coles, P.G. The Grammar School, Ongar  
 +Cook, R.G. Grove House, Highgate  
 Moody, A.R. Grammar School, Chorlton-cum-Hardy  
 Yates, S. *a.al.* Southport College  
 Blackwell, R.A. *s.* Clapton Coll., Clapton Common  
 Boss, T.B. *al.* Private tuition  
 Candy, R.L. *a.* Tellisford House, Redland, Bristol  
 Deighton, J.E. *a.al.* Grosvenor College, Carlisle  
 Flower, E.J. Kent Coast College, Herne Bay  
 Holderoff, J.E. Penketh School  
 +Johnson, E.B. *d.* Downside College, Harrogate  
 +Thompson, A.E. Highbury Park School, N.  
 Welford, R.S. *f.* Newcastle Modern School, Newcastle-on-Tyne  
 Blackaller, J.C.E. Kent Coast College, Herne Bay  
 Brown, G.D. St. Aubyn's, Woodford Green  
 +Gauntlett, F.V. Starborough School, Edenbridge  
 Griffiths, L. *s.* Seaford College  
 Holmes, J.B. Norwich High School for Boys  
 Horne, F.F. *al.* Wilmslow College  
 Newham, L.F. Norwich High School for Boys  
 Perrin, H.M. The Palace School, Bewdley  
 Roberts, G. *a.* Hoe Grammar School, Plymouth  
 Thorne, A.C. *a.* Wallingbrook School, Chulmleigh  
 Baker, W.G. Steyning Grammar School  
 +England, C.C. The Grammar School, Ongar  
 +Headland, F.J. *s.a.* Brownlow College, Bowes Park  
 Helmore-Samuel, B.G. *a.al.* Southend Grammar S.

+Herring, R. East Finchley Grammar S.  
 Roberts, F.N. *al.* The Palace School, Bewdley  
 Roope, R.H. Argyle House, Sunderland  
 Coleman, A.J. Shoreham Grammar School  
 Crundall, A.F. *al.* Tudor Hall, Hawkhurst  
 Edwards, J.L. Grosvenor College, Carlisle  
 Fish, H.B. St. Aubyn's, Woodford Green  
 Goodman, A.K. St. John's Coll., Green Lanes, N.  
 Johnson, P.R. Laughtarne School, Southsea  
 Jones, T.G. *a.* St. John's College, Green Lanes, N.  
 +Shrubsole, R.D. Kent Coast College, Herne Bay  
 Clements, S. Norwich High School for Boys  
 Cliffe, W. *a.* Royal S. for the Deaf, Old Trafford  
 Cook, L.E.G. *a.al.* Swindon High School  
 Ware, J.R. Modern School, Streatham  
 +Anliis, S. *a.al.f.* Raleigh College, Brixton  
 Cooper, M.J. *e.* Littleton House, Knowle, Bristol  
 +Hember, G.J. Littleton House, Knowle, Bristol  
 Korkis, C. The Grammar School, Ongar  
 Mauder, W.R. The School, Wellington Road, Tamton  
 Neal, T.W. *a.al.* Tudor Hall, Hawkhurst  
 Fartridge, A.H. *J. e.* Fauntleroy, St. Leonard's-on-Sea  
 +Stott, C.D. Springside House, Gorey, Jersey  
 Adams, R. Littleton House, Knowle, Bristol  
 Duncan, A.A. Newcastle Modern S., Newcastle-on-Tyne  
 +Field, F.J. The Grammar School, Ongar  
 Howes, H.C.S. *a.* Wallingbrook S., Chulmleigh  
 +Smith, L. Montgomery College, Sheffield  
 Drury, J. *a.al.* Southport College  
 Kendall, A. East Finchley Grammar School  
 Lodge, P.A. The Philological School, Southsea  
 Marchant, A.E. *a.al.* Tudor Hall, Hawkhurst  
 Tunbridge, F. Bethany House, Goudhurst  
 Ward, J.S. *al.* Swindon High School  
 +Ashley, C.E. St. Andrews S., Henley-on-Thames  
 Birt, W.G. Wallingbrook School, Chulmleigh  
 Cook, L.M. Shoreham Grammar School  
 +Hipkin, R. The Philological School, Southsea  
 +Hollwell, P.G. *J.* Broadgate School, Nottingham  
 +Hope, A.M. Elm Grove School, Exmouth  
 +Horsnell, F.W. *a.* The High School, Brentwood  
 +May, J.K. Shoreham Grammar School  
 +McGregor, I. Modern School, Streatham  
 Nelson, H. Grosvenor College, Carlisle  
 Smith, G.E. The High School, Brentwood  
 Smith, S.G. Newcastle Modern School, Newcastle-on-Tyne  
 Swan, E.J. *A.* Tudor Hall, Hawkhurst  
 Tudman, J.E. Swindon High School  
 Welsh, A. Argyle House, Sunderland  
 Davis, A.L.V. Shoreham Grammar School  
 Knight, G.L. Laughtarne School, Southsea  
 Macdonnell, L.A. *a.* Seaford College  
 Pratt, J.H. *a.* Newquay College, Cornwall  
 +Saunders, G.A. Steyne School, Worthing  
 Stoneman, H.T. *e.* Clapton Coll., Clapton Common  
 Wigg, E.R. *s.* Laughtarne School, Southsea  
 Baxendale, F.J.S. *e.* Swindon High School  
 Braham, E.W. *f.* Seaford College  
 Causbrook, M.A. *a.* Carshalton College  
 Cavill, H.J. The Palace School, Bewdley  
 Fawdry, W. Bourne College, Quinton  
 Fransella, L. *d.* Warner's College, Richmond  
 Mackinnon, A. Newquay College, Cornwall  
 +Nix, L.C. Elm Grove School, Exmouth  
 Westrip, N. Bethany House, Goudhurst  
 Biddick, J.P. Newquay College, Cornwall  
 Burgess, C.H. *a.* The High School, Brentwood  
 Davidson, R.S. Newcastle Modern School, Newcastle-on-Tyne  
 +Edwards, G.C. Clark's College, Cardiff  
 Knight, C.P. Highbury Park School, N.  
 Metcalfe, E.C. Argyle House, Sunderland  
 Prior, G. Hoe Grammar School, Plymouth  
 Sears, C.C. Wallingbrook School, Chulmleigh  
 +Wall, L.B. High School for Boys, Croydon  
 Williamson, E.A.R. Clapton Coll., Clapton Common  
 Cole, O.E. Hoe Grammar School, Plymouth  
 Hardern, V. Penketh School  
 Huns, L.G.T. St. Aubyn's, Woodford Green  
 Macdonald, J. Highfield School, Muswell Hill  
 +Midgley, L.J. St. Leonards Collegiate School  
 Midwood, G. *e.* Penketh School  
 Seares, W.J. Raleigh College, Brixton  
 Thomas, E. *al.* Newcastle Modern School, Newcastle-on-Tyne  
 Turner, S.E. Grammar School, Chorlton-cum-Hardy  
 Checkland, E. Norwich High School for Boys  
 Farrant, E.G. *f.* Newquay College, Cornwall  
 Grieve, J.C.J. *a.* St. Placid's, Horsham  
 Minns, J.A. Norwich High School for Boys  
 +Nicholas, A. Old College School, Carmarthen  
 +Williams, L.C. Newquay College, Cornwall  
 Ball, N.A. Hove College  
 Carr, H. *a.* Private tuition  
 Clark, L. *al.* Kent Coast College, Herne Bay  
 Cox, R. Newcastle Modern School, Newcastle-on-Tyne  
 Goss, W.C.B. Wallingbrook School, Chulmleigh  
 Howes, C.H. Wallingbrook School, Chulmleigh  
 +Palmer, R.A.K. St. Leonards Collegiate School  
 Sanson, E.H. *a.* Modern School, Streatham  
 +Townsend, E.E. East Finchley Grammar School  
 +Watson, D. High School for Boys, Croydon

BOYS, PRELIMINARY, PASS—Continued.

Aylen, E. C. Seaford College  
 (Brettingham, C. Elm Grove School, Exmouth  
 Clarke, F. W. Oxenford House, St. Lawrence, Jersey  
 Clarke, H. Tudor Hall, Hawkhurst  
 (John, R. A. Bethany House, Goudhurst  
 (Stronach, J. D. S. Grosvenor College, Carlisle  
 (Ansell, E. A. The Palace School, Bewdley  
 Baker, W. H. The School, Wellington Road, Taunton  
 Bell, H. f. Private tuition  
 Dellow, T. E. a. Newcastle Modern School, Newcastle-on-Tyne  
 Drew, A. W. The Grammar School, Ongar  
 (Farnworth, E. T. Shoreham Grammar School  
 Gilbride, F. Grove House, Highgate  
 Marks, G. P. Hoe Grammar School, Plymouth  
 Onbridge, M. D. Newcastle Modern School, Newcastle-on-Tyne  
 Roberts, O. W. Penketh School  
 Williams, C. R. Modern School, Streatham  
 Woolman, T. L. Penketh School  
 (Batchelor, R. W. Carshalton College  
 (Bodenham, E. T. The Palace School, Bewdley  
 Hall, J. M. a. Penketh School  
 Tomlinson, G. A. St. John's Choir School, St. Leonards-on-Sea  
 (Chandler, E. R. d. The Grammar School, Ongar  
 Davidson, H. H. Newcastle Modern School, Newcastle-on-Tyne  
 Hodgkinson, G. S. W. Grosvenor College, Carlisle  
 (Hutchings, W. D. Hoe Grammar School, Plymouth  
 Mason, A. S. al. Broadgate School, Nottingham  
 Wilson, G. C. Swindon High School  
 (Bernard, L. J. C. The Palace School, Bewdley  
 Bond, A. L. The Philological School, Southsea  
 Cole, H. J. East Finchley Grammar School  
 Hemming, F. A. G. St. Peter's Eaton Square Choir School, S. W.  
 Hope, T. A. Modern School, Streatham  
 Jackson, J. a. Grosvenor College, Carlisle  
 Pinsent, G. S. Wallingbrook School, Chulmleigh  
 Steven, W. R. al. The High School, Brentwood  
 Vero, W. M. Clifton Coll., North Shore, Blackpool  
 (Burroughes, E. R. e. Norwich High School for Boys  
 Collinge, W. E. The Grammar School, Ongar  
 Fuller, W. J. T. St. Leonards Collegiate School  
 Hewson, G. M. e. Penketh School  
 (Kemety, G. W. Balham Grammar School  
 Miller, N. P. Clapton College, Clapton Common  
 Roberts, F. The Grammar School, Ongar  
 Snowball, N. A. e. Newcastle Modern School, Newcastle-on-Tyne  
 Willett, J. F. al. f. The Douglas School, Cheltenham  
 (Bates, F. G. The Grammar School, Ongar  
 (Bertherton, J. C. Bethany House, Goudhurst  
 (Collins, A. W. St. Peter's Eaton Square Choir School, S. W.  
 Evans, A. O. Richmond Hill School, Richmond  
 Marsh, E. R. Littleton House, Knowle, Bristol  
 Shead, M. M. Shoreham Grammar School  
 Smith, W. C. The Palace School, Bewdley  
 (Woodward, A. W. High School for Boys, Croydon

(Barnett, L. N. The Grammar School, Ongar  
 (Hare-Gill, H. V. Southport Modern School  
 Le Brun, A. f. Oxenford Ho., St. Lawrence, Jersey  
 Le Gresley, A. J. Springside House, Gorey, Jersey  
 Pinsent, D. H. D. Wallingbrook School, Chulmleigh  
 (Bacon, K. H. Bethany House, Goudhurst  
 Beetham, E. L. Seaford College  
 Brook, L. H. Clifton College, North Shore, Blackpool  
 (Coen, D. W. St. Placid's, Horsham  
 (Gilbertson, G. C. High School for Boys, Croydon  
 (Inston, S. J. A. Hilsa College, Portsmouth  
 King, W. Downside College, Harrogate  
 Martin, R. G. Seaford College  
 (Toas, G. H. Downside College, Harrogate  
 (Turner, J. G. Richmond Hill School, Richmond  
 (Williams, A. H. St. Peter's Eaton Square Choir School, S. W.  
 (Hosking, S. Hoe Grammar School, Plymouth  
 Lambert, H. Argyle House, Sunderland  
 Laurier, L. J. The Grammar School, Ongar  
 Murray, H. F. The School, Wellington Rd., Taunton  
 Powell, F. W. Bethany House, Goudhurst  
 Walker, D. Newcastle Modern School, Newcastle-on-Tyne  
 (Ashdowne, A. M. St. Helen's College, Southsea  
 Bolman, C. G. Grosvenor College, Carlisle  
 Edwards, K. G. The School, Wellington Rd., Taunton  
 Goodfellow, G. J. The Grammar School, Ongar  
 Hughes, F. E. Bourne College, Quinton  
 (Murray, J. McI. Downside College, Harrogate  
 Wilkins, E. M. a. Tellisford House, Redland, Bristol  
 (Williams, A. B. Steyne School, Worthing  
 Willson, A. E. Steyne School, Worthing  
 (Graham, C. Penketh School  
 (Handley, G. C. Clifton Coll., North Shore, Blackpool  
 Stone, E. Clapton College, Clapton Common  
 West, E. G. Shoreham Grammar School  
 (Farmer, J. H. The Palace School, Bewdley  
 Leighton, F. H. e. Norwich High School for Boys  
 Williams, C. A. Hoe Grammar School, Plymouth  
 (Dymond, H. E. Tellisford House, Redland, Bristol  
 Franklin, G. H. S. Steyning Grammar School  
 Heryett, R. Steyning Grammar School  
 Scares, J. Raleigh College, Brixton  
 Stobo, J. H. The High School, Brentwood  
 (Varney, L. A. The Grammar School, Ongar  
 (Buxey, C. W. H. Langhorne School, Southsea  
 Elliott, D. H. Mount Radford School, Exeter  
 (Goding, J. H. Carshalton College  
 Greenwood, J. N. The Grammar School, Ongar  
 Gurr, A. H. The Grammar School, Ongar  
 Moss, D. J. St. John's College, Westcliff-on-Sea  
 Ramsay, E. Norwich High School for Boys  
 Rendle, A. H. Hoe Grammar School, Plymouth  
 Smith, K. C. Tellisford House, Redland, Bristol  
 (Tait, J. A. J. Private tuition  
 (Hopkinson, F. D. Penketh School  
 Jackson, J. M. Seaford College  
 Lee, L. H. Bourne College, Quinton  
 Linne, E. W. Newquay College, Cornwall  
 Roberts, G. H. Norwich High School for Boys

(Stroud, K. A. Grammar S., Chorlton-cum-Hardy  
 (Tacon, J. R. St. Peter's Eaton Square Choir School, S. W.  
 (Chambers, G. H. Bethany House, Goudhurst  
 Critchley, G. N. S. Grosvenor College, Carlisle  
 Mumford, F. A. Wallingbrook School, Chulmleigh  
 Towner, J. A. Littleton House, Knowle, Bristol  
 Tasker, J. E. a. The High School, Brentwood  
 (Ayles, W. L. The Philological School, Southsea  
 Butterworth, J. St. Leonards Collegiate School  
 Carsberg, H. R. Hoe Grammar School, Plymouth  
 Nash, W. T. Richmond Hill School, Richmond  
 Pool, T. Newcastle Modern S., Newcastle-on-Tyne  
 (Valentin, W. St. Catherine's College, Richmond  
 White, H. C. S. d. Grove House, Highgate  
 (Dunn, H. S. G. H. Clapton College, Clapton Common  
 Evershed, H. S. Bethany House, Goudhurst  
 Gifford, L. S. The Grammar School, Ongar  
 Jackson, D. S. The Palace School, Bewdley  
 Mauger, E. O. f. Oxenford H., St. Lawrence, Jersey  
 Nash, J. H. Carshalton College  
 Penn, E. W. The Grammar School, Ongar  
 Wilkes, C. A. V. Bourne College, Quinton  
 Woodhouse, G. The Palace School, Bewdley  
 (Burlinson, G. College School, Colwyn Bay  
 (Morris, G. B. The Palace School, Bewdley  
 Parker, C. East Finchley Grammar School  
 Tazewell, W. H. The School, Wellington Road, Taunton  
 Wade, H. L. Norwich High School for Boys  
 (Harford, S. s. Wallingbrook School, Chulmleigh  
 Johnston, J. N. Shoreham Grammar School  
 King, A. G. s. Carshalton College  
 Knott, R. Bethany House, Goudhurst  
 Snowden, C. T. E. Newcastle Modern School, Newcastle-on-Tyne  
 Parker, R. E. Bethany House, Goudhurst  
 (Barnett, E. d. Bourne College, Quinton  
 Winder, B. East Finchley Grammar School  
 (Brown, T. R. Newquay College, Cornwall  
 Forbes, C. L. Alexander House, Broadstairs  
 (Jack, A. R. Grosvenor College, Carlisle  
 Jago, A. P. C. Bethany House, Goudhurst  
 (Bennett, L. C. Grammar S., Chorlton-cum-Hardy  
 Gritchfield, R. St. Leonard's Collegiate School  
 Hobson, R. G. H. Penketh School  
 Lee, L. P. Bourne College, Quinton  
 (Punter, D. Newcastle Modern School, Newcastle-on-Tyne  
 (Goldie, R. E. Newquay College, Cornwall  
 How, W. J. Steyning Grammar School  
 Kethero, S. The Palace School, Bewdley  
 Tribe, A. F. Bethany House, Goudhurst  
 (Wood, G. Newcastle Modern S., Newcastle-on-Tyne  
 (Hougham, A. W. Bethany House, Goudhurst  
 Wellesley, M. Arlington Park College, Chiswick  
 Hay, W. E. A. Argyle House, Sunderland  
 Hollins, C. The Palace School, Bewdley  
 (Styan, A. T. Hoe Grammar School, Plymouth  
 Wagstaff, C. Southern Progressive S., Southsea

GIRLS.

For list of Abbreviations, see page 31.

SENIOR.

Pass Division.

Lean, K. D. s. Penketh School  
 Blantern, V. J. a. Hildathorpe College, Whitby  
 Taylor, F. M. s. e. do. Penketh School  
 Cable, E. A. J. s. a. Private tuition  
 Bottomley, E. E. s. e. do. do. Private tuition  
 Downs, E. ph. Wintersdorf, Birkdale, Southport  
 Clay, H. M. ph. Wintersdorf, Birkdale, Southport  
 Fearless, B. s. h. Felthorpe, Hampton-on-Thames  
 Kelsall, A. L. Penketh School  
 Stark, D. L. s. e. do. Crouch End High S. and Coll., N.  
 (Bellec, A. s. a. f. St. Joseph's Convent, Olney  
 (Scatcherd, M. do. St. Hilda's School, Sneaton Castle, Whitby  
 Baker, G. K. s. Bell Vue, Herne Bay  
 Moran, M. s. do. Private tuition  
 Griffin, S. Queen's S., Speen Newbury, Berks  
 Satchell, U. M. d. Redland College School, Bristol  
 (Joseph, S. S. Arundale School, Moseley

(Sayle, A. J. W. Bushey College, Watford  
 (Silman, L. H. Minerva College, Leicester  
 4857 s. Private tuition  
 (Gaskell, E. N. d. do. Private tuition  
 4851  
 Manning, E. M. Rock Hill S., Chulmleigh  
 Williams, A. L. Cwmbach Council School  
 Thomas, M. M. Grammar School, Pencader  
 Leah, A. C. Private tuition  
 (Hall, M. D. Skerry's College, Newcastle-on-Tyne  
 (Harrison, E. Dalkeith School, Ripon  
 (Higson, C. E. I. Wintersdorf, Birkdale, Southport  
 Salaun, M. M. f. St. Joseph's Convent, Olney  
 Davies, G. S. do. Old College School, Carmarthen  
 Roberts, G. Private tuition  
 Hallatt, M. K. Penketh School  
 (Hanchett, M. Private tuition  
 (Mackay, K. G. Crouch End High School & College, N.  
 Griffin, S. Pengwern College, Cheltenham  
 Evans, T. Private tuition  
 Barker, E. Pengwern College, Cheltenham

JUNIOR.

Honours Division.

Dunn, G. R. a. al. l. Private tuition  
 Harris, W. E. s. g. a. mu. Rock Hill S., Chulmleigh  
 Brown, M. e. g. ph. Private tuition  
 (Bryan, M. D. d. Musters Road Higher School, West Bridgford  
 (Rogers, F. s. e. g. a. al. Private tuition  
 Happold, B. M. a. Hill Croft, Benham  
 Clark, D. L. a. Wintersdorf, Birkdale, Southport  
 Fraikin, J. M. J. f. La Sagesse Convent, Golders Green Road, N. W.  
 Hart, E. a. Belle Vue Girls' School, Bradford  
 Parry, H. mu. Weirfield School, Taunton  
 (Edwards, M. s. g. a. Private tuition  
 Gillespie, E. C. s. e. g. Private tuition  
 Rawthorne, B. s. e. Wintersdorf, Birkdale, Southport  
 Sheppard-Jones, K. L. S. e. Private tuition  
 Wake, B. B. Belle Vue Girls' School, Bradford

**JUNIOR.**

**Pass Division.**

Garwood-Challis, O.M. s. Granville College, Southampton  
 Cornish, J. s.g. Comrie School, Exeter  
 Taylor, L. a. Private tuition  
 Ingledew, R.E. Yarm Grammar School  
 Paterson, C.V. al. Finsbury Park High School, Adolphus Road, N.  
 Leventhorpe, M.L. al.f. Raymont, Shortlands  
 Hebel, H.M. s.e.a. (Brighton) Convent of the Sisters of Nevers, Withdean,  
 Little, J.R.R. s.e. Glenlea, Herne Bay  
 Savage, D.C. Grange Road Secondary Girls' School, Bradford  
 Vardon, L.J. Springside House, Gorey, Jersey  
 Randall, V. s.g. Comrie School, Exeter  
 McLaren, A.L. Wintersdorf, Birkdale, Southport  
 Snelus, S.M. ge.ch. Private tuition  
 Blake, S.W. s. Wellington College, Hastings  
 Gates, E.E. s.e. Private tuition  
 Wiseman, M.A. a. Hill Croft, Bentham  
 Reuben, R. Minerva College, Leicester  
 McNeil, A. Lime Tree House, York  
 Dodds, I. a.al. College of Pharmacy, North Finchley  
 Wake, L.M.H. mu. Weirfield School, Taunton  
 Smyth, B.M. e.a.g. Private tuition  
 Bental, M.V. Wintersdorf, Birkdale, Southport  
 Davis, W.G.K. s. Sussex House, Rye  
 Fernley, M.L. e. West View School, Cheadle Hulme  
 Webber, E.P. s. Private tuition  
 Allen, H. s. Pendennis College, Streatham High Road, S.W.  
 Millward, F.E. Girls' Grammar School, Levenshulme  
 Goding, E.A. Skerry's College, Liverpool  
 Mitchell, E.A. a. Musters' Road Higher School, West Bridgford  
 Clery, M.V. s.f. St. Joseph's Convent, Olney  
 Hill, E. Penketh School  
 Donville, H.M. Penketh School  
 Mason, M. s. Felthorpe, Hampton-on-Thames  
 Gordon, J.M. Mount Ladies' College, Clent  
 Hugh, L.S. Granville College, Southampton  
 Carter, M.W. e. The Queen's School, Chester  
 Johnson, E. ph. Private tuition  
 Moys, A.V. Finsbury Park High School, Adolphus Road, N.  
 Serrell, D.H. mu. Weirfield School, Taunton  
 Woodham, D. Granville College, Southampton  
 Blakesley, H.C.B. Private tuition  
 Thorburn, U. Penketh School, nr. Warrington  
 Campbell, E.M. Crouch End High S. and College, N.  
 Dewhurst, M. a. Private tuition  
 Foster, D.B. Mount Ladies' College, Clent.  
 Henaff, A.M. f. St. Joseph's Convent, Olney  
 Corner, E.M. Hildathorpe College, Whitby  
 Montague, E.W. Private tuition  
 Capstick, M.L.M. La Sagesse Convent, Golders Green Road, N.W.  
 Whiteley, D. e.a. Private tuition  
 Cartledge, D. s. Private tuition  
 Byne, M.L. s. Private tuition  
 Barnard, G.S. Hildathorpe College, Whitby  
 Bonthron, M.O.C. Dunfermline High School  
 Macfarlane, D.B.E. f. Hindhead School for Girls  
 Davies, M.T. Clark's College, Cardiff  
 Ferraz, C.P. Private tuition  
 Morgan, E. Lulworth House, Caerleon  
 Warlow, E.M. Victoria S. of Languages, Liverpool  
 Guest, M. Girls' Grammar School, Levenshulme  
 King, M.D. Mill Hill School, Leicester  
 McAdam, M.U.B. Tower House, Upper Norwood  
 Cable, E.G. Westfield House, Anderov  
 Dick, J.L. d. Wintersdorf, Birkdale, Southport  
 Empson, V.A.M.I.E.E. e. Wintersdorf, Birkdale, Southport  
 Gittins, L.G. Pengwern College, Cheltenham  
 Turner, K.A. Rock Hill School, Chulmleigh  
 4855 s.  
 Flavell, F.G. d. Mount Ladies' College, Clent  
 Hubbard, H. Mill Hill School, Leicester  
 Longmuir, N. Private tuition  
 Greeratt, C.L. Wellington College, Hastings

Vincent, L.M. Private tuition  
 Branscombe, W.V. St. Hilda's School, Sneaton Castle, Whitby  
 Clewley, M. Private tuition  
 Blackmore, M. mu. Weirfield School, Taunton  
 Cowan, M. Ladies' College, Nantwich  
 Poppelwell, E.H.A. Finbragh, Southsea  
 Luyts, Y.E.F. f. Hindhead School for Girls  
 Turner, E. a. Private tuition  
 Brearley, E. Girls' High School, Rothwell  
 Rogers, H.G. Wellington College, Hastings  
 4853  
 Gill, W.A. Lime Tree House, York  
 Twigg, M. Private tuition  
 Williams, V.D. Pendennis College, Streatham High Rd., S.W.  
 Byrne, E.G. Crouch End High School and Coll., N.  
 Dale, M. a. Private tuition  
 Norman, J.G.A. Private tuition  
 Jones, C.E. Private tuition  
 McKenna, M.H. Penketh School  
 King-Hamilton, O.E. Minerva College, Leicester  
 Oswald, K.M. e. Private tuition  
 Stelfox, E. Victoria S. of Languages, Liverpool  
 Pincombe, E.M. Pengwern College, Cheltenham  
 Cumming, E.M. a. Loreburn College, Manchester  
 Mitchell, A.B. Private tuition  
 4852 s.  
 Greaterex, P.A. Pendennis College, Streatham High Road, S.W.  
 Smith, D.E. Private tuition  
 Le Huquet, B. f. The Crown S., St. Martin's, Jersey  
 Taylor, E.F. Private tuition  
 Griffith, D. do. Private tuition  
 Armstrong, J.G.F. Pengwern College, Cheltenham  
 Knight, L.A. Private tuition  
 Hepworth, W. Ion House, East Molesey  
 Goodwin, A.G. Pengwern College, Cheltenham  
 Macintosh, C. Private tuition

**PRELIMINARY.**

**Honours Division.**

Denniss, S.G. s.e.h.a.f.d. Alexandra College, Shirley, Southampton  
 Kellar, E.M. d.mu. Rock Hill School, Chulmleigh  
 Foot, W. s.e.h. Comrie School, Exeter  
 Maunder, R. bl. Comrie School, Exeter  
 Bryan, H.F. a. Musters' Road Higher School, West Bridgford  
 Boulding, E.M. s.e.al. Crouch End High School & College, N.  
 Thomas, E.G. e.f. Wellington College, Hastings

**PRELIMINARY.**

**Pass Division.**

Kemp, P.M. Wintersdorf, Birkdale, Southport  
 Churchill, W.A.A. f. Pentland House, Radlett  
 Cohen, R. Minerva College, Leicester  
 Hiorns, L.D. Temple School, Aylesbury  
 Garrett, E. a.al. Tower House, Upper Norwood  
 Wilson, M.E. d. Hill Croft, Bentham  
 Brownlow, D.A. g. Wintersdorf, Birkdale, Southport  
 Palmer, M.V. a. Stapleton Hall School, Stroud Green  
 Jarvis, G. Weirfield School, Taunton  
 4854  
 Beattie, W.M. d. Springfield School, Stockport  
 Wyman, P. Penketh School  
 Duzgeby, E. e.h. Birklands, Harrogate  
 Lampard, W.L. al. The Grammar S., Southend-on-Sea  
 Bateson, M.C. al. Hill Croft, Bentham  
 Leicester, S. Penketh School

Baker, S.E. Pembroke House, Southampton  
 Davies, M. Springfield School, Stockport  
 Jones, E.R.U. s.d. High S. for Girls, Shirley, Bham  
 Manners, E. Rock Hill School, Chulmleigh  
 Webb, E.M. a. Stapleton Hall School, Stroud Green  
 Pond, S. e.a. Private tuition  
 Roper, M. a. Wintersdorf, Birkdale, Southport  
 Dryland, B. Steyne High School, Worthing  
 Falkingbridge, F.R. Hildathorpe College, Whitby  
 Green, I.B. s. Upton Lodge School, Anerley  
 Renaut, D.A. Pembroke House, Southampton  
 Fitzgerald, G. s. Private tuition  
 Hayward, E.M. s. Tower House, Upper Norwood  
 Cameron, J.D. Hill Croft, Bentham  
 Case, D.F. Hill Crest, Ainsdale  
 Eastgate, H. a.f. Mount Ladies' College, Clent  
 Hales, M.E. d. Felthorpe, Hampton-on-Thames  
 Clay, C.M. a. Wintersdorf, Birkdale, Southport  
 Olsberg, E. f. Minerva College, Leicester  
 Bolton, F.M. h. Alexandra College, Shirley, Southampton  
 Brock, Marjorie The Limes, Buckhurst Hill  
 Rees, F.N. Old College School, Carmarthen  
 Witt, V.M. h. Bitterne Park High S., Southampton  
 Craig, H.W. Penketh School  
 Kitley, M.E. Wellington College, Hastings  
 Symes, Q.A. Steyne High School, Worthing  
 Clare, E.M. Rock Hill School, Chulmleigh  
 Doggrel, V.G. Pembroke House, Southampton  
 Eckley, L.B. Pengwern College, Cheltenham  
 Huntington, M.D. Hill Croft, Bentham  
 Le Gresley, M. Greenhill House, Gorey, Jersey  
 Winsor, C. Steyne High School, Worthing  
 Birchall, H. Ladies' College, Nantwich  
 Williams, G.I. Clifton Coll., North Shore, Blackpool  
 Harry, M. St. Margaret's School, Bridgend  
 Fease, S.V. Upton Lodge School, Anerley  
 Bean, M. d. Lime Tree House, York  
 Caldwell, M.E. Penketh School  
 Hunter, M.M.S. Wellington College, Hastings  
 Albright, M. Penketh School  
 Brock, Mollie The Limes, Buckhurst Hill  
 Jackson, E.C. Steyne High School, Worthing  
 Davies, M.R. Stapleton Hall School, Stroud Green  
 Godsell, I.N. Finsbury Park High School, Adolphus Road, N.  
 Hart, D.M. Steyne, High School, Worthing  
 Foale, H.D. d. Private tuition  
 Staley, D.V. a.al. Private tuition  
 Thompson, M. Grammar School, Southend-on-Sea  
 Cree, D.E. Exmouth Villa, Stoke  
 Longley, B.R. d. Temple School, Aylesbury  
 Ostick, L. Lime Tree House, York  
 Curtis, G.S. Exmouth Villa, Stoke  
 Duncan, A.A. Alexandra College, Shirley, Southampton  
 Laban, D. Wintersdorf, Birkdale, Southport  
 Manning, R. Wellington College, Hastings  
 Thomas, B. Old College School, Carmarthen  
 Ashenden, E.F. Sussex House, Rye  
 Fish, E.J. Pengwern College, Cheltenham  
 Hough, N. The Grammar School, Southend-on-Sea  
 Jones, E. e. College School, Colwyn Bay  
 Lloyd, D.G. Ladies' College, Nantwich  
 Pengelly, K. Steyne High School, Worthing  
 Wells, H.A. Upton Lodge School, Anerley  
 Beesley, D.I. s. Fauntleroy, St. Leonards-on-Sea  
 Farthing, N. A. Birklands, Harrogate  
 Hewitson, J.M. Wintersdorf, Birkdale, Southport  
 Lenanton, A.N. The Limes, Buckhurst Hill  
 Strong, E.K. Temple School, Aylesbury  
 Hartley, M. Penketh School  
 Plumpton, R.M.D. f. Penketh School  
 Woodcock, W.E. Trinity House, Bexhill-on-Sea  
 Birtwistle, I.W. a. Tower House, Upper Norwood  
 Egerton, R.A. Ladies' College, Nantwich  
 Empson, G.E. Wintersdorf, Birkdale, Southport  
 Pyle, M.H. Alexandra Coll., Shirley, Southampton  
 Thomson, E. Hill Croft, Bentham  
 Norcott, F. Penketh School  
 Young, L. Burwood College, East Sheen  
 Bentley, E.A. Lancefield College, Southend-on-Sea  
 Falle, I.F. Greenhill House, Gorey, Jersey  
 Hadley, F.E. Musters' Road Higher School, West Bridgford  
 Mather, C.B. d. Penketh School  
 Stevens, E.B. a. Tower House, Upper Norwood  
 Partridge, R.K. High School for Girls, Shirley, Birmingham  
 Pashley, M.K. Springside House, Gorey, Jersey  
 Wright, E. Birklands, Harrogate



GIRLS, PRELIMINARY, PASS—continued.

Seed, M.M. Penketh School  
 Jackson, K. Newlands College for Girls, Bootle  
 Allen, V.A.K. Trinity House, Bexhill-on-Sea  
 Bastick, E.H. High S. for Girls, Shirley, Birmingham  
 Thornton, C.E.L. Sussex House, Rye  
 Blowers, G.B. Tower House, Upper Norwood

Downs, H.A. Wintersdorf, Birkdale, Southport  
 Landstad, L.M. Lime Tree House, York  
 Oulton, A. Ladies' College, Nantwich  
 Robson, H. Penketh School  
 Brodrick, B. Wintersdorf, Birkdale, Southport  
 Braithburn, E. Royal S. for the Deaf, Old Trafford  
 Thomas, C.E. St. Margaret's School, Bridgend

Winstanley, L.E. Penketh School  
 Wilks, M.I. Private tuition  
 Worboys, W.M. St. Martin's Terrace School, St. Martin, Jersey  
 Smith, M. Felthorpe, Hampton-on-Thames  
 Thomas, R.M. Old College School, Carmarthen  
 Drummond, K.M. Hill Crest, Ainsdale

LOWER FORMS EXAMINATION.—PASS LIST.

BOYS.

Abbott, J.A. Hove College  
 Acton, W.B. Herne Bay College  
 Adams, B.A. Shoreham Grammar School  
 Adamson, F.H.C. St. Leonard's Collegiate School  
 Adamson, M. Argyle House, Sunderland  
 Addis, I.B. Hove College  
 Adkins, D.W. Hazelwood School, Kingston-on-Thames  
 Akst, I.W. Shoreham Grammar School  
 Alexander, W.B. New College, Harrogate  
 Anderson, G.S. Wilmslow College  
 Armitage, M. Clifton Coll., North Shore, Blackpool  
 Avis, R.H. Shoreham Grammar School  
 Baber, W.J. Littleton House, Knowle  
 Bailey, J.H. Grammar School, Ongar  
 Bainbridge, H.W. Oxenford H., St. Lawrence, Jersey  
 Balfour, J.K. Shoreham Grammar School  
 Balmer, C.C. Wilmslow College  
 Bamford, H.C. Arlington Park College, Chiswick  
 Barber, C.H. Southend-on-Sea Grammar School  
 Barber, R.J. Eton House, Southend-on-Sea  
 Barberis, V. 34 Lisie Street, W.C.  
 Barkway, C.H. Bethany House, Goudhurst  
 Barnard, C.W. St. Aubyn's, Woodford Green  
 Barnard, R.A. St. Aubyn's, Woodford Green  
 Barrett, E.G. Southampton Boys' Coll. & High S.  
 Baynton, R.A. Kent Coast College, Herne Bay  
 Beavis, A. St. Aubyn's, Woodford Green  
 Bennett, C.S. Littleton House, Knowle  
 Biggin, R.H. The Douglas School, Cheltenham  
 Binfield, A.W. Tudor Hall, Hawkhurst  
 Birtley, J.G. Argyle House, Sunderland  
 Bisson, S.C. West End School, Jersey  
 Blaschek, B. Southend-on-Sea Grammar School  
 Blount, D.M.R. Broadgate School, Nottingham  
 Body, A.H. Linton, Southend-on-Sea  
 Bolton, C.M. Steyne School, Worthing  
 Bolding, B.G. Kent Coast College, Herne Bay  
 Bradley, G.E. York Minster Choir School  
 Bradley, W. Steyne School, Worthing  
 Brassingthwaite, C.H. Norwich High S. for Boys  
 Brayshay, C. Wilmslow College  
 Broese, A.E. Steyne School, Worthing  
 Bridge, C.H. Bethany House, Goudhurst  
 Briggs, T. Temple College, East Sheen  
 Broadbridge, H.E. Shoreham Grammar School  
 Brown, J.E. Shoreham Grammar School  
 Brown, J.M. Grammar School, Ongar  
 Buid, E.F. Seaford College  
 Burrell, T. Shoreham Grammar School  
 Burton, F.O. New College, Harrogate  
 Burton, G.E. Shoreham Grammar School  
 Butler, D. College School, Colwyn Bay  
 Bettler, H. College School, Colwyn Bay  
 Butterfield, L. Ansdell School, Lytham  
 Cairns, R. New College, Harrogate  
 Callard, F.L. Richmond Lodge, Torquay  
 Carnes, A.D. The School, Wellington Road, Taunton  
 Cavell, J.H. Swindon High School  
 Charlesworth, N. Lytham College  
 Clubb, J.G. Seaford College  
 Chidwick, E.W. Tudor Hall, Hawkhurst  
 Childs, F.C. Steyne School, Worthing  
 Clarke, W.B. Wilmslow College  
 Cole, G. Wilmslow College  
 Coleman, B.L. Shoreham Grammar School  
 Collin, A.C.J.M. Richmond Hill School  
 Collins, W.H.A. Herne Bay College  
 Coon, F.J. West End School, Jersey  
 Corfield, D.N. Kent Coast College, Herne Bay  
 Cousins, J.H. St. Aubyn's, Woodford Green  
 Cove, R.C. Brownlow College, Bowes Park  
 Cowdery, F.R. West End School, Jersey  
 Cowie, W.L. Grammar School, Ongar  
 Craig, T.J.D. Steyne School, Worthing  
 Crane, H. Southport Modern School  
 Crates, J.M. Bethany House, Goudhurst  
 Crill, C.P. West End School, Jersey  
 Crook, A.E. Southampton Boys' College & High S.

Cross, G.L. Arlington Park College, Chiswick  
 Cursons, C.W. Herne Bay College  
 Cutler, T.L. Modern School, Streatham  
 Dadswell, C.J. Shoreham Grammar School  
 Dallimore, D.F. Southampton Boys' Coll. & High S.  
 Davidson, R.H. Argyle House, Sunderland  
 Davies, L.E. Herne Bay College  
 Daviss, F.A. Richmond Hill School  
 Day, A.R. Swindon High School  
 Deacon, K.L. Seaford College  
 deBasagoiti, P.G.W. Shoreham Grammar School  
 Dennis, G.E. Modern School, Streatham  
 Denyer, H.K.A. Steyne School, Worthing  
 Dewis, H.W. Herne Bay College  
 Dodds, J.C. Penketh School  
 Dodds, J.G. New College, Harrogate  
 Dodds, J.N. East Leigh, Sheffield  
 Drury, R. Southport College  
 Duck, W.W. Tellisford House, Redland, Bristol  
 Duder, D.H. The School, Wellington Road, Taunton  
 Dungey, J.J. Tudor Hall, Hawkhurst  
 Dyson, G.E. Herne Bay College  
 Dyson, J.C. Herne Bay College  
 Edwards, G.A. Eton House, Southend-on-Sea  
 Evans, A.J. College School, Colwyn Bay  
 Ewart, W.B. Eton House, Southend-on-Sea  
 Farr, R.J. Shoreham Grammar School  
 Featherstone, E.L. The Douglas School, Cheltenham  
 Fisher, L.E. Hove College  
 Flanagan, E.H. Hove College  
 Fleetwood, T. Lytham College  
 Foort, R.H. Southampton Boys' College & High S.  
 Forman, R. Broadgate School, Nottingham  
 Fox, R.E. Kent Coast College, Herne Bay  
 Fraser, A.E. Shoreham Grammar School  
 Fraser, F.C. Shoreham Grammar School  
 Frey, T.S. Eton House, Southend-on-Sea  
 Frogley, F.W. Kent Coast College, Herne Bay  
 Frost, C.V. Swindon High School  
 Fulford, W. Grammar School, Ongar  
 Garnett, A.C. Southport College  
 Gearie, J.W. Hove College  
 Gilby, J. College School, Colwyn Bay  
 Gillett, E. LeS. Steyne School, Worthing  
 Gillett, S.G. Harleston House, St. Lawrence, Jersey  
 Gould, J.G. Southport College  
 Green, W.S. Swindon High School  
 Grevatt, A.F. Steyne School, Worthing  
 Grierson, B. Argyle House, Sunderland  
 Griffiths, B.C. Grammar School, Ongar  
 Hale, C.L. Tellisford House, Redland, Bristol  
 Hall, E.W. Mutley Grammar School  
 Hall, F. Argyle House, Sunderland  
 Hallam, C.G. Broadgate School, Nottingham  
 Hammerton, K.M. Herne Bay College  
 Hancock, C.M. Littleton House, Knowle  
 Hatch, J.W. Beverley House, Harrow  
 Hay, W.L. Argyle House, Sunderland  
 Haydon, J. Steyne School, Worthing  
 Hayhoe, R.W. Norwich High School for Boys  
 Helsby, B. Lytham College  
 Hensman, H. Redcliffe School for Boys, Teddington  
 Heron, C.F. East Leigh, Sheffield  
 Hewlett, J.E.C. The Douglas School, Cheltenham  
 Hews, E.F. Shoreham Grammar School  
 Heyworth, H.G. Southport Modern School  
 Hill, J.T.B. Tudor Hall, Hawkhurst  
 Hill, W.L. Southport Modern School  
 Hinds, G.W. Southport Modern School  
 Hine, P.J. Mutley Grammar School  
 Hinks, H.V. Southend-on-Sea Grammar School  
 Hipwell, J. Steyne School, Worthing  
 Holloway, L.W. Shoreham Grammar School  
 Holman, M.G. Shoreham Grammar School  
 Holme, G.D. Hill Croft, Bentham

Homer, G.R. Arlington Park College, Chiswick  
 Hooper, R.W. Herne Bay College  
 Horsfield, L.G. Littleton House, Knowle  
 Horsnell, T.B.S. High School, Brentwood  
 Howard, G. Kent Coast College, Herne Bay  
 Howden, J.E. Southport College  
 Hudson, L.W. Richmond Lodge, Torquay  
 Hudson, V.G. Kent Coast College, Herne Bay  
 Hughes, J.L.M. Lulworth House, Caerleon  
 Hunt, H.R. Seaford College  
 Hunt, T.J. Shoreham Grammar School  
 James, L.G.S. Richmond Lodge, Torquay  
 Jennings, L.S.C. Steyne School, Worthing  
 Jimpson, R.J.C. Harleston H., St. Lawrence, Jersey  
 Johnson, S.R. Swindon High School  
 Jones, B.A. Penketh School  
 Jones, G.S.A. Southport College  
 Jones, K.A. Southport Modern School  
 Jones, N. Penketh School  
 Kealey, E.A. Kent Coast College, Herne Bay  
 Keith, D.M'L. Steyne School, Worthing  
 Kelley, R.R. New College, Harrogate  
 Kerstin, E.E.A. Eton House, Southend-on-Sea  
 King, H.G. Shoreham Grammar School  
 Kite, G. St. Leonard's Collegiate School  
 Knight, F.L. Shoreham Grammar School  
 Lambert, S.E. Argyle House, Sunderland  
 Latter, H.T. Kent Coast College, Herne Bay  
 Laws, D.B. Argyle House, Sunderland  
 Leary, D.J. Southampton Boys' Coll. & High School  
 LeBrocq, H. Harleston H., St. Lawrence, Jersey  
 LeRoy, L. Shoreham Grammar School  
 London, S.R. Tellisford House, Redland, Bristol  
 Lowther, C.H. Southport Modern School  
 Mairdint, L. Shoreham Grammar School  
 Maine, H.J.R. Southport College  
 Majdaniy, J. New College, Harrogate  
 Makey, D.A. Temple College, East Sheen  
 Mallet, C.R. West End School, Jersey  
 Mallet, J.T. Harleston House, St. Lawrence, Jersey  
 Marriott, C.H.W. Hove College  
 Marriott, L.W. Shoreham Grammar School  
 Masou, B.G. Eton House, Southend-on-Sea  
 Manger, H. Oxenford House, St. Lawrence, Jersey  
 McKenna, W.H. Southport Modern School  
 Medlicott, B.R. Steyne School, Worthing  
 Middleton, C. New College, Harrogate  
 Mills, C.G.B. Richmond Hill School  
 Mills, S.G.M. Shoreham Grammar School  
 Mitchell, M.E. Downside College, Harrogate  
 Moran, B.D. Herne Bay College  
 Moretti, E. 34 Lisie Street, W.C.  
 Morrow, D.J. Temple College, East Sheen  
 Mumford, S.C. Arlington Park College, Chiswick  
 Mundy, R.W. Brownlow College, Bowes Park  
 Myles, R.H.G. Tudor Hall, Hawkhurst  
 Nash, D.G. Shoreham Grammar School  
 Nash, L. West End School, Jersey  
 Negus, E.O. Southend-on-Sea Grammar School  
 Newing, S.T. Tudor Hall, Hawkhurst  
 Niblett, H.A.W. Herne Bay College  
 Nicholls, C.W. Lytham College  
 Nickson, F.S. Clifton Coll., North Shore, Blackpool  
 Norwood, W.A. Eton House, Southend-on-Sea  
 Olszewski, S.W. Bethany House, Goudhurst  
 Owen, J.N.C. St. Catherine's College, Richmond  
 Pangbourne, G.W. Shoreham Grammar School  
 Parker, D.R. Shoreham Grammar School  
 Parker, F.A. Steyne School, Worthing  
 Payton, G. Bethany House, Goudhurst  
 Pemberton, E.C. Richmond Lodge, Torquay  
 Pidditch, V.L. Shoreham Grammar School  
 Pile, E. Hove College

BOYS, LOWER FORMS—Continued.

Portch, J. W. Arlington Park College, Chiswick  
 Porter, A. E. R. F. Temple College, East Sheen  
 Pout, A. R. L. Richmond Lodge, Torquay  
 Purves, W. E. T. New College, Harrogate  
 Ralph, N. Newquay College, Cornwall  
 Reade, M. Swindon High School  
 Richardson, F. S. Grammar School, Ongar  
 Ridout, J. E. Bethany House, Goudhurst  
 Rimmer, W. H. Southport Modern School  
 Roberts, B. Shoreham Grammar School  
 Roberts, E. H. Richmond Hill School  
 Rosby, C. R. Swifdon High School  
 Rowlatt, R. Southport College  
 Roydes, P. Royal School for the Deaf, Old Trafford  
 Rule, W. T. Herne Bay College  
 Rundle, J. V. E. Tellisford House, Redland, Bristol  
 Sangster, C. K. Southport Modern School  
 Sarchet, E. R. Langhorne School, Southsea  
 Scares, G. H. Raleigh College, Brixton  
 Scholes, G. Lytham College  
 Schooley, W. A. Bethany House, Goudhurst  
 Searle, C. W. Shoreham Grammar School  
 Seddon, W. Penketh School  
 Sharpe, C. Sandycroft, Blackpool  
 Shaw, E. F. Ansdell School, Lytham  
 Shaw, L. T. Shoreham Grammar School  
 Short, L. H. Froebel House, Devonport  
 Simmons, G. F. The School, Wellington Rd., Taunton  
 Sleggs, C. A. Richmond Hill School  
 Smart, S. E. Shoreham Grammar School  
 Smith, K. W. Modern School, Streatham  
 Smith, M. Clifton College, North Shore, Blackpool  
 Smith, R. Norwich High School for Boys

Snook, C. W. Shoreham Grammar School  
 Snook, F. H. Shoreham Grammar School  
 Snook, I. R. Steyne School, Worthing  
 Solomon, G. A. Herne Bay College  
 Sowerbutts, R. Fauntleroy, St. Leonards-on-Sea  
 Spencer, E. J. Ion House School, East Molesey  
 Spry, J. R. Mutley Grammar School  
 Stacey, E. Steyne School, Worthing  
 Stacey, R. W. Kent Coast College, Herne Bay  
 Stammers, L. J. Norwich High School for Boys  
 Starling, H. J. Norwich High School for Boys  
 Suddards, T. W. Lytham College  
 Sullivan, J. F. St. Placid's, Horsham  
 Sutton, R. L. Eton House, Southend-on-Sea  
 Swales, E. P. Southport Modern School  
 Tarchetti, A. 34 Lisle Street, W. C.  
 Taylor, A. Arlington Park College, Chiswick  
 Taylor, A. G. N. Kent Coast College, Herne Bay  
 Taylor, H. J. Kent Coast College, Herne Bay  
 Thorley, A. E. Southport College  
 Thorn, R. Norwich High School for Boys  
 Thurman, F. M. Southport College  
 Tibbs, C. Herne Bay College  
 Ticehurst, E. A. Shoreham Grammar School  
 Tone, J. W. Mutley Grammar School  
 Tranner, L. New College, Harrogate  
 Trott, H. W. Shoreham Grammar School  
 Truman, C. E. H. Broadgate School, Nottingham  
 Turner, H. R. S. Shoreham Grammar School  
 Turner, J. H. W. Seaford College  
 Vallance, A. N. Ion House School, East Molesey  
 Verneylen, B. Herne Bay College  
 Vickery, V. C. Steyne School, Worthing  
 Walkden, S. S. Southport Modern School

Walker, E. E. The Douglas School, Cheltenham  
 Walker, J. Argyle House, Sunderland  
 Walker-Arnott, C. D. St. Aubyn's, Woodford Green  
 Walmisley, G. C. Southport College  
 Warner, L. P. Hove College  
 Warner, O. P. Hove College  
 Warren, A. Bethany House, Goudhurst  
 Watson, H. New College, Harrogate  
 Watson, R. W. Linton, Southend-on-Sea  
 Waymark, A. P. Brownlow College, Bowes Park  
 Webb, I. F. F. Besthorpe Vicarage S., Attleborough  
 Welter, N. 34 Lisle Street, W. C.  
 Weston, W. J. Littleton House, Knowle  
 Wheat, J. H. Herne Bay College  
 White, A. G. Wilmslow College  
 White, D. Linton, Southend-on-Sea  
 Whitehead, C. Hove College  
 Whitehead, S. Hove College  
 Whittingham, F. I. St. Aubyn's, Woodford Green  
 Wickens, L. Trinity House, Bexhill-on-Sea  
 Wilde, J. C. Southport College  
 Wilkey, W. J. Herne Bay College  
 Wilkins, C. O. Swindon High School  
 Williams, A. E. Steyne School, Worthing  
 Wilson, A. A. New College, Harrogate  
 Wilson, C. A. Shoreham Grammar School  
 Wilson, D. P. Raleigh College, Brixton  
 Wilson, E. York Minster Choir School  
 Wilmhurst, S. R. Steyne School, Worthing  
 Wise, H. Shoreham Grammar School  
 Woolman, J. E. Penketh School  
 Woolstein, E. Redcliffe School for Boys, Teddington  
 Wordingham, W. J. F. Norwich High School for Boys  
 Wren, B. C. Modern School, Streatham  
 Wrey, C. B. Broadgate School, Nottingham  
 Wright, E. L. York Minster Choir School

GIRLS.

A' Bear, H. L. Sunnyland, Henley-on-Thames  
 Allen, W. E. Alexandra College, Shirley  
 Alton, M. Dalkeith School, Ripon  
 Ashworth, W. M. Steyne High School, Worthing  
 Ball, G. E. Lancefield College, Southend-on-Sea  
 Bamford, M. Wintersdorf, Birkdale, Southport  
 Barnes, I. M. Temple School, Aylesbury  
 Bateson, M. I. Hill Croft, Bentham  
 Blackham, E. L. Sunnyland, Henley-on-Thames  
 Bland, M. Hill Croft, Bentham  
 Bonnet, J. Anglo-French S., Leicester Square, W. C.  
 Bostel, W. J. Steyne High School, Worthing  
 Bowerman, K. South View School, Holcombe Rogus  
 Brassington, V. R. Springfield College, Whitstable  
 Brewis, M. Crowstone House, Westcliff-on-Sea  
 Brown, I. I. Conlought House, Portsmouth  
 Brown, W. Penketh School  
 Castle, W. A. Crouch End High School & College, N.  
 Chase, D. Steyne High School, Worthing  
 Clark, D. F. Westoe High S. for Girls, South Shields  
 Clark, M. J. Hildathorpe College, Whitby  
 Clark, N. Westoe High S. for Girls, South Shields  
 Clarkson, V. Crouch End High School & College, N.  
 Clegg, C. P. Kelvin House, Ruislip  
 Cooper, E. Penketh School  
 Cope, W. M. Ladies' College, Nantwich  
 Copsey, D. E. Hazelwood School, Kingston-on-Thames  
 Cornwell-Walker, K. M. Private tuition  
 Cossavella, H. Anglo-French S., Leicester Sq., W. C.  
 Croucher, J. Peabroke House, Southampton  
 Cutting, B. Temple School, Aylesbury  
 Dagworthy, G. E. M. Rock Hill School, Chulmleigh  
 Davis, E. A. Mount Ladies' College, Clent  
 Dean, J. A. Rock Hill School, Chulmleigh  
 Damone, N. Granville College, Southampton  
 Drage, E. M. Girls' High School, Rothwell  
 Evans, K. E. Steyne High School, Worthing  
 Evans, V. Sandycroft, Blackpool  
 Evemy, H. M. Alexandra College, Shirley  
 Fisher, F. M. Crowstone House, Westcliff-on-Sea  
 Ford, G. A. Rock Hill School, Chulmleigh  
 Foster, E. Beecherof, Richmond Hill, S. W.  
 Foster, F. M. Penketh School  
 France, G. Birklands, Harrogate  
 Fuller, T. C. Cornwallis High School, Hastings  
 Furlong, B. M. Rock Hill School, Chulmleigh

Gale, J. W. Mount Ladies' College, Clent  
 Goolall, D. H. V. Girls' S., Brackley Road, Chiswick  
 Gordon, C. D. Mount Ladies' College, Clent  
 Goss, A. E. Rock Hill School, Chulmleigh  
 Green, E. H. Fairlie School, Grassendale, Liverpool  
 Groome, S. J. Royal School for the Deaf, Old Trafford  
 Hackett, J. M. Mount Ladies' College, Clent  
 Hadfield, M. Preparatory S., Queen St., Ashton-under-Lyne  
 Hall, I. L. Mayfield, West Norwood  
 Harris, E. E. Rock Hill School, Chulmleigh  
 Hatton, M. Sunnyland, Henley-on-Thames  
 Heath, E. I. Melbury, Clarendon Road, Watford  
 Hecks, G. D. Dunmore School, St. Leonards-on-Sea  
 Hewitson, W. Wintersdorf, Birkdale, Southport  
 Hope, M. C. N. Temple School, Aylesbury  
 Huntbach, E. Ladies' College, Nantwich  
 Hutton, E. Beecherof, Richmond Hill, S. W.  
 Johnson, H. E. Ladies' College, Nantwich  
 Jones, D. Alexandra College, Shirley  
 Joyes, C. M. Steyne High School, Worthing  
 Kaye, W. A. Crowstone House, Westcliff-on-Sea  
 Kelsall, A. Penketh School  
 Kershaw, A. E. Penketh School  
 Kirk, M. L. T. Steyne High School, Worthing  
 Lee, M. Birklands, Harrogate  
 Lewis, A. Ingleside, Bridgton  
 Lilly, D. E. Mount Ladies' College, Clent  
 Mankin, G. T. Hildathorpe College, Whitby  
 Manning, A. Rock Hill School, Chulmleigh  
 Marchant, G. L. Hazelwood S., Kingston-on-Thames  
 Martin, H. Cumberland House, Stoke Newington  
 Mason, B. Birklands, Harrogate  
 Mason, D. M. Springfield College, Whitstable  
 Matthews, H. P. Alexandra College, Shirley  
 Milburn, O. Hildathorpe College, Whitby  
 Miller, D. V. Trinity House, Bexhill-on-Sea  
 Minett, W. F. Springfield College, Whitstable  
 Morser, F. M. Private tuition  
 Mudie-Draper, L. Cornwallis High School, Hastings  
 Nice, J. Mayfield, West Norwood  
 Owen, E. F. Penketh School  
 Pannell, H. H. Hazelwood S., Kingston-on-Thames  
 Philby, B. M. Temple School, Aylesbury

Pivetaux, M. Melrose House, Cricklewood  
 Pratt, E. K. Temple School, Aylesbury  
 Ramsey, M. Westoe High S. for Girls, South Shields  
 Ransome, P. Egbert Lodge, West Worthing  
 Ray, E. Cornwallis High School, Hastings  
 Richardson, M. Crouch End High S. & College, N.  
 Rickman, R. B. Girls' School, Brackley Road, Chiswick  
 Robinson, D. C. E. Temple School, Aylesbury  
 Robinson, E. C. The Grammar S., Southend-on-Sea  
 Robinson, J. E. Crouch End High S. & College, N.  
 Ruff, P. W. Hildathorpe College, Whitby  
 Samuel, P. Melrose House, Cricklewood  
 Sargent, M. D. Melbury, Clarendon Road, Watford  
 Scott, M. Birklands, Harrogate  
 Sharwood, I. L. Roanoke School, Palmer's Green  
 Sherwood, E. G. Steyne High School, Worthing  
 Shields, D. V. K. Glen View School, Hastings  
 Sidwell, F. Cumberland House, Stoke Newington  
 Smith, E. Wintersdorf, Birkdale, Southport  
 Snow, E. L. Girls' School, Brackley Road, Chiswick  
 Southworth, I. Sandycroft, Blackpool  
 Stainthorpe, E. Hildathorpe College, Whitby  
 Stone, M. R. Melbury, Clarendon Road, Watford  
 Stork, M. Birklands, Harrogate  
 Sutton, S. D. Steyne High School, Worthing  
 Thorne, A. M. Rock Hill School, Chulmleigh  
 Thorne, M. H. Rock Hill School, Chulmleigh  
 Timms, M. K. Private tuition  
 Tirrell, E. Beecherof, Richmond Hill, S. W.  
 Tull, E. K. Sunnyland, Henley-on-Thames  
 Vanek, M. Anglo-French S., Leicester Square, W. C.  
 Venner, W. A. Rock Hill School, Chulmleigh  
 Vose, M. M. Crouch End High School & College, N.  
 Warlow, P. E. P. Kelvin House, Ruislip  
 Wedlake, M. J. Rock Hill School, Chulmleigh  
 West, J. K. L. Steyne High School, Worthing  
 Wheeler, E. F. Temple School, Aylesbury  
 Wheeler, E. F. Moreton S., Mannamead, Plymouth  
 White, M. E. Moreton School, Mannamead, Plymouth  
 White, M. V. Preparatory S., Queen Street, Ashton-under-Lyne  
 Williams, K. M. Glenthorne School, Bristol  
 Wilson, F. N. Alwyne College, Canonbury  
 Yeoman, M. Lime Tree House, York  
 Young, W. Westoe High S. for Girls, South Shields

SECOND-HAND SCHOOL BOOKS.

NEW CATALOGUE.

Please write for copy to—

GEORGE OVER, Educational Bookseller, RUGBY.

EXAMINATION PAPER

AS USED BY THE COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Ruled both sides. Packed in Reams of 480 Sheets ... per Ream, 6s. 6d. " " 960 " " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING. Senior, 3 Books 10s. 6d.; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10. Music Paper, 2s. 6d. per 100 sheets.

(Postage extra.) Remittance should accompany Order.

F. W. SHELBOURNE & CO., Wholesale and Retail Stationers, Telephone: Holborn 690. 63 HIGH HOLBORN, LONDON, W.C. 1.

TRINITY COLLEGE OF MUSIC. (Inst. 1872.)

President—THE RIGHT HON. THE EARL OF SHAFTESBURY, K.P. Chairman of Board—SIR FREDERICK BRIDGE, C.V.O., M.A., Mus.D. Director of Studies—C. W. PEARCE, Mus.D. Director of Examinations—E. F. HORNER, Mus.D.

The College provides INSTRUCTION and TRAINING in all Musical Subjects: Instrumental, Vocal, and Theoretical. The lessons are arranged to meet the convenience of both day and evening students. Professors' Recitals are given fortnightly. Particulars of the Teaching Department, including the Junior School, with list of Professors, Fees, Scholarships, Regulations, &c., and the Syllabuses of the Higher and Local Examinations, on application.—C. N. H. BODWELL, Secretary. Mandeville Place, Manchester Square, London, W. 1.

THE School World.

A MONTHLY MAGAZINE OF EDUCATIONAL WORK AND PROGRESS.

THE aim of "The School World" is to provide teachers with information of practical and permanent value. To this end all important changes and developments affecting education are dealt with by leading authorities and experienced teachers.

The magazine is indispensable to all educational workers who desire to keep in touch with modern methods of education.

PRICE 6d. VOLUME XIX, 1917, 7s. 6d. net.

\*.\* A new volume began with the January number.

MACMILLAN & CO., LTD., LONDON.

A Selection from the List of MR. JOHN MURRAY of books especially suitable for COLLEGE OF PRECEPTORS EXAMINATIONS.

MORGAN'S ENGLISH GRAMMAR. 1s. 6d.

KITCHENER'S ENGLISH COMPOSITION. 1s. 6d.

Classbooks of the most modern type, based upon the NEW TERMINOLOGY.

LAYNG'S GEOMETRY.

3s.; or in Two Parts, 1s. 6d. each. Specially written with a view to easy memorizing for exam. purposes.

ANDREW & BAYLISS'S GEOMETRY.

3s.; with Answers, 3s. 6d. A stimulating treatise, on heuristic lines. The chapters on SOLID GEOMETRY are published separately, price 6d.

ROGERS'S JUNIOR CHEMISTRY.

3s. 6d. Follows the syllabus, and contains many questions from actual examinations.

PRESSLAND'S ARITHMETIC.

2s.; with Answers, 2s. 6d. SUPPLEMENTARY EXERCISES (to the above). 6d.

Uses the latest and most approved methods, explains checks and short cuts and gives valuable hints on practical working.

HARDWICH & COSTLEY WHITE'S OLD TESTAMENT HISTORY.

In Five Periods, 2s. each. Deals frankly with the problems raised by modern criticism. The narrative is illustrated throughout by references to contemporary records (e.g. Prophets and Psalms). [For teachers and public speakers.]

MINSHALL'S HANDBOOK OF ELOCUTION.

1s. 6d. net. A practical guide to acquiring a distinct and expressive delivery.

(WRITE FOR CATALOGUE.)

London: JOHN MURRAY, 50a Albemarle St., W. 1.

MEDICAL PRELIMINARY EXAMINATIONS.

The UNIVERSITY EXAMINATION POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes. Arrangements are also made for the provision, at a small fee, of repetition lessons in any portion of a subject in which a student is specially weak.

Prospectus and full particulars can be obtained from the Principal,

MR. E. S. WEYMOUTH, M.A., 17 Red Lion Square, London, W.C. 2.

THE COLLEGE OF PRECEPTORS will hold an

EXAMINATION FOR CERTIFICATES OF PROFICIENCY IN COMMERCIAL SUBJECTS in DECEMBER, 1918.

1918.  
**THE COLLEGE OF PRECEPTORS**  
 INCORPORATED BY ROYAL CHARTER  
 BLOOMSBURY SQUARE, LONDON, W.C.1.

**LECTURES FOR TEACHERS**  
 ON THE  
**SCIENCE, ART, AND HISTORY OF EDUCATION**  
 COURSE OF TWELVE LECTURES ON  
**PSYCHOLOGY FOR TEACHERS.**

To be delivered at The College of Preceptors, Bloomsbury Square, London, W.C.1, on Thursday evenings,  
 7 February to 21 March, and 2 May to 30 May, 1918

By **JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,**  
 Professor of Education in the University of London.

The Course of Lectures (the First Course of the Forty-fifth Annual Series) will begin on Thursday, February 7th, at 6 p.m.

As usual, the course will be such as to prepare students for the examinations of the College in connexion with the Associateship, the Licentiate-ship, and the Fellowship, but the lectures will have a distinctly practical character, and the facts of Psychology will be so presented as to enable the teacher to apply them to the ordinary needs of the school. The work will be so arranged as to give the students an opportunity of comparing the results of their own experience with the latest results of psychological research into educational problems. The reading of the students will be guided, and problems set for their exercise. The lectures will be copiously illustrated by examples drawn from the actual experience of teachers in all kinds of schools.

**SYLLABUS.**

I. (Feb. 7.) *The Relation of Psychology to Education.*—Nature and scope of Psychology and of Education: the psychological attitude: unreasonable demands made on Psychology: subject-matter of Psychology: consciousness: the ego and non-ego: the subjective and the objective: the science of behaviour: the various departments of Psychology, and their relative importance to the educator: the "faculty" fallacy: knowing, feeling, and willing: soul, mind, and psyche: the subconscious and the unconscious with their educational applications.

II. (Feb. 14.) *Sensation and Perception.*—The five gateways of knowledge: general and special senses: distinction between sensation and perception: the implications of *meaning*: manipulation of the raw material of sensation: pure sensation: Weber's law and its applications to education: the so-called "training of the senses": relation between perception and apperception: the meaning of knowledge: the relation between knowledge and instruction.

III. (Feb. 21.) *Ideas and their Manipulation.*—Old-fashioned views on abstraction and generalization: current view of conception: the static and the dynamic aspects of ideas: mental content and presentative activity: classification of ideas according to their mode of reacting upon each other: fusion, complication, and arrest: the dynamic threshold: mediate and immediate recall: organization of ideas: the hierarchy of ideas: possibility of diminishing presentative activity.

IV. (Feb. 28.) *Attention.*—Mental focus: marginal and submarginal regions: the mechanism of attention: vascular, respiratory, and motor elements: rhythm of attention: the concentration and diffusion beats: classification of the aspects of attention: resolution into the two fundamental aspects, *nisic* and *anistic*: passage from the one to the other: motive power is *interest*: nature and manipulation of interest: distraction, the conflict of interests.

V. (March 7.) *Retention and Recall.*—The conservative element in physical and psychic life: natural or brute memory: dated and undated memory: possibility of improving the natural memory: coefficient of memory: reverie and recollection: the purposive element in recall: process of reconstruction: intensive *versus* diffused impressions: instalment system of memorizing: use and abuse of mnemonics: learning by rote: meaning of cram: obliviscence, natural and deliberate.

VI. (March 14.) *Imagination.*—Distinction between production and reproduction of mental complexes: imagination an inverted memory: different technical meanings attached to word *imagination*: unreasonably narrow meaning current in schoolwork: the creative element in imagination: essentially derivative character: the scientific *versus* the aesthetic imagination: necessary limitations of the imagination: the dangers of pictorial thinking.

VII. (March 21.) *Association.*—Rather a *post-facto* explanation of mental states: somewhat discredited at present: the laws of association, primary and secondary: convergent and divergent forms, and their treatment: manipulation of associations by means of suggestion: justification of the use of suggestion in education: possibility of auto-suggestion: pseudo-auto-suggestion: contrariant types of pupils: effect of age on power of suggestion acting on associations.

VIII. (May 2.) *Temperament.*—Physical basis of what is called *disposition*: old-fashioned classification by humours: physiologically indefensible, but has led to collection of much valuable psychological material: classification by nervous reaction: sensories and motors: introverts and extroverts: permanency of temperaments: possibility of modifying temperament by education: relation between temperament and character: individuality and personality: types and their manipulation.

IX. (May 9.) *Instinct and Habit.*—Conflicting views about the nature of instinct: the place of instinct in education: manipulation of instincts: relation of instinct to habit: the place of consciousness in the process of habit formation: the upper and the lower brain: co-ordination: accommodation: the growing point in character-forming: the dangers and the advantages of habit-forming: "to form habits is to fail": the best way to break habits.

X. (May 16.) *Intuition and Intellect.*—Bergson's view of the two directions of the spiritual force: contrast of the wasp at one end and Kant at the other: the underlying justifications of intuition: the limitations of intellect: usual meanings of *judgment*, *understanding*, *reasoning*: inevitability of conclusions from given data: practical definition of thinking: the implication of the element of purpose: *noesis* and the educational value of the view it represents.

XI. (May 23.) *Feeling and Emotion.*—Technical meaning of *affection*: discrimination of emotion from passion and sentiment: emotion and its control: mechanism of the emotions: the Lange-James and other theories: possibility of dissociating an emotion from a given complex: relation between the emotions and the instincts: the bearing of this distinction on education: the function of the emotions in spiritual life: the doctrine of elimination: the training of the emotions.

XII. (May 30.) *Conation.*—Will the active element in psychic life: relation to desire and expectation of realization of desire: the will as a resultant: popular fallacy of the will as a separate entity: insufficiency of the "choice between alternatives": nature of motives, and their relation to the will: the usual hypostatization: indecision: *aboulia*: caprice *versus* freedom: the training of the will: subjective limitations: fallacy of "breaking the will."

**FEEES FOR ADMISSION.**

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\* \* Members of the College have free admission to the Course.

# THE EDUCATIONAL TIMES

UNIVERSITY OF ILLINOIS LIBRARY AND  
JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXXI No. 666

MAY 1, 1918

Published Quarterly. Price, to Non-Members, 6d.; by post, 7d. Annual Subscription, 2s.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.1.

### MEMBERSHIP.

Membership of the College is open, under certain conditions, to all persons engaged in education. Particulars as to the privileges of membership may be obtained from the Secretary.

### LECTURES FOR TEACHERS.

The Sixth Lecture of a Course on "Psychology for Teachers," by Professor John Adams, will be delivered on Thursday, the 2nd of May.

The Course will be helpful to those who are preparing for the Diploma Examinations of the College of Preceptors.

For Syllabus, see page 77.

### EXAMINATIONS.

**Diplomas.**—The next Examination of Teachers for the Diplomas of the College will begin on the 30th of December, 1918.

The **Summer Diploma Examination** has been discontinued.

**Practical Examination for Certificates of Ability to Teach.**—The next Practical Examination will be held in February, 1919.

**Certificate and Lower Forms Examinations.**—The Midsummer Examinations will begin on the 24th of June, 1918.

**Professional Preliminary Examinations.**—The next Examination will begin on the 3rd of September, 1918.

**Commercial Examinations.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1918.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS, Secretary.



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).** Examinations in Theory held in March and November at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 16th, 1918.

**SCHOOL EXAMINATIONS (Syllabus B).** Held throughout the British Isles three times a year, viz., June-July, October-November, and March-April. Entries for the June-July Examinations close Wednesday, May 8th (Irish entries May 1st); or, with extra fee, May 16th (Irish entries, May 9th), 1918.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 4d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, the Syllabus in Ear Training and Sight Singing, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,  
15 Bedford Square, London, W.C.1.

Telegrams: "Associa, London."

## University Correspondence College.

(FOUNDED IN 1887.)

PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.Sc.  
F.C.S., F.R.A.S.

## Free Guides

to the

## MATRICULATION,

INTER. ARTS., INTER. SCIENCE,

B.A., B.Sc., & B.D.

Examinations of

LONDON UNIVERSITY

"The tutors of the College (U.C.C.) are experts in clearing up difficulties, and no student who follows their instructions and has the necessary industry need anticipate failure in the successive ordeals to which the graduate must submit."—School World.

The above Guides, post free, to Private Students, from The Secretary,  
No. 15 Burlington House, Cambridge.

## LONDON COLLEGE OF MUSIC.

(Incorporated.)

GREAT MARLBOROUGH STREET, LONDON, W.1.

Patron: HIS GRACE THE DUKE OF LINDS.  
Dr. F. J. KERN, Mus. Bac. Cantab., Principal.  
G. AUGUSTUS HOLMES, Esq., Dir. Exams.

### EXAMINATIONS, LOCAL AND HIGHER.

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c., will be held at Scotch and Irish Centres in JUNE, and at all other Local Centres in JULY.

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars. Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, Secretary.

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

WOLSEY  
HALL,  
OXFORD.

### POSTAL TUITION

For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Se. (Econ.), B.D.,

FREE GUIDE  
on application to  
THE SECRETARY.

B.A.

**BIRKBECK COLLEGE**

BEANS BUILDINGS, CHANCERY LANE, E.C.4.

**UNIVERSITY OF LONDON.**

**COURSES OF STUDY (Day and Evening)**

FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**  
under RECOGNIZED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).

**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.

**GEOGRAPHY DIPLOMA and MATRICULATION:**

Evening Courses for the Degrees in Economics and Laws.

POST GRADUATE AND RESEARCH WORK.

**SESSIONAL FEES** { Day : Arts, £10. 10s. ; Science, £17. 10s.  
Evening : Arts, Science, or Economics, £5. 5s.

Prospectus post free, Calendar 3d. (by post 5d.).

**Avant Courier.**

By E. MASLIN KEARSEY. A striking and original play, "Five Minutes," and thirty Poems. Cloth and Gold, 2s. 6d. net.

**The Mill, and Other Poems.**

By E. AXBEY. A capital little book of Poems. 1s. net.

**AUTHORS** are invited to submit Novels, Stories, Poems, Songs, Plays, to Mr. Stockwell, who will immediately advise (whether for separate publication or serial placing) free of charge.

London: ARTHUR H. STOCKWELL,  
29 Ludgate Hill, E.C.4.

**Teachers Registration Council**

Representative of the Teaching Profession  
(Constituted by Order of Council, 29 Feb., 1912.)

In accordance with the above-mentioned Order a

**REGISTER OF TEACHERS**

is now maintained by the Council.

For Information apply to—

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

**MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.**

In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Preparation for the Teaching Diploma of the London University for the Certificate of the Cambridge Teachers' Training Syndicate and for the National Froebel Union Higher Certificate, Parts I and II.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £12 to £24 offered to Students with a Degree or its equivalent. Loan Fund.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salusbury Road, Brondesbury, London, N.W. 6.

**JOINT AGENCY FOR WOMEN TEACHERS.**

OAKLEY HOUSE,

14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1.  
Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

**THIS** Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

**Hours for Interviews:**  
11.30 a.m. to 1 p.m., and 3 to 5 p.m.  
Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.  
When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

**JOINT SCHOLASTIC AGENCY.**

23 Southampton St., Bloomsbury Sq., W.C.1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS. /  
TEACHERS' GUILD.

ASSOCIATION OF ASSISTANT MASTERS.

Registrar: Mr. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

**DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.**

Training Strictly Swedish. Residential Hostel Attached. Scholarships, Value £40 and £20, Offered Annually.

The College has Open-air Gymnasium and Sports Ground. It is efficiently staffed and the Course of Training is recognized by Public Examination Boards.

For further particulars apply: Miss E. SPELMAN STANGER, Member and Examiner of the Incorporated Society of Trained Masseuses, Sunray Avenue, Herne Hill, London, S.E. 24.

THE INCORPORATED

**FROEBEL EDUCATIONAL INSTITUTE,**

Colet Gardens, Talgarth Road,  
West Kensington, London, W.14.

President and Chairman ... RIGHT HON. SIR W. MATHER, LL.D.  
Hon. Treasurer ... MR. C. G. MONTEFIORE, M.A.  
Secretary ... MR. ARTHUR G. SYMONDS, M.A.

**TRAINING COLLEGE FOR TEACHERS.**

Principal ... MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations. Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

**EXAMINATION PAPER**

AS USED BY THE

**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements. Ruled both sides.

Packed in Beams of 480 Sheets ... per Beam, 6s. 6d.  
" " 960 " " " 13s.

**ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.**

Senior, 3 Books 10½d.; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
Music Paper, 2s. 6d. per 100 sheets.

(Postage extra.) Remittance should accompany Order.

F. W. SHELBORNE & CO., Wholesale and Retail Stationers,  
Telephone: Holborn 690. 63 HIGH HOLBORN, LONDON, W.C.1.

**CAREY'S "GRADUS AD PARNASSUM,"**  
WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

**THE COLLEGE OF PRECEPTORS**

will hold an

EXAMINATION FOR CERTIFICATES OF PROFICIENCY  
IN COMMERCIAL SUBJECTS IN DECEMBER, 1918.

**EDUCATIONAL AGENCY.**

(ESTABLISHED OVER 30 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street, Covent Garden, London, W.C.2.

Telegraphic Address:—

Scholastique, Westrand, London."

Telephone:—7021 Gerrard.

**Scholastic.**

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

**Assistant Mistresses.**

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

**BELGIAN ENGINEER,**

Over 50, with Diploma as teacher in Secondary School, speaking English fluently, with experience in an English School, desires a post as

TEACHER in MATHEMATICS or SCIENCE.

Write: A. BERTHOLET, 1 Westbourne Terrace, Cambemartin, N. Devon.

**STEYNING GRAMMAR SCHOOL.** Founded 1614. — Wanted, an ASSISTANT MASTER (ineligible) for French, History, and Shorthand. Drill and Games a recommendation. Recognized School. Apply—G. A. FLOWERS, Solicitor, Steyning, Honorary Secretary to the Governors.

**GRAMMAR SCHOOL, UCKFIELD, SUSSEX.**—In September there will be a vacancy for a MASTER to take Drawing and some other subject. Salary £170 non-res., of which £20 is war bonus. Applications to be sent to the HEAD MASTER.

**FOR DISPOSAL.**

**GIRLS' DAY SCHOOL,** with class for small boys, in London, S.W., is for disposal. 50 pupils, fees £1. 11s. 6d. to £3. 3s. per term. Established 40 years. Ill-health the reason for disposing of same.

Box 70, c.o. "Educational Times," 89 Farringdon Street, London, E.C.4.

**MRS. CURWEN'S PIANO-FORTE METHOD.**

EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

TRAINING CLASSES for MUSIC TEACHERS are held on Saturdays and Wednesdays at Wigmore (late Bechstein) Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. Lessons by Correspondence may be had if desired. Address—Miss GARDNER, or Miss KNAGGS, at the Studio.

**University Tutorial College.**  
LONDON.

**LONDON MATRICULATION.**

A Morning Class works continuously throughout the Summer with the exception of the last two weeks of July. This Course includes a systematic Revision Class working both Morning and Afternoon, during the three weeks immediately preceding the September Examination.

Annually for the last twenty years about 100 Students of U.T.C. have passed London Matriculation.

Classes for the forthcoming B.Sc. (Practical and Theoretical) and B.A. (Practical) Examinations are held during the Summer Vacation, commencing Tuesday, August 6th. Classes for Beginners in Practical Sciences, commence at the same time and extend over a period of four weeks.

**PRIVATE TUITION.**  
Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study. Fees: Eight hours, £2. 2s.; Twenty-one hours, £5. 5s.

Full particulars may be had from  
THE PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.1.

**NORMAL**  
Corr. College.  
NORMAL CORR. COLLEGE  
(FOUNDED 1899.)  
**EXAMINATIONS**  
**FOR WHICH THE NORMAL PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Froebel. L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	---

**SEND FOR NORMAL GUIDE.**  
Cr. 8vo. 184 pages. Price 6d. net.  
**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22.  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

**BOOKS**  
On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.  
**SECOND HAND AT HALF PRICES. NEW BOOKS AT DISCOUNT PRICES. BOOKS SENT ON APPROVAL.**  
Catalogues Free. State Wants. Books Bought.  
**W. & G. FOYLE,**  
121/123 Charing Cross Road, London, W.C.2.

Messrs.  
**TRUMAN & KNIGHTLEY,**  
LTD.

Educational Agents,  
158 to 162 OXFORD STREET,  
LONDON, W.1.

Directors:

S. A. TRUMAN.  
JAMES HEARD, B.A.  
(Trinity College, Cambridge).

Telegrams—"TUTORESS, PHONE, LONDON."  
Telephone—Museum 1136.

This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.

**A.—EMPLOYMENT DEPARTMENT.**

- (i) ASSISTANT MASTERS & TUTORS.  
MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.
- (ii) ASSISTANT MISTRESSES.  
MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.
- (iii) LADY MATRONS AND HOUSE-KEEPERS.  
MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

**B.—SCHOOL TRANSFER DEPARTMENT.**

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER OF SCHOOLS, and arranging PARTNERSHIPS.

No charge is made to Purchasers.

All communications and inquiries are treated in the strictest confidence.

**C.—PUPILS' DEPARTMENT.**

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

Full particulars will be forwarded on application.

# Cambridge University Press

## RECENT EDUCATIONAL PUBLICATIONS

### Social Life in Britain from the Conquest to the Reformation.

A Series of Extracts from Contemporary Writers. Compiled by G. G. COULTON, M.A., St Catharine's College, Cambridge. With 5 plates. Demy 8vo. 15s net

"It ought to be in the library of every teacher and every school, and it will afford genuine pleasure to everyone interested in the life of our ancestors."—*The Saturday Review*

"This is the ideal way to read history—the ideal way, we should say perhaps, to begin to read history. Here we have a world of contemporary evidence as to the food, clothes, religion, sport and morals of the medieval Englishman . . . A most illuminating and instructive book . . . in which scholars and lovers of literature will delight."—*The Daily News*

### Russian Lyrics.

The Russian Text, accented. Edited, with Notes and Vocabulary, by J. D. DUFF, M.A. Crown 8vo. 2s 6d net

"Of lyric poets, Russian literature can boast of a very large number . . . The editor has made a selection of twenty-five poems from the works of Pushkin, Lermontov, A. Tolstoi, Turgenev, Koltsov, Shishkov, Nadson, and Tychev, and has provided the necessary aids in the form of accents, notes, and vocabulary. The memorising of Russian verse is an excellent method of acquiring the correct Russian accent, and a student could not get better Russian verse than the selection here."—*The Secondary School Journal*

### The Book of Joshua.

In the Revised Version. Edited, with Introduction and Notes, by G. A. COOKE, D.D. Extra fcap 8vo. 2s 3d net. Cambridge Bible for Schools and Colleges

### The Book of the Prophet Isaiah, Chapters XL-LXVI.

In the Revised Version. Edited, with Introduction and Notes, by the Rev. J. SKINNER, D.D. Extra fcap 8vo. 3s 6d net. Cambridge Bible for Schools and Colleges

### Haggai, Zechariah, and Malachi.

Edited, with Introduction and Notes, by W. EMERY BARNES, D.D. Extra fcap 8vo. 2s 6d net. Cambridge Bible for Schools and Colleges

"A careful and scholarly piece of work . . . The introduction is full and interesting, including a section on Hebrew prosody and the 'alleged metrical passages' in the book. The student will certainly find here all that he needs, both in the introduction and the exegetical notes."—*The Journal of Education*

### The Epistle to the Hebrews.

Edited, with Introduction and Notes, by the Rev. A. NAIRNE, D.D. Extra fcap 8vo. 4s 6d net. Cambridge Greek Testament for Schools and Colleges

"A great commentary on *Hebrews*. . . Within the relatively brief compass of his Introduction he has dealt with all the important subjects involved. . . A very extended notice would be needed for anything like a just indication of the extraordinary merits of Dr Nairne's book."—*The Westminster Gazette*

### Shakespeare: King Richard II.

Edited, with Introduction, Brief Notes, and Glossary, by J. H. LOBBAN, M.A. With a frontispiece. Pott 8vo. 1s 3d net. Granta Shakespeare Series. The following volumes have already been published in this series:—

The Winter's Tale  
King Henry IV, part I  
King Henry IV, part II  
King Henry V  
The Merchant of Venice  
Antony and Cleopatra  
A Midsummer Night's Dream  
Much Ado About Nothing

Twelfth Night  
Julius Caesar  
The Tempest  
Cymbeline  
Coriolanus  
Macbeth

"This is a satisfactory edition, pleasant to read and to handle, with brief, scholarly introductions and notes. . . The aim of the edition is to give all that is indispensable for the intelligent enjoyment of the play." Mr Lobban has satisfactorily achieved his end."—*Modern Language Teaching*

### A Treatise on the Analytical Dynamics of Particles and Rigid Bodies.

With an Introduction to the Problem of Three Bodies. By E. T. WHITTAKER, Hon.Sc.D., F.R.S., Professor of Mathematics in the University of Edinburgh. Second edition. Large royal 8vo. 15s net

"In revising the book the author has given references to, and in some cases accounts of, the numerous original researches in dynamics which have been published by various investigators since the first edition appeared, and has added some historical matter and rewritten many of the sections, thus making the volume of exceptional value to mathematicians."—*The Glasgow Herald*

### Theory of Functions of a Complex Variable.

By A. R. FORSYTH, Sc.D., LL.D., Math.D., F.R.S., Chief Professor of Mathematics in the Imperial College of Science and Technology, London. Third edition. With 125 text-figures. Large royal 8vo. 30s net

The general plan of the book is unaltered, but a number of detailed changes have been made. Here and there some further examples have been added, and at the end of the book a set of some 200 miscellaneous examples, which have been collected from Cambridge examination papers, is given

### The Theory of Electricity.

By G. H. LIVENS, M.A., Lecturer in Mathematics in the University of Sheffield. With 104 text-figures. Large royal 8vo. 30s net

A general textbook on the mathematical aspects of modern electrical theory intended to present the complete subject in a consistent form. The treatment is based mainly on the original Faraday-Maxwell theory, generalised and extended to the case of moving systems by Sir Joseph Larmor

### A Treatise on Electricity.

By F. B. PIDDUCK, M.A., Fellow of Queen's College, Oxford. Demy 8vo. 14s net

"In this work the author has succeeded very happily in combining the mathematical and experimental sides of the subject, and, by assuming that the student already possesses a good working knowledge of the elements of electricity, he has been able to devote more space to recent developments along various lines of inquiry. It is very definitely a book for senior students, to whom it should be of great value, for it contains much information relative to recent work which is not easily to be found in collected form. . . The book can be strongly recommended for advanced students."—*The Journal of Education*

### Lecture Notes on Light.

By J. R. ECCLES, M.A., Assistant Master at Gresham's School, Holt. Crown 4to. With blank pages for diagrams, 5s net. Another edition, with 85 pages of diagrams, designed to serve mainly as a key, for the use of Masters, to the diagrams referred to in the text, 12s 6d net

"Mr Eccles, in his able summary, deals with Photometry, Velocity of Light, Reflection, Refraction, Prisms, Lenses, The Eye, Optical Instruments, Spectrum Analysis and Colour. The whole book is a marvel of lucidity in arrangement and treatment, and we cannot bestow too high praise on the reproduction of the diagrams. We can heartily recommend this book to science teachers, to students in Technical Colleges, and, in especial, to University undergraduates."—*The Educational News*

### Model Drawing, Geometrical and Perspective.

With Architectural Examples. By C. OCTAVIUS WRIGHT, Art Master's Certificate, Board of Education, and W. ARTHUR RUDD, M.A., late Scholar of St John's College, Cambridge, Assistant Masters at Abingdon School. With 310 diagrams. Large royal 8vo. 6s net

"The authors of this well produced book . . . have substituted with success in the teaching of model drawing 'architectural forms with the customary models' . . . and consequently have now dealt with the subject in this book systematically from this point of view. . . The idea is theoretically sound and is to be commended to art masters. Some of the models are exquisite."—*The Times*

### A Course of Pure Geometry,

containing a Complete Geometrical Treatment of the Properties of the Conic Sections. By E. H. ASKWIRTH, D.D., Rector of Dickleburgh, Norfolk. New edition, revised and enlarged. Demy 8vo. 7s 6d net

**ORDERS FOR SCHOOL BOOKS.** In order to ensure supplies for the Michaelmas Term, orders should, where possible, be placed with the bookseller before the end of the Summer Term

FETTER LANE, LONDON, E.C. 4: C. F. CLAY, MANAGER



CONTENTS.

<p>Leader: A National Council of Education..... 45</p> <p>Notes ..... 46</p> <p style="padding-left: 20px;">The Education Bill—Evil of Compulsion—Private Effort—Universities and Life—Science in Schools—The Status of the Teacher— Militarism in Schools—A Wise Step—" Passengers."</p> <p>Fantine— Fillette. By Marion Cahill..... 48</p> <p>The College of Preceptors—</p> <p style="padding-left: 20px;">Teachers' Diploma Examination, Christmas 1917—Pass Lists ..... 51</p> <p style="padding-left: 20px;">Practical Examination for Certificates of Ability to Teach—Pass List ..... 54</p> <p style="padding-left: 20px;">Professional Preliminary Examination, March 1918—Pass Lists ..... 54</p> <p style="padding-left: 20px;">Certificate and Lower Forms Examination, Christmas 1917—Colonial and Foreign Class Lists ..... 55</p> <p style="padding-left: 20px;">Half-Yearly General Meeting ..... 65</p> <p style="padding-left: 20px;">Meetings of the Council ..... 71</p>	<p>Science in Ordinary Life. By E. C. Abbott..... 60</p> <p>Old Scholastic Advertisements. By C. Edgar Thomas ..... 63</p> <p>Stories illustrating the Economic Side of Life. By Frederick J. Gould..... 69</p> <p>Reviews ..... 71</p> <p style="padding-left: 20px;">The Play Movement and its Significance (Curtis)—The Advanced Montessori Method, Vol. II (Maria Montessori)—A Textbook in the Principles of Science Teaching (Twiss)—Brinsley's Ludus Literarius (Campagnac)—How to Enlighten our Children (Scharlieb)—The Essentials of Descriptive Geometry (Higbee)—Experimental Physics (Wilson)—Sound and Symbol (Findlay and Bruford)— Education, Scientific and Humane (Kenyon)—The Iconoclast (Hamilton).</p> <p>Overseas ..... 74</p> <p>General Notices ..... 75</p> <p>Publications Received ..... 82</p>
---	--

**The Educational Times.**

Until further notice, "The Educational Times" will be issued four times a year — on the 1st of February, May, August, and November. The next issue will appear on August 1st.

Communications intended for the Editor should be addressed to The College of Preceptors, Bloomsbury Square, London, W.C.1.

**A NATIONAL COUNCIL OF EDUCATION.**

THERE are sufficient indications that Mr. Fisher's Education Bill (No. 3) will shortly become law. When that takes place the most pressing educational need, from an administrative point of view, will be the re-constitution of the Board of Education.

A few considerations will demonstrate quite clearly the necessity that has arisen and how it has come about. But, first, a word must be said in reference to the genesis of the Board. When Parliamentary grants in support of education were first authorized, their distribution was placed in the hands of a Committee of the Privy Council. For many years the plan worked successfully. The Committee appointed a number of inspectors, men of dignity and learning, who visited the schools and kept the Committee informed of what was being done. "My Lords," as they were then called, attempted no direct control of the education of the country, but contented themselves with seeing that the grants were expended as Parliament intended.

Later, in a well-meant and valuable endeavour to give instruction to industrial workers, the Department of Science and Art at South Kensington was established and entrusted with Parliamentary grants. In 1899 South Kensington and Whitehall were combined

in the Board of Education, a body consisting of "a President, and of the Lord President of the Council (unless he is appointed President of the Board), His Majesty's Principal Secretaries of State, the First Commissioner of His Majesty's Treasury, and the Chancellor of His Majesty's Exchequer." It goes without saying that such a body has no special qualifications to deal with education. As a matter of fact, the Board does not meet, and does not actually exercise control over education. This control is rightly and necessarily in the hands of the President of the Board, or of the Minister of Education, as he is now usually called.

Gradually, but with increasing momentum, the problems brought before the Board for consideration and solution have been increasing in importance and widening in scope. The Board were not slow in recognizing their needs. They established a Special Inquiries Branch, a Consultative Committee, the first Teachers Registration Council, various Departmental Committees from time to time, and the Secondary School Examinations Council. Such repeated action shows clearly that the officers of the Board do not fail to realize the growing complexity of educational matters. Consider how things have changed since 1870. Then, in order to earn the Parliamentary grant, it was sufficient to show that the teacher was industrious and that Tommy Smith could read, write, and do simple calculations. To-day there is no limit to the concern of the Board for the child. His whole being comes under their consideration. If the child is under-nourished, he may be fed. Dietetics become a department of the Board's activities. Medical and dental examination and treatment require another department with expert knowledge to guide it. The preservation of the body in sound health by means of carefully chosen muscular exercises implies another branch of scientific knowledge. Bickerings between religious bodies for the possession of the child have been succeeded by a general recognition that it is the business of the school to provide opportunities for the development of the emo-

tional and spiritual side of the child's life—another expert section. The choice of subjects taught, the drawing up of time-tables, methods of teaching, and the examination of results, all of these call for scientific knowledge on the part of the administrator. The relation of education to industry and commerce, vocational training, the age at which such instruction should be begun, and many other matters are now brought to the Board for consideration. The list could be continued indefinitely. The whole nature of the child as a potential citizen is now the care of the Board of Education.

It is also to be noted that, whereas My Lords of the Privy Council dealt with public elementary schools alone, the Board of Education have now to deal with the whole education of the country—primary, secondary, and University.

In making these proposals for an enlarged Central Education Authority, no criticism is implied of the Board's work in the past. The higher officers of the Board have been men of insight, and have determined to do their best for education within the limits of their legal powers. The inspectorate, especially of recent years, has proved itself an advisory body of great value to the schools. Most of the useful work done by the Board has been done by the permanent officials, for, with the exception of Mr. Arthur Acland and the present holder of the post, the Presidents have been politicians with no great concern for or understanding of education. Mr. Fisher has shown already what can be done by a Minister of Education who understands his work and possesses the qualities of industry and enthusiasm. But no single man, whether Mr. Fisher or another, can be qualified to deal personally with all the varied problems that must come before the Minister of Education. No body of permanent officials, chosen for their administrative abilities, can deal satisfactorily with the difficult questions that are now arising, and that cannot be settled by reference to precedent. The weakness of the advisory committees that have been formed is that they have no real power.

The urgent need is that the Board of Education should be governed by a National Council of Education, which should control all education in the country, so far as control is necessary or advisable. The Minister of Education would be Chairman of Council. There would be representatives of all classes of persons especially concerned in education, administrators, politicians, employers, labour, Universities, and schools: there would be men and women who had made a profound scientific study of, and who were recognized as authorities in, educational psychology. The Council should include persons who could give authoritative direction on all matters relating to child welfare. Sectional committees would be established. Thus would the officials of the Board have always at their command the best scientific knowledge available on any subject with which the Board might be called upon to deal.

The main thing to be dreaded at this moment in English education is the tendency to rigid administrative control. This National Council would be able to keep administrative officialism within due bounds.

## NOTES.

*The Education Bill.* THE Committee stage of the Education Bill, which should have been reached by the middle of last month, was postponed on account of the Man-Power Bill, and had not taken place at the time that these notes were written. The indications point to the acceptance of the Bill with the modifications that the Government have introduced. But there are still signs of active opposition from districts which claim that compulsory education up to the age of eighteen will "dislocate industry." If, as seems probable, the temper of Parliament is in favour of maintaining a control over boy and girl adolescents until the age of eighteen is reached, industry will be obliged to adapt itself to the new conditions. Labour and Capital are still mutually suspicious, and the Workers' Education Association is absolutely opposed to continuation schools carried on by manufacturers. There may be grounds for this attitude, but it is certainly unfortunate. There are obvious advantages in the establishment of a special school for the young operatives in a large factory. The time, the curriculum, and the place can be made more easily to fit the convenience of the workers. But the W.E.A. insists upon State schools for everyone, and no doubt that will be the solution.

*Evil of Compulsion.* ON all sides the Education Bill is welcomed as a new charter of liberty. The criticism expressed has been directed chiefly against administrative detail, or else it has come from interested employers fearful for the wages bill. Mr. Fisher's views appear to be so enlightened, his enthusiasm so unbounded, and his good will towards the workers so unquestioned, that one might well hesitate to add further criticism and so appear to be on the side of the reactionaries. Yet, in our opinion, there is a blot on the Bill—a blot that appears to have been politely ignored in all quarters. The blot lies in the principle of compulsion. If the nation is willing, compulsion is not needed; if the nation is not willing, compulsion will defeat the objects of the Bill. Far better would it be to make secondary education free up to the age of sixteen or to provide an immense number of scholarships. The principle of compulsion is wrong. Those who are compelled against their will to enter the continuation schools will get little benefit and, on the other hand, they will spoil the spirit of the schools for the willing workers.

"Better England free than England sober," an Anglican bishop is reported to have said. Better England ignorant than England educated against its will in State education factories.

**Private Effort.** Mr. ACLAND, speaking on the Second Reading of the Education Bill, said that "they wanted to bring the private schools of all classes, rich and poor, under the effective supervision of the Board of Education." We hold that, for public convenience and for administrative purposes, it is necessary that private schools should be known, listed, and officially recognized. At present few local education authorities, in considering the educational needs of the area, take account of private schools. This is wrong, and ought to be rectified. But if Mr. Acland means that all private schools should be controlled by the Board of Education in the suffocating bonds that daily grow tighter round the arteries of State-aided schools, he is expressing a point of view that should be combated by all who understand the vital need for freedom in education. At a time when we have all agreed to condemn the German methods of educational administration, the Board of Education, by one enactment after another, are rapidly approaching to the German ideal in which every teacher in every school is controlled by departmental regulation. There has never been a time when it was more necessary than it is at the present moment for the College of Preceptors to raise its voice in defence of personal freedom and liberty in education.

**Universities and Life.** THE aim of a University is the pursuit of "pure" knowledge: this is generally conceded. Yet the Universities have not hesitated to apply the pure knowledge that is their aim to the practical purposes of life in many directions. Applied mathematics and applied science are used in the building of bridges, ships, and guns, and in the manufacture of foods and other commodities. In industries the Universities play their part as a factor in national life; "business men" and, nowadays, Government departments as well, do not hesitate to refer to the man of "pure science" for help and information in practical matters. But industry does not cover life, any more than the Science Faculty represents a University. Prof. Findlay has contributed to a recent number of *The New Statesman* an interesting article, in which he argues that the Faculties of Arts have an equal duty to the nation, and that they must no longer stand aloof from the marketplace. "The face of things," he says, "is changing before our very eyes, and the time has come for the University to step boldly into the arena and offer itself for national service. . . . For the world needs the reflective spirit, the meditations of the philosopher, the search into the past; it asks only that the scholar

shall emerge and shall apply the fruits of his learning to the problems of his day and generation."

THE Report of the Committee appointed by the Prime Minister to inquire into the position of natural science in the educational system of Great Britain covers the whole ground and goes into full detail with regard to every grade of teaching institution. It should be studied carefully by all who are interested in the changes that are coming over the spirit of education. In the past the schools have in the main set out to teach thought as expressed in language. The training in science that the pupils received was obtained mainly through the medium of the study of grammar. History and literature will always remain worthy subjects of study; and it will always be necessary to acquire a proper control over the use of one's own language as a means of the expression of thought. But the progress of knowledge in the fields of natural science and the continued application of that knowledge to the affairs of life have made it necessary that all children must be taught how to study the concrete things that surround them. The difficulties of time and time-table will be readily solved. The waste of time that exists at present is due to the unavailing effort to make children learn what they do not want to learn at the moment. When the right subjects are introduced at the right time, children will absorb knowledge as a cat laps up milk: there will be no delay. At the same time we must avoid worshipping science alone, as the humanities alone have been worshipped in the past.

**The Status of the Teacher.** THE Report of the Science Committee lays great stress on the status and the training of the teacher. One of the general conclusions is "that real progress in education depends on a revolution in the public attitude towards the salaries of teachers and the importance of their training." Again: "It is essential that salaries and prospects of teachers in secondary schools should be substantially improved and a national pension scheme provided" and "a full year's training shared between school and University is necessary for all teachers in secondary schools." The conversion to a recognition of the value of professional training on the part of the men who formed this Committee is remarkable. Twenty years ago those who advocated training for teachers in secondary schools seemed to be crying aloud in the wilderness with none to hear. Not less important is the authoritative statement that salaries must increase. In the past, among the great ones in education, the feeling was that any man worth his salt gained either a head mastership or a house mastership and was thus compensated for the lean years of his apprenticeship. Things have now changed

and the national need has arisen for many thousands of teachers who must remain throughout their careers assistant masters and who must continue, for the sake of the nation, to do faithful work in that capacity.

MR. FISHER'S pledge to a deputation of the Miners' Federation, that he had no intention of allowing anything in the nature of military training in schools, will be

*Militarism in Schools.*

welcomed by many people. Seeing the undoubted increase in physical fitness that comes to the recruit after six months' military training, thoughtless persons have cried: "Give everybody military training; begin with young children and carry it on throughout the proposed period of continuation education in which Mr. Fisher lays great stress on physical training." What the future has in store for us we cannot foresee. Whether this war will be the last of European wars, or whether every nation will need to keep up an armed force of all its citizens, we cannot yet know. But we can foresee the harm that the introduction of the military spirit into school would work, and we do know the worthlessness of training boys of twelve to be soldiers. It would be as reasonable to say that the future chimney sweep should begin practising on toy chimneys in the kindergarten. We need to increase bodily health by physical exercises suitable to the age of the children in order that each individual may be healthy and strong, both for his own sake and the sake of the nation. That physical fitness can be used in war if, unhappily, war should remain with us. But the primary object of physical training is not to produce soldiers.

THE Board of Education have taken a wise step in abolishing the pledge that students in elementary training colleges have been called upon to give. Hitherto

*A Wise Step.*

such students have undertaken to teach in a public elementary school in return for the money that the State has expended upon their training. Under the new regulation the student must undertake to teach in an "approved school" and the Board will accept teaching service in any "approved" teaching institution of whatever grade. Thus by a simple stroke of the pen the Board have abolished the technical difference between elementary and secondary teachers. This distinction has been, of course, purely social, and many teachers after their necessary years of service in an elementary school, have entered secondary schools. In future the term "Elementary Training College" will have lost its significance; the institution will become a "Teachers' Training College," and its students may enter institutions of primary, secondary, or tertiary grade, according to their taste and opportunities. As a set-off to the recent reactionary enactments of the Board, we especially welcome this sign of recognition of the democratic spirit.

THE leading article entitled "Passengers" which appeared in a recent number of *The Times Educational Supplement* is remarkable in a newspaper. It is also significant, as was the series of articles signed "A. C. B." *The Times* does not hesitate to deal with the higher planes of educational thought. On these matters there has been what almost amounts to a conspiracy of silence; of course, was the feeling, we assume that everybody has noble thoughts, but it is poor taste to refer to them. The article begins: "Much education is unconsciously directed towards removing the passion for excellence." Such a statement compels thought, and the deeper the thought the more the truth of the statement is recognized. Too often a schoolmaster has shrunk from vital experiences; too often he has failed to gain excellence. He is fearful for his pupils. Keep them in bounds, keep them out of danger, is his feeling. One never knows. I have failed to reach the grapes. Probably they are sour. Best prevent the boys from striving after them. And yet, as the writer of the article points out, all progress is the result of the desire for excellence. One of the favourite phrases of the schoolmaster, says the article is "play the game"; "but that is exactly what they are not doing. The game is played by those dangerous and disconcerting people to whom life is neither a game nor a compromise, but the satisfaction of a spiritual appetite."

FANTINE—FILLETTE.

By MARION CAHILL.

I.

FANTINE is a demure twelve in a little belted tunic with a bright scarlet bow on her curly head. She will tell you that she is *tout-à-fait sérieuse, très chic, et très comme-il-faut.*

"Yesterday I went to the kinema, me, and I amused myself well, but very well indeed!"

"What did you see?" I asked.

"Ah, Mademoiselle," she cried, clasping her hands. "I saw Max Linder. *Quel homme! Je l'adore! So smart, en bonne tenue!*"

The last person in the world, I should have thought, that would appeal to a twelve-year-old child. Max is the typical *flâneur* of the boulevards, much beloved of the Parisians.

"He made love to a so beautiful lady," Fantine continued. "An 'er 'usban' came in. Oh, la, la! *Quel dévouement!* Maman said to me: 'Soon we shall find thee a husband, my little pigeon,' and I said '*Dieu merci!* Not one like Max, *j'espère.*'"

There was a pause, and I looked thoughtfully in Fantine's bright little face. She is not so precocious as she sounds; she has been brought up among her elders, and has adopted woman-of-the-world airs almost unconsciously.

She sighed.

"It must be that I have a husband. Maman will find him; it will then remain for me to marry him. Ah! I shall be glad to be Madame. No one to say 'Fantine, do dis,' or 'Fantine, do dat.' And as many boubons as I like. No one to say '*Chérie*, thou wilt be ill if thou eatest any more.' I shall be as ill as I choose, when I shall be Madame."

"What else did you see at the kinema?"

"I saw Sharlie Shaplin," she continued gaily, "wiz 'is big, big boots an' 'is little, little 'at, and oh such a *drôle pantalon!*"

He is an English, Mademoiselle. Are there many English *comme ça ?*"

"I have not met any," I answered gravely. "I imagine he is unique."

"C'est un chic type!" said Fantine wistfully.

I searched my brain for the unaccustomed names of kinema stars, and could only think of Mary Pickford.

"Have you seen Mary Pickford?" I asked Fantine.

"Elle est trop ingénue," said Fantine, with a little worldly air. "Impossible to be so *ingénue* as that one there."

And I realized that Mary Pickfords do not grow in Parisian soil.

## II.

Fantine was very busy looking at her smiling little face in a hand-mirror. I was reminded of an old French song with the rapturous refrain, running through innumerable verses, of "Suis-je, suis-je, suis-je belle?" She put down the mirror and looked at me earnestly.

"I find," she said, gravely, "that I have no complexion. Mine is *mat*, and I would like to be pink, like a beautiful pink rose. *Mais que voulez-vous ?* One must resign oneself to the wishes of *le bon Dieu*. He does not wish it; *c'est tout*."

The French have a delightful habit of confiding everything to *le bon Dieu*, even their little vanities. They speak to Him, as one would speak to a natural father, with complete trustfulness.

"I wonder why He made me *mat*, when He knew I should like to be pink," continued Fantine. "And I would not do as Lysianne does. She gets her complexion out of a box—oh! so many little pots and boxes and pencils and brushes."

Now, I had marvelled often at the exquisite beauty of Lysianne's complexion. It was notable among girls whose strong point is not their complexion. And I was amazed at the information Fantine, all unwittingly, was imparting. And I was glad to think that Fantine, when she arrived at the age of Lysianne, would scorn the use of cosmetics.

I intimated as much.

But Fantine is not French for nothing. "It is too expensive," she said simply.

## III.

In a fairly large school, it is not uncommon to find a sprinkling of younger ones. These see a great deal of their elder companions, to whom they often prove troublesome; though the older girls generally "mother" them, and are exceedingly good to them.

Fantine goes to her "mother" for everything. Unburdened by the weight of gratitude for favours received, she turns her critical eye on her patroness and makes her own deductions with unflinching acumen.

"Why do you wear *petits chiens*?" she said curiously. Parisians call a "fringe" *petits chiens*—expressive phrase. "*Ce n'est pas la mode!*"

Lisette replies, "Because it suits me."

Fantine puts up her hand, pushes back the fringe, and gazes earnestly into Lisette's face.

"Vous avez raison," she says seriously. And to her bosom friend she says afterwards: "*Comme elle est laide* without the *petits chiens*. But she is wise, that one, not to follow *la mode*."

## IV.

Fantine is no lover of walking. She drags one languid foot after the other in the daily walk; she grows peevish and *distraite*. She likes to play in the garden like a *gamine*, and to make herself so black that she needs a bath before she can go to class.

And when it rains, instead of making haste, her feet move more and more slowly.

One day a sudden downpour sent them all helter-skelter home as fast as they could run. Everybody ran except Fantine.

"Dépêchez-vous, Fantine. Courez vite. Vous serez trempée comme une soupe."

"I am making haste," said Fantine wearily.

"But thou art not! See thy feet; they do not move."

Marthe was very tall, with feet in proportion. Fantine fixed her eyes on these feet.

"Thou canst not expect me to progress like thee. I have not thy great feet."

## V.

One afternoon Fantine sat buried in thought. There was a deep line between her eyebrows. She frowned on all the world. Presently she sighed.

"What is it, Fantine?"

"I find life so sad. There are so many strange things."

"What is troubling you now?"

"Many, many things. I find that papa does not speak the truth. It is sad for a child to have an untruthful parent."

She propped her chin on her hands. "One day I said to papa, 'Papa, tell me how I arrived to this world.' And papa said, '*Mon ange*, I found thee among the cabbages.' We lived in the country in those days; there were many cabbages. So perhaps it was true. And now a little brother has arrived *chez nous*. And I said, 'But, papa, where then did you find him?' And he said, 'Among the cabbages.' Now I ask you, mademoiselle, do cabbages grow in Paris?"

## VI.

Fantine adores her grandfather, and it is no exaggeration to say that he adores her. Fantine had to go home for the week-end on purpose to keep the *fête*-day of grandpapa. When he heard that she might be absent, he wept so bitterly that Fantine was sent for at once.

She had a gay little frock for the occasion, and a bigger bow than ever on her bright hair. She returned to school after the *fête*, and for several days was rather subdued.

"Mademoiselle," she said to me at last, "I do not understand *le bon Dieu*, although I love Him. Sometimes everything is wrong just because of one little, little thing that the good God could put right so easily."

"What do you want Him to put right now?" I asked gently.

"Dear mademoiselle, listen. You know I went home for grandpapa's *fête*. There was a great feast, everything that is good. And everybody ate except grandpapa."

"Why, was he ill?"

"He has only two teeth, Mademoiselle."

"But many old people have only two teeth."

"But these two teeth do not meet, Mademoiselle. One is above and one is below. It would have been so easy for *le bon Dieu* to make them meet."

## VII.

Grandpapa fought in 1870, and Fantine knows all about that disastrous campaign. Only to mention it makes the French child of to-day quiver from head to foot. Horrors were perpetrated then by the enemy in France such as we have grown all too accustomed to hear in these momentous days. The English do not know what *La Revanche* means to the French. The very thought of it has bitten deep into their hearts. It has become a sacred trust handed down to the present generation. They must avenge the death of their grand-sires. The present War has, through its amazing causes and circumstances, assumed the proportions of a Crusade. In very truth, it is a *sainte guerre*. The oriflamme has been removed from St. Denis to the great basilica of the Sacré Cœur on Montmartre. Those who know the meaning of symbols to the French will realize the significance of this act, which is already part of French history.

So for grandpapa's *fête* Fantine had prepared a recitation. It may be imagined with what quivering nerves the old campaigner of '70 heard this youthful, dearest descendant of his speak in eager, loving, impetuous tones of "Le Drapeau."

It would be no exaggeration to say that there were few dry eyes when the slender, childish little figure in the centre of that happy family reunion stood forth and said:

Le Drapeau, mes amis, ce sont les trois couleurs  
Qui portent nos espoirs et veillent nos douleurs. . . .  
C'est tout votre passé, l'enfance, la jeunesse,  
Le premier désir et la première tendresse. . . .  
Incline-toi, Drapeau, au seuil de l'avenir,  
Devant ceux, qui, pour toi, n'ont pas craint de mourir.

# NORMAL NORMAL

## NORMAL CORRESPONDENCE COLLEGE.

THE EFFICIENT AND SUCCESSFUL CORRESPONDENCE COLLEGE.  
(FOUNDED 1889.)

**RESULTS NOW ISSUED.**

# A.C.P. and L.C.P.

In all parts of the Kingdom Pupils of the Normal have passed A.C.P. & L.C.P.

### Some Typical Testimonials.

Bryn Tawel, Cross Park,  
Pembroke Dock.  
February 2nd, 1918.

Dear Sir,  
I am glad to say that I obtained Four Honours (Geography, Arithmetic, Algebra, and Geometry) at the recent A.C.P. Examination. I wish to thank you for your tuition and the very great interest in my work which gave me my success.

I am, yours faithfully,  
B. J. CHUBB.

(Honours in 4 subjects.)

Arranmore (2) Nat. School,  
Burtonport.  
February 3rd, 1918.

Sir,  
I have to inform you that I passed the recent L.C.P. Examination, obtaining Honours (First Place) in Irish.

Your notes on Education and Astronomy were very good. In the latter subject practically all the questions set had been anticipated and answered in your papers.

Yours faithfully,  
P. MURRAY.

7 Chambers Lane,  
Willesden Green, N.W.  
January 30th, 1918.

Dear Sir,  
I am very glad to say I have been successful at the recent A.C.P. Examination. I must thank you very much for the great help your course has been to me, several questions being very similar to those set in your course.

Again looking forward to your valuable help,  
Yours faithfully,  
JOHN F. BAYLISS.

8 Alfearn Road,  
Lower Clapton, N.E.  
April 16th, 1918.

Dear Sirs,  
I am sure you will be pleased to hear that I have been successful in my A.C.P. Examination, with Honours in five subjects (English, Geography, History, Arithmetic, and Algebra).

My success is due largely to your excellent tuition, and I do so wish I could sufficiently express my thanks to you.

To anyone needing help I shall take great pleasure in recommending the Normal Correspondence College.

Very faithfully yours,  
RICHARD J. M. LEWIN.

(Honours in 5 subjects.)

Scugger House,  
Carlisle.  
January 31st, 1918.

Dear Sir,  
I am happy to tell you that I have received the result of the A.C.P. Examination and find that I have passed and so qualified for the Diploma. I shall be everlastingly thankful to the fates which prompted me to join the Normal and take the Examination.

I have found your papers very valuable.

Yours sincerely,  
MARIA GILL.

6 Osborne Road, Nether Edge,  
Sheffield.  
February 1st, 1918.

Dear Sir,  
I have passed in the two subjects which I entered for, and so have completed the examination (A.C.P.).

I have found your notes and questions a great help, and am very pleased I have passed.

I have to thank you for your valuable tuition, as I found your notes particularly helpful.

Yours faithfully,  
H. KAY.

### EXAMINATIONS FOR WHICH THE NORMAL PREPARES.

Froebel.

L.L.A.

County Scholarships.

Pupil Teachers.

Board of Education:—

i. Preliminary Certificate.

ii. Certificate.

Oxford Locals.

Cambridge Locals.

College of Preceptors.

Professional Preliminary.

A.C.P. and L.C.P.

Central Welsh Board.

Matriculation.

Degree Examination.

Hygiene.

Languages.

Music.

Science and Art.

Other Qualifying Exams.

47 Melford Road, East Dulwich, London, S.E. 22, and 110 Avondale Square, London, S.E. 1.

## THE COLLEGE OF PRECEPTORS.

## TEACHERS' DIPLOMA EXAMINATION.—WINTER, 1917.

THE Examination began on the 31st of December, and was held in London and at the following Local Centres:—Belfast, Birmingham, Bristol, Cardiff, Cork, Dublin, Glasgow, Guernsey, Leeds, Liverpool, Manchester, Newcastle-on-Tyne, Plymouth; Accra, Cape Coast (West Africa); Cape Town (S. Africa); Madras, Bangalore, Cawnpore, Coonoor (India); Kuala Lumpur (F.M.S.); Assiut (Egypt); Philadelphia (U.S.A.).

## LIST OF CANDIDATES WHO PASSED IN THE VARIOUS SUBJECTS.

(hon.) attached to a name, or to a letter denoting a subject, indicates that the candidate obtained Honours in the subject.

## THEORY AND PRACTICE OF EDUCATION.

## LICENTIATESHIP.

Billington, A.	Heeley, L.	Morris, W. A.	Smale, F. C.
Callow, R. L.	James, F.	Murray, P.	Towilson, C. W.
Hardwicke, F.	Jones, A. O.	Paynter, F. T.	Williams, A. T.
Harmon, H. J.	Laugher, J. H.	Richards, J. C.	Wright, E. C.

## ASSOCIATESHIP.

Anderson, T.	Evans, I.	Long, Mrs. E. E.	Rodenburst, Miss I. M.
Baker, Miss A. M.	Everett, C. W.	Mannion, M.	Rose, Miss M.
Bayliss, J. F.	Garraway, F. J.	Margerison, W. J.	Ryder, P. H.
Birtwistle, P. T.	Gearing, R. S.	Marks, Miss F. A.	Senior, B.
Bowman, Miss A. F.	Gerred, C. H.	Mitchell, T.	Stratford, W.
Bradshaw, Miss F. H.	Gieve, Miss G. M.	Moore, Miss D.	Swords, J. J.
Brine, T.	Gill, Miss M. J.	Morris, R. E.	Sykes, Mrs. A. A.
Byard, Miss B. A. M.	Gostling, Miss E. M.	O'Brien, C.	Thomas, D. J.
Byrne, Miss E. H.	Green, Miss L. N.	O'Neill, J.	Thompson, E. H.
Capel, Miss G. E.	Hall, A. W.	O'Suilleabhain, P. E.	Underhill, R. G.
Carew, P.	Harman, Miss E. F.	Parr, Miss C. C.	Watkins, F. J. H.
Caygill, J. W.	Hirst, W.	Powell, L. E. B.	Westlake, S. G.
Clark, Miss M. L.	Hooper, V. C.	Pratt, Miss I. F.	White, W. H.
Clarkson, T.	Horrocks, Miss A.	Pywell, Miss A.	White, O.
Dean, V. J.	John, Miss S. G. A.	Rees-Davies, I.	Wood, J. H.
Dixon, J.	Jones, Miss C.	Reid, T. H.	Woodham, Miss N. H.
Dodd, J. W.	Jones, Miss L. M.	Renner, O'N. M.	Wyatt, W. B.
Downes, T. J.	Knowles, Miss M.	Rickerby, E.	Yeal, R.
Edwards, Miss G.	Lewin, R. J. M.	Riggall, F. S.	

## ENGLISH LANGUAGE.

Ambrose, J. J.	Dodd, Miss E. M.	Johnson, J. W. de G.	Reid, T. H.
Appiah, J. E.	Dodd, J. J.	Jones, Miss L. M.	Richards, E. E.
Birtwistle, P. T.	Edwards, Miss G. (hon.)	Kay, Miss H.	Rickerby, E.
Blatchford, O. J.	Gaffney, M.	Lewin, R. J. M. (hon.)	Roberts, Miss D.
Blomley, H.	Gearing, R. S.	Marks, Miss F. A.	Rohan, T.
Bowman, Miss A. F.	Gergawi, N.	McNally, J.	Rose, Miss M.
Boyle, W. E.	Goodwright, W. H.	Mitchell, T.	Rowe, S. D.
Bradshaw, Miss F. H.	Gostling, Miss E. M.	Morris, R. E.	Senior, B.
Brine, T.	Hall, A. W.	Norris, D. E.	Stratford, W. (hon.)
Callow, R. L.	Hannaford, E. C.	O'Callaghan, T. P.	Swords, J. J.
Capel, Miss G. E.	Herbert, Miss L. L.	O'Neill, J.	White, O.
Casey, D.	Hirst, W.	O'Suilleabhain, P. E.	Wood, J. H.
Chubb, B. J.	Hooper, V. C.	Packwood, C. H.	Wright, E. C.
Compez, C.	Houis, J. B. (hon.)	Paynter, F. T.	Yeal, R.
Dixon, J.	Hymers, B.	Pigott, P. J.	Young, J.

## ENGLISH HISTORY.

Akbar, M. A.	Dodd, Miss E. M.	Jones, Miss L. M.	Richards, E. E.
Blankson, K. A.	Dodd, J. J.	Lewin, R. J. M. (hon.)	Rickerby, E.
Bowman, Miss A. F.	Elgar, A. J.	L'Official, J.	Ridout, R. E. T.
Boyle, W. E.	Fam, Z.	Magill, Miss E.	Ryder, P. H.
Bradshaw, Miss F. H.	Gearing, R. S.	Marks, Miss F. A.	Senior, B.
Brennan, P. C.	Gergawi, N.	McNally, J.	Smith, R. J. D.
Brine, T.	Goodwright, W. H.	Mitchell, H.	Stratford, W.
Capel, Miss G. E.	Gostling, Miss E. M.	Mitchell, T.	Swords, J. J.
Casey, D.	Hannaford, E. C.	Morris, R. E.	Twomey, T. J.
Chubb, B. J.	Harmon, H. J. (hon.)	Norris, D. E.	White, W. H.
Clifford, J. J.	Holdsworth, Miss A. G.	O'Brien, C.	Wood, Miss D. P.
Compez, C.	Hooper, V. C.	Parr, Miss C. C.	Young, J.
Curtin, J. C.	Houis, J. B. (hon.)	Paynter, F. T. (hon.)	
Dixon, J.	Jeffries, J. W. E.	Pobee, J. M. S.	

## GEOGRAPHY.

Akbar, M. A.	Dodd, Miss E. M. ( <i>hon.</i> )	Jones, Miss L. M.	Rickerby, E.
Ambrose, J. J.	Downes, T. J.	Kay, Miss H.	Rodenhurst, Miss I. M.
Barfoot, Miss D. M. W.	Edwards, Miss G.	Le Page, J. T.	Rohan, T.
Birtwistle, P. T.	Elgar, A. J.	Lewin, R. J. M. ( <i>hon.</i> )	Rogers, Miss A.
Blankson, K. A.	Fox, T.	Lloyd Wood, E.	Rose, Miss M.
Blatchford, O. J.	Gearing, R. S.	L'Official, J.	Senior, B.
Bowman, Miss A. F.	Gerred, C. H. ( <i>hon.</i> )	Mannion, M.	Stannett, Miss A. E.
Boyle, W. E. ( <i>hon.</i> )	Goodwright, W. H. ( <i>hon.</i> )	Marks, Miss F. A.	Stratford, W.
Bradshaw, Miss F. H.	Gostling, Miss E. M.	McNally, J.	Twomey, T. J.
Brennan, P. C.	Guest, W.	Miller, F.	Watson, Miss F. V.
Brine, T.	Hannaford, E. C.	Mitchell, T.	Westlake, S. G.
Callow, R. L. ( <i>hon.</i> )	Harman, Miss E. F.	Morris, R. E. ( <i>hon.</i> )	White, Miss E. M. E.
Capel, Miss G. E.	Hayward, Miss F. L.	Norris, D. E. ( <i>hon.</i> )	White, O.
Casey, D.	Herbert, Miss L. L.	O'Brien, C.	White, W. H.
Chubb, B. J. ( <i>hon.</i> )	Holt, Miss D.	O'Neill, J.	Wood, Miss D. P.
Clark, Miss M. L.	Hooks, C. E. ( <i>hon.</i> )	O'Neill, Miss M. B.	Wood, J. H.
Clifford, J. J.	Houis, J. B. ( <i>hon.</i> )	Packwood, C. H.	Wright, E. C.
Compez, C.	Hymers, B.	Parr, Miss C. C.	Young, J.
Cowley, Miss D. F. H. ( <i>hon.</i> )	Jackson-Davies, D.	Paynter, F. T.	
Curtin, J. C.	Jeffries, J. W. E.	Purcell, R.	
Dixon, J.	Johnson, J. W. de G.	Reid, T. H.	

## ARITHMETIC.

Birtwistle, P. T.	Gearing, R. S.	Lewin, R. J. M. ( <i>hon.</i> )	Warriner, Miss D. E.
Bowman, Miss A. F.	Gerred, C. H.	Lloyd, J.	Watson, Miss F. V.
Bradshaw, Miss F. H.	Goodwright, W. H. ( <i>hon.</i> )	Loftus, P.	Welburn, Miss K. E. M.
Callow, R. L.	Hall, A. W.	Morris, R. E.	Westlake, S. G.
Carew, P.	Hannaford, E. C.	Norris, D. E.	White, W. H.
Chubb, B. J. ( <i>hon.</i> )	Hirst, W.	O'Callaghan, T. P.	White, O.
Dodd, J. J.	Hooks, C. E.	Rowe, S. D.	Woodhouse, C. L.
Downes, T. J.	Houis, J. B. ( <i>hon.</i> )	Stratford, W.	
Dreyfus, S.	Jackson-Davies, D.	Swords, J. J.	
Gaffney, M.	Jeffries, J. W. E.	Twomey, T. J.	

## MATHEMATICS.

## LICENTIATESHIP.

Carter, J. L. ( <i>hon. trigonometry and conics</i> )	Callow, R. L.	Houis, J. B.	Page, F. H.
	Goodwright, W. H.	Jones, A. O.	

## ASSOCIATESHIP.

Birtwistle, P. T.	Dixon, J.	Lewin, R. J. M. ( <i>hon. algebra</i> )	Stratford, W.
Blatchford, O. J.	Downes, T. J.	Morris, R. E.	Swords, J. J.
Chubb, B. J. ( <i>hon. algebra and geometry</i> )	Gaffney, M.	Petters, Miss M. R.	Westlake, S. G.
Curtin, J. C.	Hall, A. W.	Reid, T. H.	Woodhouse, C. L.
	Hirst, W. ( <i>hon. algebra</i> )	Rickerby, E.	Yeal, R.

## LANGUAGES.

*e.* = Higher English      *f.* = French.      *g.* = German.      *i.* = Irish.      *l.* = Latin.

## LICENTIATESHIP.

James, F. <i>e.f.</i>	Jones, A. O. <i>e.l.</i>	McGreal, T. R. <i>e.f.</i>	Murray, P. <i>e.i.</i> ( <i>hon.</i> )
-----------------------	--------------------------	----------------------------	--

## ASSOCIATESHIP.

Carew, P. <i>i.</i>	Doran, Miss R. <i>i.</i>	Gerred, C. H. <i>f.</i>	McCormick, S. <i>f.</i> ( <i>hon.</i> )
Davies, J. <i>f.</i>	Dreyfus, S. <i>g.</i>	Jeffries, J. W. E. <i>f.</i>	O'Suilleabhain, P. E. <i>i.</i> ( <i>hon.</i> )
Dodd, Miss E. M. <i>f.</i>	Edwards, Miss G. <i>f.</i> ( <i>hon.</i> )	L'Official, J. <i>f.</i> ( <i>hon.</i> )	Richards, E. E. <i>f.</i> ( <i>hon.</i> )

## SCIENCE.

*a.* = Astronomy.      *b.* = Botany.      *ch.* = Chemistry.      *g.* = Geology.      *m.* = Mechanics.  
*ph.* = Animal Physiology.      *z.* = Zoology.

## LICENTIATESHIP.

Callow, R. L. <i>a.ch.</i>	Harvey, W. H. <i>a.ph.</i>	Morris, W. A. <i>a.ph.</i>	Paynter, F. T. <i>a.ph.</i>
Goodwright, W. H. <i>m.a.</i>	Hawley, W. <i>a.ph.</i>	Murray, P. <i>a.ph.</i>	Richards, J. C. <i>a.ph.</i>
Gunton, T. P. <i>ph.b.</i>			

## ASSOCIATESHIP.

Bowman, Miss A. F. <i>ph.</i> ( <i>hon.</i> ) <i>b.</i>	Gostling, Miss E. M. <i>ph.b.</i>	Hooks, C. E. <i>m.ch.</i>	Loftus, P. <i>ph.g.</i>
Garraway, F. J. <i>ph.z.</i>	Green, Miss L. N. <i>ch.ph.</i>	Jones, Miss L. M. <i>ch.ph.</i> ( <i>hon.</i> )	Marks, Miss F. A. <i>ph.h.</i>

(Continued on page 54.)



# TEXT-BOOKS ON EDUCATION AND PHILOSOPHY.

**Teaching, Principles and Methods of.** By JAMES WELTON, D.Lit., M.A. *Second Edition, Revised and Enlarged.* 6s. 6d.  
 "A well written and full presentation of the best educational methods of the time. We commend this suggestive and very helpful volume."—*Schoolmaster*.

**Moral Training, Principles and Methods of, with Special Reference to School Discipline.** By JAMES WELTON, D.Lit., M.A., and F. G. BLANDFORD, M.A. 4s.  
 "A succinct and well-reasoned exposition, both theoretical and practical, of the ethics of school discipline."—*Scotman*.

**Experimental Psychology, An Introduction to, in Relation to Education.** By C. W. VALENTINE, D.Phil., M.A., Professor of Education in the Queen's University, Belfast. 3s.  
 "We shall be able to refer teachers to Prof. Valentine's book with perfect confidence that they will get just what they desire and what they need."  
*Educational Times*.

**Psychology, The Fundamentals of.** By BENJAMIN DUMVILLE, M.A., F.C.P. 5s.  
 "A very plain, understandable outline of modern Psychology."  
*London Teacher*.

**Child Mind, An Introduction to Psychology for Teachers.** By BENJAMIN DUMVILLE, M.A., F.C.P. 3s.  
 "A very clear statement of the nature and development of child mind."  
*Educational News*.

**The Teaching of Drawing: Its Aims and Methods.** By SOLOMON POLAK and H. C. QUILTER. 3s.  
 "It is quite practical, full of valuable suggestions, and, above all, knows the difficulties which have to be met in the drawing lesson."—*London Teacher*.

**Physical Education and Hygiene, Principles and Methods of.** By W. P. WRIPPTON, B.Sc. With a Sketch of the History of Physical Education by JAMES WELTON, D.Lit., M.A. 5s.  
 "A comprehensive and well-balanced treatise."—*Oxford Magazine*.

**Teaching, Its Nature and Varieties.** By BENJAMIN DUMVILLE, M.A., F.C.P. 5s.  
 "Very helpful and suggestive. . . It is a distinctly hopeful sign for the future of education that books such as this, which insist on the importance of a scientific system, are now frequently making their appearance."—*Bookseller*.

**Hygiene for Teachers, Text-book of.** By R. A. LYSTER, M.D., Ch.B., B.Sc. (Lond.), D.P.H., B.Sc. (Public Health). 5s.  
 "It is a thoroughly practical work, sound and lucid."—*Educational Times*.

**School Gardening, with a Guide to Horticulture.** By ALBERT HOSKING, Lecturer in Horticulture and Chief Supervisor of School Gardens, West of Scotland Agricultural College. With numerous Illustrations and Plans. 3s.  
 "On the subject of School Gardens the author can speak with a full experience, and his practical details throughout are thoroughly to the point."—*Nature*.

**School Organization.** By S. E. BRAY, M.A. With an Introduction on "The Place of the Elementary School in a National System of Education," by Sir JAMES YOXALL. *Second Edition.* 3s. 6d.  
 "We can heartily recommend the treatise."—*The Journal of Education*.

**The Edgeworths: A Study in Eighteenth-century Education.** By A. PATERSON, Ph.D., M.A., Lecturer in Education in the University College of North Wales. 1s. 9d.  
 "The author gives us a most complete and satisfactory account of a neglected period of educational history. . . The handling of the subject is good."  
*Educational News*.

**Ethics, A Manual of.** By J. S. MACKENZIE, Litt.D., M.A., Examiner in the Universities of Cambridge and Aberdeen. *Fifth Edition, Enlarged.* 7s. 6d.  
 "The volume is a thorough and independent discussion of moral science and philosophy. Each of the chapters is written with great care, and with a freshness and originality that take the work quite out of the category of the ordinary text-book."—*The Journal of Education*.

**Logic, Intermediate.** By JAMES WELTON, D.Lit., M.A., and A. J. MONAHAN, M.A. With Questions and Exercises. 8s. 6d.  
 "This admirable manual will be welcomed by all students of mental science. The names of the joint authors are sufficient guarantee of the excellence and reliability of the matter."—*Schoolmaster*.

**Logic, Groundwork of.** By JAMES WELTON, D.Lit., M.A. 4s.  
 Suitable for London Matriculation and similar Examinations.

**Psychology, A Manual of.** By G. F. STOUT, LL.D., M.A., Fellow of the British Academy, Professor of Logic and Metaphysics in the University of St. Andrews. *Third Edition, Revised and Enlarged.* 9s. 6d.  
 "The Manual is now the best of the very few good books on Psychology that have been written in modern times."—*Mind*.

**Psychology, The Groundwork of.** By Prof. G. F. STOUT. 5s.  
 "All students of philosophy, both beginners and those who would describe themselves as 'advanced,' will do well to 'read, mark, learn, and inwardly digest' this book."—*Oxford Magazine*.

Complete Educational Catalogue and Catalogue of Text-Books on Education and Philosophy, post free, on application.

University Tutorial Press, 1d., High Street, New Oxford Street, London, W.C.2.

## TRINITY COLLEGE OF MUSIC.

President—THE RIGHT HON. THE EARL OF SHAFTESBURY, K.P.  
 Chairman of Board—SIR FREDERICK BRIDGE, C.V.O., M.A., Mus.D.  
 Director of Studies—C. W. PEARCE, Mus.D.  
 Director of Examinations—E. F. HORNER, Mus.D.

May 8th, at 3 p.m.—Inaugural address by Sir J. D. McClure, M.A., LL.D., Mus.D., and distribution of awards, followed by a Students' invitation Concert.

May 16th, at 4 p.m.—First of a course of Musical History Lectures by Dr. C. W. Pearce. Subject: "The State of Musical Art in England during the second half of the 19th century."

May 22nd, at 3 p.m.—Organ Recital by Mr. E. Stanley Roper, B.A., Mus.B. The College provides INSTRUCTION and TRAINING in all Musical Subjects: Instrumental, Vocal, and Theoretical. The lessons are arranged to meet the convenience of both day and evening students. Any number of subjects—from one to the Full Course—may be entered for. The College is open to beginners as well as to the more proficient student.

Particulars of the Teaching Department, with list of Professors, Fees, Scholarships regulations, &c., Admission Cards to Concerts, and the Syllabuses of the Higher and Local Examinations, on application to the undersigned.

C. N. H. RODWELL, Secretary.  
 Mandeville Place, Manchester Square, London, W.1.

## MURBY'S NEW SCRIPTURE MANUALS.

SCHOOL COMMENTARIES BY DR. KNAPP.

LARGER Manuals.	SMALLER Manuals.
ST. MATTHEW (publication postponed.)	*ST. MATTHEW ... .. net 1/6
†ST. MARK ... .. net 1/9	†ST. MARK ... .. net 1/3
ST. LUKE ... .. net 3/.	ST. LUKE ... .. net 1/6
†THE ACTS... .. net 3/.	THE ACTS:
	† Vol. I (I-xvi) ... .. 1/3
	* Vol. II (xviii-xxviii) ... .. 1/3

By Dr. G. W. WADE & Rev. J. H. WADE.  
 †† Samuel (Ready July) net 3/6 | †† Samuel (Ready May) net 1/6

\* SUBJECTS FOR 1918 LOCAL EXAMINATIONS. † FOR 1919.

### LATEST REVIEWS.

"The present volume conforms admirably to the standard set by its predecessors."—*The Journal of Education*. "A worthy addition to a useful series."—*School World*. "Have won a place for themselves in the newer school commentaries."—*Times (Educational Suppl.)*.

T. MURBY & CO., 6 Bouverie Street, E.C.4.

## MEDICAL PRELIMINARY EXAMINATIONS.

The  
**UNIVERSITY EXAMINATION  
 POSTAL INSTITUTION**

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6 16s. 6d.; but the number of lessons required varies according to the student's knowledge at starting.

Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Prospectus and full particulars can be obtained from the Principal,  
 MR. E. S. WEYMOUTH, M.A. (Lond.),  
 17 Red Lion Square, London, W.C.2.

## BURLINGTON CORRESPONDENCE COLLEGE.

Principal: Mr. J. CHARLESTON, B.A. (Honours, Oxon.; & Lond.).  
 Preparation for—

1. Matriculation, Intermediate Arts, and B.A.
2. Intermediate Science and B.Sc.  
 (Theoretical Subjects only.)
3. L.L.B.
4. A.C.P., L.C.P., and F.C.P.

SINGLE SUBJECTS MAY BE TAKEN.

Intending Students should write fully to—  
 THE SECRETARY, Burlington Correspondence College,  
 14 Elsham Road, Kensington, London, W.

## SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to  
**GEORGE OVER,**  
 Educational Bookseller, RUGBY.

## LIST OF CANDIDATES TO WHOM DIPLOMAS WERE AWARDED.

## LICENTIATESHIP.

Billington, A.	Smale, F. C.
Heeley, L.	Towilson, C. W.
Murray, P.	

## ASSOCIATESHIP.

Anderson, T.	Gill, Miss M. J.	Margerison, W. J.	Rees-Davies, I.
Baker, Miss A. M.	Green, Miss L. N.	McCormick, T.	Riggall, F. S.
Bayliss, J. F.	Hall, A. W.	Mitchell, T.	Smith, R. J. D.
Bowman, Miss A. F.	Hirst, W.	Moore, Miss D.	Stratford, W.
Caygell, J. W.	Holdsworth, Miss A. G.	Morris, R. E.	Thomas, D. J.
Clark, Miss M. L.	Hooper, V. C.	Noake, J. E.	Thompson, E. H.
Clifford, J. J.	Horrocks, Miss A.	O'Brien, C.	Underhill, R. G.
Davies, J.	John, Miss S. G. A.	O'Neill, J.	Warriner, Miss D. E.
Doran, Miss R.	Jones, Miss C.	O'Suilleabhain, P. E.	Watkins, F. J. H.
Elgar, A. J.	Kay, Miss H.	Petters, Miss M. R.	Welburn, Miss K. E. M.
Evans, I.	Loftus, P.	Powell, L. E. B.	Woodham, Miss N. H.
Garraway, F. J.	Long, Mrs. E. E.	Pratt, Miss I. F.	Woodhouse, C. L.
Gerred, C. H.	Magill, Miss E.	Pywell, Miss A.	Wyatt, W. B.

The Prize for THEORY AND PRACTICE OF EDUCATION was awarded to  
Clifford William Towilson.

## THE COLLEGE OF PRECEPTORS.

## PRACTICAL EXAMINATION FOR CERTIFICATES OF ABILITY TO TEACH.

The following candidates were successful at the Examination held in February, 1918:—

## CLASS I.

Jones, Clara.	MacFarlane, Peter Barbour.
---------------	----------------------------

## CLASS II

Loftus, Patrick.	Parnell, Gladys Mary.
------------------	-----------------------

## THE COLLEGE OF PRECEPTORS.

## PROFESSIONAL PRELIMINARY EXAMINATION. — MARCH, 1918.

## PASS LIST.

The Examination was held on the 5th, 6th, and 7th of March in London and at eleven other local centres viz., Birmingham, Blackburn, Bristol, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, Manchester, Newcastle-on-Tyne, Nottingham. The following candidates obtained Certificates:—

## SENIOR.

## Pass Division.

Bennett, M. <i>a.</i>	Gask, R. C.
Foot, R. R. <i>f.ch.</i>	Walker, H. F. <i>a.ch.</i>

## JUNIOR.

## Honours Division.

Cassels, Miss M. C. <i>e.h.f.phys.</i>	Hamilton, H. <i>a.</i>	Jeffery, J. W.	Newnham, F. M. <i>a.f.l.</i>
Goodson, S. W. <i>a.</i>	Hawksley, Miss L. M. <i>e.h.a.f.</i>	Key, L. A. <i>a.</i>	Wrigley, K. G. <i>a.al.</i>

## Pass Division.

Aked, Miss E. <i>e.</i>	Gray, H. P.	Martin, H. W. <i>a.</i>	Raine, A. <i>a.</i>
Boetius, F. R.	Hamer, Miss A. G.	Martin, W. <i>a.</i>	Royal, S. E.
Broad, Miss D. M.	Handscorn, C. R. <i>a.</i>	Matthews, W. A.	Smith, V. R.
Broadhurst, A. B.	Hawke, M.	McDermott, Miss I. <i>h.</i>	Threlfall, J. H.
Caplan, S.	Hogben, B. T. <i>a.ch.</i>	McNee, E.	Tweed, R. D.
Davis, B.	Holt, R. H. <i>a.l.</i>	Morgan, Miss G. V.	Umney, A. N. F. C.
Dean, Miss E. M.	Horwich, Miss S.	Newland, E. S.	Walker, T. de L. <i>f.l.</i>
de Souza, G. A. <i>f.</i>	Hougham, E.	Nicholl, C. H.	Watson, A. A.
Dunn, Miss F. A.	Jones, B.	Paine, Miss D. M.	Williams, H. C. M.
Dunn, Miss L.	Jones, W. H. G. <i>phys.</i>	Painter, Miss R. M.	Williams, J. A. H.
Edwards, D. R. <i>a.</i>	Kempster, G. B. <i>ch.</i>	Pearce, Miss E. M. <i>e.</i>	Wilson, A. C.
Ellingham, G. H. <i>a.</i>	Larrad, J. H. <i>a.</i>	Pedley, V. G.	Wright, B. <i>a.</i>
Evans, J. <i>a.</i>	Leibowitz, Miss A.	Platts, Miss D. A.	Wurm, A. L.
Gilmore, Miss E. M. <i>h.ch.</i>	Leyshon, H. M. E. <i>l.</i>	Pratelli, C. J.	
Glaister, W. <i>a.</i>	Longhurst, G. B.	Pratt, Miss D. <i>f.ch.</i>	
Goodbody, T. E.	Macaulay, K. B. J. <i>e.</i>	Quinn, C. A. <i>a.</i>	

N.B.—The small italic letters denote distinction in the following subjects respectively:—

*a.* = Arithmetic.  
*al.* = Algebra.  
*ch.* = Chemistry.

*e.* = English.  
*f.* = French.  
*h.* = History.

*l.* = Latin.  
*phys.* = Elementary Physics.

# THE COLLEGE OF PRECEPTORS.

## CERTIFICATE AND LOWER FORMS EXAMINATIONS,

### CHRISTMAS, 1917.

#### PRIZES.

##### SENIOR.

###### General Proficiency.

1. Arnold, H. G. (Iobister Prize.) Norwich High School for Boys.
2. Cutler, D. G. S. (Pinches Prize.) The High School for Boys, Croydon.
3. Goldstein, S. (Hodgson Prize.) Argyle House, Sunderland.
4. Aufenast, W. Tollington School, Muswell Hill.

###### English Subjects.

1. Goldstein, S. Argyle House, Sunderland.
2. Taylor, Miss P. M. Penketh School, Nr. Warrington.

###### Mathematics.

1. Cutler, D. G. S. The High School for Boys, Croydon.
2. Holbrook, R. P. Shoreham Grammar School.

###### Natural Sciences.

1. Baully, C. J. Tollington School, Muswell Hill.
2. Aufenast, W. Tollington School, Muswell Hill.

###### "Taylor-Jones" Prize for Scripture History.

- Carrol, W. D. Wesleyan Boys' High School, Bathurst, Gambia.

###### Eve Silver Medal for Proficiency in German.

- Wichmann, R. E. L. Tollington School, Muswell Hill.

###### "Miss Mears" Prize for Domestic Economy.

- Scatcherd, Miss M. St. Hilda's School, Sneaton Castle, Whitby.

##### JUNIOR.

###### General Proficiency.

1. Everett, L. W. Norwich High School for Boys.
2. Hirschfeld, L. Tollington School, Muswell Hill.
3. Mourant, A. E. The Jersey Modern School, St. Helier's.
4. { Large, G. C. Shoreham Grammar School.  
Low, W. N. E. B. Linton House School, Holland Park Avenue, W.

###### "Soames" Prize for Scripture History.

- Low, W. N. E. B. Linton House School, Holland Park Avenue, W.

##### PRELIMINARY.

###### General Proficiency.

1. Cathcart, C. E. Newquay College, Cornwall.
2. Sharkey, O. T. B. Norwich High School for Boys.
3. Du Val, H. S. Harleston House, St. Lawrence, Jersey.
4. { Bashford, R. C. Shoreham Grammar School.  
Collins, L. J. Tudor Hall, Hawkhurst.

#### List of the Candidates who obtained the FIRST and SECOND PLACES in each Subject on SENIOR PAPERS.

##### Scripture History.

1. Carrol, W. D. Wesleyan Boys' High School, Bathurst.
2. Arnold, H. G. Norwich High School for Boys.

##### English Language.

1. Goldstein, S. Argyle House, Sunderland.
2. Stark, Miss D. L. Crouch End High School and College, N.

##### English History.

1. { Cohen, G. Christian Brothers' College, Kimberley.  
Pearless, Miss B. Felthorpe, Hampton-on-Thames.  
Eban, W. T. H. Private tuition.  
Sagar, A. B. Christian Brothers' College, Kimberley.

##### Geography.

1. Jessop, A. Penketh School.

##### Arithmetic.

1. { Arnold, H. G. Norwich High School for Boys.  
Goldstein, S. Argyle House, Sunderland.  
Mout, S. Shoreham Grammar School.  
Weinberg, N. Christian Brothers' College, Kimberley.

##### Algebra.

1. { Arnold, H. G. Norwich High School for Boys.  
Holbrook, R. P. Shoreham Grammar School.

##### Geometry.

1. Goldstein, S. Argyle House, Sunderland.
2. Blake, W. D. Kent Coast College, Herne Bay.
3. Cutler, D. G. S. The High Sch. for Boys, Croydon.

##### Trigonometry.

1. Cutler, D. G. S. The High Sch. for Boys, Croydon.
2. Inch, J. V. Shoreham Grammar School.

##### Mechanics.

1. Goldstein, S. Argyle House, Sunderland.
2. Cutler, D. G. S. The High School for Boys, Croydon.

##### Book-keeping.

1. { Henman, F. E. Shoreham Grammar School.  
Inch, J. V. Shoreham Grammar School.

##### Mensuration.

1. Arnold, H. G. Norwich High School for Boys.
2. Cutler, D. G. S. The High School for Boys, Croydon.

##### French.

1. Low, W. N. E. B. Linton House School, Holland Park Avenue, W.
2. { Arnold, H. G. Norwich High School for Boys.  
Henaff, Miss St. Joseph's Convent, Olney, A. M., Bucks.

##### German.

1. Schaffer, R. Marist Bros.' College, Uitenhage.
2. { Heiman, E. Private tuition.  
Wichmann, R. E. L. Tollington School, Muswell Hill.

##### Dutch.

1. Vieyra, H. J. Marist Brothers' College, Johannesburg.
2. Carden, Miss E. F. Convent of Notre Dame, Kroonstad.

##### Latin.

1. { Gordon, J. R. Christian Brothers' College, Kimberley.  
Patterson, A. T. Newcastle Modern School, Newcastle-on-Tyne.

##### Hebrew.

1. Hurwitz, C. Marist Brothers' College, Johannesburg.
2. Mitchell, L. Marist Brothers' College, Johannesburg.

##### Light and Heat.

1. Warburton, E. Tollington School, Muswell Hill.

##### Chemistry.

1. Baully, C. J. Tollington School, Muswell Hill.
2. Jacobs, S. Marist Brothers' College, Johannesburg.

##### Physiology.

1. Downs, Miss E. Wintersdorf, Birkdale, Southport.
2. Aufenast, W. Tollington School, Muswell Hill.

##### Drawing.

1. Willing, J. The High School for Boys, Croydon.
2. Gaskell, Miss E. N. Private tuition.

##### Music.

1. James, Miss M. Convent of the Sacred Heart, Belgravia, Johannesburg.
2. Haig, Miss D. Convent of the Sacred Heart, Belgravia, Johannesburg.

##### Shorthand.

1. Prescod, C. W. Private tuition.
2. Gardner, P. Warner's College, Richmond.

##### Domestic Economy.

1. Scatcherd, Miss St. Hilda's School, Sneaton Castle, Whitby.
2. { Davies, Miss G. S. Old College School, Carmarthen.  
Murphy, Miss L. Parktown Convent, Johannesburg.

## CLASS LISTS

OF CANDIDATES WHO HAVE PASSED THE CERTIFICATE EXAMINATION OF  
THE COLLEGE OF PRECEPTORS — CHRISTMAS, 1917.

LIST OF SUCCESSFUL CANDIDATES AT COLONIAL  
AND FOREIGN CENTRES.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

<i>a.</i> = Arithmetic.	<i>du.</i> = Dutch.	<i>h.</i> = History.	<i>m.</i> = Mechanics.	<i>s.</i> = Scripture.
<i>al.</i> = Algebra.	<i>e.</i> = English.	<i>he.</i> = Hebrew.	<i>ma.</i> = Magnetism & Electricity.	<i>sc.</i> = Elementary Science.
<i>b.</i> = Botany.	<i>f.</i> = French.	<i>i.</i> = Irish.	<i>ms.</i> = Mensuration.	<i>sh.</i> = Shorthand.
<i>bk.</i> = Book-keeping.	<i>g.</i> = Geography.	<i>it.</i> = Italian.	<i>mu.</i> = Music.	<i>sp.</i> = Spanish.
<i>ch.</i> = Chemistry.	<i>ge.</i> = German.	<i>l.</i> = Latin.	<i>p.</i> = Political Economy.	<i>ta.</i> = Tamil.
<i>d.</i> = Drawing.	<i>gm.</i> = Geometry.	<i>lo.</i> = Logic.	<i>ph.</i> = Physiology.	<i>t.</i> = Trigonometry.
<i>do.</i> = Domestic Economy.	<i>gr.</i> = Greek.	<i>lt.</i> = Light and Heat.	<i>phys.</i> = Elementary Physics.	<i>w.</i> = Welsh.

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively.

In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

[Bracketing of names denotes equality.]

## BOYS.

## SENIOR.

## Honours Division.

Gordon, J.R. *e.a.gm.l.ch.* Christian Bros.' Coll., Kimberley  
 (Brunette, L.S.C. *a.* Christian Bros.' Coll., Kimberley  
 (Weinberg, N. *a.l.* Christian Bros.' Coll., Kimberley  
 Ginsberg, E. *l.ch.* Marist Bros.' Coll., Johannesburg  
 Schaffer, R. *a.ge.* Marist Bros.' Coll., Uitenhage  
 Fisher, M. Marist Bros.' Coll., Johannesburg  
 (Hurwitz, C. *a.he.* Marist Bros.' Coll., Johannesburg  
 Vieyra, H.J. *a.du.* Marist Bros.' Coll., Johannesburg  
 Balk, H. *a.du.* Marist Bros.' Coll., Uitenhage  
 Rowe, A.W. *a.ch.d.* Marist Bros.' Coll., Johannesburg  
 Harris, J. *e.a.ul.l.* Christian Bros.' Coll., Kimberley  
 Mitchell, L. *he.* Marist Bros.' Coll., Johannesburg  
 Suzman, S. Marist Bros.' Coll., Johannesburg  
 Jacobson, D. *he.sh.* Marist Bros.' Coll., Johannesburg  
 (Collins, J.P. *a.l.ch.* Christian Bros.' Coll., Kimberley  
 Ullmer, A.O.H. *a.* Christian Bros.' Coll., Kimberley  
 Plasket, H.G. *a.* Marist Bros. Coll., Johannesburg

## SENIOR.

## Pass Division.

Sagar, A.B. *h.gm.l.* Christian Bros.' Coll., Kimberley  
 Fotheringham, W.D. *gm.* Marist Bros.' Coll., Uitenhage  
 McLoughlin, J.R. *l.* Christian Brothers' Coll., Kimberley  
 Eddy, R.A. *a.l.* Christian Bros.' Coll., Kimberley  
 Jansen, D. *d.* Marist Bros.' Coll., Uitenhage  
 Zeiss, W.R. *a.l.* Christian Bros.' Coll., Kimberley  
 Prescod, C.W. *sh.* Private tuition  
 Newdigate, E.F. *a.gm.* Christian Bros.' Coll., Kimberley  
 Cohen, G. *h.ch.* Christian Bros.' Coll., Kimberley  
 Forbes, A.C. Marist Bros.' Coll., Uitenhage  
 Elders, E.A.E. *a.l.* Private tuition  
 (Brennan, M.J.T.J. Christian Bros.' Coll., Kimberley  
 Carrol, W.D. *d.* Wesleyan Boys' High S., Bathurst  
 Scott, R.W.S. Christian Bros.' Coll., Kimberley  
 (Harrison, D.B. Marist Bros.' Coll., Uitenhage  
 Jacobs, S. *l.ch.* Marist Bros.' Coll., Johannesburg  
 (Murphy, J.E. Christian Bros.' Coll., Kimberley  
 Savage, V. *s.do.* C.M.S. Gram. S., Cape Coast  
 Bouille, J. *a.* St. Charles's Coll., Pietermaritzburg  
 Harrison, H.W. Christian Bros.' Coll., Kimberley

Savage, P.G. *s.do.* C.M.S. Gram. S., Cape Coast  
 (Gibson, J.A. Marist Bros.' Coll., Uitenhage  
 (Ramsbottom, O.E. Marist Bros.' C., Johannesburg  
 Bronstein, M. St. Charles's Coll., Pietermaritzburg  
 Okyne, B.D. *s.* C.M.S. Gram. S., Cape Coast  
 (Franklin, G. St. Charles's Coll., Pietermaritzburg  
 (Hipkin, A. *l.* Christian Bros.' Coll., Kimberley  
 Bradshaw, A.D. Christian Bros.' Coll., Kimberley  
 Bethel, J.P. Queen's College, Nassau  
 Sagoe, W.A.K. Private tuition  
 King, P.A.J. Christian Bros.' Coll., Kimberley  
 Stolle, A.K.V. Christian Bros.' Coll., Kimberley  
 Hutchison, F.C.G. C.M.S. Gram. S., Cape Coast  
 Martinson, C.E. C.M.S. Gram. S., Cape Coast  
 James, L.A. Marist Bros.' Coll., Uitenhage  
 Adcock, H.B. Marist Bros.' Coll., Uitenhage

## JUNIOR.

## Honours Division.

Kerr, W. *a.* St. Aidan's College, Grahamstown  
 Hurwitz, J. *a.al.he.* Marist Bros.' Coll., Johannesburg  
 Hourquebie, E.L. *a.f.* St. Charles's Coll., Pietermaritzburg

## JUNIOR.

## Pass Division.

\* Aglabiaka, B.O. Private tuition  
 \* Humphreys, H.R. Marist Bros.' Coll., Uitenhage  
 (Archer, H. St. Aidan's Coll., Grahamstown  
 (Goble, P.G. *a.* St. Charles's Coll., Pietermaritzburg  
 (Horrocks, W. *a.ad.* St. Aidan's Coll., Grahamstown  
 Van Reyk, E.P. *g.* Private tuition  
 Addai, S.K. C.M.S. Grammar School, Cape Coast  
 Hime, C.A.A. *a.* St. Charles's C., Pietermaritzburg  
 \* Benjamin, C.F.H. C.M.S. Grammar S., Cape Coast  
 Brittain, D. St. Aidan's College, Grahamstown  
 (Erlank, S. *a.* Marist Bros.' Coll., Johannesburg  
 (Navas, M.M. *a.* Private tuition  
 Silva, J.L. Private tuition  
 (Lee, G.M.P.P.M.C. *a.* Private tuition  
 (Silva, D.V. Private tuition  
 (\*Guthrie, W.A.G. Private tuition  
 (\*Suberu, A.A. Private tuition  
 (Usher, W.W. *a.* St. Charles's C., Pietermaritzburg

(Oddoye, E.N.V. *a.* Cape Coast Government Boys' S. Thames, M.D. *a.* Private tuition  
 (\*Hodgson, E.H. *a.* Marist Bros.' Coll., Johannesburg  
 Laing, H.F.M. C.M.S. Grammar School, Cape Coast  
 Vorster, L.P. *du.* Private tuition  
 (Ratnayake, P.C. *s.* Private tuition  
 (Singleton, W.A. *a.* Marist Bros.' Coll., Johannesburg  
 (Aldoo, J.S. Private tuition  
 (Collier, C.W. *a.* St. Charles's C., Pietermaritzburg  
 \*Erlank, D. Marist Bros.' Coll., Johannesburg  
 (\*Belcher, H. Marist Bros.' Coll., Johannesburg  
 (Duncan, W.D. *s.* C.M.S. Gram. S., Cape Coast  
 Tooth, E. *e.a.* Marist Bros.' Coll., Johannesburg  
 Tambaiya, S. Private tuition  
 Harry, S.E. Private tuition  
 (Wickramasinghe, A. Private tuition  
 (Williams, I.O. *s.* Wesleyan Boys' High S., Lagos  
 (deSimon, W.S. Private tuition  
 (Odessa, M. *he.* Private tuition  
 (Ajayi, E. Grammar School, Ijebu Ode  
 (White, C. *e.* Marist Bros.' Coll., Johannesburg  
 (Cole, J.W. *s.e.* C.M.S. Gram. School, Cape Coast  
 (Rowland, R. St. J. *a.* St. Charles's Coll., Pietermaritzburg  
 (\*Hale, R. Christian Bros.' Coll., Kimberley  
 (Pandita, B. *a.* Private tuition  
 (Ziervogel, B.H. Marist Bros.' Coll., Johannesburg  
 Dick, W.R. Private tuition  
 Pieris, W.V.D. Private tuition  
 (Cole, F.B.C. Wesleyan Boys' High School, Lagos  
 (\*Gilbert, M. St. Charles's Coll., Pietermaritzburg  
 (Hughes, V.J. *a.* Marist Bros.' Coll., Johannesburg  
 (\*Lincker, A.W. Christian Bros.' Coll., Kimberley  
 Wanasunders, W. Private tuition  
 (\*Williams, S.O. Private tuition  
 (Martins, S.T. C.M.S. Grammar School, Lagos  
 (\*Devellerez, F.J. Private tuition  
 (Robertson, E. St. Aidan's Coll., Grahamstown  
 (Slotar, S. *a.* Marist Bros.' Coll., Johannesburg  
 (Arthur, J.B. C.M.S. Grammar School, Cape Coast  
 (Anthonisz, M.G. Private tuition  
 (Goonewardena, H.S. Private tuition  
 (Wijayaasooriya, M.J.H.P. Private tuition  
 (Shepherd, F.H. *a.* St. Charles's C., Pietermaritzburg  
 (Doherty, H.A. Private tuition  
 (Gunewardena, J.D. Private tuition  
 (Williams, A.E.K. C.M.S. Gram. S., Cape Coast  
 (Johnson, J.S. Private tuition  
 (Watts, C.P. Marist Bros.' Coll., Johannesburg  
 (Amisshah, F.K. C.M.S. Gram. School, Cape Coast  
 (\*Awara, A.M. C.M.S. Gram. School, Cape Coast  
 (Piel, A. Marist Bros.' Coll., Johannesburg  
 (\*Quartry, G.E.O.J. C.M.S. Gram. S., Cape Coast  
 (Kankam, J.S. C.M.S. Gram. School, Cape Coast  
 (Kelly, C.G.T. Queen's Coll., Nassau

BOYS, JUNIOR, PASS—continued.

Russell, C. a. St. Aidan's College, Grahamstown  
 Duchon, H.H. a. Private tuition  
 Hoyle, S. Cape Coast Government Boys' School  
 Johnson, A.A. s. New High Class School, Lagos  
 Ladeinde, M.O. Private tuition  
 Brown, E.J.P. C.M.S. Grammar School, Cape Coast  
 McFarlane, W. Marist Bros.' Coll., Johannesburg  
 Perera, C.G. Private tuition  
 Skuce, F. Marist Bros.' Coll., Johannesburg  
 Kilfoil, L. St. Aidan's College, Grahamstown  
 Cromwell, F. Cape Coast Government Boys' School  
 Johnson, B.A. New High Class School, Lagos  
 Miranda, S.P.D. Private tuition  
 Pieris, K.E.S. a. Private tuition  
 Odumoso A.O. Ijebu Ode Grammar School  
 Perera, L.M. Maha Bodhi College, Colombo  
 Goonasekera, P.M. a. Private tuition  
 Oduntan, S. s. Oke High School, Lagos  
 Bram, C.B.O. Private tuition  
 Carroll, A.E. Wesleyan Boys' High School, Bathurst  
 Cole, A.B. New High Class School, Lagos  
 Kahn, A.E. Private tuition  
 Kessel, H. Private tuition  
 Norris, K.D. Maha Bodhi Coll., Colombo  
 Mensah, J.P. Private tuition  
 Appunhamy, L.D.W. Maha Bodhi College, Colombo  
 Davis, C. St. Aidan's College, Grahamstown  
 Mendis, T.H. Private tuition  
 Dissanayaka, M.B. Maha Bodhi College, Colombo  
 Fernando, D.L. Private tuition  
 Galagoda, R. Private tuition  
 Gunasekera, D.V.R. Maha Bodhi College, Colombo  
 de Silva, B.V.W. Maha Bodhi College, Colombo  
 Jayasekera, N.L.B. Private tuition  
 Sule, E.A. New High Class School, Lagos  
 Stewart, G. St. Aidan's College, Grahamstown  
 Mazery, H. Marist Bros.' College, Johannesburg  
 Pugh, J. Marist Bros.' Coll., Johannesburg  
 Kulatunga, E. Private tuition  
 Sanarakone, K.B. Maha Bodhi College, Colombo  
 Sobanjo, O. C.M.S. Grammar School, Lagos  
 Wijegooneratne, D. Private tuition  
 Alvis, W. A. Private tuition  
 Gyi, K.K. Central College, Colombo  
 Kramer, H. Marist Bros.' College, Johannesburg  
 Carey, A.F.H. Private tuition  
 Oduinore, A. St. Aidan's College, Grahamstown  
 Hylands, L. St. Aidan's College, Grahamstown  
 Marinho, J.J. Private tuition  
 Quansah, E.G.H. Cape Coast Government Boys' S.  
 Kowther, K.U.S. Central College, Colombo  
 Perera, G.S. Maha Bodhi College, Colombo

PRELIMINARY.

Honours Division.

Kornblum, M.A., e.a.al.gm.l. Private tuition  
 Thresher, F. e.a.d.u.l.sc. Marist Bros.' Coll., Uitenhage  
 Russell, V.R. e.a.al. Queen's College, Nassau  
 Finlayson, C. e.a.al. Marist Bros.' Coll., Uitenhage  
 Daub, A.C. g.d. Queen's College, Nassau  
 Rose, F. e.a.al. Marist Bros.' Coll., Uitenhage  
 Cole, W.J.C. e.al.lk. Wesleyan Boys' High School, Bathurst  
 Ford, R. a.d. Marist Bros.' Coll., Uitenhage  
 Gilbert, F.W. a.al.gm. St. Charles's Coll., Pietermaritzburg  
 Douglas, J.H. a.al. Private tuition  
 Longman, G. e.a.du. Marist Bros.' Coll., Uitenhage  
 Cole, E.H. Queen's College, Nassau  
 Lewsen, S.C. e.a.al. Marist Bros.' C., Johannesburg  
 Madden, G. a.al. Marist Bros.' Coll., Johannesburg  
 Sandy, G. McI. Private tuition  
 Luyckx, L. a. Marist Bros.' Coll., Cape Town  
 Bascombe, H.M. Private tuition  
 Brand, L. a.al. Marist Bros.' Coll., Cape Town  
 Carnofsky, S. a.du. Marist Bros.' Coll., Uitenhage  
 Scheidel, E. a. Marist Bros.' Coll., Uitenhage  
 Hoyle, B. a.al.d. Cape Coast Government Boys' S.  
 Marbell, I.S.N. s.a. Private tuition  
 Oliver, G.W. Queen's College, Nassau  
 Ramsay, G. e.a. Marist Bros.' Coll., Uitenhage  
 Thomas, V. a. Marist Bros.' Coll., Uitenhage  
 Benjamin, E.A.B. Wesleyan Boys' High S., Lagos  
 Mannon, B. a.du.sc. Marist Bros.' Coll., Uitenhage

PRELIMINARY.

Pass Division.

Bristow, R. a. St. Charles's Coll., Pietermaritzburg  
 Datey, H.N. C.M.S. Grammar School, Cape Coast  
 Maidman, R. Marist Bros.' Coll., Johannesburg  
 Busschau, L. a.al. Marist Bros.' Coll., Johannesburg  
 Frost, W.J. e.a.al. Marist Bros.' Coll., Uitenhage  
 McClean, D.M. g.a. St. Charles's College, Pietermaritzburg  
 Goller, A. Marist Bros.' Coll., Johannesburg  
 Seekubadu, K. Private tuition  
 Asiedoo, E.G. al. C.M.S. Grammar School, Cape Coast  
 Macaulay, G.J. e.a. Wesleyan Boys' High S., Bathurst  
 Muller, A. a.al. Marist Bros.' Coll., Johannesburg  
 Okunsanya, G.O. al. Eko High School, Lagos  
 Allen, J.O. a. Ijebu Ode Grammar School  
 Bentel, I. a. Marist Bros.' Coll., Johannesburg  
 Cochrane, C.M.W. C.M.S. Grammar S., Cape Coast  
 Olajide, A. s.a. C.M.S. Grammar School, Lagos  
 Adjaye, L.B.A. C.M.S. Grammar School, Cape Coast  
 Shrier, M. Marist Bros.' Coll., Johannesburg  
 Bartels, J.M. C.M.S. Grammar School, Cape Coast  
 Contat, C. Marist Bros.' Coll., Johannesburg  
 Gill, N.F. g.a. St. Charles's College, Pietermaritzburg  
 Albury, M.L. Queen's College, Nassau  
 James, B. a. Marist Brothers' College, Uitenhage  
 Levinson, W.L. Private tuition  
 Pechey, N.K. St. Charles's Coll., Pietermaritzburg  
 Wootton, C. a. Marist Brothers' Coll., Uitenhage  
 Ayansu, A. Cape Coast Government Boys' S.  
 Aye, A. s.e.k. C.M.S. Grammar School, Lagos  
 Matern, C. Marist Bros.' Coll., Johannesburg  
 Skinner, S. a. Marist Bros.' Coll., Johannesburg  
 Ellenberger, R. a.al. Marist Brothers' College, Johannesburg  
 Liberty, L. Marist Brothers' Coll., Johannesburg  
 Charles, L. Private tuition  
 Condon, J. Marist Brothers' Coll., Johannesburg  
 Ottridge, H. e.a.al. St. Charles's College, Pietermaritzburg  
 Rosmarin, M. Marist Bros.' Coll., Johannesburg  
 Tackie, A.T. Private tuition  
 Davis, S.K. al. Cape Coast Government Boys' School  
 Hehr, D.O. a. St. Charles's Coll., Pietermaritzburg  
 Luther, J.O. Wesleyan Boys' High School, Lagos  
 Adjaye, E.A. C.M.S. Grammar School, Cape Coast  
 Arthur, W.M. C.M.S. Grammar S., Cape Coast  
 Asare, S. C.M.S. Grammar School, Lagos  
 Bruce, A. Marist Bros.' Coll., Johannesburg  
 Burnside, H.A. Queen's College, Nassau  
 Greenberg, J. a.al. Marist Bros.' Coll., Johannesburg  
 Meyer, M. a.al.du. Marist Bros.' Coll., Uitenhage  
 Cole, J.P.A. Wesleyan Boys' High School, Lagos  
 Colman, N. Marist Bros.' College, Johannesburg  
 Fonseca, W.W. a.d.sh. Private tuition  
 Grossmann, H.B. ge. St. Charles's College, Pietermaritzburg  
 Hodgson, R. Marist Bros.' Coll., Johannesburg  
 Mensah, Joseph A. Cape Coast Government Boys' S.  
 Price, C. Marist Bros.' Coll., Johannesburg  
 Quartey-Papafo-Okwabi, J.A. s. Private tuition  
 Wittert, B. Marist Brothers' Coll., Johannesburg  
 Arnott, G. Marist Brothers' College, Uitenhage  
 Hortop, W. Marist Brothers' College, Cape Town  
 Stanton, T. e.al. Marist Brothers' Coll., Uitenhage  
 Williams, E.M. a. Private tuition  
 Cadmus, A.Z. Wesleyan Boys' High School, Lagos  
 Polson, J.H.K. Private tuition  
 Johnson, B.B. Private tuition  
 Kilroe, A.B. al. St. Charles's C., Pietermaritzburg  
 Kantor, W. a. Marist Bros.' Coll., Johannesburg  
 Laja, G.B. Ijebu Ode Grammar School  
 Landsberg, E.E. St. Charles's Coll., Pietermaritzburg  
 Scott, T.O. New High Class School, Lagos  
 Shanley, G.H. a. St. Charles's Coll., Pietermaritzburg  
 Williams, R.A. al. Wesleyan Boys' High S., Lagos  
 Attram, J.E.K. s.al. Private tuition  
 Duggan, V. Marist Bros.' Coll., Cape Town  
 Smith, C.B. Cape Coast Government Boys' School  
 Tully, J. al. Marist Bros.' Coll., Uitenhage  
 Walmsley, G. Marist Bros.' Coll., Johannesburg  
 Cavanagh, P.F. St. Charles's Coll., Pietermaritzburg  
 Daisley, D.D. s.al. Private tuition  
 Levin, P. a.al. Marist Bros.' Coll., Johannesburg  
 Olusoga, M.A. Private tuition  
 Carless, W.F. a. St. Charles's Coll., Pietermaritzburg  
 Katz, P. Marist Bros.' Coll., Johannesburg  
 Quist, C.W. C.M.S. Gram. School, Cape Coast  
 Tagoe, E. Cape Coast Government Boys' School  
 Bove, C.S. Queen's College, Nassau  
 Deegan, C.R. Marist Bros.' Coll., Johannesburg  
 Elmke, E.C. a. Marist Bros.' Coll., Cape Town  
 Gbedey, R.S. Wesleyan Mission Higher Grade School, Accra  
 Kennedy, J. du. Marist Bros.' Coll., Uitenhage  
 McCall, J. a. Marist Bros.' Coll., Cape Town  
 Olympio, J.O. e. Eko High School, Lagos  
 Opayemi, E. C.M.S. Grammar School, Lagos  
 Vaughan, R. Marist Bros.' Coll., Johannesburg

Ajayi, I.B. a.al. Aiyetoro School, Lagos  
 Aseirvatham, V.S. Private tuition  
 Chow, J.R. Wesleyan Boys' High School, Bathurst  
 Gibb, H. al. Marist Bros.' Coll., Johannesburg  
 Marcus, M.D.A. Private tuition  
 McCarthy, J. Cape Coast Government Boys' S.  
 Tetteh, E.O. Private tuition  
 Thomas, K.K. Private tuition  
 Wills, E.A. a. St. Charles's College, Pietermaritzburg  
 Addoh, J.W.O. C.M.S. Grammar School, Cape Coast  
 Court, A.J. a. Marist Bros.' Coll., Johannesburg  
 Hodgson, H. Marist Bros.' Coll., Johannesburg  
 King, T.A. Cape Coast Government Boys' School  
 Lawrance, H.W. a. St. Charles's College, Pietermaritzburg  
 Mallett, J. St. Aidan's College, Grahamstown  
 Mensah, John A. Cape Coast Government Boys' S.  
 Afful, J. Cape Coast Government Boys' S.  
 Broadbent, G. St. Charles's Coll., Pietermaritzburg  
 Disu, Y.A. New High Class School, Lagos  
 Paterson, J. Marist Bros.' Coll., Uitenhage  
 Providence, H. Private tuition  
 Shroder, G. a. Marist Bros.' Coll., Johannesburg  
 Dwolatzky, H. Marist Bros.' Coll., Johannesburg  
 Higgs, H. Marist Bros.' Coll., Cape Town  
 Korang, S.M.G. Cape Coast Government Boys' S.  
 Banjiro-George, H.A. New High Class S., Lagos  
 Coetzter, F.J. g. Marist Bros.' Coll., Johannesburg  
 Curnow, T. Marist Bros.' Coll., Johannesburg  
 Melman, I. Marist Bros. Coll., Johannesburg  
 Silva, P.D.C. Private tuition  
 Slabbert, L. du. Marist Bros.' Coll., Uitenhage  
 Williams, J.L. s. Wesleyan Boys' High S., Lagos  
 Green, I.A. C.M.S. Grammar School, Lagos  
 Martins, E.B. al. Aiyetoro School, Lagos  
 Rew, J. a. Marist Bros.' Coll., Uitenhage  
 Vanderpuije, P.J. al. Wesleyan Boys' High S., Lagos  
 White, R. Marist Bros.' Coll., Johannesburg  
 Ferdinand, J. s.a. Private tuition  
 Sachs, N. Marist Bros.' Coll., Johannesburg  
 Vieyra, S. du. Marist Bros.' Coll., Johannesburg  
 Butler, A. du. Marist Bros.' Coll., Uitenhage  
 Cole, J.O. New High Class School, Lagos  
 Thornton, A. Marist Bros.' Coll., Cape Town  
 Short, R. Marist Bros.' Coll., Johannesburg  
 Addy, D.O. Private tuition  
 Aiyeti-Aaku, K.C. Cape Coast Government Boys' S.  
 Hillyer, A. Marist Bros.' Coll., Johannesburg  
 Hoffmann, E.K. a. Marist Bros.' Coll., Johannesburg  
 Hughton, I.F.K. Private tuition  
 Jacintho, P. Central College, Colombo  
 Phelan, T.R. Wesleyan Boys' High School, Lagos  
 Brown-Arkh, J.W. a. Wesleyan Mission Higher Grade S., Accra  
 Glasspeter, J. d. C.M.S. Grammar S., Cape Town  
 Fernando, W.D. Private tuition  
 Mills, A.E.D. al. Wesleyan Boys' High S., Lagos  
 Rabinovitz, S. a. Marist Bros.' Coll., Johannesburg  
 Fraser, C.A. Marist Brothers' Coll., Johannesburg  
 Hammond, P.A. C.M.S. Grammar S., Cape Coast  
 Keays, A.E. St. Charles's Coll., Pietermaritzburg  
 Quartey-Papafo, A.C. Private tuition  
 Boshoff, H.F. St. Charles's Coll., Pietermaritzburg  
 Kilfoil, W. a. Marist Brothers' College, Uitenhage  
 Larsen, J.E. Wesleyan Boys' High School, Lagos  
 Perera, M.A. Maha Bodhi College, Colombo  
 Baffoe, B. C.M.S. Grammar School, Cape Coast  
 Jones, T. St. Aidan's College, Grahamstown  
 Mensah, J.B. C.M.S. Grammar School, Cape Coast  
 Salami, B.B. Wesleyan Boys' High School, Lagos  
 Senaratne, Z.D.S. Private tuition  
 Adekoya, C.A. Eko High School, Lagos  
 Harris, E.S. a. St. Charles's Coll., Pietermaritzburg  
 Ogunye, S.D. Ijebu Ode Grammar School  
 Pascoe, N.W. St. Charles's Coll., Pietermaritzburg  
 Perera, R.C. Private tuition  
 Ranabahu, D.P. Maha Bodhi College, Colombo  
 Anjpmah, T.F.E. C.M.S. Grammar S., Cape Coast  
 Callanau, E.P. a. Marist Bros.' Coll., Cape Town  
 Dawodu, Y.S. h. New High Class School, Lagos  
 Doherty, R.A. Ijebu Ode Grammar School  
 Oredola-Disu, B.A. New High Class School, Lagos  
 Pereira, L.C. Private tuition  
 Oshindero, J.A. Eko High School, Lagos  
 Silberman, I. Marist Bros.' Coll., Johannesburg  
 de Roysa, R. Richard Private tuition  
 Hayford, M.A. Baptist S. and Training Coll., Accra  
 Kilfoil, B. Marist Bros.' Coll., Uitenhage  
 O'Meara, V. Marist Bros.' Coll., Cape Town  
 Bird, R. Marist Bros.' Coll., Uitenhage  
 Fernando, S.A. Private tuition  
 Jacobs, A. Marist Bros.' Coll., Johannesburg  
 Howe, G.E. St. Charles's Coll., Pietermaritzburg  
 Wallach, S. Marist Bros.' Coll., Johannesburg  
 Asher, K. Marist Bros.' Coll., Johannesburg  
 Sey, A. Cape Coast Government Boys' School  
 Fadipe, S.O. Eko High School, Lagos  
 Jansen, C. Marist Bros.' Coll., Uitenhage  
 Perera, W.J.A. Central College, Colombo  
 Ajose, S.I. Wesleyan Boys' High School, Lagos  
 Alexander, W. Marist Bros.' Coll., Uitenhage  
 Ampaw, R.E. Private tuition  
 Aye, F.E. s. Baptist S., and Training Coll., Accra

BOYS, PRELIMINARY, PASS—*continued.*

Cronin, H.J. Marist Bros.' Coll., Uitenhage  
 †Garde, C. St. Aidan's College, Grahamstown  
 Sagoe, G.E. Cape Coast Government Boys' School  
 Shyngle, C.B. Wesleyan Boys' High S., Lagos  
 Tagoe, J. Baptist S. and Training Coll., Accra  
 †Yankah, J.N. Cape Coast Government Boys' S.  
 (Joffe, B. Marist Bros.' Coll., Johannesburg  
 Williams, E. Marist Bros.' Coll., Johannesburg  
 Elliott, S. Marist Bros. Coll., Uitenhage  
 Sheldon, H.A. a. St. Charles's Coll., Pietermaritzburg

(Amissh, S.G. Cape Coast Government Boys' S.  
 Carnofsky, H. Marist Bros. Coll., Uitenhage  
 Williams, G.H. C.M.S. Gram. School, Lagos  
 (Alcock, S. Marist Bros. College, Johannesburg  
 Horn, J. St. Mary's College, Oakford  
 (†Aluwihara, C. Private tuition  
 Ayensu, J.E. C.M.S. Grammar School, Cape Coast  
 Fernando, M.E.A. Private tuition  
 †Mayo, A.T.M. Private tuition  
 (Darley, R.L. Private tuition  
 Lawal, A.A. Private tuition

Luchow, R.A. Private tuition  
 (McDiarmid, W. Marist Bros. Coll., Cape Town  
 Owoosu, J.A. Cape Coast Government Boys' S.  
 Williams, S.B. Eko High School, Lagos  
 Silva, S.N. Private tuition  
 (Amissh, F.G. Cape Coast Government Boys' S.  
 Cassim, A.L.M. Private tuition  
 Blankson, O.G. Private tuition  
 Asaam, K.O. Cape Coast Government Boys' S.

## SENIOR.

## Pass Division.

Murphy, L. do. Parktown Convent, Johannesburg  
 Bardsley, E.L.N. s. Queen's College, Nassau  
 Akers, M. a. Convent of the Sacred Heart, Potchefstroom  
 Zeederberg, V. Parktown Convent, Johannesburg  
 Bowe, H.A.H. s. do. Queen's College, Nassau  
 Stell, B. Parktown Convent, Johannesburg  
 Levi, G. Conv. of the Sacred Heart, Potchefstroom  
 Carden, E.F. du. Convent of Notre Dame, Kroonstad  
 Kirkman, M.I. Convent High S., Kimberley  
 Parry, D. a. Marist Stella Convent, Durban  
 Albury, M.M. do. Queen's College, Nassau  
 Sweetman, I. Marist Stella Convent, Durban  
 Malcolm, M.C. Queen's College, Nassau

## JUNIOR.

## Honours Division.

James, M. e. al. du. mu. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Chapman, S. Convent of Notre Dame, Kroonstad

## JUNIOR.

## Pass Division.

McKenzie, L.P.M. a. Convent of the Holy Cross, Kokstad  
 Furnage, M. e. a. al. Convent of the Sacred Heart, Potchefstroom  
 Ogilvy, M. a. mu. Conv. of Holy Family, End Street, Johannesburg  
 Noble, N. bk. Conv. of Notre Dame, Kroonstad  
 Joubert, E.D. du. Conv. of the Holy Cross, Kokstad  
 Jacobsen, B. a. Conv. of Holy Family, End Street, Johannesburg  
 Carew, M. Convent of the Sacred Heart, Potchefstroom  
 (Goulding, F. Conv. of Notre Dame, Kroonstad  
 Kayser, E. Conv. of Holy Family, Yeoville, Johannesburg  
 (Kayser, A. Conv. of Holy Family, Yeoville, Johannesburg  
 †McMahon, M. Marist Stella Convent, Durban  
 (Kramer, S. du. Convent of the Sacred Heart, Potchefstroom  
 Marais, M. Conv. of Holy Family, End Street, Johannesburg  
 †Schwartz, G. Marist Stella Convent, Durban  
 Honeywill, E. a. Conv. of Holy Family, End Street, Johannesburg  
 Pearson, H.M. Conv. of Notre Dame, Kroonstad  
 Milton, D.M. Marist Stella Convent, Durban  
 (Crawford, M. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Hendricks, I. Conv. of the Sacred Heart, Potchefstroom  
 Sinclair, A. St. Mary's College, Oakford  
 Stowe, V. Marist Stella Convent, Durban  
 Parr, L. s. Convent of Notre Dame, Kroonstad  
 Matus, H. Conv. of Holy Family, End Street, Johannesburg

## GIRLS.

Jennings, E. Conv. of Holy Family, Yeoville, Johannesburg  
 Harding, B.A. Convent High School, Kimberley  
 Markiles, B. Conv. of Holy Family, End Street, Johannesburg  
 (Galloway, M. Marist Stella Convent, Durban  
 Manera, I. Conv. of Holy Family, End Street, Johannesburg

## PRELIMINARY.

## Honours Division.

Eardley, K.E. e. al. d. Queen's College, Nassau  
 Kemp, A.A. al. Queen's College, Nassau  
 Hirschowitz, M. e. al. l. d. Parktown Convent, Johannesburg  
 Thompson, W. g. d. Conv. of the Sacred Heart, Potchefstroom

## PRELIMINARY.

## Pass Division.

†Haig, D. a. mu. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 †Betts, P. Conv. of the Sacred Heart, Potchefstroom  
 †Evans, M. mu. Marist Stella Convent, Durban  
 †Fraser, V.L. a. Marist Stella Convent, Durban  
 †Goodman, P. d. St. Mary's College, Oakford  
 †Wolfowitz, R. Convent of Holy Family, End St., Johannesburg  
 (†Snow, N. mu. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 †Woolf, O. Conv. of Holy Family, End St., Johannesburg  
 †Carter, H.E. a. Marist Stella Convent, Durban  
 (†Biggs, E.J. a. Conv. of the Holy Cross, Kokstad  
 Cronin, M. D. Conv. of Notre Dame, Kroonstad  
 Marriott, P. e. a. al. Marist Stella Convent, Durban  
 (George, I. A. Private tuition  
 Goodwin, N. a. Conv. of the Holy Cross, Kokstad  
 (†Blanchard, D. Marist Stella Convent, Durban  
 Kaplan, S. al. Parktown Convent, Johannesburg  
 (†Thomson, P.H. Marist Stella Convent, Durban  
 †Wührer, B. St. Mary's College, Oakford  
 Simpson, M. St. Mary's College, Oakford  
 (Gauntlett, E. Conv. of Holy Family, Yeoville, Johannesburg  
 †Lerin, A. mu. Conv. of Holy Family, End St., Johannesburg  
 Jackson, F. a. Conv. of the Holy Cross, Kokstad  
 Joubert, J. e. g. Conv. of the Holy Cross, Kokstad  
 †Abrahams, D. Conv. of Notre Dame, Kroonstad  
 Biggs, R. a. Conv. of the Holy Cross, Kokstad  
 Hargreaves, M. e. al. Parktown Convent, Johannesburg  
 (Alexander, Y. al. Marist Stella Convent, Durban  
 James, D. e. al. Parktown Convent, Johannesburg  
 (Harley, D. St. Mary's College, Oakford  
 Tewson, D. e. a. Conv. of the Holy Cross, Kokstad  
 Boule, M. f. St. Mary's College, Oakford  
 (Rawlins, J. a. Conv. of the Holy Cross, Kokstad  
 Stedall, M.C. al. Marist Stella Convent, Durban  
 Mastoraks, I. Conv. of Holy Family, Yeoville, Johannesburg  
 (Harrison, J. d. Conv. of the Sacred Heart, Potchefstroom  
 †Hutchinson, B. Marist Stella Convent, Durban

(DeSouza, V. a. Convent of the Holy Cross, Kokstad  
 Rabinowitz, H. e. Marist Stella Convent, Durban  
 Taylor-Smith, J. a. Convent of Holy Family, Yeoville, Johannesburg  
 (Offord, K. al. Marist Stella Convent, Durban  
 †Schlessinger, J. Convent of Notre Dame, Kroonstad  
 (Bowman, E. e. Marist Stella Convent, Durban  
 Smith, W. al. Parktown Convent, Johannesburg  
 (Coulson, W. Convent of Notre Dame, Kroonstad  
 Smith, E. Parktown Convent, Johannesburg  
 (Bloom, L. St. Mary's College, Oakford  
 Fenwick, O. St. Mary's College, Oakford  
 Kalkwarf, R. al. Convent of Holy Family, End St., Johannesburg  
 (Biggs, A. Convent of the Holy Cross, Kokstad  
 †Eddy, E. E. Convent High School, Kimberley  
 Schochor, R. al. Convent of Holy Family, End Street, Johannesburg  
 (Mettle, L.G. a. Wesleyan Girls' High School, Accra  
 Williamson, J. d. Marist Stella Convent, Durban  
 Wright, I. Marist Stella Convent, Durban  
 Hoyle, M. Marist Stella Convent, Durban  
 (Cumming, D. Parktown Convent, Johannesburg  
 Loverock, E. St. Mary's College, Oakford  
 Powell, K. Marist Stella Convent, Durban  
 Tweeddale, J. Convent of Holy Family, Yeoville, Johannesburg  
 (Archer, D. Marist Stella Convent, Durban  
 †Atkins, L.M.Z. Marist Stella Convent, Durban  
 Houbert, M. al. d. Parktown Convent, Johannesburg  
 †Van Renen, U.M. Conv. High School, Kimberley  
 (Ellery, J. St. Mary's College, Oakford  
 Hardy, M. Conv. of the Sacred Heart, Potchefstroom  
 Hunt, H. g. Convent of the Sacred Heart, Potchefstroom  
 †Harrison, D. Conv. of the Holy Family, Yeoville, Johannesburg  
 (Goller, M. al. Conv. of Holy Family, End Street, Johannesburg  
 Lowell, U. Marist Stella Convent, Durban  
 (McFerran, B. St. Mary's College, Oakford  
 Taylor, E. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Hancock, E. Conv. of Holy Family, Yeoville, Johannesburg  
 (Baillie, E. Parktown Convent, Johannesburg  
 Boule, E. f. St. Mary's College, Oakford  
 Hart, W. g. Conv. of the Holy Cross, Kokstad  
 Le Sueur, A. Convent of the Sacred Heart, Potchefstroom  
 (†Bouwer, F. Convent of Notre Dame, Kroonstad  
 Parker, H. Conv. of Notre Dame, Kroonstad  
 Ratham, E.H. Convent High School, Kimberley  
 (Campbell, W. Conv. of the Holy Cross, Kokstad  
 †Gibson, M. Conv. of Holy Family, End Street, Johannesburg  
 Giddy, E.S. a. Conv. High School, Kimberley  
 (Matekole, A.G. a. Wesleyan Girls' High S., Accra  
 Pengelly, F. Conv. of Holy Family, End Street, Johannesburg  
 Pereira, L.G. Private tuition  
 Vaughan, D. Marist Stella Convent, Durban  
 Whiting, M. Marist Stella Convent, Durban  
 (Darlington, B. Conv. of Notre Dame, Kroonstad  
 James, D. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 (Cogle, M.K. Convent High School, Kimberley  
 Jensen, K. al. Conv. of Holy Family, End St., Johannesburg  
 Zurnbusch, I. Convent of Notre Dame, Kroonstad  
 (Kelly, E. Conv. of Holy Family, End St., Johannesburg  
 McInerney, E. al. Conv. of Holy Family, End St., Johannesburg  
 Traub, L. a. Conv. of Holy Family, End St., Johannesburg

GIRLS, PRELIMINARY, Pass—continued.

- (Caldor, D. Marist Stella Convent, Durban  
 Kay, A. Convent of Notre Dame, Kroonstad  
 Marks, E. Marist Stella Convent, Durban  
 Bacon, E. Parktown Convent, Johannesburg  
 Fordred, K. *et al.* Convent of Holy Family, End St., Johannesburg  
 Vanderpuye, E.A. Wesleyan Girls' High S., Accra

- (Cohen, B. Convent of Holy Family, End St., Johannesburg  
 Pallas, F. Convent of Holy Family, End St., Johannesburg  
 Johnson, C. Convent of Holy Family, End St., Johannesburg  
 Wright, J. Convent of Notre Dame, Kroonstad  
 Moore, E. Convent of Notre Dame, Kroonstad

- (Ocansey, H. Wesleyan Girls' High School, Accra  
 Boodle, I. Conv. of the Sacred Heart, Belgravia, Johannesburg  
 Brustmeyer, J. Convent of Notre Dame, Kroonstad  
 Jacobs, S. Marist Stella Convent, Durban  
 Meitjes, W. Convent of Holy Family, End St., Johannesburg  
 Delaporte, S. Conv. of the Sacred Heart, Belgravia, Johannesburg

LOWER FORMS EXAMINATION.

BOYS.

- Adegoke, P. C.M.S. Grammar School, Lagos  
 Albury, E.W.A. Queen's College, Nassau  
 Amoury, S.J. Queen's College, Nassau  
 Andrew, L.R. St. Charles's College, Pietermaritzburg  
 Andrew, S.G. St. Charles's College, Pietermaritzburg  
 Apfel, R. Marist Bros.' College, Johannesburg  
 Bennie, D. Marist Bros. College, Cape Town  
 Benson, M. St. Mary's College, Oakford  
 Blanchard, G. Marist Bros.' College, Johannesburg  
 Bousfield, N. St. Charles's College, Pietermaritzburg  
 Brey, G. Marist Bros.' College, Johannesburg  
 Brick, R. Marist Bros.' College, Johannesburg  
 Burns, A.J. St. Charles's College, Pietermaritzburg  
 Chanoch, J. Marist Brothers' College, Johannesburg  
 Clark, E. Marist Brothers' College, Cape Town  
 Costello, V. Marist Brothers' College, Cape Town  
 Dann, W.A. Queen's College, Nassau  
 Derby, J.O. Wesleyan Boys' High School, Lagos  
 Dowell, C. Marist Bros.' College, Johannesburg  
 Doyle, N. Marist Brothers' College, Cape Town  
 Duncombe, G.S. Queen's College, Nassau  
 Eardley, E.A. Queen's College, Nassau  
 Ellerker, M.T. St. Charles's Coll., Pietermaritzburg  
 Else, C. Marist Bros.' College, Johannesburg  
 Eslick, A.L. Marist Bros.' College, Johannesburg  
 Eyke, E.L. St. Charles's College, Pietermaritzburg  
 Fell, A. Marist Brothers' College, Johannesburg  
 Forsyth, M. Marist Brothers' College, Johannesburg  
 Foster, A.H. St. Charles's College, Pietermaritzburg  
 Freer, C.B. St. Charles's College, Pietermaritzburg  
 Gauntlett, V.G. St. Charles's College, Pietermaritzburg  
 Gilzean, R. Marist Bros.' College, Johannesburg  
 Goodwin, L. Government A School, Nairobi  
 Gould, R.H. Marist Bros.' College, Johannesburg  
 Grant, C.F. Marist Bros.' College, Johannesburg  
 Hall, R.M. St. Charles's College, Pietermaritzburg  
 Hangar, I. Marist Bros.' College, Johannesburg  
 Harris, B. Marist Bros.' College, Johannesburg  
 Harrison, C.W. St. Charles's College, Pietermaritzburg  
 Harte, J. Marist Bros.' College, Johannesburg  
 Hayes, P.J. St. Charles's College, Pietermaritzburg  
 Hine, J.L. St. Charles's College, Pietermaritzburg  
 Hinde, A.W. St. Charles's College, Pietermaritzburg  
 Hozan, L. Marist Bros. College, Cape Town

- Honeywill, W. Marist Bros.' College, Johannesburg  
 Howard, D. St. Charles's College, Pietermaritzburg  
 Hourquebie, G.J. St. Charles's Coll., Pietermaritzburg  
 Huggins, L.M. St. Charles's Coll., Pietermaritzburg  
 Ibirogba, Y.O. New High Class School, Lagos  
 Ireland, R.W. St. Charles's College, Pietermaritzburg  
 Jackson, G.G. St. Charles's College, Pietermaritzburg  
 Jackson, R. Marist Bros.' College, Cape Town  
 James, E. Marist Bros.' College, Johannesburg  
 Johnson, N.F. Wesleyan Boys' High School, Lagos  
 Joynnt, C. Marist Bros.' College, Johannesburg  
 Kantor, R. Marist Bros.' College, Johannesburg  
 Kelly, A.C. Queen's College, Nassau  
 Kelly, J. St. Mary's College, Oakford  
 Kelly, R. Marist Bros.' College, Johannesburg  
 Kenny, M. Marist Bros.' College, Cape Town  
 King, C.A. Marist Bros.' College, Johannesburg  
 Klusmann, K. Marist Bros.' College, Johannesburg  
 Knowles, P.H. Queen's College, Nassau  
 Kohlrausch, C. Marist Bros. Coll., Johannesburg  
 Kolb, P. Marist Bros. College, Johannesburg  
 Kourie, A. Marist Bros. College, Johannesburg  
 Lahner, A.R. Marist Bros. College, Johannesburg  
 Lakofski, S. Marist Bros. College, Johannesburg  
 Lambert, F.O. St. Charles's Coll., Pietermaritzburg  
 Lazarus, J. Marist Bros. College, Johannesburg  
 Leibbrandt, St.C. Marist Bros.' Coll., Cape Town  
 Lennard, I. Marist Bros.' College, Johannesburg  
 Lennard, R.N. Marist Bros.' College, Johannesburg  
 Levy, N. Marist Bros.' College, Johannesburg  
 Mackinnon, A. Marist Bros.' College, Cape Town  
 Malsela, I. Marist Bros.' College, Johannesburg  
 Melas, C. Marist Bros.' College, Johannesburg  
 Martin, K.J. St. Charles's Coll., Pietermaritzburg  
 Martin, T. Government A School, Nairobi  
 Mattison, R.A. St. Charles's Coll., Pietermaritzburg  
 McElbannon, E.R. St. Charles's Coll., Pietermaritzburg  
 McLean, R. Marist Bros. College, Johannesburg  
 McWilliam, B.H. Marist Bros. College, Cape Town  
 Mihaletto, G. Marist Bros. College, Johannesburg  
 Miller, G.D. St. Charles's College, Pietermaritzburg  
 Milligan, H. Marist Brothers' College, Johannesburg  
 Morris, L.C. St. Charles's College, Pietermaritzburg  
 Muir, N. St. Charles's College, Pietermaritzburg

- Newman, W. St. Mary's College, Oakford  
 Newton, O. Marist Brothers' College, Cape Town  
 Okunubi, E.M. The Grammar School, Ijebu Ode  
 Onabanjo, S.R. The Grammar School, Ijebu Ode  
 Osofuwa, J.O. The Grammar School, Ijebu Ode  
 Otoula-Payne, H.A. Wesleyan Boys' High S., Lagos  
 Oyagbesan, M.A. The Grammar School, Ijebu Ode  
 Paolo, S. Marist Brothers' College, Johannesburg  
 Peckham, R.B. St. Charles's College, Pietermaritzburg  
 Pratt, A. C.M.S. Grammar School, Lagos  
 Primmer, V. Marist Brothers' College, Johannesburg  
 Quinn, H. Marist Brothers' College, Cape Town  
 Ramsay, G. Government A School, Nairobi  
 Rodwell, M. St. Charles's College, Pietermaritzburg  
 Ronan, F.B. St. Charles's College, Pietermaritzburg  
 Rosenberg, J. Marist Brothers' College, Johannesburg  
 Rosenberg, N. Marist Brothers' College, Johannesburg  
 Ruben, D. Government A School, Nairobi  
 Sadare, T.A.A. The Grammar School, Ijebu Ode  
 Salter, E.J. St. Charles's College, Pietermaritzburg  
 Schafer, K. St. Charles's College, Pietermaritzburg  
 Scott, A.T. St. Charles's College, Pietermaritzburg  
 Smith, J.J. St. Charles's College, Pietermaritzburg  
 Smith, N. St. Charles's College, Pietermaritzburg  
 Solottie, F. Marist Bros. College, Johannesburg  
 Sowande, C. C.M.S. Grammar School, Lagos  
 Sunmola, R.A. New High Class School, Lagos  
 Taylor, C.H. St. Charles's College, Pietermaritzburg  
 Thomas, R. Marist Bros. College, Johannesburg  
 Thomas, S.P.J.O. New High Class School, Lagos  
 Torto, E.Q. Wesleyan Boys' High School, Lagos  
 Tracey, T. Marist Bros. College, Johannesburg  
 Tullis, T. Marist Bros. College, Johannesburg  
 van Staaden, H. Marist Bros. College, Johannesburg  
 Vermeiren, B. St. Charles's College, Pietermaritzburg  
 Walsh, E. Marist Bros. College, Cape Town  
 White, A.G. St. Charles's College, Pietermaritzburg  
 Whitman, H. Marist Bros. College, Cape Town  
 Woods, J. Marist Bros. College, Johannesburg  
 Woolf, F. Marist Bros. Coll., Johannesburg  
 Worroll, L.P. St. Charles's College, Pietermaritzburg  
 Worthington, W. Marist Bros. College, Johannesburg

GIRLS.

- Apps, I. Marist Stella Convent, Durban  
 Arthur, I. St. Mary's College, Oakford  
 Baildon, P. Marist Stella Convent, Durban  
 Biemer, H. Government A School, Nairobi  
 Blakemore, S. Marist Stella Convent, Durban  
 Borders, M. Marist Stella Convent, Durban  
 Borwick, D.C. Government A School, Nairobi  
 Bowman, A. Marist Stella Convent, Durban  
 Bumpus, P.H. Government A School, Nairobi  
 Butcher, W. Marist Stella Convent, Durban  
 Callender, D.G. Queen's College, Nassau  
 Carew, A. Convent of the Sacred Heart, Potchefstroom  
 Carey, K.E. Queen's College, Nassau  
 Church, R. Marist Stella Convent, Durban  
 Cohen, E. Parktown Convent, Johannesburg  
 Cooke, M. Convent of the Sacred Heart, Potchefstroom  
 Cottar, E.M. Government A School, Nairobi  
 Cowan, B. Convent of Holy Family, End St., Johannesburg  
 Cramer, H.G. Government A School, Nairobi  
 Davidson, A. Convent of Holy Family, Yeoville, Johannesburg  
 Davies, M. Convent of Holy Family, Yeoville, Johannesburg  
 Davis, G. Marist Stella Convent, Durban  
 Deegan, I. Convent of the Sacred Heart, Johannesburg  
 Dickinson, D. Convent of Sacred Heart, Potchefstroom  
 Durham, E.M. Government A School, Nairobi  
 Edwards, E. Convent of Holy Family, End St., Johannesburg  
 Eldon, G.A. Queen's College, Nassau  
 Farrington, A.R. Queen's College, Nassau  
 Findlay, D. Convent of Holy Family, Yeoville, Johannesburg  
 Frank, R. Parktown Convent, Johannesburg  
 Franks, R. Parktown Convent, Johannesburg  
 Gable, S. Convent of the Sacred Heart, Potchefstroom  
 Goldsmid, L. Convent of Holy Family, Yeoville, Johannesburg  
 Goldstein, E. Parktown Convent, Johannesburg

- Grice, M.H. Government A School, Nairobi  
 Hardy, P. Conv. of the Sacred Heart, Potchefstroom  
 Harris, D. Convent of the Holy Family, Yeoville, Johannesburg  
 Harrison, C. Convent of the Holy Family, Yeoville, Johannesburg  
 Hart, D. Convent of the Holy Cross, Kokstad  
 Hawkins, N. Convent of the Sacred Heart, Potchefstroom  
 Henderson, A. Convent of Notre Dame, Kroonstad  
 Higgs, F.B. Queen's College, Nassau  
 Hoyle, E. Marist Stella Convent, Durban  
 Hutchinson, F. Marist Stella Convent, Durban  
 Jacobson, L. Convent of the Holy Family, Yeoville, Johannesburg  
 Jennings, F. Convent of the Holy Family, Yeoville, Johannesburg  
 Jourdan, B. Parktown Convent, Johannesburg  
 Jordan, C. Marist Stella Convent, Durban  
 Joubert, K. Convent of the Holy Cross, Kokstad  
 Kerslake, E. Marist Stella Convent, Durban  
 Lees, O. Marist Stella Convent, Durban  
 Marks, D. Marist Stella Convent, Durban  
 Marsh, G. Convent of Holy Family, End Street, Johannesburg  
 Marshall, E. Convent of the Holy Family, Yeoville, Johannesburg  
 McKenzie, U. Convent of the Holy Cross, Kokstad  
 McQueen, M.W. Government A School, Nairobi  
 Millett, E.M. Government A School, Nairobi  
 Mills, M. Convent of Notre Dame, Kroonstad  
 Mitchell, I. Parktown Convent, Johannesburg  
 Mitchell, P. Parktown Convent, Johannesburg  
 Monckton, D. Marist Stella Convent, Durban  
 Mulley, D. Marist Stella Convent, Durban  
 Norris, E. Marist Stella Convent, Durban  
 North, G.Y. Queen's College, Nassau  
 Pearson, G. Convent of the Holy Family, Yeoville, Johannesburg

- Pelunsky, L. Conv. of the Holy Family, Yeoville, Johannesburg  
 Penman, M. Convent of Holy Family, End Street, Johannesburg  
 Poff, D. Convent of Holy Family, End Street, Johannesburg  
 Popper, G. Parktown Convent, Johannesburg  
 Quin, S. Convent of the Sacred Heart, Johannesburg  
 Rankin, D. Convent of the Holy Family, Yeoville, Johannesburg  
 Reid, B. Parktown Convent, Johannesburg  
 Robertson, M. Marist Stella Convent, Durban  
 Rock, R. Convent of the Holy Family, Yeoville, Johannesburg  
 Rosenthal, J. Parktown Convent, Johannesburg  
 Rosettenstein, V. Marist Stella Convent, Durban  
 Ross, B. St. Mary's College, Oakford  
 Sachs, G. Convent of Holy Family, End St., Johannesburg  
 Sandham, M. Conv. of the Sacred Heart, Johannesburg  
 Schulz, K. Marist Stella Convent, Durban  
 Sellers, E. Marist Stella Convent, Durban  
 Simson, S. Conv. of the Sacred Heart, Potchefstroom  
 Smart, M. Government A School, Nairobi  
 Solomon, I. Parktown Convent, Johannesburg  
 Solomon, M. Parktown Convent, Johannesburg  
 Spencer, M. Marist Stella Convent, Durban  
 Startin, E. Marist Stella Convent, Durban  
 Stuthridge, M. St. Mary's College, Oakford  
 VanRensberg, L. Convent of the Holy Cross, Kokstad  
 Vining, N. St. Mary's College, Oakford  
 Vogts, S. Convent of the Sacred Heart, Potchefstroom  
 Walker, B. Convent of Holy Family, End Street, Johannesburg  
 Walsham, L. Marist Stella Convent, Durban  
 Warley, N. St. Mary's College, Oakford  
 Webber, V. Convent of Notre Dame, Kroonstad  
 Williams, V. Convent of Holy Family, End Street, Johannesburg

## SCIENCE IN ORDINARY LIFE.

By E. C. ABBOTT, M.A.

THE importance of a general knowledge of science which can be applied to the needs of everyday life is now being recognized, and it is hoped that steps will be taken to make the great principles of science more widely known. Science has for too long been left to scientific men, and not sufficiently applied to ordinary life; and, though it is taught in schools, the most difficult part is generally taken first, so it seldom goes far enough to be interesting or useful.

Those who study the sciences find they become more and more interesting and useful as they go on. New wonders open up on every side; things which have been puzzling become clear, and what seemed impossibilities become realities. New forces can be turned to account, new substances made, or new uses found. Discoveries and inventions can be made, and life becomes full of interest. A man who cares about science is seldom dull, as the world is before him, so that nothing seems monotonous or commonplace. The wonders to which science admits him extend to the stars and the whole universe on the one hand, and to the simplest microscopic cell on the other.

Though such a knowledge needs years of study, it is possible for any one to understand enough science to be a help from day to day, and to add considerably to the interest and usefulness of life. The great principles of science can be made simple and interesting. They can be illustrated by natural observation and experience, and applied to everyday needs. Science is so closely connected with our lives that we are handicapped altogether if we do not know the rules of the game. The laws of Nature must be obeyed, and want of knowledge will not serve as excuse when they are broken; while if we do understand them we can make use of them for our own advantage. Chemical changes are taking place with every breath and with every movement—as we eat, as we work, and as we sleep; and if we understand what is going on, we can regulate and alter these actions to suit our own purposes.

Many people disregard the laws of health, and they and their children suffer all their lives as a result. Most people would have better health if they realized that they are hindering, rather than helping, the natural actions of the body. A knowledge of science is needed in the house, for cookery, repairs, lighting, heating, and drainage are all based upon it. People may be shown how to do these things, and may do them with a certain amount of skill, but they cannot work as intelligently as they would if they understood the scientific reason for each action. Gardening, farming, and agriculture need a considerable knowledge of science if they are to be successful, and not done in an amateur way. Manufacture and everything connected with machinery depend entirely upon science. The man in the street depends on it for his own health, and that of his family: for the comfort of his home, and for success in his work. People are beginning to demand that the help that science has to give should be made accessible to every one. If the trade of the country, the efficiency of the people, and the comfort of the homes are to be improved, it is necessary that every one should have a general and useful knowledge of science, which will be helpful to them from day to day.

To meet this need a course of general science can be planned for all children from twelve to fourteen for the last two years in the elementary school, or the first two in the secondary school, or in continuation classes. Such a course would serve as a minimum of useful knowledge for ordinary life, and also as a groundwork for future study of technical subjects or of more systematic science. It should be a simple, general, and useful preliminary course of chemistry and physics, based chiefly on observation and previous experience, and taught in the same way as Nature study is taken with younger children.

Children are always ready to observe the laws of Nature, and to ask how one thing works, why another thing happens, or what is the use of something else. They are interested in machinery, and like to watch a workman when he is doing repairs. Little children prefer mechanical toys,

and anything that moves, and want to know what makes wheels go round, how an engine works, and why a train goes. It is often difficult to answer their questions, but it is important to satisfy them, and to explain enough to keep up their interest, and make them want to know more. When they realize that definite mathematical forces are used in the turning of a handle or a wheel, in the opening of a window, the pulling up of a blind, the hanging of a picture, the use of a poker, spade, oar, corkscrew, scissors and sugar tongs, and in the working of a sewing machine, bicycle, seesaw, and swing, they will understand that science is something living and real, and that ordinary life is full of wonder and interest. They can also be taught in a simple way the supporting power of air and water in connexion with aeroplanes, boats and submarines, the action of the air in breathing, burning and decay, about fuels and illuminants, coal, coke, coal gas, coal tar, and aniline dyes; water and distillation, rain, springs, rivers, hard and soft water; washing materials, as soap, soda, starch, and bleaching powder; the properties and uses of various chemicals and gases, the uses of different metals; the nature and cooking of different food materials, as meat, milk, eggs, vegetables, grains, fruit, sugar, fats and oils; the action of dry meat and hot water on these, and the manufacture of cotton, woollen, silk, and leather goods, paper, glass, and china.

Though this course covers a wide range, it need not be superficial; it should concentrate the attention on the great principles of science, which should be illustrated and explained very fully. It is intended to serve as the groundwork in science, and the training in scientific method, which are needed as a basis for the intelligent study of other subjects. Geography, housecraft, hygiene, cookery, nursing, gardening, and mathematics, as well as the ordinary sciences, all need a general preliminary knowledge of chemistry and physics. These can be taught in an easy attractive way from general observation, just as Nature study is taught as an introduction to the more systematic study of Botany and Zoology.

The method of this course is to bring all the previous observation, knowledge, and experience to bear on the great principles of science. When children come to school they have already accumulated a great deal of information and experience, and have unconsciously made many observations and experiments of their own, and their numerous questions show how anxious they are to have these things explained. It is surely worth while to collect and make use of the facts they already know and the observations they have already made, and to explain the things in which they are already interested. Then they will be ready and eager to plan further experiments, to find out more, and to think how they can apply their knowledge to other cases. This course collects all the facts, observations, and experiments to build up the general principles. It shows exactly how much each experiment proves: it shows what each substance may be expected to do; it examines and weighs all the evidence, and mathematically builds up the proof. It then applies it in all directions and reasons out rationally to make use of it. Science and mathematics are recommended as offering training in accurate observation, clear thought and expression, the weighing of evidence, the building up of proof, and the application of knowledge, and this scheme should supply all this. It is hoped that some such course may be taken by all children, as a training in thought, as a basis for technical or science subjects, and as supplying much useful information, which will be a help and interest in everyday life.

MR. FISHER, Minister of Education, attended last week a Conference in London of textile workers' employés and Lancashire members of Parliament on the question of half-time employment, which is abolished under the Education Bill. Mr. Fisher held out no hope to the Conference of any change of proposals regarding the employment of young children, and urged the necessity of much improved education to meet the intense international competition which would come after the War. Half-time, he stated, held up the general education system.—*Times*.

SIR EDWARD STERN has made a donation of £2,000 for the endowment of a scholarship in connexion with the Degrees in Commerce which the University of London has so wisely decided to institute.



# MACMILLAN'S BOOKS SUITABLE FOR THE COLLEGE OF PRECEPTORS' EXAMINATIONS, MIDSUMMER AND CHRISTMAS, 1919.

## ENGLISH LANGUAGE, HISTORY, & GEOGRAPHY.

<b>Shakespeare.—As You Like It.</b> With Introduction and Notes by K. DEIGHTON. ( <i>Senior and Junior</i> ) ... ..	2 0
— <b>As You Like It.</b> Edited by C. R. GARSTON, Ph.D. ( <i>Senior and Junior</i> ) ... ..	1 6
— <b>As You Like It.</b> Edited by M. H. SHACKFORD, Ph.D. ( <i>Senior and Junior</i> ) ... ..	1 6
— <b>As You Like It.</b> Eversley Edition. With Notes. ( <i>Senior and Junior</i> ) ... ..	1 3
— <b>Richard II.</b> With Introduction and Notes. By K. DEIGHTON. With an Appendix. ( <i>Senior and Junior</i> ) ... ..	2 0
— <b>Richard II.</b> Edited by H. CRAIG, Ph.D. ( <i>Senior and Junior</i> ) ... ..	1 6
— <b>Richard II.</b> Edited by J. H. MOFFATT. ( <i>Senior and Junior</i> ) ... ..	1 6
— <b>Richard II.</b> Eversley Edition. With Notes. ( <i>Senior and Junior</i> ) ... ..	1 3
<b>Spenser.—The Faerie Queene.</b> Book I. With Introduction and Notes by H. M. PERCIVAL, M.A. ( <i>Senior</i> ) ... ..	3 6
— <b>Faerie Queene.</b> Book I. Edited by Prof. G. A. WAUCHOPE. ( <i>Senior</i> ) ... ..	1 6
<b>Thackeray.—The Virginians.</b> ( <i>Senior</i> ) ... ..	2 6
<b>Scott.—Kenilworth.</b> With Introduction and Notes. ( <i>Junior</i> ) ... ..	3 0
— <b>Lay of the Last Minstrel and The Lady of the Lake.</b> Edited by F. T. PALGRAVE. ( <i>Preliminary and Lower Forms</i> ) ... ..	1 3
— <b>The Lady of the Lake.</b> By G. H. STUART, M.A. ( <i>Preliminary and Lower Forms.</i> ) 3s. Canto I ... ..	0 9
— <b>Lady of the Lake.</b> By E. A. PACKARD. ( <i>Preliminary and Lower Forms</i> ) ... ..	1 6
<b>Longfellow.—Tales of a Wayside Inn</b> (containing Prelude, Paul Revere's Ride, Falcon of Sir Fedrigo, and King Robert of Sicily). Edited by J. H. CASTLEMAN. ( <i>Preliminary and Lower Forms</i> ) ... ..	1 6
<b>Kingsley.—Water Babies.</b> ( <i>Preliminary.</i> ) 1s. 6d. net; 1s. 6d., and	0 9
<b>Gwynn.—Masters of English Literature</b> ... ..	4 0
<b>Saintsbury.—A First Book of English Literature</b> ... ..	1 9
<b>Saintsbury.—Short History of English Literature</b> ... ..	10 0
Also in Five Parts. 2s. 6d. each.	
<b>Heald.—Outline of English Grammar.</b> ( <i>Junior and Preliminary.</i> ) (KEY, 3s. net) ... ..	1 9
— <b>Oral Exercises in English Composition.</b> ( <i>Preliminary</i> ) ... ..	1 9
— <b>Junior Course of English Composition.</b> ( <i>Junior and Preliminary</i> ) ... ..	1 9
— <b>Senior Course of English Composition.</b> ( <i>Senior.</i> ) (KEY, 1s. 3d. net) ... ..	4 0
— <b>Manual of English Grammar and Composition.</b> ( <i>Senior.</i> ) (KEY, 3s. net) ... ..	3 0
— <b>Matriculation English Course.</b> (KEY, 4s. 6d. net) ... ..	4 0
— <b>Aids to the Study and Composition of English.</b> (KEY, 5s. 6d. net) ... ..	5 0
— <b>How to Summarise, Expand, or Recast Extracts in Prose and Verse.</b> (KEY, 3s. net) ... ..	2 6
<b>Rowe and Webb.—Guide to the Study of English</b> ... ..	4 0
<b>Brooksbank.—Essay and Letter Writing</b> ... ..	3 0
<b>Beak.—Indexing &amp; Précis Writing.</b> (KEY, 2s. net) ... ..	3 0
<b>Hearnshaw.—First Book of English History</b> ... ..	1 9
<b>Buckley.—History of England for Beginners.</b> B.C. 55 to A.D. 1912. New Edition ... ..	3 6
<b>Green.—Short History of the English People.</b> Revised and Enlarged with Epilogue, by A. S. GREEN ... ..	5 0
<b>Thompson.—History of England</b> ... ..	3 0
<b>Tout.—Short Analysis of English History</b> ... ..	1 3

## ENGLISH LANGUAGE, &c.—continued s. d.

<b>Macmillan's Graphic Geography—The British Isles.</b> By B. C. WALLIS, B.Sc. ... ..	0 9
<b>Davies.—Geography of the British Isles,</b> with numerous Practical Exercises ... ..	3 6
Also Part I, England and Wales, 2s. 6d.; Part II, Scotland and Ireland, 1s. 3d.	
<b>Heawood's Geography of Africa.</b> ( <i>Junior</i> ) ... ..	3 0
<b>Blanford.—Elementary Geography of India, Burma, and Ceylon.</b> ( <i>Junior</i> ) ... ..	3 0
<b>Smith.—A First Book of Commercial Geography</b> ... ..	1 9
<b>Wallis.—A First Book of General Geography</b> ... ..	1 9
— <b>A Junior Geography of the World.</b> Part I. The World in General. 1s. 9d. Part II. The Continents in Detail. 1s. 9d. Complete in one volume. 3s.	
— <b>Geography of the World</b> ... ..	4 0

## ARITHMETIC AND ALGEBRA.

<b>Hall and Stevens.—School Arithmetic.</b> 4s. With Answers, 5s. Answers, 1s. 3d. KEY, 12s. 6d. Part I, 2s. 6d.; with Answers, 3s.; KEY, 5s. Part II, 2s. 6d.; with Answers, 3s.; KEY, 7s.	
<b>Palmer.—Arithmetic—chiefly Examples.</b> With or without Answers ... ..	4 0
<b>Sydney Jones.—Modern Arithmetic, with Graphic and Practical Exercises.</b> Parts I and II. With or without Answers, 3s. each. Complete, with or without Answers ... ..	5 0
<b>Loney and Grenville.—Shilling Arithmetic.</b> 1s. 3d. With Answers ... ..	1 9
<b>Hall and Knight.—Elementary Algebra for Schools.</b> Containing a full treatment of GRAPHS. Without Answers, 4s. With Answers ... ..	5 0
KEY, 10s. Answers, 1s. 3d.	
<b>Hall.—School Algebra.</b> With or Without Answers. Part I, 3s. KEY, 7s. Part II, 1s. 9d. Parts I and II, 4s. Part III, 1s. 9d. Parts II and III, 3s. KEY, 7s. Complete, 5s. KEY, 12s.	
<b>Barnard and Child.—New Algebra for Schools.</b> With or Without Answers. Vol. I, Parts I, II, and III, 3s. KEY, 7s. 6d. Part I, 1s. 9d. Parts II and III, 1s. 9d. Parts I-IV, 4s. 6d. Part IV, 2s. Vol. II, Parts IV, V, and VI, 4s. 6d. KEY, 10s.	

## FRENCH.

<b>Siepmann and Pellissier.—Public School French Primer</b> ... ..	4 0
KEY, 5s. 6d. net.	
<b>Siepmann and Vernols.—Preliminary French Lessons.</b> Illustrated ... ..	1 3
<b>Brackenbury.—Elementary French Exercises</b> ... ..	1 6
KEY, 3s. 6d. net.	
<b>Siepmann.—Primary French Course.</b> Part I, 3s. Word and Phrase Book, 6d. KEY, 4s. 6d. net. Part II, 3s. Word and Phrase Book, 6d. KEY, 4s. 6d. net. Part III, 3s. Word and Phrase Book, 6d. KEY, 6s. 6d. net.	
<b>Siepmann.—Primary French Course.</b> (First Term.) Lessons in Colloquial French based on the Transcript of the Association Phonétique ... ..	1 9

## LATIN AND GREEK.

<b>Caesar.—The Gallic War.</b> Edited by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> ) ... ..	5 0
— <b>Gallic War.</b> Book VII. With Notes and Vocabulary. By Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> ) ... ..	1 9
<b>Virgil.—Æneid.</b> Book I. With Notes and Vocabulary. By Rev. A. S. WALPOLE, M.A. ( <i>Senior and Junior</i> ) ... ..	1 9
— <b>Æneid.</b> Book I. With Notes and Vocabulary. By T. E. PAGE, M.A. ( <i>Senior and Junior</i> ) ... ..	1 9
<b>Cicero.—De Senectute.</b> With Notes and Vocabulary. By E. S. SHUCKBURGH, Litt.D. ( <i>Senior</i> ) ... ..	1 9
<b>Euripides.—Hecuba.</b> With Notes and Vocabulary. By Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior</i> ) ... ..	1 9
<b>Xenophon.—Anabasis.</b> Book III. With Notes and Vocabulary. By Rev. G. H. NALL, M.A. ( <i>Senior and Junior</i> ) ... ..	1 9
— <b>Anabasis.</b> Books I-IV. Edited by Prof. W. W. GODWIN and J. W. WHITE ( <i>Senior and Junior</i> ) ... ..	4 0

\*.\* Complete List post free on application.

MACMILLAN & CO., Ltd., ST. MARTIN'S STREET, LONDON, W.C.2.

## A Selection of Messrs. LONGMANS, GREEN & Co.'s List of Educational Works in French, Latin, History, Geography, and Mathematics.

### FRENCH.

**LONGMANS' MODERN FRENCH COURSE.**  
Containing Reading Lessons, Grammar, Passages for Repetition, Exercises, and Vocabulary.

By T. H. BERTENSHAW, B.A., Mus.Bac.,  
Assistant Master in the City of London School.

With Illustrations by D. M. PAYNE. Crown 8vo.

**Part I.**—40 Reading Lessons with Corresponding Grammar and Exercises. With 43 Illustrations of French Life and a Map. Pupils' Edition, 1s. 6d.; Teachers' Edition, 2s.

**Part II.**—57 Reading Lessons with Corresponding Grammar and Exercises. With 20 Illustrations of French Life, 13 from Photographs, and 2 Maps. Pupils' Edition, 2s.; Teachers' Edition, 2s.

*The Teachers' Edition consists of all the matter in the Pupils' Edition, with additional Notes on Reading Lessons, Grammar, and Passages for Repetition, Translation of Exercises, &c.*

### LONGMANS' FRENCH TEXTS.

Edited with Notes, Exercises, and Vocabulary.

By T. H. BERTENSHAW, B.A., Mus.Bac.

IN THREE GRADES.

**ELEMENTARY SERIES.**—Price 8d. each; Teachers' Edition, 8d.

LE PREMIER COUCOU DE LA FORÊT-NOIRE. (L. Vuichoud.)

LA COMÈTE, &c. (Ereckmann-Chatrion.)

L'AVENTURE DE JACQUES GÉRARD. (M. Stephanie.)

ULYSSE CHEZ LES CYCLOPES. (Octave Simone.)

**Longmans' Illustrated First French Reading Book and Grammar.**—By JOHN BIDGOOD, B.Sc., late Head Master of the Gateshead Higher Grade School, and THOMAS HARBOTTLE, Teacher of French in the same School. With 55 Illustrations. Crown 8vo, 1s.

**Longmans' Illustrated First Conversational French Reader.**—With Notes and Full Vocabulary. By T. H. BERTENSHAW, B.A., Mus. Bac., Assistant Master in the City of London School. With 86 Illustrations. Crown 8vo, 2s.

### LATIN.

#### LONGMANS' LATIN COURSE.

With Copious Exercises and Vocabulary. Crown 8vo.

**Part I.**—Up to and including the Regular Verb, Active and Passive, 1s. 6d.

A Key, for the use of Teachers only, post free, 3s. 8½d.

**Part II.**—Including Pronouns, Numeral Adjectives, Irregular Verbs, Accusative and Infinitive, Ablative Absolute, Dependent Questions, Dependent Clauses, the Use of the Cases and Oratio Obliqua. 2s. 6d.

A Key, for use of Teachers only, post free, 5s. 3d.

**Parts I and II.**—Complete in One Volume, 3s. 6d.

A Key, for the use of Teachers only, post free, 7s. 9½d.

**First Steps in Latin.**—By F. RITCHIE, M.A. Fcap. 8vo, 2s. 6d.

A Key, for the use of Teachers only, post free, 3s. 8½d.

**Second Steps in Latin.**—By F. RITCHIE, M.A. Fcap. 8vo, 2s.

**Exercises in Latin Prose Composition.**—By F. RITCHIE, M.A. Crown 8vo, 3s.

A Key, for the use of Teachers only, post free, 3s. 9d.

**Fabulae Faciles.**—A First Latin Reader. Containing Detached Sentences and Consecutive Stories. With Notes and a Vocabulary by F. RITCHIE, M.A. Crown 8vo, 2s. 6d.

**Longmans' Illustrated First Latin Reading Book and Grammar.**—By H. R. HEATLEY, M.A., Author of "Gradatim," "Græcula," &c. With 67 Illustrations by LANCELOT SPEED. Crown 8vo, 1s. 4d.

**A Junior Latin Reader.** Compiled by P. M. DRUCE, M.A., and M. D. MANDUELL, M.A. With 38 Maps and Illustrations. Crown 8vo, 2s.

**Gradatim:** an Easy Latin Translation Book for Beginners. With Vocabulary by H. R. HEATLEY, M.A., and H. N. KINGDON, M.A. Fcap. 8vo, 2s.

A Key, for the use of Teachers only, post free, 5s. 2½d.

*A Full List of Messrs. Longmans, Green & Co.'s Books on French, Latin, History, Geography, and Mathematics, will be sent, post free, on application.*

**LONGMANS, GREEN & Co., 39 Paternoster Row, London, E.C.4.**  
New York, Bombay, Calcutta, and Madras.

### HISTORY.

#### LONGMANS' HISTORICAL SERIES FOR SCHOOLS.

By T. F. TOUT, M.A.,  
Professor in Medieval and Ecclesiastical History in the University of Manchester.

**Book I. A First Book of British History from the Earliest Times to the Death of Edward VII.**—With 85 Illustrations, 13 Genealogical Tables, and 25 Maps and Plans. 2s. 6d.

**Book II. A History of Great Britain from the Earliest Times to the Death of Edward VII.**—With 35 Maps and Plans, 8 Genealogical Tables, and 146 Portraits and other Illustrations. 3s. 6d.

[Book II is also issued in two parts, 2s. each. Part I: From the Earliest times to 1485. Part II: From 1485 to the Death of Edward VII.]

**A Short History of England to the Death of Edward VII.**—By CYRIL RANSOME, M.A., late Professor of Modern Literature and History, Yorkshire College, Victoria University. With Tables, Plans, Maps, Index, &c. Crown 8vo, 3s. 6d. Or in two parts, 2s. each. Part I: To the Death of Elizabeth, A.D. 1603. Part II: A.D. 1603 to 1910.

**Outline of English History, B.C. 55 to A.D. 1910.**—By SAMUEL RAWSON GARDNER, D.C.L., LL.D. With 71 Woodcuts and 17 Maps. Fcp. 8vo, 2s. 6d.

**Landmarks of British History.**—By LUCY DALE, late Scholar of Somerville College, Oxford. With 8 Coloured Plates by H. J. FORD, and 72 other Illustrations. Crown 8vo, 2s. 6d.

**The Life of Nelson.**—With Maps, Battle-plans, and Illustrations. By GEOFFREY CALLENDER, M.A., Merton College, Oxford; Head of the History and English Department, Royal Naval College, Osborne. Crown 8vo, 1s. 6d. Prize Edition, 2s. 6d. net.

**The Growth of the British Empire.** By P. H. and A. C. KERR. With 4 Coloured Illustrations, 63 Maps (4 of which are Coloured), and other illustrations. Crown 8vo., 2s.

### GEOGRAPHY.

#### LONGMANS' GEOGRAPHICAL SERIES.

Crown 8vo.

**Book I. The First Book of Geography.**—With 17 Illustrations and 52 Maps (38 of which are Coloured). New and Revised Edition. 1s. 6d.

**Book II. The World. For Junior Students.**—With 95 Illustrations and 87 Maps (79 of which are Coloured). New Edition, Revised, partly Re-written and Enlarged. 3s.

### MATHEMATICS.

**The Groundwork of Arithmetic.**—A Handbook for Teachers. By MARGARET PUNNETT, B.A., Vice-Principal of the L.C.C. Day Training College, Southampton Row, W.C. With Diagrams. Crown 8vo, 3s. 6d.

"A really inspiring work, that every elementary teacher should have on his or her bookshelf; nor can I imagine a teacher of older children reading through the text without obtaining considerable benefit thereby."—*Mathematical Gazette.*

*Companion Books to the above for Pupils' use.*

**Exercises in Arithmetic.**—By MARGARET PUNNETT. Crown 8vo. Book I, 4d.; Book II, 6d.; Book III, 6d.

**Longmans' Junior School Arithmetic.**—An Arithmetic for Beginners. Mental and Practical. Fcap. 8vo. Without Answers, 1s.; with Answers, 1s. 6d.

**Longmans' Junior School Algebra.**—By WILLIAM S. BEARD, F.R.G.S. Crown 8vo. Without Answers, 2s.; with Answers, 2s.

**COLLEGE OF PRECEPTORS  
CERTIFICATE AND LOWER FORM  
EXAMINATIONS, 1919.**

*S. denotes the Senior Examination, J. the Junior, P. the Preliminary,  
L.F. Lower Forms.*

**Scripture History.**

- ACTS OF THE APOSTLES (Part I, Ch. 1-16).** (S., J.)  
Edited, with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham. 1s. 9d.
- GOSPEL OF ST. MARK.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and J. W. SHUKER, M.A. 1s. 9d. (S., J.)
- GOSPEL OF ST. MARK.** (Preliminary Edition.) Edited, with Introduction, Notes, and Maps, by Rev. J. F. RICHARDS, M.A., and Rev. T. WALKER, M.A. 1s. 3d. (P., L.F.)

**English Literature.**

- SCOTT.—LADY OF THE LAKE.** Edited by A. R. WEEKES, M.A. 1s. 9d. (P.)
- SCOTT.—LADY OF THE LAKE. Cantos I and V.** (L.F.)  
By A. R. WEEKES, M.A. 10d.
- SHAKESPEARE.—RICHARD II.** By A. F. WATT, M.A. 2s. (S., J.)
- SHAKESPEARE.—AS YOU LIKE IT.** By A. R. WEEKES, M.A. 2s. (S.)
- SHAKESPEARE.—AS YOU LIKE IT.** By A. R. WEEKES, M.A., and F. J. FIELDEN, M.A. 1s. 6d. (Junior Shakespeare.) (J.)
- SPENSER.—FAERIE QUEENE, Book I.** By W. H. HILL, M.A. 3s. (S.)

**English History.**

- EARLIER HISTORY OF ENGLAND (to 1485).** With Biographies, Maps, and Plans. By C. S. FEARENSIDE, M.A. 3s. (S.)
- MODERN HISTORY OF ENGLAND. Part I, 1485-1714. Part II, 1688-1901** (with a concise Introduction down to 1714). Each 3s. (S.)
- SCHOOL HISTORY OF ENGLAND.** By M. E. CARTER, (S., J.)  
Honour School of Modern History, Oxford. With Plans and Coloured Maps. 4s. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 1s. 9d.
- PRELIMINARY HISTORY OF ENGLAND.** By M. K. (P., L.F.)  
ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s. 6d.

**Geography.**

- GEOGRAPHY OF AUSTRALASIA (with Africa).** (J.)  
Junior. By G. C. FRY, M.Sc. 10d.

**Latin and Greek.**

- CAESAR.—GALLIC WAR, Book VII.** By A. H. ALLCROFT, (S., J., P.)  
M.A., and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- CICERO.—DE SENECTUTE.** By A. H. ALLCROFT, M.A., (S.)  
and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- VERGIL.—AENEID, Book I.** By A. H. ALLCROFT, M.A. (S., J.)  
and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- EURIPIDES.—HECUBA.** By T. T. JEFFERY, M.A. With (S.)  
Introduction and Notes. 1s. 9d.

*Complete Educational Catalogue, and Catalogue of Class-books suitable for the College of Preceptors Certificate Examinations, post free on application.*

**The Educational Times**

AND

**JOURNAL OF THE COLLEGE OF PRECEPTORS.**

*Sixty-eighth Year of Publication.*

Published on Feb. 1, May 1, Aug. 1, Nov. 1. Price 6d., by Post 7d.

**SCALE OF CHARGES FOR ADVERTISEMENTS.**

WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	2 10 0	„	3 0 0
QUARTER PAGE	1 10 0	„	1 15 0
PER INCH in broad column (half width of page)	0 7 0		
NARROW COLUMN (one-third page)	2 0 0		

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch.

Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.)

Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to the Publisher.

Communications intended for the Editor should be addressed to THE EDITOR OF THE EDUCATIONAL TIMES, The College of Preceptors, Bloomsbury Square, London, W.C. 1.

**OLD SCHOLASTIC ADVERTISEMENTS**

By C. EDGAR THOMAS.

III.

Two papers on old scholastic advertisements from the pen of the present writer have already appeared in these columns, but further research has brought to light one or two other specimens, which are now submitted in the hope that their interest may justify their appearance.

An interesting sidelight on the state of education in England in the thirties of last century may be found in Count Edouard de Melfort's "Impressions of England," which appeared in 1836. He says:—

Even in the lowest classes in England it is difficult to find a person who does not know how to read or write. There is scarcely any village, however significant, which has not its "National School," and, without meaning any offence to other countries, I think I may assert that the education of the people in England is superior to that of any other.

This is certainly a very rosy and optimistic statement, but it is just possible that the Count was too optimistic, for contemporary writers have expressed just the opposite—that the lower classes were very uneducated, and that but few could read and write, particularly in the country districts. The better classes, of course, received a preparatory education before proceeding to the Universities, while among the middle classes a classical education was still predominant over one that would fit its recipient for a commercial career. The ordinary boarding-schools received scholars from 30 to 45 guineas per annum, but this sum was very considerably increased by means of "extras." The following advertisement dates from 1830:—

Exeter College, Snaresbrook, six miles from London, for the reception of gentlemen designed for mercantile pursuits, the legal and medical professions, the naval and military institutions, and the Universities. The number is limited, they are parlour boarders, and each has a separate bed. The establishment is under the immediate attention of the Principal and resident classical assistants, with the regular attendance of professional gentlemen of eminence in the departments of French, drawing, music, dancing, &c. Terms—per annum. A mercantile course with mathematics, history, geography, use of the globes, astronomy, &c., twenty-five guineas; or with the classics, in Latin, Greek, and including drawing, music, and dancing, thirty guineas; any one of the languages or accomplishments selected with the first course, four guineas. Every department of this establishment is arranged and conducted on the most comprehen-

**University Tutorial Press, Ltd.,**

**High Street, New Oxford Street, London, W.C. 2.**

sive scale of liberality. The pupils are the sons of private and professional gentlemen of the highest respectability in London and various parts of the kingdom . . .

Considering the conditions of that time it must be conceded that this was a fairly cheap school. Another establishment to which well-to-do people would be likely to send their children was situated near Newbury, and appears to have been conducted on the lines of a regular grammar school. The advertisement concerning it ran as follows:—

Young gentlemen are received from 4 to 20 years of age. Terms—from 4 to 10 years of age, 25 guineas; 10 to 15, 35 guineas; 15 to 20, 40 guineas; parLOUR-boarders, 80 guineas per annum.

But there were, unfortunately, many much lower-class schools—establishments such as Dickens has held up to ridicule in "Nicholas Nickleby," and in the preface to which book he states that he has written of no one (school) in particular. Many readers will remember the scene where Snawley brings his sons-in-law to the Saracen's Head—a passage which is of particular interest to us for its reference to scholastic advertisements.

"Mr. Squeers, I believe, sir?"

"The same, sir," said Mr. Squeers, with an assumption of extreme surprise.

"The gentleman," said the stranger, "that advertised in *The Times* newspaper?"

"*Morning Post*, *Chronicle*, *Herald*, and *Advertiser*, regarding the academy called Dotheboys Hall, at the delightful village of Dotheboys near Greta Bridge, in Yorkshire," added Mr. Squeers. "You come on business, sir, I see by my young friends! . . ."

"Hem!" said the other, "twenty pounds, per annum, I believe, Mr. Squeers?"

"Guineas," rejoined the schoolmaster, with a persuasive smile.

"Pounds for two I think, Mr. Squeers," said Mr. Snawley, solemnly.

"I don't think it could be done, sir," replied Mr. Squeers, as if he had never considered the proposition before. "Let me see: four times five is twenty, double that and deduct the —. Well, a pound either way shall not stand betwixt us. You must recommend me to your connection, sir, and make it up in that way! . . ."

"And this," resumed Snawley, "has made me anxious to put them to some school a good distance off, where there are no holidays—none of those ill-judged comings home twice a year that unsettles children's minds so—and where they may rough it a little; you comprehend?"

The following advertisements are culled from *The Times*, in which paper they were inserted every half-year. The first may be found under date July 15, 1830:—

**EDUCATION.** By Mr. Shaw, at Bowes Academy, Greta Bridge, Yorkshire. YOUTHS are carefully instructed in the English, Latin, and Greek languages, common and decimal arithmetic, book-keeping, mensuration, surveying, geometry, geography, and navigation, with the most useful branches of the mathematics, and provided with board, clothes, and every necessary, at 20 guineas per annum each. No extra charges. No vacations. Further particulars may be known on application to . . . Mr. Shaw attends at the George and Blue Boar, Holborn, from 12 to 2 daily, where a card of particulars may be seen.

The similarity between this advertisement and Dickens's description in "Nicholas Nickleby" will at once be noticed, and it is probable that the novelist had himself read the advertisement in *The Times*.

In the same paper for September 18, 1830, this note appeared:—

**At KIRBY HALL ACADEMY**, near Richmond, Yorkshire. Conducted by I. Nelson and assistants. The system of instruction comprehends all the useful branches of a liberal education, comprising the Greek and Latin classics, mathematics, &c., at 22 guineas per annum. No extra charges. No vacation. French language and drawing on the usual terms. I. N. will attend daily at the "Saracen's Head," Snow Hill. . . .

Regarding the famous—or rather infamous—Dotheboys Hall, a correspondent sent a most interesting communication to *Notes and Queries* in 1873. The contribution consisted of extracts from a letter of an old friend and schoolfellow and read as under:

It is a very fine country—fresh mountain air. Dotheboys Hall is still here—no longer a school. Mr. Shaw, the original of Squeers,

married a Miss Laidman, who was a sort of cousin of my father. The school buildings are pulled down, but the house (Dotheboys) is still a very nice handsome one, with large offices, cow-houses, &c. We learn from our landlady that in the room where we are now sitting ("Unicorn Inn," Bowes), Dickens had lunch the day he and a friend rode over from Barnard Castle to see and make sketches of Mr. Shaw's school, and this same old lady, Mrs. Highmore, waited on them. Dickens was only here that day, but he stayed longer in Barnard Castle, and got a great deal of gossip, not too true, about the school, from one —, a quondam usher of Shaw's and "a bad lot," who had, indeed, been turned off for bad conduct.

Mrs. Highmore tells me, as indeed my father always says, that Dotheboys Hall is a most exaggerated caricature, but somehow the description was in some respects so correct that everybody recognized it. Poor Shaw quite took it to heart, and did no more good, got childish and paralytic, and soon died. The school went down fast, Mrs. Shaw also died broken-hearted. But a good deal of money was left behind. Mrs. Highmore says there were an immense number of boys; that Mr. Shaw chartered a special coach to bring them from London (this place is on one of the great coaching roads between York and Glasgow); and that there was great joy in the village on the arrival of the coach and its precious freight—quite the event it was. She says that the boys were used very well, and fed as well as could be expected for £20 a year; that there might be things wrong, but no complaints were ever made; that Shaw made money because on his own farm he grazed the cows and fed the sheep and pigs which supplied the boys' food.

My impression is that Yorkshire schools were bad, but not so bad as Dickens makes out, and Shaw's was better than most of them. There is a strong feeling here of indignation against Dickens, who, no doubt, ruined poor Shaw.

An old pupil of Mr. Squires—the Mr. Squeers of Dickens's "Nicholas Nickleby"—has died at New Brunswick, leaving behind a record of his school days. This is to be published as a sort of *post-mortem* vindication of Mr. Squires, whose career as a pedagogue was rather unfairly caricatured by the novelist. The old pupil is the Rev. Ralph Willis, a native of London. He went to school at Bowes in Yorkshire, and it was through his father that Dickens heard of the school. Many of the scenes in the book he describes as inventions, but the moral of the reminiscences is that Squires was not as black as he was painted.

The cost of sending a girl to a boarding school was seemingly about much the same as that for a boy, although day-schools appear to have been very cheap indeed. That is, if we are to judge by one situated in Salisbury Square, Fleet Street, and of which the advertisement informed us that

Their system of education is the result of close observation, blended with long experience, and it embraces all the advantages of a superior private instruction with those which will ever be found to exist in a well conducted school. Terms, including reading, geography, history, grammar, and useful and ornamental needlework, one guinea per quarter. The Misses Thompson are assisted in the departments of penmanship and arithmetic, the French, Italian, and Latin languages, music, drawing, and dancing by professors of eminence, on the usual terms.

The next advertisement, however, probably appealed to a far richer clientele:—

At a first-rate FINISHING LADIES' SEMINARY, VACANCIES occur for a few pupils. The system of education adopted is of the highest order, embracing superior and peculiar advantages. In addition to an extensive course of English studies, invaluable to young ladies finishing their education, they will be perfected in the French and Italian languages, music, comprising the harp, pianoforte, and singing, with a knowledge of harmony and thorough bass, drawing, dancing, and every research in science and literature to qualify them to move in the first circles.

In connexion with the foregoing it is interesting to note that the guitar—then a very fashionable instrument—is not mentioned, and equally curious is the fact that the Spanish and German languages were not taught. The dancing lessons comprised instruction in the galop, mazurka, waltz, quadrilles, and a variety of fancy dances, such as the then popular shawl dance, &c. Apparently no other physical exercises were taught—no swimming, nor Swedish exercises and gymnastics. School punishments then generally consisted of "being put in the stocks" which made the pupils turn out their toes, and the back-board, which tended to expand the chest and cure round shoulders, while their principal relaxation was a solemn walk in procession!

## THE COLLEGE OF PRECEPTORS.

## HALF-YEARLY GENERAL MEETING.

THE ordinary Half-yearly General meeting of the members of the Corporation was held at the College of Preceptors, Bloomsbury Square, W.C.1, on Saturday, March 23rd.

Prof. JOHN ADAMS was appointed Chairman.

The CHAIRMAN having appointed Mr. Cholmeley and Mr. Longsdon to act as Scrutators, the meeting elected twelve members of the Council and three Auditors as follows:—

## AS MEMBERS OF THE COUNCIL.

- Prof. John Adams, M.A., B.Sc., LL.D., F.C.P., 23 Tanza Road, Hampstead, N.W.  
 G. Armitage-Smith, M.A., D.Lit., 3 Albert Terrace, Regent's Park, N.W.  
 Rev. J. O. Bevan, M.A., F.G.S., F.C.P., Chillenden Rectory, Canterbury.  
 F. Charles, B.A., 3 Grange Road, Bushey, Herts.  
 Miss E. A. S. Dawes, M.A., D.Lit., 6 Bedford Place, Russell Square, W.C.  
 Prof. W. E. Dixon, M.A., M.D., B.Sc., F.R.S., The Grove, Whittlesford, Cambs.  
 S. Gregory-Taylor, M.A., Shoreham Grammar School, Sussex.  
 T. Hay, M.A., The Grammar School, Chelmsford.  
 A. Millar Inglis, Maidenhead College, Maidenhead.  
 E. J. Morgan, Castle Hill School, The Avenue, Ealing.  
 Rev. J. A. Nairn, Litt.D., B.D., Merchant Taylors School, Charterhouse Square, E.C.  
 F. A. Sibly, M.A., LL.D., Haywardsfield, Stonehouse, Glos.

## AS AUDITORS.

- H. Chettle, M.A., 76 Ridge Road, Hornsey, N.  
 J. Blake Harrold, F.C.R.A., A.C.I.S., 61 Streatham Hill, S.W.  
 S. J. Walters, A.C.P., 56 Newstead Road, Lee, S.E.

The Report of the Council was laid before the meeting and was taken as read, a copy having been previously sent to every member of the College. It was as follows:—

## REPORT OF THE COUNCIL.

THE Council beg leave to lay before the members of the College the following Report of their proceedings since the issue of their last Report:—

1. A course of twelve lectures to teachers on "The Ideal and the Actual in Present-day Education" has been delivered by Prof. John Adams; and a course of twelve lectures on "Psychology for Teachers" was begun on February 7. The first course was attended by about sixty students and about forty have taken tickets for the second course.

2. The Christmas examination of teachers for the College diplomas began on December 31 and ended on January 5. It was attended by 210 candidates—50 for the Licentiate and 160 for the Associateship. Since the issue of the last Report, the diploma of Licentiate has been conferred on six candidates and that of Associate on fifty-two, who had satisfied the prescribed conditions.

3. (a) The Christmas Certificate and Lower Forms Examinations were held on December 3 to 8, and were attended by 3532 candidates.

(b) For the Professional Preliminary Examination, which is to be held on March 5, 6, and 7, the number of entries is 337.

(c) At the request of the Midland Branch of the Private Schools Association, two members of the Council have been appointed to address that Branch on the subject of Local Examinations.

4. The Examination for Certificates of Proficiency in Commercial Subjects was held for the first time in December last. The scheme of examination has been favourably received by some of the English Chambers of Commerce and by a number of business houses. In the issue of the Regulations for 1918 the Council have drawn special attention to the importance of good handwriting.

5. Since the issue of the last Report six members have been elected and five have withdrawn from membership. The Council regret to have to report the death of the following members: The Rev. F. Besant, Mr. J. L. Butler, the Very Rev. Dr. H. Montagu Butler, Miss A. J. Cooper, F.C.P., Mr. F. D. Fox, F.C.P., Mr. W. Holloway, Mr. E. J. Huelin, L.C.P., the Rev. E. F. M. MacCarthy, and Mr. F. Ritchie.

6. A Joint Committee of representatives of the College of Pre-

ceptors and the Private Schools Association has been engaged in considering in what way private schools may become a recognized part of a national system of education. The President of the Board of Education has consented to receive a deputation of representatives of the two bodies.

7. (a) Representatives of the Council have taken part in the work of the Teachers Registration Council, the Federal Council of Secondary School Associations, the Teachers' Training Committee, the Joint Scholarships Board, the Committee of the Conference of Educational Associations, the Secondary School Teachers' War Relief Fund Joint Committee, the League of the Empire, the Joint Scholastic Agency, and the Joint Agency for Women Teachers.

(b) *Teachers Registration Council.*—At the February meeting of the Council it was announced that the total number of applicants for admission to the Register up to and including Thursday, February 7, was 20,174, a number which included 6,728 teachers in secondary schools.

The Council has appointed a Special Committee to consider the proposals of the Education Bill. A resolution affirming general approval of the measure has been passed, but on certain points the Council feels that amendments should be made. Thus, it has resolved to recommend that the teachers should have a statutory right to elect representatives to the Local Education Committees.

In connexion with the proposal contained in Clause 24 of the Bill, providing for an inquiry as to private schools, the Council has given special instructions to a Parliamentary Sub-Committee, of which one of the members is Mr. S. Maxwell, Chairman of the Private Schools Association.

(c) *Federal Council.*—Arising out of the proceedings of the Federal Council, your representatives took the initiative in arranging for a conference of representatives of the College of Preceptors and the Private Schools Association with reference to the question of the inclusion of efficient private schools as a recognized part of a national system of education.

(d) *Secondary School Teachers' War Relief Fund.*—The Committee of this Fund, with the help of the excellent organization generously placed at their service by the Assistant Masters' Association, have afforded aid in a number of cases after full inquiry into the circumstances of each. The total amount collected for the Fund is £4,500, but more is needed to enable the Fund to meet its present commitments in allowances, irrespective of emergency grants.

(e) *The Joint Scholastic Agency.*—The Agency has been unusually successful in its work during the last six months. The vacancies filled have been numerous and in good schools, while the salaries offered have been uniformly good. The success in filling these vacancies is not due to an increase in the number of men at a loose end seeking immediate appointments. The permanent nature of the posts, and the comparative excellence of the salaries offered, were such as to induce applications from men of a better class. The work done during the last six months compares very favourably with that done during the corresponding period of any of the past eleven years.

(f) *Joint Agency for Women Teachers.*—The conditions under which the Agency has been working have not changed during the last six months. Of the number of posts filled, one-third have been in boys' and mixed schools. The dearth of teachers of mathematics and of science—particularly of science—is still very great.

The Report of the Council was adopted.

The TREASURER proposed the adoption of the accounts for the year ended 24 December, 1917.

Dr. DICKINSON, the retiring senior Auditor, said that although, owing to conditions arising out of the War, the accounts showed a deficit, substantial sums had been added to the Reserve Fund and the Building Redemption Fund. Since the beginning of the War the Reserve Fund had been increased by more than £1,100, and the Building Redemption Fund by £378.

The accounts were approved and the Report of the Auditors was adopted.

The Report of the Dean, which was adopted, was as follows:—

## THE DEAN'S REPORT.

In addition to the general statement of the examination work of the College during the past half-year, which has been embodied in the Report of the Council, I have now to submit to you some details concerning the Christmas Certificate and Lower Forms Examinations, together with extracts from the reports of the Examiners.

The examinations were held on the 3rd–8th of December at the

following places in the United Kingdom:—Aberdeen, Aylesbury, Bentham, Bewdley, Birmingham, Blackburn, Blackpool, Brentwood, Brighton, Bristol, Broadstairs, Cardiff, Carlisle, Carmarthen, Cheltenham, Chulmleigh, Cleut, Colwyn Bay, Croydon, Edinburgh, Exeter, Glasgow, Goudhurst, Harrogate, Hastings, Hawkhurst, Henley-on-Thames, Herne Bay, Horsham, Jersey, Knowle, Launceston, Leeds, Leicester, Liverpool, London, Lytham, Manchester, Muswell Hill, Nantwich, Newcastle-on-Tyne, Newquay (Cornwall), Norwich, Nottingham, Ongar, Penketh, Plymouth, Portsmouth, Richmond, Seaford, Sheffield, Shirley, Shoreham, Southampton, Southend, Southport, St. Leonards, Sunderland, Swindon, Taunton, Torquay, Whitby, Woodford, Worthing, York.

The Examinations were also held at the following Colonial Centres:—Accra, Bathurst, Cape Coast Castle, Lagos (West Africa); Nairobi (British East Africa); Cape Town, Durban, Grahamstown, Johannesburg, Kimberley, Kokstad, Kroonstad, Oakford, Pietermaritzburg, Potchefstroom, Vientage (South Africa); Colombo and Wellawatte (Ceylon); St. Vincent (West Indies); Nassau (Bahamas); Rangoon.

The total number of candidates who sat for the Certificate Examination was 2614\*—1913 boys and 701 girls.

The following table shows the proportion of candidates who passed in the grade for which they were entered:—

		Examined*	Passed*	Percentage
BOYS.	Senior .....	228	120	53
	Junior .....	764	499	65
	Preliminary .....	693	559	81
GIRLS.	Senior .....	124	51	41
	Junior .....	216	129	60
	Preliminary .....	258	204	79

The above table does not take account of those candidates who obtained Certificates of a lower grade than that for which they were entered, nor of those (331 in number) who entered for certain subjects required for professional preliminary purposes.

The number of candidates who sat for the Lower Forms Examination was 397—559 boys and 338 girls. Of these 460 boys and 232 girls passed, or 82 and 69 per cent. respectively.

## EXTRACTS FROM EXAMINERS' REPORTS.

### Scripture History.

**Senior.**—Speaking of this grade as a whole, there was evidence of honest preparation and intelligent study. The faults were the old faults—failure to grasp the important point and the subsequent writing off the subject; ill assimilated knowledge; sometimes pretentious writing as if to conceal ignorance; and in a few cases the elementary faults of bad handwriting, grammar, and spelling. These faults are mentioned as marking some papers, but do not affect the merit of the work as a whole, which showed conscientious interest in the subject.

**Junior.**—The answering on the New Testament sections was not as good as usual, but about one-third did very well. A not infrequent error was that of referring "the prophet of the Highest" to our Lord instead of John the Baptist; and, in the Acts, of confusing Barnabas with Matthias; but, on the whole, incidents and characters were clearly grasped and described. In the Old Testament, the teaching appears to have failed to produce clear impressions in regard to times and places. Maps had seldom been used. The rebuilding of the Temple and the rebuilding of the walls of Jerusalem were not distinguished. Nor were the earlier times of the Kings of Israel much better known. A few, however, sent in remarkably good answers to both sections of the Old Testament.

**Preliminary.**—The strong point in these papers was the knowledge of the facts of Bible history. This showed itself in the answers in all sections; narratives of events and records of sayings were, on the whole, well done. The simple explanations of the facts which were asked for were not so readily given. The stories, for example, in the parables of Dives and Lazarus and of the Rich Fool were generally correctly repeated; but the lessons to be drawn from them were frequently omitted altogether, or wrongly conjectured. In like manner, only a few had thought about the meaning of the Transfiguration, though most candidates knew the story very well. In the Old Testament papers it was pleasing to note how often the Scriptural characters were very real persons to the writers. This applied specially to Joseph, in whose activities as a food controller present circumstances had evidently stirred up considerable interest. This connexion of the subject with the experience of the pupil is always to be encouraged as making the Bible a living book in the classroom.

\* Not including Candidates examined at Wellawatte and Rangoon.

**Lower Forms.**—In the New Testament the earlier part of the Gospel seemed to be better known than the later chapters. Very many of the answers on the Lord's Temptations were very full and accurate. There was also much to commend in the work done on the parables dealing with prayer. It may be worth suggesting that in St. Luke's Gospel the Lord's teaching is not grouped under heads in the same way as it is in St. Matthew, and that therefore more help is needed from the teacher in bringing together passages dealing with the same subject. In the Old Testament sections the patriarchal period was, on the whole, well done. The histories of Saul and David appear to have been found more difficult. In all sections a general inability to spell proper names suggests the need for a more extended use of the blackboard.

### English.

**Senior and Junior.**—Both seniors and juniors did better than usual, and this was more noticeable in the case of the seniors.

**Preliminary.**—The subject-matter of the selected books was well known by almost all. In all the literature papers the chief fault was to write too much on certain details, thereby leaving too little time for the rest of the questions.

In the Grammar paper the Parsing was, as a rule, fairly correct, though there was a tendency to insert unnecessary and often incorrect information. The transitive and intransitive uses of verbs were not always clearly distinguished. The names of the stops were in most cases misspelled, and too many described their appearance—*e.g.* a semi-colon is a full-stop over a comma—instead of their uses.

The Essays were satisfactory, on the whole, though very few were really good—either too much or too little was written. The chief defect was lack of method and arrangement.

**Lower Forms.**—English Grammar: The Analysis was generally well done, though in some cases candidates were inclined to call the first word in every sentence a subject. The Parsing was good. More practice is needed in punctuation and in the type of question that asks for clear proof that candidates know the difference in meaning between pairs of similar words.

Dictation, &c.: It cannot be too earnestly brought to the notice of candidates that in reproduction a clear piece of correct English is required as well as the salient points. A breathless composition, without proper stops, however full it may be of the points of the story, cannot win many marks. In far too many cases the candidates seemed wholly to overlook the style of what they wrote. The spelling was, on the whole, very weak. Very few papers showed careful handwriting.

English Literature: The writing was often careless. More attention needs to be paid to spelling and punctuation, and apparently more practice is required in the writing of answers. There was too frequent evidence that the subjects had been read without much intelligence, and very little knowledge was evinced of the actual events alluded to in the "Poems of England." Question B4 was generally quite misunderstood, the only answer given being the names of the poems in which the passages occur. Paul Revere was often dated a century too late, and very few knew the meaning of "ballast."

### English History.

**Senior.**—The work of the successful candidates was often very good—showing adequate and thoughtful preparation. Among those who failed a good many were far below the standard of the Senior Grade. The spelling and handwriting were often defective.

**Junior.**—A larger number than usual wrote intelligent answers to some questions, and many could describe a Roman camp and town, and the arming of a Roman soldier. The Tudor and Stuart periods were the best known; the Anglo-Saxon period was evidently very difficult for Juniors, the answers betraying much learning by rote. Elizabethan worthies were well known, but many added the facts they knew about Raleigh to those which they related about Drake. Charles I was often described as a Roman Catholic, but better replies than usual were given to the question on the causes of the Civil War. While something was known about Canning's foreign policy, Gladstone was often credited with championship of Turkey as a small nation. The "constitutional" questions generally proved hard; a very small minority showed understanding of what the Model Parliament was, many had learned some clauses of the Bill of Rights; the old confusion with the Petition of Right has almost disappeared. The Toleration Act was often mixed up with the Declaration of Indulgence.

**Preliminary.**—The standard of many was, on the whole, satisfactory, and most of the candidates seemed to have received a sound training in the fundamental facts of the history. The questions were sensibly answered, and a pleasing sign was the care expended on handwriting and expression. The chief fault was the repetition of what had evidently been learnt from dictated notes. Teachers of history should avoid this method of giving instruction.

### Geography.

**Senior.**—The work, as a whole, was hardly up to the Senior standard, and the handwriting and arrangement were poor. The knowledge shown was general and elementary, and there was little power of reasoning. A lack, too, of up-to-dateness was noticeable, and was especially marked in discussing questions relating to such countries as China, West Australia, or Brazil. On the other hand, improvement on preceding examinations was to be seen in the drawing of contour and sketch-maps, in the explanations of map projections, and in pure climatic exercises.

**Junior.**—These papers generally were well done, especially the maps. Many candidates found a difficulty in explaining why in Europe we have hot and cold seasons, while there are wet and dry seasons within the tropics; while others did not understand the influence of mountains on the rainfall. The answers to the questions on the minerals of Canada, the climate of Queensland, and the characters of the central Australian desert were rather weak.

**Physiography:** Few took the Physiography section of the paper, and the answers were inferior to those on the rest of the paper, many failing badly, and showing they had received little special teaching in Physiography.

**Preliminary.**—The answers to Question A 4 (a) were hardly satisfactory, most candidates assuming that the presence of Liverpool made the Mersey mouth important, without suggesting that conditions in the Mersey might account for the presence of Liverpool. Some candidates contrasted the Mersey with the Dee in Aberdeen. The explanations asked for in Question B 8 (b) were weak: very few candidates suggested that the northern latitudes of Norway resulted in a lower snow line.

**Lower Forms.**—The map was fairly well filled in, though many candidates failed to realise that the square is designed to denote the site of a town, and not merely an appendage to the name. In many cases it was placed in the sea or attached to all names put on the map. Many students draw squares, shaded hills, or described rivers, but attached no names, and in some cases mountains were placed across rivers. In Question 8, though most candidates seemed to know that sheep were usually pastured on hills, few, if any, ventured to suggest reasons. In Question 7, which was excellently done in some cases, much doubt existed about the right bank of a river; few knew what is meant by "head of navigation," and "hardware" was frequently interpreted as earthenware.

**South Africa.**—The only question candidates found difficulty in answering was the one on the kind of climate required for the growth of different kinds of plants.

### Arithmetic.

**Senior.**—In decimalisation the work was not, as a rule, carried to a sufficient number of places to obtain the required degree of accuracy. The work on proportion and percentages was poor; in the latter the most frequent blunder was to take the percentage profit or loss on the selling price instead of on the buying price. Very few were able to obtain the correct answer in a sum of a familiar type on the volume of wood in a box of given dimensions. There should be no difficulty if pupils were taught to obtain such volumes by the simple method of subtracting the internal from the external volume.

**Junior.**—Failures in method occurred in the square root, pairing off the figures from the beginning instead of from the decimal point; in the partition of money, dividing by 3, 4, 5 in the G.C.F., giving the wrong number as the G.C.F. even when the work was correct; in Question 8, 21 lb. was often taken as  $\frac{3}{8}$  of a ton instead of a hundredweight. The most frequent mistake in the first part of Question 2 was dividing by 2.54 instead of multiplying, but a good many went wrong in changing from centimetres to metres. In the second part some omitted to square the 2.54. The chief mistake in Question 9 was taking 5 per cent. on the given net amount, though a good many confused the net amount with the discount, and others made the gross amount less than the net.

**Preliminary.**—In some papers questions that might have been worked out in a line or two filled a page, and then it sometimes happened that the candidate ended by misinterpreting his results. Time after time the like errors cropped up—e.g.  $\frac{1}{2} = 0$ , ignoring the point altogether or misplacing it when working in decimals, confusing square measure with linear.

**Lower Forms.**—There was much confusion in Question 6 as to the number of entire days and the difference between a.m. and p.m. Very few saw that the answer to the second part of Question 7 could have been easily obtained from the first part. Shorter methods might well be cultivated for working the items of the "Bill."

### Algebra.

**Junior.**—The average candidate's work was good in parts, he had learnt factors and fractions but knew little or nothing about equations,

or his equations were very well done and the rest of the paper very weak. The graph, when attempted, was generally done pretty well. In many sets of papers no attention seems to have been paid to graphs, and too often time was wasted over hopeless attempts at the hard quadratic at the end of the paper by candidates who did not know how to solve correctly the easy quadratic given earlier.

**Preliminary.**—Carelessness in reading the questions resulted in the substitution of addition for subtraction, or of multiplication for division. In Question 5 (i) the answer was frequently set down thus:  $(x-8)(x-2)$ ; and in other cases (such as the equations) a simple operation would have disproved the assumed result. In (iii)—by many  $-(x^2-y^2)$  was not broken up. Question 8 (i) and (ii) should have been more systematically treated, stage by stage; there would then have been no cases where the result would be shown to be zero, or where a numerator was set down, but no denominator.

**Lower Forms.**—In Question 5 the definitions were satisfactory, but, in many cases, the subsequent division was not carried far enough. Question 8—in general—was a failure; in far too many instances, even when the diagram was correct, the right conclusion was not drawn. In a few scripts it was assumed that the border was to be placed *within* the edge of the carpet. Candidates should be warned to set out the successive steps of the solution, and to refrain from placing different sums side by side. In a large number of cases relating to simplification and factorisation, the steps leading to the result were lacking.

### Geometry.

**Senior.**—As a rule, the practical geometry was well done, and this was all the more satisfactory as the questions were chosen so as to require for their solution a knowledge of geometry rather than of geometrical drawing. The theoretical portion of the paper was not done so well. Mistakes in cases of congruent triangles occurred much more frequently than they should do in an examination for Senior certificates. As regards the riders, unjustifiable assumption of everything but the last step in the proof was the rule rather than the exception.

**Preliminary.**—The propositions were by no means generally known, and in many cases were written out carelessly and with essential points ignored. The two easy constructions were usually done well, but the proofs and statements, and the poor attempts to solve the riders, showed that geometrical reasoning, as apart from the mere learning of propositions, had failed to find a place in the education of the majority of the candidates. The ideas on equality of area were extremely vague, and there appeared to be a fairly general impression that two triangles on the same base and of equal perimeter have the same area. Such a mistake could not occur so frequently if the propositions on triangles and parallelograms between the same parallels were made fundamental in the teaching of this portion of the subject.

### Mechanics.

**Senior.**—The easy question involving a knowledge of friction was seldom done correctly, and the meaning of the term "efficiency," as applied to machines, was not understood. There was also the usual confusion between momentum and energy, and in the designation of dynamical units, e.g. force measured in *foot-pounds* occurred several times.

**Junior.**—The work of the candidates in this subject was spoilt by numerical inaccuracy and failure to write their work out intelligibly. The "triangle of forces" was not really understood, and an easy question on centre of gravity was not well done.

### Book-keeping.

**Senior.**—The terms in Question 1 were better attempted than usual. Question 2 (Consignment Account) was well done by few. The form of Bill of Exchange was generally well drawn, but too many failed to notice that the interest was for *six months*, and calculated it for one year.

**Junior.**—The Cash book was fairly well done, but candidates were weak in discounts, and too many entered in this book *Rent due*. The calculations in the Journal opening entry and in the Bought and Sold books could have been improved. The Ledger was fairly well done. Part B, Question 1, when attempted, was usually well done, but all omitted the *due date*. Question 2 was badly answered.

**Preliminary.**—Cash Book and the Journal were fairly well done. As in the past few examinations, the greatest number of errors occurred in the simple calculations required in "Int. on capital" (taken for one year instead of one month) and "rent due" (taken as paid). Ledger posting and the definitions of the terms in Question 3 were better than usual.

### French.

**Senior.**—Though there were some good papers, the work as a whole was not good. The elementary knowledge of accidence and syntax was not firm. Consequently, the attempts at using the language were marked by a series of blunders which usually produced hopeless confusion. Many candidates could not manage even the most elementary constructions in Question 6. For "Is this dog yours?" they wrote *Est ce chien votre?* "Yes, he is mine": *Oui, il est me; il est mien*, &c. For "Why did she not defend them?" *Pourquoi les ne a-t-elle défendu pas?* &c. This part of the paper will not be better done till the elementary syntax and accidence are properly learnt and assimilated, so as to be ready for instant use. The knowledge of vocabulary was also limited and uncertain; many candidates did not know that *plumes* means "feathers" and *cire* "wax." In consequence, the translation into English was disfigured by wild guessing.

**Junior.**—There was a definite falling off in the standard of the work. The piece of translation into English was rarely done with intelligence or care: the words seemed to be known, but the sentences written often made no sense. The whole of the paper, including the composition, was attempted by nearly every candidate; but a very large number wrote French with an obvious lack of confidence in their powers. The alternative question, involving a use of phonetic symbols, was attempted by two candidates, but the attempt was not serious.

**Preliminary.**—The failures were due to a weak vocabulary, shown in the translation of the French passage, and ignorance of the most elementary rule of grammar, particularly of the verbs. Only very few took advantage of the easy and simple alternative question on the phonetic transcript.

**Lower Forms.**—The failures were due chiefly to ignorance of the verbs and of concords, and of grammar generally. The translation into French showed great weakness. Only one candidate attempted the question on phonetic transcript, and did it badly; all should attempt it and do it well, as this is an essential in modern language teaching.

### Welsh.

**Senior.**—Candidates depended too much on their colloquial and popular knowledge of the language, and few showed literary taste in their translations from the one language to the other. They should read more widely, and have more exercise in essay writing. The grammar of the noun and adjective was well known, but the verb and other parts of speech, together with the syntax, require more close attention.

**Junior.**—The grammar of the noun and the adjective was fairly well known by all the candidates, but their knowledge of grammar required a larger range and more exactness. The translations were generally well done, but lacked idiomatic expression and correct apprehension of the finer shades of the meaning of words and phrases. This defect could be removed by wider and more constant reading of Welsh books.

**Preliminary.**—The knowledge displayed by the candidates was slight and fragmentary, and not up to the usual standard displayed at this stage. The translations were poor and the grammar sketchy.

### Latin.

**Senior.**—The set books had been in many cases carefully studied, and the questions on accidence were correctly answered; but those involving points of syntax were not so well answered. The compulsory unprepared translation, the translation into Latin, and the Latin etymology of given English words were the weakest points.

**Junior.**—The translation and subject-matter of the set books had been fairly well prepared. Where unprepared translation was taken in lieu of these, the results furnished clear evidence of want of practice and of proper training. The renderings of the obligatory unseen passage were moderately good on the whole, but there were many failures through a flagrant disregard of grammar. The general average of the work in grammar was creditable. The easier questions were well answered on the whole, though there was much random guessing as to genders; and verb-accidence and parsing had on this occasion received adequate attention. The composition was disappointing. Only a very small percentage showed a sufficient grasp of ordinary constructions; while even those who had acquitted themselves well in accidence and elementary syntax sent up copies teeming with gross blunders.

### Light and Heat.

**Senior.**—The grease-spot photometer was usually chosen in answer to Question 1, but the description was feeble and the "general principle" underlying it received no elucidation at all. The critical

angle was seldom mentioned in the answers to Question 3. Even the simple telescope was not understood except in the case of two or three who gave quite good answers. Many thought that saturation pressure is the pressure of the air when it is saturated with water vapour.

**Junior.**—Question 1 was a popular one and was generally well answered, but too often there was no reference to the fact that light travels in straight lines. In the answers to Question 2 there was too great a tendency to display the artistic faculty at the expense of the scientific side of the problem. In regard to Question 4 there were too many answers indicating that light leaves the eye. This idea was once entertained, but is so no longer. In the answers to Question 6 many candidates seemed to think that from 0° to 212° is the limiting range within which temperatures are measurable on the Fahrenheit scale, and expressed preference for the Fahrenheit scale on account of "its larger range" compared with the Centigrade scale! Some candidates confused specific heat and conductivity in connexion with Question 8. There was no mention of convection in connexion with ventilation (Question 10).

### Magnetism and Electricity.

**Senior.**—No candidate could define magnetic force; only one worked out the numerical problem correctly. Question 2 deals with a subject which is very easily dealt with in schools and always proves interesting; but the candidates had little acquaintance with it. No correct definition appeared of unit quantity of electricity. Even such a fundamental experiment as Faraday's bird-cage experiment was not understood. One group of candidates showed familiarity with electromagnetic telegraphic apparatus. Schoolmasters should find this a very attractive subject, though there are difficulties connected with it.

**Junior.**—The answers to Question 2 were good, but the fact that iron is more easily magnetized than steel was, as a rule, omitted. No knowledge was shown of magnetic declination. The description of an electrophorus (Question 5) was usually fair. In connexion with Question 6, it is well to point here that hydrogen is not deposited on the zinc, and is not removed by amalgamation of the zinc. There was a remarkable confusion between electroscopes and galvanoscopes in reply to Question 7. No account was given of a practical application of an electromagnet.

### Elementary Physics.

**Junior.**—The answers were well distributed over the whole paper, and the question on the triangle of forces was the only one seldom attempted. The use of the spirit level was well known, though the glass tube was usually described as being straight. The first part of Question 3 was, as a rule, very good, but the very easy calculation which followed seems to have presented far more difficulty than it should have done. The definition of work was very poor. The remarks about diagrams in the report on the result of the Elementary Science (Preliminary Grade) examination apply to Question 7. The drawings showed a recognisable, but quite unscientific, balance; hardly anyone had noticed, for example, that the knife edges are always fixed to the beam of the balance. In Question 8 only one candidate realised that placing the lid on the kettle would stop the continual loss of latent heat by evaporation, which otherwise occurs.

### Elementary Science.

**Preliminary.**—The candidates' knowledge was scanty, and they spent far too much of the time available for answering the questions in making elaborate, unscientific, and utterly futile sketches of balances and boxes of weights (Question 1), of test tubes (Question 4), or evaporating dishes (Question 6). It is probable that, to a certain extent, the teachers are responsible for this. Such sketches make the laboratory note-book imposing to the untrained eye, but from a scientific point of view diagrams, however crude, embodying the results of accurate observation are infinitely better. The drawings of a water distillation apparatus sent in by one batch of candidates formed a terrible example of the result of this kind of teaching; seen from a distance they looked quite the real thing; the details, however, were simply idiotic. The questions on chemistry were answered most satisfactorily; none of the candidates could define pressure, and there was no correct answer to Question 4, the idea of latent heat being unknown.

### Chemistry.

**Senior.**—A general weakness was again observed in the knowledge of preparation and properties of metals and their salts. A senior candidate should be able to represent the action of heat on lead nitrate or sodium bicarbonate by a simple equation. In the practical examination the preparation of the crystals and the analysis were reasonably well done, but the results obtained in the simple volumetric problem were disappointing.



**Junior.**—The question involving a simple chemical calculation was generally answered inaccurately; and very few candidates could describe a satisfactory method for determining the composition of ammonia, or appeared to understand the significance of the replaceable hydrogen atom of an acid. The character of many of the answers in describing experiments, or properties of substances, showed insufficient acquaintance with practical work. In the practical examination the experiment involving the operation of weighing was generally satisfactorily carried out; but the action of heat and dilute acid on a substance was not keenly observed, and very few candidates identified the resulting gas—sulphur dioxide. Considerable importance was attached to the preparation of crystals, and it is satisfactory to note that most of the candidates appeared to have had some experience in that type of work.

### Botany.

The work in both grades (Senior and Junior) showed a distinct improvement on that of previous examinations, along the lines suggested in earlier reports. But many candidates still show an almost total ignorance of Botany and extreme weakness and carelessness of expression. In the Senior papers the improvement is distinctly noticeable, both in the matter of diagrams and of general accuracy. Only very elementary knowledge is expected, but this must be clearly and accurately expressed.

### Drawing.

**Senior.**—Drawing from Models: Where the gramophone was chosen the relations between the parts were generally better observed than in the chair and basin. But in both subjects the comments on recent examinations apply to this one: there was the same perception of flatness, the same weakness about ellipses (although this was less marked), the same pervading lack of really intelligent application of perspective rules. Very creditable drawings were not rare, but those which exhibited neither performance nor promise were far too numerous.

**Drawing from Memory:** Memory of facts and memory of appearances are naturally at first unequally—often very unequally—developed, and need practice to bring them into due relation. It is suggested that drawings should, at least for a time, be made more definitely according to rule as to appearances, even to the extent of virtual "cramming": this should produce not merely higher marks, but more practically useful drawings. On the whole, the results of this section are more encouraging than those in Model Drawing.

**Junior.**—Drawing from Models: The general remarks on the Senior Grade apply at least equally here. The greater the number of separate objects in a group, the more numerous are the opportunities for faulty proportion; in this case the drawing board was sometimes shown as absurdly large, the books absurdly thin, the plates absurdly small.

**Drawing from Memory:** This section, when attempted, was usually thoughtfully done, some drawings showing real ability. In a few cases mere elevations were given, to avoid difficulties—but it should be understood that high marks are avoided at the same time.

**Drawing from the Flat:** The chair, though somewhat complex in form, proved to be a subject in which certain limitations and proportions were obvious to most candidates. The commonest defects of "middling" drawings were shortness of leg and wrong slope of back—usually made too upright. But something of the "character" of the chair was preserved, even if in caricature, except in the feeblest drawings.

As noted in several previous reports, methods of setting out were often non-existent, and quality of line was not seldom very unsatisfactory. In some instances teachers have evidently not sufficiently realised the meaning or value of freedom of hand or arm.

**Preliminary.**—Drawing from the Flat: While a feeling for the character of leafage was pretty general, many candidates did not give adequate attention to the plan of the main forms. When the large areas are carefully placed of the right size and shape a good mass-form is thus created for the addition of details, but if that is lacking the effort made can only lead to an unsatisfactory result. Notwithstanding the shortcomings of a certain proportion of the candidates, the average quality of work submitted was maintained.

**Model Drawing:** The ellipse (in the horizontal position) appears to have been fairly well studied, the attainment therein being on the whole somewhat better than heretofore. There was also a rather better appreciation of the manner in which receding horizontal lines seem to rise, and the amount thereof. The apparent convergence ("vanishing") of parallel retiring lines was less satisfactory. This should not be so, as it is the most readily demonstrable phenomenon in model drawing. Only the best of the candidates and a very few others showed a reasonable understanding of this matter. The number of papers presented was relatively small, which seems to indicate that the study of this most valuable subject is postponed longer than is desirable.

**Lower Forms.**—It has many times been urged that the proportion of one part to another in a freehand example needs more study than is generally given. The lack of attention to this important matter is again conspicuous. In a large number of candidates' essays the hatchet-like part of the halberd was well done to a scale of one-third or more greater than the original, but the length of the spear-point above it was hardly increased at all. It is evident that a very considerable number made no attempt to secure equality of enlargement throughout. This stricture applies not only to the weaklings, but also to many who, but for this failing, would have gained high marks. Some candidates endeavoured to secure just proportion mechanically by dividing their space into small squares or rectangles,—a practice which is forbidden. On the other hand, there were hardly any very poor drawings, while many displayed a quite useful power of drawing curves of simple form gracefully and accurately.

### Political Economy.

About half showed some knowledge of economic principles which will be of use to them, but a higher standard is very desirable.

A cordial vote of thanks to the Chairman for presiding terminated the proceedings.

## STORIES ILLUSTRATING THE ECONOMIC SIDE OF LIFE.

HARRIET MARTINEAU, in her "Autobiography," tells of a wheelbarrow-load of letters which the local postmaster brought to her from correspondents who admired her popular tales in illustration of political economy. My present purpose is not so ambitious as hers, nor can I hope to awaken such enthusiasm. I merely wish to show how phases of industry may be illumined with human interest for children. And, as the exploitation of natural resources and of man's inventive powers is assuming enormously increased importance as a result of war expenditure, the topic may be worth the attention of educators. In a simple and miscellaneous way I propose to lay before the reader a few anecdotal notes, and then to dignify the subject with a sort of philosophical conclusion. During more than twenty years I have collected some thousands of brief stories, biographical and other, as material for use in moral and civic instruction, and, in the course of this quest, I have often hit upon the type of illustrations which I am now drawing from.

Mr. Edward Carpenter relates how County Council lectures on dairy work were arranged in a Yorkshire village, how a sparse audience attended on the first occasion, and a sceptical farm labourer asked what was the good of lectures by a gentleman who had probably never milked a cow in his life? The expert thereupon issued a challenge to the sceptic, and a week later the lecturer and the labourer milked cows on the platform under the gaze of an excited crowd, and the lecturer got more milk and in less time than his competitor. After that the course of study became popular. Behind this amusing anecdote lurks the truth that scientific method makes for efficiency, both individual and communal. If you have your pupils in a receptive mood you can send home the same idea more systematically by presenting as simply and picturesquely as you can the work and lifelong comradeship of Gilbert and Lawes on their famous agricultural experiment station in Hertfordshire.\*

Teachers, like their pupils, differ widely. Some would glory in telling the tale of Gilbert and Lawes with blackboard sketches of the Rothamsted crops. Others would prefer to invest industry with the charm of legend, and for such disciplines of romance one may offer an Oriental story thus:

An Indian prince, named Hate-rain, married a Chinese princess, named Hate-sun, and they had a fair daughter, named Girl-with-golden-hair. The mother died, the king married again, and the step-daughter's life was made a misery, and yet she rose triumphant out of every affliction—as, indeed, human industry has a genius for doing. Poor Goldilocks was exposed to lions, and, like Spenser's Una, rode home on one of these obliging beasts. Cast out into a wilderness, she was fed by vultures, found by one of the king's courtiers, and brought to the palace. Left on a desert island, she was rescued in a fisherman's boat. When she was buried in the earth of the royal courtyard golden rays shot up and astonished the

\* See A. D. Hall's "Book of the Rothamsted Experiments." Second Edition. 1917.

king, who had the spot dug up, and out came Golden Hair. Then the king packed her in a hollow mulberry tree-trunk; she floated to Japan, and died in the arms of a Japanese on the seashore. Now Golden Hair was the cocoon of yellow silk which first China, then India, and then Japan utilized for manufacture; and it is said that Japanese silk-growers still denote four phases in the life of the silkworm by the terms Lion, Vulture, Boat, and Court.\*

And, while speaking of silk, we recall the origin of its artificial lustre. In the seventeenth century Octavio Mey, a citizen of Lyons, lost money, and, in his vexation, he gnashed a scrap of silk between his teeth. Taking it from his mouth, he perceived that the combined moisture and heat had imparted a singular brightness. Our smart Lyonnais seized the hint, patented it, and made a fortune! Thus from Rothamsted, Japan, and Lyons one gets three methods of illustration—the scientific touched with personal interest, the legendary, and the biographical or anecdotal.

Take one or two stories or sketches in the personal sphere. For example, Mr. Alfred Williams's description of Abraham Ashton, the witty old fellow—with bright eyes, prominent nose, clean-shaven face, red cheeks, fringe of hair under chin, and a billycock hat—who had spent his life in shepherding on the Wiltshire downs. A sack would cover his shoulders, a second sack girdle him when he bore a sackful of turnips to his flock. In some seasons his ewes produced 1,200 lambs, and his care of them was fatherly, and hard was his labour when his charges caught the plague. At the age of seventy-five he was found dead in the fold surrounded by his sheep, with his head pillowed on the grassy bank in a lonely part of the Downs.†

Similar sketches occur in W. H. Hudson's writings. I once applied to two distinguished Irish literary persons asking for biographies, especially of farmers or artisans, and all I got was a heap of references to politicians, poets, and saints. Some time ago I begged an Ulster friend for the biography of anybody connected with flax and linen, and I am still waiting with a faint hope!

A very different type was Frédéric Le Play (1806-1882), the celebrated French sociologist. Born in a poor environment, a miner, a student of mining science, and then a lecturer at the Ecole des Mines, he developed a passion for intensive research into social conditions. Year after year, in the summer months, this eager Frenchman—small in figure, with steel-like jaws, but pleasant manner—travelled, mainly on foot, in Spain, England, Scotland, Ireland, Russia, Germany, Denmark, Sweden, Norway, Belgium, Austria, Hungary, Turkey, &c., compiling notes and statistics of the life and labour of European workmen. His lodgings and meals were often wretched, but Le Play went on untiringly, and his monument remains in his volume on "Les Ouvriers européens" (1855).

Yet another type is seen in Rochefoucauld-Liancourt (1747-1827), the French prison reformer and founder of technical schools. Visiting England, he was received at court, and was considered dull. Walpole, on the other hand, observed that he had spirit, and was free from affectation. Liancourt found himself at home in English factories and on farms, where he studied facts with a keen eye, and amassed knowledge which he turned to account in administering his own estates in France. He greatly admired Voltaire's aphorism that the man who made two blades of grass grow where only one had grown did a service to the State.

That conception of commonwealth service is vital, and it can be rendered interesting in many modes. For instance, we may recall how, the year before the Great War, Mr. Runciman, then President of the Board of Agriculture, gave an open-air address to two thousand agriculturists at the inauguration of a Farm School at Madryn Castle, Carnarvonshire, and in the course of his remarks said:

During his tour of Lleyn Peninsula that morning he had noticed many patches of land lying waste. In Holland or Belgium or Denmark a square yard of waste land would be regarded as a sin. He hoped that the time would come, and come soon, when waste land would be regarded in the same light in this country, and the farmers would be getting full value from the soil upon which they lived.

\* J. B. Giraud, "Les origines de la soie." Lyons, 1883.

† A. Williams's "Villages of the White Horse." 1913.

The schoolboy who could understand this incident would also be able to supply a comment suitable to the year 1918.

A more exhilarating case is the following. Réaumur (d. 1757), whose name is commemorated in a thermometer, was in boyhood days eager for inquiry, and studied shells and marine creatures on the shore near his native Rochelle. France was dependent for steel upon other countries, especially Germany. Réaumur discovered in 1725 a method of making steel from French ore. The Government awarded him 12,000 livres, which he accepted on condition that, after his death and under the control of the Academy, the money should be used for industrial research. To this noble patriotic action may be added the curious item that Réaumur made silk from spiders' webs, and a work of his on this manufacture was translated into Chinese.

One may pass from such levels to a yet higher region of romance and art without quitting the realm of the economic and material life. We stand in a coal mine, and we also stand before the Ideal when we look at Guillaume Charlier's statue of the Belgian pit girl in trousers, close-fitting jacket, with hair-plait on neck, holding a lamp in her left hand, with bare feet, and with right hand held towards the forehead, making the sign of the cross.\* Such a figure expressed a profound pathos when it was carved, and it means still more to us in presence of the labours of womanhood during the War. But, as one must not overdo even story-telling, I bring this series to a close with the legend of a bridge. A bridge is rigidly economic when it is used for traffic, and yet the poets have never failed to perceive its symbolic beauty.

The thirteenth-century bridge of thirty arches, named the Pont Saint-Esprit, crosses the Rhone above Avignon. It took fifty years to build, and was constructed by the Pontiff Brothers or Bridge-building Monks. Country folk say that an angel of light appeared to a shepherd who watched his flocks on the bank of the Rhone, and gave him the exact plan of a bridge to be erected at a spot where many boats had been wrecked and lives lost. A companion legend tells of a monk who dreamed that he saw tongues of fire descend upon the Rhone as indicative of the position of the arches, and these flames intimated the co-operation of the Holy Spirit. And when every day twelve Pontiff Brothers laboured at the structure a mysterious Thirteenth, very industrious and skilful, but always silent, joined the company. He—celestial Spirit, and, to these simple people, the representative of both inspiration and pride of craft—was first on the scene at sunrise, and the last to leave at dusk, for he always stayed behind to repair mistakes, and make the bridge firm for ages to come.†

I am conscious that the group of tales and incidents just given will appear somewhat of a medley. Having stated this accusation before the reader has had time to throw it at me, I venture on two propositions:

1. The education of the future, even in its elementary stage, will devote increased attention to the agricultural, mining, and manufacturing industries, which will form the base of our reconstructed civilization.

2. In the case of younger children (say to the age of thirteen or so) the technical side of such subjects should be subordinated to the human and moral elements—in other words, lessons on industries should be adorned with biographical and aesthetic illustrations, of which a few random examples have here been adduced.

And my philosophical conclusion runs thus:—That the story of industry is but one theme in the history of humanity, that is, the history of the soul of our race, which combines in a vast complex moral, artistic, literary, scientific, and economic elements. These elements are interconnected, so that none can be rightly appreciated except in relation to the others. Hence industry, economic and inventive, should never be treated as a bit of detached technique, but always be "touched to fine issues" by human sentiment and biographical interest, and finally by poetry.

FREDERICK J. GOULD.

\* A work first exhibited in 1880.

† Charles Lenthéric, "Le Rhône" (1892)—the sort of book which delights the souls of Human Geographers, such as our own distinguished Prof. Patrick Geddes.

## THE COLLEGE OF PRECEPTORS.

## MEETINGS OF THE COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 27th of February, 1918. Present:—Sir Philip Magnus, President, in the Chair; Dr. Armitage-Smith, Mr. Bain, Mr. Brown, Mr. F. Charles, Mr. R. F. Charles, Mr. Eagles, Mr. Hardie, Mr. Hawe, the Rev. R. Lee, Mr. Longsdon, Mr. Maxwell, Mr. Millar Inglis, Mr. Morgan, Mr. Rawlinson, Mr. Roscoe, Mr. Rushbrooke, Mr. Starbuck, Mr. Thornton, and Mr. Vincent.

Diplomas were granted to the candidates who had completed their qualification at the recent Winter Examination of Teachers (for list see page 54); and the prize for Theory and Practice of Education was awarded to Mr. Clifford William Towson.

Mr. Brown was elected one of the College representatives on the Federal Council.

Mr. G. P. Dymond, M.A., and Dr. A. E. C. Dickinson, M.A., LL.D., L.C.P., were elected members of the Council to fill the vacancies declared at the last meeting.

The following persons were elected members of the College:—

Miss D. Searle, A.C.P., 1 Richmond Road, Ilford.

Mr. A. Temblett-Wood, Collegiate School, Winchmore Hill, N.

A grant of £10 from the College Benevolent Fund was made to a Life Member of the College.

The following books had been presented to the College since the last meeting of the Council:—

By Dr. C. W. HAIG BROWN.—Haig Brown's Charterhouse Past and Present.  
By Mr. J. S. THORNTON.—William Haig Brown of Charterhouse.

By the CAMBRIDGE UNIVERSITY PRESS.—Bosworth's Agriculture and the Land; Lobban's Shakespeare's Antony and Cleopatra; Thompson's Selections from Wordsworth; Sampson's Hazlitt—Selected Essays.

By the OXFORD UNIVERSITY PRESS.—Oxford Plain Text Shakespeare (Antony and Cleopatra, Cymbeline, Othello, Romeo and Juliet, The Winter's Tale); Oxford French Plain Texts (La Grammaire, Le Voyage de Monsieur Perrichon, Gringoire); Oxford Russian Plain Texts (Saltykov's Pilgrims and Wayfarers, &c.); Fairbridge's History of South Africa.

By the UNIVERSITY TUTORIAL PRESS.—Welton's Groundwork of Logic.

Calendar of the Pharmaceutical Society of Great Britain.

Calendar of the University of Birmingham.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 23rd of March, 1918. Present: Prof. John Adams, Vice-President of the Council, in the chair; Dr. Armitage-Smith, Mr. Bain, Mr. Barlet, Mr. Cholmeley, Dr. Elizabeth Dawes, Dr. Dickinson, Mr. Gregory-Taylor, Mr. Hay, the Rev. R. Lee, Mr. Longsdon, Mr. Maxwell, Mr. Millar Inglis, Mr. Morgan, Mr. Rushbrooke, Mr. Somerville, Mr. Thornton, and Mr. Whitbread.

The Diploma of Associate was granted to Mr. Arthur James Elgar, who had satisfied the prescribed conditions.

The Council accepted, with thanks, an offer from Mrs. Caroline Bailey to present to the College the late Dr. Hopkins's Diploma of Doctor of Philosophy of the University of Giessen.

On the recommendation of the Finance Committee, the price of the reprints of the College examination papers in Series A was raised from 1s. 2d. to 2s. a copy, and a contribution of £2. 2s. was made towards the funds of the Imperial Union of Teachers.

On the recommendation of the Examination Committee, the Council adopted a scheme for the oral examination of Junior and Preliminary candidates in Modern Foreign Languages, and abolished the regulations under which candidates were allowed to receive certificates of a lower grade than that for which they entered.

The following persons were elected members of the College:—

Mr. G. W. Calvert, B.Sc., L.C.P., Lynton, Stakesby Vale, Whitby, Yorks.

Mr. C. W. Towson, M.A., L.C.P., West Bank, Skipton, Yorks.

The following books had been presented to the College since the last meeting of the Council:—

By the OXFORD UNIVERSITY PRESS.—Herbertson Thompson, and Howarth's Geography of the British Empire; Hugon's Selected Fables of La Fontaine; Rudmore Brown's Racine's Andromaque; Tindall's Brockmann-Chatrains Madame Thérèse.

By KEGAN PAUL, TRENCH, TRUBNER, & Co.—Patterson's Colloquia French. Calendar of the Birkbeck College.

## REVIEWS.

*The Play Movement and its Significance.* By Henry S. Curtis. (8s. net. Macmillan.)

Dr. Curtis has already established his reputation as a specialist in play, and in this volume deals with the subject in its widest aspect. His thesis is that "everyone wants to have a good time, and does not care to live where he does not." Accordingly, it is to the material advantage of all land and property owners to further the provision of means to favour this good time. Mr. Curtis almost shamelessly insists upon the self-interest that ought to encourage townships to promote play and recreation schemes within their borders. He has elaborate calculations on the amounts that would be saved if each community made its surroundings so attractive that nobody would be tempted to leave home and spend their good money among strangers. He points to Switzerland as a happy illustration of the commercial value of the tourist, and openly grudges America's contribution to the Swiss coffers. But he must not be carelessly dismissed as a money-grub. He reminds us that "down in his heart everyone knows that what we are really after is not money, but happiness," and one cannot help thinking that Dr. Curtis's appeal to the cupidity of the "realty" man—i.e. the dealer in real estate—is merely a deliberate plan of getting that hard-hearted individual to fight, "for a consideration," on the side of the angels. Indeed, when he gets to grips with his real subject, and is able to forget its merely economic aspects, our author insists upon the need for more humane living and less money-grubbing. He wants his fellow Americans "to work more moderately and to find more joy" in their work. The reader cannot help being pulled two ways by the appeals Dr. Curtis makes; and it is, perhaps, fair to maintain that he himself has a struggle to reconcile his ideals with the "enormous development of pleasure resorts, the shortening of working days, the vast increase in attendance at the theatre and the opera." His treatment of the auto supplies an example of this double attitude: in some aspects he regards it as an evil influence, in others a good. In any case, he has no brief against honest work. His argument is that it is not a conflict between work and play, but between play and idleness. He holds that in the past that form of house and farm work that his countrymen call "chores" filled up the time not unprofitably so far as real education is concerned; but he has come to the startling conclusion that chores are no longer demanded from young people, and that therefore something like organized play must take their place. He thinks that there has been less play in the world during the past half-century than at any other time during the history of the world, and is not altogether surprised, for: "It must be remembered that play was everywhere looked upon at first as amusement, and that it is only lately that it has been perceived as the fundamental thing in education."

Though school play gets a fair amount of attention in this volume, those who are specially interested in this aspect will find the matter more fully treated in the author's previous works, particularly in his "Education through Play." The present book justifies its title by the width of its treatment. Dr. Curtis believes that we are approaching the time when municipalities "must take over and maintain the moving picture shows, dance halls, and social centres, from pure self-defence." The prospect does not seem to daunt him, and it cannot be said that he does not consider historical parallels, for he refers placidly to the bread and circuses of decadent Rome, and a modern parallel that he finds in Porto Rico. His implied argument is that in our day it is not an autocratic outsider who provides sports as a bribe, but a sovereign people that demands a proper organization of its own resources.

Perhaps from the very nature of the book there is a fair amount of repetition to be found in the text. But the reader can never complain of being bored. The author, in fact, has a way of saying things in such a way as to attract attention, even though the reader may resent what is said. English readers will not much relish that statement that "the English preparatory and public school have always been orphan asylums to all intents and purposes"; but the statement at any rate rouses thought. Again, women teachers in this country will be surprised to learn that their favourite gentle game, basketball, "is undoubtedly our most dangerous game, as the strain

of the play is almost continuous." So, too, it will come with a shock to some of our social workers that nursing is a form of recreation, that "the baby is the most successful piece of play apparatus that ever came from the hands of the Almighty," and that "the necessity for recreation of the tenement mothers is one secret of the large families on the East Side." Another thrill may be got out of our author's treatment of graveyards as playgrounds, though here, as elsewhere, he contrives to make out a much better case than one would have thought possible. On the other hand, he seems to have gone astray in the name he gives to the Camp Fire Girls' magazine. He calls it *Wahelo*, but should it not be *Wohelo*? We must speak with diffidence to an American about American things, but we seem to remember that this is a portmanteau word made up of the first two letters of each of the words in the motto of the organization: "Work, Health, Love." Again, Dr. Curtis has no doubt already repented of writing the sentence: "Virtue and virility alike come from the old Greek root, *virtus*, which meant courage."

In his concluding chapter, "What is the Cost?" Dr. Curtis positively revels in a subject in which he is quite at home. He cheerfully admits that he is dealing "exclusively with fictitious statistics." What counts is that in every case, in estimating the possibilities of gain from an efficiently organized recreation system, Dr. Curtis has adopted estimates much below what he would have been fairly entitled to assume, and that he makes out an excellent case. The book is provocative, interesting, persuasive, and highly suggestive. It deserves the serious attention of our educational reformers, who are now so busy with reconstruction schemes.

*The Advanced Montessori Method.* Vol. II. By Maria Montessori. (12s. 6d. net. Heinemann.)

Vol. I of this work really carries us no further than previous books by its author; but in this second volume we have her system extended to meet the case of pupils between seven and eleven. Its sub-title is "The Montessori Elementary Material," and the author boldly faces the problem of dealing in her special way with the various subjects of the elementary-school curriculum. To be more exact, her section headings are (1) Grammar, (2) Reading, (3) Arithmetic, (4) Geometry, (5) Drawing, (6) Music, (7) Metrics.

There is the preliminary difficulty of the translation. Prof. Livingston has succeeded in turning large portions of Mme Montessori's work into passable English, or any rate American, for his idiom is not always in accord with what we are accustomed to on this side of the Atlantic. But the mere literal translation is not his main difficulty. From the nature of the case, the subject-matter in several of the sections is inapplicable to English needs. In particular, grammar and metrics, and in a less degree reading, call for different treatment by English teachers as compared with teachers in Italy. Accordingly Prof. Livingston has been compelled to deal with these subjects in certain connexions by means of parallels. Instead of taking up the exact examples used by his author he has selected what he considers to be parallel examples from English materials. He has not been uniformly successful, but may fairly claim to have made a very useful presentation that conveys to the English teacher a not unfair view of what was in the mind of the writer of the original. The difficulty of manipulating the subject-matter of instruction emphasizes the objection often raised by hostile critics that the Montessori method is inapplicable to English children because, to a great extent, it is modified by the nature of the content of the Italian curriculum as compared with the English. But *mutatis mutandis* the method can certainly be applied to English circumstances. The fact that it is difficult to make the necessary changes in no way militates against the effectiveness of the method when they have been made. Perhaps, too, the complaints that have been made against the generality and abstractness of the first volume may be discounted by the fact that the author felt it to be necessary to justify the universality of her method.

When we come to the actual details of the teaching of grammar we have to admit that a good deal of what the author evidently believes to be new is really familiar to those who have a wide experience of school methods in England and America. But, while the dramatic methods, the use of

colours and movable letters, word building, and the other striking devices found in the text, may be paralleled from the progressive schoolrooms of the past score of years—indeed, many of them go much farther back and have quite a respectable antiquity behind them—there runs through Mme Montessori's scheme a consistent appeal to self-activity and individual freedom that gives character to the whole and justifies the author in claiming distinctive elements in her work. This applies throughout the book, though the critical reader will be anxious to point out that the underlying principle is made manifest more by illustrations deliberately selected to prove the author's point than by its consistent influence throughout all the suggested exercises. The majority of these exercises could be used, and frequently are used, without any reference to Mme Montessori's method.

When we come to reading, for example, what our author says about physiological mechanics and true reading is implicit in the discussion that has for long been going on about the place and value of "silent reading" and reading aloud. Most teachers will cordially agree with what we find here about interpretation, and the more advanced will accept the figure of the two "languages." But there is nothing specifically Montessorian in all this. On the other hand, progressive teachers will welcome, or at any rate *should* welcome, the support of an author who has caught the ear of the public in the way Mme Montessori deservedly has. It is hard, however, for the ingenious teacher of the rudiments of arithmetic to read the chapter on this subject without resenting the implication that she is reading something new, when, as a matter of fact, she has tried practically every one of the devices suggested. She may, however, feel her withers a little wrung when she comes across the mild revolt that Mme Montessori managed to raise among her pupils by rousing their interest in the multiplication table to such an extent that they were prepared to go on strike if they were not allowed to take home with them the materials to keep on constructing their tables. In geometry and drawing it would be difficult to select any point that has not already been found in the work of the myriads of ingenious persons who have been exploiting these subjects during the past twenty years. The same is true, perhaps in a less degree, with regard to the section on music. Metrics is practically ruled out of court for English readers, though the treatment is intensely interesting and, for those who know a little Italian, quite valuable.

When all has been said, the book justifies its position. Mme Montessori has made good in general her claim that her method can be applied beyond the infant-school stage; and, in view of the present uneasiness about class teaching, it is just possible that she may be able to demonstrate its application to still higher stages.

*A Textbook in the Principles of Science Teaching.*

By G. R. Twiss. (7s. 6d. net. Macmillan.)

The reviewer's first impression on facing a book like this is that no man has a right to take all science to his province in this way. His next thought is that no reviewer can honestly claim to know enough about all the subjects treated to be entitled to write as an expert on the book as a whole. Yet Mr. Twiss has been able to unify his material in such a way as to make his book a whole, and the conscientious reviewer may retain his self-respect and still comment on the author's mode of covering such an enormously wide field.

We have here a happy combination of a thoroughly satisfactory knowledge of the subject-matter of the sciences to be studied, and of the broad principles of education as such. Our author dedicates the book to "My Teachers," and we are glad to find that among these teachers are included one or two of the masters in the science of education. We are not surprised, therefore, to find science approached from the broad humanist standpoint, and we would direct the attention of Mr. Bateson to this work as a sort of corrective to his rather pessimistic views on the possibilities of science—though we fear that Mr. Bateson would remind us that Americans are not Englishmen, so his pessimism remains justified. This point has more than controversial importance, for we have to face the fact that the conditions on the two sides of the Atlantic are not identical, and that a considerable portion of

what Mr. Twiss writes is not quite applicable to the case of the English science master. This applies mainly to the discussion of textbooks and equipment, where the copious references must be invaluable to American teachers, but will prove less useful to us on this side. On the other hand, in all the bigger and broader aspects the work is of value to all readers.

The general plan is to give a wide view of the nature of education and of science, and of their interrelations, to lay down the broad principles of instruction, and then to illustrate by reference to the teaching of the various sciences that usually find a place in the school curriculum. While it is true that the treatment of the specific sciences illustrates the more general parts of our author's thesis, it does much more than that. The specialist in biology, in geography, in physics, or in chemistry may well turn to the parts dealing with his specialty, and will there find all that he needs. The ordinary form master, on the other hand, who wishes merely to get a general idea of how to deal with the ordinary scientific matters that persist in turning up during ordinary class work will find as much help as he needs, for Mr. Twiss writes primarily as a teacher.

The book is eminently sane on all the hotly disputed points. Formal Training and Transfer are treated in the broad and tolerant way that seeks for truth and not for dialectic victory. The spirit of Heurism is recognized throughout, though it is significant that there is no reference to this matter in the index. The Herbartian order of presentation gets all the attention it deserves, but our author is careful to warn us that "the 'formal steps' are never adhered to in a good lesson." Logical organization of the matter to be presented is insisted upon, but is accompanied by a warning of the dangers of over-emphasizing organization. The relation between inductive and deductive logic is admirably expounded, and all that is valuable in the canons of the former is clearly brought out and fully illustrated. On the more practical side Mr. Twiss admits the value of the give-and-take of class-teaching, though he prefers to call it "class conference" rather than "recitation." He has all the really successful teacher's abhorrence of too much of the teacher's voice, and tells us that "the frequency and logical significance of the questions asked by the pupils supplies one of the very best measures of the efficiency of a class conference."

Perhaps the central point of Mr. Twiss's work with regard to method is the use of the "problem" as the unit. This leads to the wider development of the Project method, which sets projects in the place of subjects. The project is really an elaborate problem that demands a long time to work out, and in the process of solving it the various sciences are laid under contribution, and the evils of the compartment system are avoided. Mr. Twiss is right in maintaining that this plan demands such exceptional powers in the teacher that no authorities have the right to expect it to be adopted as a general plan. English readers will be glad to note that our author is alive to the danger of overworking science teachers. School governors of all kinds should note his opinion: "In a school that pretends to maintain a high grade of instruction no science teacher should be responsible for teaching more than an average of four classes per day of not more than thirty pupils per class."

As is customary in American textbooks of this type, each chapter is followed not only by a bibliography, but by a series of questions and problems to be used either by the private student or set to the members of a class. The bibliographies are sometimes bewilderingly full, and sometimes it is not quite clear what is the exact point of connexion with the matter in the preceding chapter; but the intelligent reader will know how to select. The book is in every respect a fine piece of work.

*Ludus Literarius.* By John Brinsley. Edited by E. T. Campagnac. (10s. 6d. net. The University Press of Liverpool)

Prof. Campagnac continues his good work, and adds his admirable edition of Hoole's "Discovery" this equally admirable reproduction of Brinsley's "*Ludus Literarius*." These two books are referred to year in year out in the various University and other classrooms in the country where the history of education is taught, but hitherto the students have had to

take the lecturer's word for what they contained. For, though copies were to be seen at some of the few well equipped educational libraries, the ordinary student was securely cut off from all direct examination of these interesting texts. Thanks to the enthusiastic enterprise of Prof. Campagnac and his friends, the shame of lack of opportunity is being gradually removed. The work is lovingly done. The introduction comes quite up to the high standard the Professor has established for himself. It exemplifies his well known charm of style, and it is just the right length—long enough to be respectful to Brinsley, and short enough not to stand in the way of the text itself. The old schoolmaster is respectfully introduced, and then left to speak for himself. Beyond a very brief biographical sketch, nothing has been done in the way of annotation of the actual contribution Brinsley has made. His antiquated phraseology is quite intelligible without the help of an interpreter, and carries just that suggestion of old-worldness that is necessary to provide a suitable atmosphere. While the text is allowed to speak for itself, Prof. Campagnac has thought it expedient to supply a series of biographical notes that the reader will find of the utmost service. Though common sense, and the *flair* that comes from actual experience in the classroom, will enable any man of intelligence to put himself easily in the place of the old schoolmaster, only men of the reading and tastes of Prof. Campagnac could feel at home among the galaxy of authors to whom Brinsley refers. A modest claim is made that the bibliography is complete, and the few tests we have been able to apply certainly support the claim.

With regard to the "*Ludus*" itself, it is somewhat late in the day to start a review. Experienced teachers of the classics will find nothing particularly new in it, but they will also find very little to find fault with. The same may not be said about the newer school of teachers, though it is doubtful whether Dr. Rouse, for example, would have very much to say against the conception of the book as a whole. One could fancy him finding a good deal to praise from the point of view of the practical schoolmaster, however antiquated he might think some of the methods. The main value of the book is as an historical link in the long chain of development, and the students of education will be grateful to Prof. Campagnac—not, perhaps, for the somewhat undramatic conversations of Spoudeus and Philoponus, but for the opportunity of holding in their hands the actual text of a book that played an important part in its day. Of books about books there is no end. Let us lift our hat to every editor who follows in Prof. Campagnac's train, by introducing us to the books themselves.

*How to Enlighten our Children.* By Mary Scharlieb. (3s. 6d. net. Williams & Norgate.)

In these 202 pages Dr. Scharlieb has made as good a presentation as is ever likely to be made of a subject of first-rate importance and difficulty. In these days we are continually asking how much we should tell young people about sexual matters, and what is the best way of telling them. Dr. Scharlieb says that "the task of enlightenment, distasteful as it is, is rendered imperative," since science has now put into our hands such effective means of dealing with matters of this kind that it is unjustifiable to keep people ignorant of them. It is not young people alone who are ignorant. Parents are little better—and even doctors themselves, our author tells us, are greatly in need of enlightenment on recent developments in the hygiene of sex. The volume is described as "a book for parents." It assumes no technical knowledge of physiology, but merely common sense and an acquaintance with the common phenomena of life. Any technical terms that are introduced are explained as they occur, so that he who runs may read with intelligence. A great many questions that every parent—and not only young parents—wants to ask are here answered in the most straightforward and sympathetic way. The reviewer may as well confess that he took up the book with a considerable feeling of dislike. He has read so many books on sex-instruction, evidently written by people who revelled in the subject, that he was attracted by the style of a writer who appears to have been driven by sheer conscience to write in the interests of national wellbeing. "People," she tells us, "have chosen ignorance, and have mistaken ignorance for innocence." Head masters and other

witnesses before a Royal Commission maintained that with regard to matters of sex "in many cases the parents, with whom the ultimate responsibility rests, prefer that their children should remain ignorant." One fails to imagine the state of mind of the parent who retains this preference after reading what this book has to tell him or her. It is worth noting that the book deals as fully with the case of boys as of girls. Dr. Scharlieb does much by convincing the parents that they must do something; but she does still more by showing them exactly what to do, and how to do it.

*The Essentials of Descriptive Geometry.* By F. G. Higbee, M.E. (7s. 9d. net. New York: John Wiley & Sons. London: Chapman & Hall.)

Prof. Higbee's treatise is worthy to take high rank in the valuable series of American textbooks on mathematics produced during the past few years, and in particular it will secure a prominent position amongst those works which deal with this special branch of the science. In recording our appreciation of the volume, we may say that it is equally deserved whether we regard the writer as addressing in his own capacity of teacher the student whom he seeks to instruct, or whether we consider him as appealing to the general reader purely in the character of an expert in the subject he discusses. It will be well perhaps to listen to what the author himself has to say in his valuable preface as to the scope and aim of his work. With regard to the former, we are to look in the pages of the text only for what on the one hand possesses practical utility in the industrial sense of the word, and for what on the other tends to bring out the mental powers that help to produce the able draughtsman. And, since the main benefits which the prospective draughtsman may derive from a study of "Descriptive Geometry" are (1) the acquisition of a knowledge of projections, more especially of orthographic projections, (2) education in the art of solving problems dealing with points, lines, and planes, (3) a cultivation of the power to undertake successfully the analysis of problems in construction, it follows that the present treatise discusses primarily and in considerable detail the principles underlying orthographic projection and the various processes connected with this method of graphic representation. Further, numerous problems, all useful and very many of them of a practical nature, are examined fully and carefully. The author strives to make the reader realize the superiority of adopting special methods of work. To take but one example as an illustration, he treats exhaustively the subject of the effect of revolving planes so as to obtain coplanarity with the vertical plane, and establishes the value of considering objects as being in the third quadrant for purposes of commercial drawing. The diagrams with which the volume is profusely illustrated are excellent and delightfully reproduced, and render most valuable aid in the elucidation of the text.

*Experimental Physics.* By Harold A. Wilson, M.A., D.Sc., F.R.S. (10s. net. Cambridge University Press.)

The volume is designed as a manual to be employed in conjunction with courses of lectures on Experimental Physics, and Dr. Wilson's treatise, which is one of the Cambridge Physical Series, promises to be a most valuable student's textbook. The subjects which are discussed in its pages are Mechanics and Properties of Matter, Heat, Sound, and Light. From the wealth of material obviously at his disposal the author has very wisely selected only what he considers of fundamental interest and importance, believing that the needs of the student will be best served by a full explanation of such subjects as are discussed, even though the number of these may have to be diminished as a consequence. The treatment is both lucid and attractive, and a large number of clear and well executed diagrams will be found very helpful by the reader. Whilst no earlier knowledge of physics is required of the student taking up a study of the present volume—though it will be very evident that some preliminary school training in the science must possess a very real value to the student—the work reaches the standard of a first-year college course. The University Press is to be congratulated on the characteristic excellence both of the manner in which the book has been prepared for publication and of the style in which it has been brought out.

*Sound and Symbol.* By J. J. Findlay and W. H. Bruford. (1s. net. Manchester University Press.)

This pamphlet gives an account of some practical research work done at the University of Manchester. Prof. Findlay and a number of practical teachers set out to investigate the problem of the relation between sound and symbol in the learning of languages. The connexion with shorthand is here recognized in a way that promises much. The importance of the problem cannot be overestimated. What is greatly to be desired is the correlation of all the phonetic work necessarily involved in school. We must sooner or later unify the notation so that the phonetic methods of the infants' room, of the language room in the secondary school, and of the classroom of the commercial college where so-called phonography is taught, will all be carried on by means of a common system of signs. We cordially welcome this excellent beginning of a line of research that cannot fail to have most valuable results.

*Education: Scientific and Humane.* Edited by F. G. Kenyon. (6d. net. John Murray.)

This pamphlet gives an account of the proceedings of the Council for Humanistic Studies. This Council feels that the real enemy is "the great mass of ill-informed public opinion which distrusts or despises all education, or measures its value by its immediate money-earning capacity." All the same, it recognizes a certain danger of those interested in education dissipating their energy in fighting one another, so it has called into council the various "subject" associations—Classical, English, Geographical, Historical, Modern Language, Mathematical, Public School Science—and has obtained their opinion on various matters connected with curriculum and method. All the associations are catholic and broadminded on general questions of education, but when it comes to the distribution of time among the various subjects there is a very general desire to secure special attention to the particular subject the association represents. This is not only natural, but necessary, if a proper proportion is to be maintained. The pamphlet supplies a great deal of matter that should be useful to those who are to have the ultimate allocation of time to the different school subjects.

*The Iconoclast.* By Helen Hamilton. (1s. 3d. net. Daniel.)

The heroine, a gymnastic mistress in a reputable high school in the neighbourhood of London, is suddenly seized with an overwhelming desire to sow her wild oats, but, after a futile attempt lasting for a few weeks, she goes back patiently to harness again. There is no help for it; after a vain struggle to be free she must go back to "the withered vestalhood that kept no fire burning, but rather threw the ashes of a cold conventional negation of life upon the dull embers of an effete system of education." These words are quoted from a modern paper called *The Iconoclast*, which gives the title to the book. "The Iconoclast" advocates the economic independence of woman, but does not approve of celibacy, holding that the life of a celibate is incomplete. It is the reception of a chance copy of this paper that disturbs the even tenor of Dicky's ways and makes her no longer satisfied with the sentimental devotion of Pretty who shares her flat. She goes to the head mistress and demands a "term off," to which after seven years' work she has a claim. The interview between the two is an admirable bit of description and character-drawing. The head mistress trots out the conventional cant about devotion to duty, and for a time relations are strained. To anyone who is yet unconvinced of the dangers to which a community of women are liable, from sentimental friendships and narrow conventions, this tract will prove enlightening. It is also a readable story.

#### OVERSEAS.

A recent bulletin from the American Bureau of Education has caused a considerable amount of talk. It is written by Prof. A. Caswell Ellis, and has the attractive title of "The Money Value of Education." The Professor boldly takes the low stand of money value, and proceeds to demonstrate that even on this humble level education pays. His logic is not always of the closest, but his demonstrations are admirably arranged to catch the eye and the imagination. His pamphlet

is full of diagrams, and of what look like street posters on a reduced scale. The posters ask interesting questions, and supply bold and encouraging answers: "Does Education Pay?" asks one of them bluntly, and replies by quoting the salaries paid in the New York Bridge Department; in positions demanding only the three R's, 982 dols.; in those demanding high school and commercial courses, 1,729 dols.; in those demanding high school and two or three years of college or technical education, 2,400 dols. The poster then proceeds to ask, "Which position are you preparing yourself to fill?" and adds convincingly, in large capitals: "It pays to continue your education." Another poster begins with the striking statement, "Every day spent in school pays the child nine dollars," and proceeds to prove it. Mr. Fisher will be glad to read that "Schools are a paying investment for the State," and that "Education is not a charity, but the best paying investment." We have no doubt that this pamphlet would appeal strongly to many who are doubtful about following Mr. Fisher's lead, but somehow we are glad that it appeared in America rather than in England.

We are getting familiar with authoritative advice about how to cross streets, and generally how to save our lives in the midst of congested traffic; so it is interesting to compare ours with the American exhortations that follow:—(i) Don't cross in the middle of the block. (ii) Don't forget the old and the young; they suffer the most. (iii) Don't hurry in front of moving traffic; wait till it stops. (iv) Don't rely on the other fellow's judgment; leave a margin of safety." We wonder whether the appeal for the old and young reflects more credit on us or on the Americans. Are they more considerate on the other side of the Atlantic, or do we not need the hint on this side? In any case, it is interesting that American educational journals recommend that instruction about conduct in city streets should be given in every city school in the States.

The American *Educational Review* is doing a bit of useful resurrection work by republishing "old articles that can still do good." The idea is an excellent one, and many of the disinterred articles may prove profitable for present-day readers. Besides, there is something peculiarly soothing to the writer of fleeting contributions in the thought that he may have a sort of limited immortality thrust upon him by having his work given a second chance in such a responsible review. But the least the editor can do is to quote his author. Sir James Crichton-Browne will no doubt be surprised to find that his name does not appear as the author of the resurrected article on "The Artificial Production of Stupidity in Schools." He appears to have himself to blame, however, since the editor of the *Review* explains that the name of the writer was not given when the article appeared in 1872. In any case the authorship is by no means unknown on this side of the Atlantic. Few articles on education have produced so much discussion as this of Sir James's. It interests us to note that our American friends regard his strictures as still valid.

Far-seeing English teachers will keep a careful eye on everything that appears in the American papers about the Gary system, for in it are to be found the seeds of changes of the most serious kind. The lengthening of the school day, the possibility of a continuous session throughout the whole school year, the use of the school buildings for all manner of social purposes—these and many more revolutionary developments are implicit in Mr. Wirt's reforms. We must watch carefully, therefore, the action that Tammany may take with regard to the introduction of the system into New York. It appears that the attack on Mr. Wirt's plans has up till now been mainly a political ruse having no educational principle behind it; and it is just possible that the new Mayor, Mr. Hylan, will withdraw his opposition now that his end has been served. It has become clear that the school urchins who made a sort of strike against the system were not themselves concerned with the matter, and had no knowledge or experience of the scheme at all. On the other hand, the principals and teachers who were actually conducting the work on the Gary plan have almost unanimously approved of it, and are convinced that it is entirely a good thing to bring the pupils into living contact with educational values through sharing in social activities on such a scale as is possible to their years. It is to be hoped that Mr. Hylan will give the new scheme a fair chance.

The fight between the teachers of English and the teachers of all the other subjects goes merrily on in America. The

point is that the English teachers maintain that it is everybody's business to correct mistakes in English wherever found. The other teachers say to the English teacher, "That is your business: see thou to that." Mr. Frederick S. Camp begins, in the *School Review* (Chicago), a campaign that the editor hopes will be taken up and carried on. Mr. Camp holds the view that the teacher of English must take the initiative and keep it throughout: "In a word, our English department goes into the other departments to get its correct point of view in teaching the English of those departments; your plan is for the other departments—wasps, ants, and bugs (every high-school boy thinks there is at least one in every faculty)—to go into the English work and only half do the job. Our sympathies are all with Mr. Camp. But what is specially needed is the help of the other teachers in carrying out the plans initiated in the English department.

Our American allies are already feeling the pinch of war in the form of lack of labour, especially for agriculture. It is estimated that there are over two million lads in the United States between sixteen and twenty, and to these the Republic looks for effective assistance in meeting the shortage of labour in the fields. A society has been organized to make the necessary arrangements. Last year much was done in preparing the way, and this year there is high hope that a really excellent scheme will be worked out. Nor is the financial side being neglected among the young. In America a "bit" is the name given to a coin that does not exist. It represents in value  $1\frac{1}{4}$  cents, so that two "bits" equal one quarter of a dollar. At Phoenix, in Arizona, there has been instituted a "Two-bits-a-day Club," the members of which are to buy a quarter's worth of thrift stamps every day. The American *School Review* supports the scheme. "Let an enterprising principal, whose pupils are not already in very large numbers buying thrift stamps, urge the formation of a two-bits-a-week club. Instead of doing one's bit, each pupil may be urged to do two bits. The excellence of the cause will excuse the atrocity of the pun."

## GENERAL NOTICES.

### ENGLISH.

*Word Book of the English Tongue.* By C. L. D.  
(1s. 6d. Routledge.)

The compiler's aim is to give true English words in place of the foreign ones so often used needlessly. A few thousand stock loan-words are chosen and against each are set "good English words" that may stand in their stead. Thus, under "Commence," we find "arise, begin, dawn, set in, fall to work, open (fire)," and several other words that may take the place of this overused and rather ugly term.

"School English Classics."—*Lamb: Tales from Shakespeare* (First Series). Edited by A. R. Weekes. (1s. 4d. Clive.)

Contains "The Tempest," "As You Like It," "The Merchant of Venice," "King Lear," "Twelfth Night," and "Hamlet." The introduction and notes are kept within due bounds and aim only at supplying the information that is quite necessary.

### HISTORY.

*Tales of the Scots.* Retold by Jessie Patrick Findlay; and illustrated by Margaret Ross. (Boards, 1s. net; paper, 8d. net. Stirling: Mackay.)

Six stories of Scottish kings who reigned in the middle ages, taken chiefly from the Latin Chronicle of Hector Boece. Contains "a most vivid picture of the passionate childhood of Scottish history" and in its consequent simplicity will appeal to young or listeners.

*Tort, Crime, and Police in Medieval Britain.* A Review of some Early Law and Custom. By J. W. Jeudwine. (6s. net. Williams & Norgate.)

In spite of its somewhat heavy title, this book will prove readable, and sometimes humorous, to the general public, though it is perhaps addressed especially to historians who are apt to take a mistaken view of historical events owing to their ignorance of just those matters that are here treated—an ignorance that is excusable because the laws and customs quoted are not readily available even to hard-working investigators. Mr. Jeudwine says: "There has been an absurdly distorted view of early medieval

society given from the habit of the historian of representing the English king as an intolerable tyrant from whose iniquities some patriot delivered a devoted people."

*An Analytical Outline of English History.* By W. E. Haigh. (3s. 6d. net. Oxford University Press.)

This volume covers the whole of English history up to the death of Edward VII. The facts are arranged in chronological order under reigns, but the book aims at being more than a mere summary. It brings out the evolutionary character of English history. It is especially intended for students preparing for University matriculation or examinations or similar standard.

*A Handbook of Modern European History, 1789-1917.* Compiled by S. E. Maltby. (1s. 6d. net.; interleaved, 2s. net. Headley.)

This book is for the student in tutorial classes and for the newspaper reader—i.e. for all of us. It gives in a convenient form, arranged as a chronological summary, just those facts of European history for the last hundred years that we are constantly wanting to know as we read the papers, and which we have neither time nor opportunity to find out in larger works of reference. A useful glossary explains such political terms as Duma and Syndicalism.

*The Later Middle Ages. A History of Western Europe, 1254-1494.* By R. B. Mowat. (4s. 6d. Clarendon Press.)

This is a volume in the series of "Oxford Textbooks of European History." It follows the first volume, *Medieval Europe, 1095-1254*. There are five maps and a full index.

*A Short History of the English People.* By J. R. Green. With Tables and Analysis by Arthur Hassall. Part V: Epilogue. By Alice Stopford Green. (2s. 6d. Macmillan.)

This volume completes the reissue in parts of Prof. Green's widely read and widely enjoyed history. It has been continued up to 1914 by Mrs. Green. A full index and an analysis make the book more useful.

*Notes on European History.* For Army Candidates.

By D. L. Lipson. (1s. net. Blackie.)

These are notes in chronological order of the chief events of the nine subjects of European history which Army candidates are required to study.

*A History of Europe (New Edition). Part III: Modern Europe.* By A. J. Grant. (4s. 6d. net. Longmans.)

The new edition has given the author the opportunity of increasing the value by the addition of six chapters dealing with English affairs. An index has also been added.

"The Nations' Histories."—(1) *Spain.* By David Hannay. (2) *Hungary.* By Arthur B. Yolland. (Each 3s. 6d. net. Jack.)

These volumes are well provided with illustrations and maps. They are written in an interesting style and include, in the form of an appendix, the latest information regarding the internal condition of the country.

#### MATHEMATICS.

*Differential Equations.* Being Part II of Vol. II of a Course in Mathematical Analysis. By Edouard Goursat. Translated by Earle Raymond Hedrick and Otto Dunkel. (11s. 6d. net. Ginn.)

The present volume consists of the second half of the second volume of the French edition of Goursat's "Cours d'Analyse Mathématique." The translators thought it to be in the interests of students in American schools to issue the two parts separately, and this has been done with Prof. Goursat's approval. The book is suitable for courses of analytical mathematics in American Universities.

#### BOOK-KEEPING.

*The Students' Catechism on Book-Keeping, Accounting, and Banking (Second Edition).* By Frederick Davey. (3s. 6d. net. Butterworth.)

The aim of this book is to give a complete explanation of all forms of book-keeping with sufficient examples for actual practice to ensure that the student shall have grasped fully the principles enumerated.

#### SCIENCE.

*The Theory and Use of Indicators.* An Account of the Chemical Equilibria of Acids, Alkalies, and Indicators in Aqueous Solution, with Applications. By E. B. R. Prideaux. (12s. 6d. net. Constable.)

This book is addressed to the technical chemist who appreciates the value of working hypotheses. It gives the student a

connected survey of the recent controversies that have arisen over the use of acids and alkalies as indicators.

*What Industry owes to Chemical Science.* By Richard B. Pilcher and Frank Butler-Jones. With Introduction by Sir George Beilby. (3s. net. Constable.)

This useful book serves a twofold purpose. It demonstrates by straightforward, unvarnished facts the aids that the science of chemistry has given to material progress, and it indicates that the student of chemistry will have no difficulty in finding work in the industrial world. In recent years chemistry as a school subject has somewhat declined in prestige because an uninteresting section of it was taught in a mechanical manner. It was begun too early under a specialized form that did not appeal to the boy. But chemistry taken at the right time not only becomes a subject of absorbing interest, but also—and this point is not without its importance—it leads to sound appointments. Many readers will learn with interest from this book how chemists have helped in the development of the manufacture of minerals, dyes, oils, leather, rubber, tobacco, explosives, and a host of other materials.

#### DOMESTIC ECONOMY.

*Domestic Economy. Part I: Theory.* By Marion Greenwood Bidder. *Part II: Practice and Teaching.* By Florence Baddeley. (Each 2s. 6d. net. Cambridge University Press.)

These two textbooks for teachers and students of domestic economy carry out the modern claim that cookery, laundry-work, housewifery, and other domestic arts should be firmly placed on a scientific basis. In the past it has undoubtedly been a matter of possible reproach against some teachers that they have taught these arts empirically, without possessing that knowledge of science necessary to justify their work. Part I deals with bacteria, ventilation, water, foodstuffs, and clothing. Part II gives the practice based on Part I. If mothers would read these two fascinating volumes, they would better understand what the schools are trying to do.

#### FOOD ECONOMY.

*One Hundred Points in Food Economy.* By J. Grant Ramsay. Preface by W. D. Halliburton. (1s. net. Bell.)

There is a very considerable amount of sound sense and useful information contained in the hundred points arranged somewhat like a catechism. A table of contents enables the reader to find the points he wants.

#### DISPENSING.

*How to Become a Dispenser.* The New Profession for Women. By Emily L. B. Forster. (2s. 6d. net. Fisher Unwin.)

Miss Forster has written a detailed handbook of practical utility to girls and young women who intend to become dispensers or chemists. Information as to examinations and how to prepare for them is given. There is a list of public institutions employing women dispensers. A chapter tells how to start a chemist's shop. Dispensing offers a promising field for women, as Miss Forster is able to assure her readers that there are more openings in the dispensing world than there are applicants.

#### MEDICINE.

*Herbs used in Medicine.* First Series. With Notes by Mrs. John D. Ellis; and sixteen coloured plates by Miss Ethel M. Barlow. (3s. National Herb-growing Association.)

The National Herb-growing Association is trying to supply the deficiency in medicinal plants resulting from the War. Mrs. Ellis writes a description of sixteen useful plants about which ignorance or confusion prevails. The plates are excellent, and will enable the collector to recognize the plants readily.

#### WRESTLING.

*Wrestling.* By Percy Longhurst. With twelve illustrations. (1s. net. Methuen.)

Mr. Longhurst is an enthusiastic advocate for wrestling, which he considers the most satisfactory of all athletic exercises, because it develops the whole body without undue strain on any part. He describes in detail the various styles of wrestling, and gives hints for training.

#### CLASS SINGING.

*Class Singing and Ear Training in Schools.* With Syllabus of Instruction in Musical Theory and Notation. (2d. King.)

This is the syllabus issued by the Education Officer of the London County Council. It contains also an appendix on breathing exercises

(Continued on page 78).



1918.

## THE COLLEGE OF PRECEPTORS

INCORPORATED BY ROYAL CHARTER  
BLOOMSBURY SQUARE, LONDON, W.C.1.LECTURES FOR TEACHERS  
ON THE  
SCIENCE, ART, AND HISTORY OF EDUCATIONCOURSE OF TWELVE LECTURES ON  
PSYCHOLOGY FOR TEACHERS.To be delivered at The College of Preceptors, Bloomsbury Square, London, W.C.1, on Thursday evenings,  
7 February to 7 March, and 2 May to 13 June, 1918By JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,  
Professor of Education in the University of London.

The Course of Lectures (the First Course of the Forty-fifth Annual Series) began on Thursday, February 7th, at 6 p.m.

As usual, the course will be such as to prepare students for the examinations of the College in connexion with the Associateship, the Licentiatehip, and the Fellowship, but the lectures will have a distinctly practical character, and the facts of Psychology will be so presented as to enable the teacher to apply them to the ordinary needs of the school. The work will be so arranged as to give the students an opportunity of comparing the results of their own experience with the latest results of psychological research into educational problems. The reading of the students will be guided, and problems set for their exercise. The lectures will be copiously illustrated by examples drawn from the actual experience of teachers in all kinds of schools.

## SYLLABUS.

I. (Feb. 7.) *The Relation of Psychology to Education.*—Nature and scope of Psychology and of Education: the psychological attitude: unreasonable demands made on Psychology: subject-matter of Psychology: consciousness: the ego and non-ego: the subjective and the objective: the science of behaviour: the various departments of Psychology, and their relative importance to the educator: the "faculty" fallacy: knowing, feeling, and willing: soul, mind, and psyche: the subconscious and the unconscious with their educational applications.

II. (Feb. 14.) *Sensation and Perception.*—The five gateways of knowledge: general and special senses: distinction between sensation and perception: the implications of *meaning*: manipulation of the raw material of sensation: pure sensation: Weber's law and its applications to education: the so-called "training of the senses": relation between perception and apperception: the meaning of knowledge: the relation between knowledge and instruction.

III. (Feb. 21.) *Ideas and their Manipulation.*—Old-fashioned views on abstraction and generalization: current view of conception: the static and the dynamic aspects of ideas: mental content and presentative activity: classification of ideas according to their mode of reacting upon each other: fusion, complication, and arrest: the dynamic threshold: mediate and immediate recall: organization of ideas: the hierarchy of ideas: possibility of diminishing presentative activity.

IV. (Feb. 28.) *Attention.*—Mental focus: marginal and submarginal regions: the mechanism of attention: vascular, respiratory, and motor elements: rhythm of attention: the concentration and diffusion beats: classification of the aspects of attention: resolution into the two fundamental aspects, *active* and *passive*: passage from the one to the other: motive power is *interest*: nature and manipulation of interest: distraction, the conflict of interests.

V. (March 7.) *Retention and Recall.*—The conservative element in physical and psychic life: natural or brute memory: dated and undated memory: possibility of improving the natural memory: coefficient of memory: reverie and recollection: the purposive element in recall: process of reconstruction: *intensive versus* diffused impressions: instalment system of memorizing: use and abuse of mnemonics: learning by rote: meaning of cram: obliviscence, natural and deliberate.

VI. (May 2.) *Imagination.*—Distinction between production and reproduction of mental complexes: imagination an inverted memory: different technical meanings attached to word *imagination*: unreasonably narrow meaning current in schoolwork: the creative element in imagination: essentially derivative character: the scientific *versus* the aesthetic imagination: necessary limitations of the imagination: the dangers of pictorial thinking.

VII. (May 9.) *Association.*—Rather a *post-facto* explanation of mental states: somewhat discredited at present: the laws of association, primary and secondary: convergent and divergent forms, and their treatment: manipulation of associations by means of suggestion: justification of the use of suggestion in education: possibility of auto-suggestion: pseudo-auto-suggestion: contrariant types of pupils: effect of age on power of suggestion acting on associations.

VIII. (May 16.) *Temperament.*—Physical basis of what is called *disposition*: old-fashioned classification by humours: physiologically indefensible, but has led to collection of much valuable psychological material: classification by nervous reaction: sensories and motors: introverts and extroverts: permanency of temperaments: possibility of modifying temperament by education: relation between temperament and character: individuality and personality: types and their manipulation.

IX. (May 23.) *Instinct and Habit.*—Conflicting views about the nature of instinct: the place of instinct in education: manipulation of instincts: relation of instinct to habit: the place of consciousness in the process of habit formation: the upper and the lower brain: co-ordination: accommodation: the growing point in character-forming: the dangers and the advantages of habit-forming: "to form habits is to fail": the best way to break habits.

X. (May 30.) *Intuition and Intellect.*—Bergson's view of the two directions of the spiritual force: contrast of the wasp at one end and Kant at the other: the underlying justifications of intuition: the limitations of intellect: usual meanings of *judgment*, *understanding*, *reasoning*: inevitability of conclusions from given data: practical definition of thinking: the implication of the element of purpose: *noesis* and the educational value of the view it represents.

XI. (June 6.) *Feeling and Emotion.*—Technical meaning of *affection*: discrimination of emotion from passion and sentiment: emotion and its control: mechanism of the emotions: the Lange-James and other theories: possibility of dissociating an emotion from a given complex: relation between the emotions and the instincts: the bearing of this distinction on education: the function of the emotions in spiritual life: the doctrine of elimination: the training of the emotions.

XII. (June 13.) *Conation.*—Will the active element in psychic life: relation to desire and expectation of realization of desire: the will as a resultant: popular fallacy of the will as a separate entity: insufficiency of the "choice between alternatives": nature of motives, and their relation to the will: the usual hypostatization: indecision: *aboulia*: caprice *versus* freedom: the training of the will: subjective limitations: fallacy of "breaking the will."

## FEES FOR ADMISSION.

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\* \* Members of the College have free admission to the Course.

## RELIGION.

*Haggai and Zechariah.* With Notes and Introduction. By W. Emery Barnes. (2s. 6d. net. Cambridge University Press.)

The title-page has been copied as above, but this new volume of the Cambridge Bible for Schools and Colleges, which Prof. Barnes has edited, also includes the book of Malachi. The introduction consists of nine sections, and includes the history of Persia at the time. Then follow the three books, each with their notes and index.

*Vision and Service.* Being Sermons, Papers, Letters, and Aphorisms. By the late Canon Barnett. Selected, edited, and introduced by his wife, Henrietta O. Barnett. (1s. net. Hampstead: Mrs. Barnett.)

Many friends and admirers of Canon Barnett and his work will be glad to possess this little book and to hear again in imagination the voice they have so often listened to with affectionate respect. Under existing war conditions no publisher could be found who would issue the book at 1s.; consequently Mrs. Barnett has made herself responsible, and copies can, we presume, be obtained from her.

*The Economic Antichrist.* A Study in Social Polity.

By W. Blissard. (6s. net. Allen & Unwin.)

The theme of the Rector of Bishopsbourne is to inquire how far and in what way modern social conditions affect Christianity he suggests that "economics," the phrase used nowadays to cover all material conditions of life, is the power of darkness that should be the natural object of Christian militancy. Economic law deals with material things, religion with spiritual. It is a question whether modern Christianity has not entered into an opportunist complicity with its antagonist.

"Kingsway Series."—*The Teacher's Book of Bible Lessons.* By Clara E. Grant. Illustrated by Simple Verses, Hymns, Poems, and Nature Talks. (1s. 6d. net. Evans.)

This book gives schemes of lessons for County Council infant schools and also a two years' course for children of five to six years of age. The tone of the teaching is sincerely religious, but avoids controversial matter and keeps to the Cowper-Temple agreement.

"Murby's Larger Scripture Manuals."—*St. Luke.* With Introduction, Maps, Explanatory Notes, and Critical Appendixes especially intended for the use of Schools and Theological Students. By Charles Knapp. (3s. net. Murby.)

Dr. Knapp's manuals are well known for their thorough and scholarly treatment. *St. Luke* follows the lines of earlier volumes. Very full foot-notes accompany each page of text, and the most recent archaeological discoveries are incorporated.

*The Survival of Jesus.* A Priest's Study in Divine Telepathy. By John Huntly Skrine. (5s. net. Constable.)

John Desmond, a Canon of the Established Church, is represented as pondering over the question whether he is in reality a Unitarian. The book shows the workings of John's mind through the whole of Christian theology. It should help many earnest inquirers at the present time.

*The Fourth Gospel: Its Significance and Environment.* By Robert Harvey Strachan. (3s. 6d. net. Student Christian Movement.)

Mr. Strachan regards the Fourth Gospel as an *Apologia* for the Christian faith, an answer given at the end of the first century to the question recurring in each age: "Whom say ye that I am?" He re-forms for the reader the *milieu* in which the Gospel was produced. It will be found a book of absorbing interest to students of the Gospels.

"According to *St. Luke.*" Studies in the Person and Teaching of Jesus Christ. By Hugh Martin. (1s. net. Student Christian Movement.)

In the preface the author says that the text is more important than the commentary, and modestly advises the reader to discard the book if it fails to help him to a clearer understanding of the Gospel. But no student can fail to find help in this book. It is arranged for the use of Study Circles, brief studies for each week covering a period of fifteen weeks.

*St. Paul to the Romans.* Studies in the Epistle to the Romans. By the Rev. R. L. Pelly. With a Translation into Modern English by Prof. James Moffatt. (1s. 3d. net. Student Christian Movement.)

The book is directed to Study Circles and covers an eight-week course. A portion of the retranslated text is given in each

Study, and is followed by a running commentary. The commentary is printed in larger type than the text; the latter, however, is clear and readable.

*Christian Experience and Psychological Processes.* With Special Reference to the Phenomenon of Autosuggestion. By Ruth Rouse and H. Crichton Miller. (2s. 6d. net. Student Christian Movement.)

This subject is one of considerable importance at the present time, when much pseudo-psychology and quack information is being issued and discussed in reference to autosuggestion. A book authorized by and taking the point of view of the Student Christian Movement will be sure of many readers. Mr. Crichton Miller is a Doctor of Medicine.

*Looking Forward* (Eighth Edition). By Francis Channing Miles Welles. (1s. net. Simpkin, Marshall.)

The number of editions already called for indicate that the author has been successful in calling attention to the duties involved in parentage and to the evils that have in the past resulted when men of unsound lives have become parents.

*Holy Communion and Reservation.* Four Articles by Bertram Pollock, Bishop of Norwich. (1s. 6d. net. Murray.)

The Bishop of Norwich here reprints in volume form four articles that he wrote for the *Church Family Newspaper* in order to give the layman suitable grounds for forming a judgment on this much-debated matter.

*Women in the Apostolic Church: A Critical Study of the Evidence in the New Testament for the Prominence of Women in Early Christianity.* By T. B. Allworthy. (3s. net. Heffer.)

At such a moment as this, Mr. Allworthy's book is sure to be widely read. According to Jewish teachers before the time of Jesus, the duty of a woman was to marry early, bear children, attend to the home, and set her husband free to devote himself to religious study and practice, which it was hoped would avail for his wife also. Jesus recognized no distinction in spiritual things between the sexes. These two quotations give the key to a very readable book.

*Comparative Religion.* By A. S. Geden. (2s. net. Christian Knowledge Society.)

This book claims only to be a small handbook to a most serious subject. It deals with early forms of faith, and then with Hinduism, Buddhism, Judaism, Mohammedanism, and Christianity. There is a bibliography for the guidance of those who wish to carry the subject further.

*No Bishop, No Church; or, Anglo-Catholic Claims Examined.* Three Historical Essays by the Rev. J. R. Cohn. (6d. The Church Book Room.)

Mr. Cohn's booklet is a part answer to Dr. Gore's "The Religion of the Church." It bears on the Christian ministry of the Early Church and Apostolic succession in the light of the best modern English thought.

## NOT CLASSIFIED.

*The Cinema: Its Present Position and Future Possibilities.*

Being the report of and chief evidence taken by the Cinema Commission of Inquiry instituted by the National Council of Public Morals. (10s. 6d. net. Williams & Norgate.)

Whatever the influence of the cinema may be, it has come to stay, according to the hackneyed phrase. In the long run it is public opinion that will control the films; but an inquiry such as this helps public opinion to express itself. A part of the volume that will prove of especial interest to teachers is that dealing with the use of the cinema in schools.

*The Book of School Games.* Edited by C. E. Hodges. (3s. 6d. net. Evans.)

There can be no question as to the value of games played in school. After a short spell at games the children return invigorated to their work. But to get the full value the games must be carefully organized, while their instructional character is not obtruded on the notice of the children. Teachers will get many helpful ideas from the dozens of games given here, both outdoor and indoor.

*The Teacher's Book of Music for Infants: Note-singing. Dramatized Nursery Rhymes and Games.* By Clara E. Grant. (1s. 6d. net. Evans.)

Another volume in the successful "Kingsway Series" for teachers in the Primary departments of schools. There are between thirty and forty rhymes and action-games set to music.

(Continued on page 80.)

FROM MR.  
**EDWARD ARNOLD'S LIST.**

- Arnold's Shilling English Composition.** By E. J. KENNY, 160 pp. Crown 8vo, cloth, 1s. 6d.
- Composition from English Models.** By E. J. KENNY, Book I, 160 pages, price 1s. 3d. Book II, 256 pages, price 2s.
- Arnold's Junior English Grammar.** By A. E. ROBERTS, M.A., and A. PRATT, B.A. Crown 8vo, cloth, 1s. 6d.
- Essay-Writing.** By GUY KENDALL, M.A., Head Master of University College School, Hampstead. Crown 8vo, cloth, 2s.
- English Verse Composition.** By A. E. ROBERTS, M.A., and A. PRATT, B.A. 3s.
- Précis-Writing and Reproduction for Army Classes.** By W. J. GRIFFITH, M.A., Assistant Master at Tonbridge School. 2s. 6d.
- A First Précis Book.** By G. A. F. M. CHATWIN, M.A., Assistant Master at Rugby School. 2s. 6d.
- Selected Essays from English Literature.** Edited, with Introduction and Brief Notes, by ELIZABETH LEE. Cloth, 2s.
- Laureata.** Selections from the best poets from Shakespeare to Swinburne, with biographical notes on Authors. Cloth, 2s.
- Outlines of European History, 1814-1914.** By G. B. SMITH, M.A., Assistant Master at the Royal Naval College, Dartmouth. With numerous Maps. 2s. 6d.
- Scenes from European History.** By G. B. SMITH, M.A., Assistant Master at the Royal Naval College, Dartmouth. 2s. 6d.
- A General History of the World.** By OSCAR BROWNING, formerly University Lecturer in History in the University of Cambridge. 700 pages. Crown 8vo, cloth, 6s. net. Also in Three Parts with separate indexes. 2s. 6d. net each.
- A History of England.** By C. W. OMAN, M.A., Chichele Professor of Modern History at Oxford. 6s. Also in Three Divisions and in Two Parts.
- England in the Nineteenth Century.** By Prof. C. W. OMAN. 3s. 6d.
- A Junior History of England.** By Prof. C. W. OMAN and MARY OMAN. 2s. 6d.
- A Social and Industrial History of England.** By F. W. TICKNER, D.Lit., M.A., B.Sc. (Econ.), London. Illustrated. 4s. 6d. Also in Three Parts, 2s. each.
- The Last Century in Europe, 1814-1910.** By C. E. M. HAWKESWORTH, Assistant Master at Rugby School. 526 pages. 5s. net.
- The Principles of Drawing.** By L. BELLIN-CARTER, F.R.S.A., Art Master at Wellington College. 3s. net.
- A Class Book of Geography.** By A. W. ANDREWS, M.A. 5s.
- Outlines of Physiography.** By A. J. HERBERTSON, M.A., late Professor of Geography in the University of Oxford. 3s.
- Easy Arithmetic and Accounts.** By E. SANKEY and G. A. LORD. In Two Books. Cloth, 1s. 3d. each net. Answers (both in one), 6d. net.
- A School Arithmetic.** By A. C. JONES, M.A., Ph.D., and P. H. WYKES, M.A. Without Answers, 4s.; with Answers, 5s. Also in Three Parts, 2s. each.
- The Elements of Geometry.** By R. LACHLAN, Sc.D., and W. C. FLETCHER, M.A. 2s. 6d.
- The Elements of Trigonometry.** By R. LACHLAN, Sc.D., and W. C. FLETCHER, M.A. 2s. 6d.
- Practical Trigonometry.** By H. C. PLAYNE, M.A., and R. C. FAWCETT, M.A. 3s.
- A First School Calculus.** By R. WYKE BAYLISS, M.A. 4s. 6d.
- A Textbook of Physics.** By R. S. WILLOWS, M.A., D.Sc. 7s. 6d. net.
- Electricity and Magnetism.** By C. E. ASHFORD M.A., Head Master of the Royal Naval College, Dartmouth. 3s. 6d.
- Introduction to Magnetism and Electricity.** By E. W. KEMPSON, Senior Physics Master at Rugby School. 3s. 6d.
- The Rugby Course of Elementary Chemistry.** By H. P. HIGHTON, M.A., Chemistry Master at Rugby School. 3s.
- Inorganic Chemistry for Schools.** By W. M. HOOTON, M.A., M.Sc., Chief Chemistry Master at Repton School. 4s.
- The Elements of Inorganic Chemistry.** For use in Schools and Colleges. By W. A. SHENSTONE, F.R.S. 5s.
- Outlines of Inorganic Chemistry.** By E. B. LUDLAM, D.Sc., Head of the Chemical Department, Clifton College. 4s. 6d.

LONDON: EDWARD ARNOLD, 41 & 43 MADDOX STREET, W. 1.

**A. & C. BLACK'S  
GEOGRAPHIES**

**REGIONAL GEOGRAPHIES.**

By J. B. REYNOLDS, B.A.  
With many Maps, Illustrations, and Diagrams.

**SENIOR.**

PRICE **2/6** EACH.

- |                         |  |
|-------------------------|--|
| AFRICA and AUSTRALASIA. | EUROPE & the Mediterranean Region.     |
| ASIA.                   | THE WORLD. With Maps & Diagrams. (4/6) |
| THE BRITISH ISLES.      |  |

**JUNIOR.**

PRICE **2/-** EACH

- |  |  |
|--|--|
| THE AMERICAS.                          | IRELAND and Great Britain in Outline.  |
| BRITISH EMPIRE with its World Setting. | THREE SOUTHERN CONTINENTS.             |
| EUROPE & the Medit. Region.            | THE WORLD. With Maps & Diagrams. (3/6) |
| GREAT BRITAIN and IRELAND.             |  |

**BEGINNERS.**

Containing 36 full-page Illustrations, 15 being in colour.

PRICE **1/6** EACH.

- |                         |                          |
|-------------------------|--------------------------|
| AFRICA and AUSTRALASIA. | ASIA.                    |
| THE AMERICAS.           | BRITISH ISLES.           |
|                         | EUROPE (in preparation). |

**SCHOOL GEOGRAPHIES.**

By L. W. LYDE, M.A., F.R.G.S.

Professor of Economic Geography in University College, London.

**SENIOR.**

PRICE **2/-** EACH.

With Problems and Exercises and Diagrammatic Maps.

- |             |                 |
|-------------|-----------------|
| AFRICA.     | EUROPE.         |
| AMERICA, N. | AUSTRALASIA.    |
| AMERICA, S. | BRITISH EMPIRE. |
| ASIA.       | BRITISH ISLES.  |

- |                                   |           |
|-----------------------------------|-----------|
| SCHOOL GEOGRAPHY OF THE WORLD.    | Price 4/8 |
| COMMERCIAL GEOGRAPHY. Elementary. | Price 3/8 |
| A SHORT TEXTBOOK OF GEOGRAPHY.    |           |
| Illustrated with 83 Diagrams.     | Price 4/8 |

**JUNIOR.**

PRICE **1/8** EACH.

Containing Maps, Illustrations, Diagrams, Problems, and Exercises.

- |                         |                      |
|-------------------------|----------------------|
| ENGLAND AND WALES, III. | BRITISH EMPIRE, IVc. |
| BRITISH ISLES, IVa.     | AFRICA, Va.          |
| EUROPE, IVb.            | ASIA, Vb.            |
|                         | THE AMERICAS, Vc.    |

**A. & C. BLACK, LTD.,**  
4, 5, & 6 Soho Square, London, W. 1.

*Persephone.* A Play by Katherine Merryman.  
(6d. net; with music, 2s. 6d. Harrap.)

An additional volume in Harrap's series of plays for acting in schools. There are six principal characters and the number of attendant maids and nymphs can be varied as occasion requires. The play is short, and quite within the power of elder girls to act.

*The King's Fishing: Done into Verse.* By Charles Mercier.  
With Notes, critical and explanatory. (1s. 3d. net. Mental Culture Enterprise.)

This is a collection of parodies and satires on the critical and expository notes of editors of the classics. There is, indeed, ground enough for Dr. Mercier's satire.

*The Principles of Industrial Administration.* By George Edson Toogood. Introduction by W. L. Hichens. (1s. net. Brown & Sons.)

Mr. Hichens, chairman of a big industrial concern, and a man who has shown himself alive to the difficulties of the day, commends this book to those who desire to understand the basis of industrial administration. Such a motto as "business is business," meaning that business is self-interest, must give way to the view that industries are a national service.

*Human Immortality: Two Supposed Objections to the Doctrine.*  
By William James. (7d. net. Constable.)

This address formed the Ingersoll Lecture at Harvard University in 1898, and has already run through several editions. The present one is low-priced and handy for the pocket.

*The Prisoners' Friends: John Howard, Elizabeth Fry, and Sarah Martin.* By Constance Wakeford. Illustrated by George Soper. (2s. 6d. net. Headley.)

A well-written and interesting biographical account of these three well-known philanthropists, with telling illustrations.

*Women's Work in War Time.* A Handbook of Employments. Compiled and edited by H. M. Osborne. Preface by Lord Northcliffe. (2s. net. Werner Laurie.)

Mrs. Osborne has collected the information given in this book by systematic investigation and personal interviews with heads of departments. Full details will be found of every occupation that the war conditions have brought about.

*How Joy was Found.* A Fantasy in Five Acts.  
By Isobel W. Hutchison. (3s. 6d. net. Blackie.)

Miss Hutchison has founded her story upon an old Highland tale, "How Finn kept his Children for the Big Young Hero," and from it reproduced in a very charming setting a study of the psychology of faith.

*Killing for Sport.* By Various Writers. Preface by G. Bernard Shaw. (1s. net. Humanitarian League.)

A new and cheaper edition of this book that was noticed when it first appeared. The war has done much for the object with which the book was written. The Eton College Beagles have now disappeared, though they weathered the attacks of the League for many years.

*The Munition Workers' Handbook.* By Ernest Pull.  
(2s. 6d. net. Crosby Lockwood.)

The volume, handy for the pocket, gives practical information on workshop arithmetic, mensuration, screw-cutting, shell-turning, and many other matters that the worker needs to know.

*War Speeches, 1914-1917.* Collected by Benedict W. Ginsburg.  
(2s. 6d. net. Clarendon Press.)

Many students of modern political conditions will be glad to have in accessible form important speeches by Lloyd George, President Wilson, Von Bethmann-Hollweg, and other persons of high political and diplomatic position.

*I Appeal unto Caesar.* The Case of the Conscientious Objector.  
By Mrs. Henry Hobhouse. Introduction by Gilbert Murray.  
(1s. net. Allen & Unwin.)

A book that should be in every newspaper office to strengthen the editor to take an unbiased view of a position that causes great anxiety to men and women who care for the fair fame of England. The persecution of those who differ from us in opinion has never proved to be a wise proceeding.

*The Cultivation of Allotments.* By Percy Elford and Samuel Heaton. (8d. net. Clarendon Press.)

This book is a practical guide for those who are trying, with slight knowledge, to grow vegetables. It represents the experience and practice of the horticultural section of the Oxfordshire Education Committee.

(Continued on page 82.)

## THOMAS NELSON AND SONS, LTD.

### SUPPLEMENTARY READERS.

— Suited for all Grades. — Recent Additions. —

#### FAIRY TALE (Junior).

**CAPTAIN BLUECOAT'S TALES FROM JAPAN.** By T. A. SPALDING. 9d.

Four quaint Japanese stories, connected by a lively account of the doings of three British children and their guide, philosopher, and friend, Captain Bluecoat.

**THE ENCHANTED DOLL.** By MARK LEMON. 9d.

A well-known and delightful fairy tale, simplified for the reading of young children.

**RIP VAN WINKLE.** By WASHINGTON IRVING. 9d.

This ever-green story has been carefully simplified for the juniors.

**OLD PETER'S RUSSIAN TALES.** Three Series. By ARTHUR RANSOME. 9d. each.

A wonderful collection of folk stories, so linked together that a simple and humorous picture of Russian peasant life is presented.

**THE STORY OF SINBAD THE SAILOR.** Retold by T. A. SPALDING. 9d.

All the objectionable or unsuitable portions of this fascinating narrative have been omitted or remodelled.

#### FICTION (Junior).

**MOUFFLOU.** By "OUIDA." 9d.

The most beautiful dog story ever told. It has been slightly simplified for the reading of juniors.

#### FICTION (Senior).

**THE ADVENTURES OF THE FAMOUS CAPTAIN SINGLETON IN AFRICA.** DANIEL DEFOE. 1s. 6d.

Defoe's Captain Singleton has all the spirit and realism of Robinson Crusoe. The first part has been abridged and simplified in this volume.

All the above books are illustrated by pictures carefully chosen from the point of view of the readers for whom they are designed.

Write for the Continuous Reader Catalogue (new edition) edited by Thos. A. Spalding, LL.B.

#### GEOGRAPHY: TRAVEL (Senior).

**BY DESERT WAYS TO BAGHDAD.** By Mrs. ROWLAND WILKINS. 1s. 6d.

The story of a journey from Brousa to Baghdad, full of humorous incidents. Describes the scene of our Mesopotamian campaign.

**WHAT I SAW IN FINLAND.** By Mrs. ALEC TWEEDIE. 1s. 6d.

A vivid description of the inhabitants, customs, and resources of this remarkable and deeply interesting country.

#### HISTORY (Senior).

**THE ADVENTURES OF EDMUND LUDLOW.** By T. A. SPALDING. 1s. 6d.

A dramatic story of personal adventure during the Civil War, the Commonwealth, and Restoration periods, extracted from Ludlow's "Memoirs."

NOTES AND ILLUSTRATIONS to this work have been prepared for the use of teachers. 2s. 6d.

**ROMANCE OF THE SPANISH ARMADA.** By J. R. HALE. 1s. 6d.

A real romance of absorbing interest, the work of the greatest living authority on the subject.

**WHY BRITAIN WENT TO WAR.** By Sir EDWARD PARROTT, LL.D., M.P. 1s. 6d.

A brilliant sketch of the historical causes that led to the great European War, told in simple language. This work has been approved by many educational authorities.

#### INDUSTRIES (Senior).

**SHIPS AND SEAFARING.** By A. O. COOKE. 2s. 6d. net.

The first volume of a new section, designed to deal with our main British industries in an attractive fashion.

#### NATURE STUDY (Senior).

**A HOLIDAY BY THE SEA.** By EDWARD STEP. 1s. 6d.

The story of the flora and fauna of the seashore by a well-known naturalist who writes from direct observation.

## A Selection from METHUEN'S EDUCATIONAL LIST

Announcement List and Catalogues sent on application.

**HOME AND STATE: An Introduction to the Study of Economics and Civics.**

By SUSAN CUNNINGTON. Crown 8vo. 3s.

**JUNIOR ENGLISH.**

By F. J. RAHTZ, M.A., B.Sc. 15th Edition. Crown 8vo. 1s. 9d.

**HIGHER ENGLISH.**

By F. J. RAHTZ, M.A., B.Sc. 12th Edition. Crown 8vo. 4s.

**A CLASS-BOOK OF EASY DICTATION AND SPELLING.**

Selected by Canon WILLIAMSON, B.A. 12th Edition. Fcap. 8vo. 1s. 3d. [Beginner's Books.]

**A CLASS-BOOK OF DICTATION PASSAGES.**

Selected by Canon WILLIAMSON, B.A. 21st Edition. Crown 8vo. 1s. 9d. [Junior School Books.]

**ENGLISH LITERATURE.**

By F. J. RAHTZ, M.A., B.Sc. 3rd Edition. Crown 8vo. 3s.

By EDMUND SELOUS.

**TOMMY SMITH'S ANIMALS.** 15th Edition.

**TOMMY SMITH'S OTHER ANIMALS.** 7th Edition.

**TOMMY SMITH AT THE ZOO.** Each fcap. 8vo. 1s. 9d. each.

**FIRST FRENCH LESSONS.**

By A. M. M. STEDMAN, M.A. 13th Edition. Crown 8vo. 1s. 3d.

**SIMPLIFIED FRENCH TEXTS.**

Edited by T. E. N. CROFTS, M.A. 16 Volumes. Fcap. 8vo. 1s. 3d. each.

**A SHORTER GREEK PRIMER.**

By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 6th Edition. Crown 8vo. 1s. 9d.

**A SHORT HISTORY OF ROME TO THE DEATH OF AUGUSTUS.**

By J. WELLS, M.A. With 3 Maps and 4 Plates. 15th Edition. Crown 8vo. 4s.

**A JUNIOR HISTORY OF GREAT BRITAIN.**

By E. M. WILMOT-BUXTON, F.R.Hist.S. 3rd Edition. Crown 8vo. 2s. 6d.

**THE INDUSTRIAL HISTORY OF ENGLAND.**

By H. DE B. GIBBINS, Litt.D., M.A. With Maps and Plans. 22nd Edition. Crown 8vo. 3s. 6d.

**THE REMAKING OF MODERN EUROPE.**

From 1789 to 1878. By J. A. R. MARRIOTT, M.A. With 10 Maps. 9th Edition. Crown 8vo. 3s.

**MAKERS OF EUROPE.**

Outlines of European History for Middle Forms. By E. M. WILMOT-BUXTON, F.R.Hist.S. With 12 Maps. 16th Edition. Crown 8vo. 4s.

**A SCHOOL LATIN GRAMMAR.**

By H. G. FORD, M.A. 4th Edition. Revised. Crown 8vo. 3s. [Junior School Books.]

**INITIA LATINA.**

By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 16th Edition. Fcap. 8vo. 1s. 3d.

**JUNIOR LATIN EXAMINATION PAPERS.**

By C. G. BOTTING, M.A. 12th Edition. Fcap. 8vo. 1s. 3d. Key 3s. 6d. net. [Junior Examination Series.]

**EASY EXERCISES IN ARITHMETIC.**

Containing 5,000 Examples. By W. S. BEARD. 9th Edition. Fcap. 8vo. 1s. 3d. With Answers. 1s. 6d. [Beginner's Books.]

**A TEXTBOOK OF INORGANIC CHEMISTRY.**

By G. SENTER, D.Sc., Ph.D. With many Diagrams. 3rd Edition. Crown 8vo. 7s. 6d. [Textbooks of Science.]

**THE COMPLETE SCHOOL CHEMISTRY.**

By F. M. OLDHAM, M.A. With 125 Illustrations. 12th Edition. Crown 8vo. 5s. [Textbooks of Science.]

**ELEMENTARY EXPERIMENTAL SCIENCE.**

**PHYSICS**, by W. T. CLOUGH, A.R.C.S. **CHEMISTRY**, by A. E. DUNSTAN, D.Sc., F.I.C. With 2 Plates and 154 Diagrams. 17th Edition. Crown 8vo. 3s. [Junior School Books.]

**EXAMPLES IN PHYSICS.**

By C. E. JACKSON, M.A. 4th Edition. Cr. 8vo. 3s. [Textbooks of Science.]

**PRACTICAL MECHANICS.**

By SIDNEY H. WELLS, Wh.Sc. With 75 Illustrations and Diagrams. 6th Edition. Crown 8vo. 4s. [Textbooks of Science.]

**THE ELEMENTS OF ENGINEERING DRAWING.**

By E. ROWARTH, A.M.I.E.E. With numerous Diagrams. Crown 8vo. 3s. net.

**ENGINEERING WORKSHOP PRACTICE.**

By CHARLES C. ALLEN. With 152 Illustrations. 3rd Edition. Crown 8vo. 4s. [Textbooks of Technology.]

**ELECTRIC LIGHT AND POWER.**

By E. E. BROOKS, B.Sc. (Lond.), and W. H. N. JAMES, A.R.C.S., A.M.I.E.E. With 17 Plates and 230 Illustrations. 4th Edition. Crown 8vo. 5s. [Textbooks of Technology.]

**METHUEN & CO., Ltd.,**

**36 Essex Street, Strand, W.C. 2.**

## HARRAP'S LATEST PUBLICATIONS ENGLISH EXTRACTS AND EXERCISES.

For Comparative Study and Training in Composition.

By F. H. PRITCHARD,

Lecturer in Literature at the Municipal Technical School, Devonport.

Large crown 8vo, 256 pages, 2s. net.

(Prospectus on application.)

An admirable practice-book in English for lower and middle forms in secondary schools and for upper classes in primary schools. The main idea is to centre all the week's work in English round a suitable extract. The exercises are abundant, and in many cases novel in character. No essential point in elementary English is left untouched, and, wherever possible, opportunity is taken to stimulate interest in the author or extract under consideration.

*Schoolmaster.*—"The whole book bears evidence of thought and painstaking, and we are pleased to bestow our benison upon it."

## HARRAP'S INTRODUCTORY ALGEBRA.

By WILLIAM FARQUHARSON, M.A.,

Daniel Stewart's College, Edinburgh.

Crown 8vo, 144 pp., 1s. 6d. net. Also with Answers, 2s. net.

*Aberdeen Free Press.*—"We think the author has succeeded in presenting the facts in a natural and easy sequence. A deal of originality, typing, and scope of problems is shown in his divisions."

JUST READY.

## AN INTRODUCTION TO THE HISTORY OF SCIENCE.

By Dr. WALTER LIBBY, M.A.

With 8 Illustrations. Crown 8vo, 304 pages. 5s. net.

## OLD FRENCH SONGS FOR THE NURSERY.

Arranged and Illustrated by ANNE ANDERSON.

Accompaniment printed boldly for use at the Piano.

With 8 Colour Plates and many Line Drawings and Decorations.

Size 11½ × 8¾ inches. 6s. net.

This Collection comprises some thirty traditional nursery songs.

*Music.*—"The melodies are simple and beautiful in true French manner, and the pictures are dainty both as to drawing and colour."

JUST READY.

## NATURE STORIES TO TELL TO CHILDREN.

By H. WADDINGHAM SEERS.

## POÈMES ET CHANTS DE FRANCE.

Edited by W. M. DANIELS, D.Lit., and

RENÉ TRAVÈRS, Professeur au Lycée de Versailles.

Small crown 8vo, 128 pages, 1s. 3d. net.

Also with some Translations and Vocabulary, 1s. 9d. net.

A representative selection of French verse suitable for use in English schools, including some poems set to music.

**GEORGE G. HARRAP & CO., 2-3 Portsmouth St., Kingsway, W.C.2**

(GEO. G. HARRAP and G. OLIVER ANDERSON, Directors.)

*Is All Well with England?* A Question by Marie Corelli.  
(6d. net. Jarrolds.)

In this little brochure the well-known novelist takes a hopeful line and thinks that though there is much to be done England will come out of the fire purified.

*Palestine. A War Map.* (6d. net. Johnston.)

A clearly printed map of the present war area in Palestine, drawn to a scale of eleven miles to an inch.

*The Adventures of Edmund Ludlow.* Told mainly by himself and arranged by T. A. Spalding. (1s. 6d.) Also Notes and Illustrations for Teachers' Use. (2s. 6d. Nelson.)

Edmund Ludlow's adventures during the stirring times of the Civil War make fascinating reading. The "Notes" give all the information that the teacher needs to enable the form to read the book with intelligence and interest.

*A Browning Anthology.* Compiled by F. A. Forbes.  
(1s. 6d. net. Oxford University Press.)

Following the design of the "Oxford Plain Texts," this edition contains neither introduction nor notes. There are nearly 100 pages of text, including shorter poems and some longer ones.

*Tales of a Wayside Inn.* By H. W. Longfellow. Edited, with Introduction and Notes, by J. H. Castleman. (1s. 3d. net. Macmillan.)

The poems occupy 130 pages. The explanatory notes are very full. Index, introduction, and an illustration of the wayside inn. A pleasant edition to read and hold.

"The Imperial Study Series."—*The Old Empire and the New.*  
By Arthur Percival Newton. Introduction by Sir Charles Lucas. (2s. 6d. net. Dent.)

Some few years ago the Senate of the University of London established an Imperial Studies Committee, with Lord Milner as Chairman, with a view to promoting the study of the history of the Empire and of spreading sound ideas among the thinking classes. Dr. Newton is Secretary to the Committee and general editor of the series. The volume here reproduces a Course of Rhodes Lectures given in the spring of this year.

*Letters on the Spirit of Patriotism and on the Idea of a Patriot King.* With an Introduction by A. Hassall. (2s. 6d. net. Clarendon Press.)

Internal evidence demonstrates that these letters were written by Viscount Bolingbroke, though no author's name appears on the title-page. They fill about 140 pages, preceded by an introduction of about thirty pages, which gives the historical setting necessary for the understanding of the text.

*Italy and the War.* Translated from the Italian.

By Annie Hamilton. (2s. 6d. net. Bell.)

This volume, published for the benefit of the Italian Red Cross, contains a number of essays written by professors of Italian Universities with the object of giving a reasoned statement of the cause for which Italy is fighting.

## PUBLICATIONS RECEIVED.

### EDUCATION.

The Advanced Montessori Method. II: The Montessori Elementary Material. By Maria Montessori. Heinemann, 12s. 6d. net.

A Textbook in the Principles of Science Teaching. By George Ransom Twiss. Macmillan, 7s. 6d. net.

The Future of Public School Education. By D. B. Somervell. Milford, 1s. 6d. net.

The Dawn of Mind: An Introduction to Child Psychology. By Margaret Drummond. E. Arnold, 3s. 6d. net.

Educational Reform: Speeches delivered by the Right Hon. H. A. L. Fisher. Clarendon Press, 1s. net.

The Play Movement and its Significance. By Henry S. Curtis. Macmillan, 8s. net.

The School and Other Educators. By John Clarke. Longmans, 5s. net.

### ENGLISH.

Pride and Prejudice. By Jane Austen. Abridged for schools by H. A. Treble. Macmillan, 1s.

L'Anglais sans Peine. Etude de quelques difficultés de la langue anglaise, sous la forme de scènes dialoguées—traduction française en regard. Par Lady Bell. Hachette.

Coleridge: Select Poems. Chosen and Edited by S. G. Dunn. Milford, 1s. 6d. net.

The Child and the Mother Tongue. Notes on the Teaching of English on Creative Lines as exemplified in "The Mother Tongue Series." By A. A. Cock. Ginn, 4d.

### FRENCH.

Racine: Andromaque. Edited, with Introduction and Notes, by T. B. Rudmose-Brown. Clarendon Press, 3s.

Le Petit Chaperon Rouge. Petite comédie enfantine en trois tableaux, avec chansons et rondes, accompagnées de musique, annotations, &c. Par Lady Bell. Hachette, 1s. net.

Oxford French Plain Texts.—(1) La Grammaire. Comédie-vaudeville. Par Eugène Labiche. (2) Le Requiem du Corbeau. &c. Trois contes. Par Erckmann-Chatrian. Edited by H. L. Hutton. Clarendon Press, each 6d. net.

Siepmann's Advanced French Series.—(1) L'Ami Fritz. Par Erckmann-Chatrian. Adapted and edited by Otto Siepmann. (Word and Phrase Book, 6d.) (2) Lettres de Mon Moulin. Par Alphonse Daudet. Selected and edited by G. H. Clarke. (3) Jack: Part II. Par Alphonse Daudet. Adapted and edited by Edward C. Goldberg. (4) Le Roi des Montagnes. Par Edmond About. Adapted and edited by Ernest Weekley. Macmillan, 3s. each.

Key to Brackenbury's Elementary French Exercises. Prepared by the Rev. B. V. F. Brackenbury and D. M. Low. Macmillan, 3s. 6d. net.

For the Open-Air.

## NAME THIS FLOWER.

How to tell the names of Wild Flowers by the SIMPLE WAY, without a knowledge of Botany.

From the French of GASTON BONNIER,  
Professor at the Sorbonne.

Translated and Edited by Prof. BOULGER.  
With 312 COLOURED PLATES and 2,715 Black  
Line Illustrations.

Containing also a chapter on the Gathering, Preservation,  
and Uses of Plants.

Cloth 6s. net. Pocket Size.

PROSPECTUS will be sent on application to

**J. M. DENT & SONS,**  
10-13 Bedford Street, W.C.2.

# SANITAS

## DISINFECTANTS For SCHOOL USE.

A leaflet on School Disinfection will  
be sent post free on application to—

The "SANITAS" Co., Ltd.,  
Limehouse, London, E.14.

Disinfectant Manufacturers by  
Appointment to H.M. the King.



**DUSTLESS and HYGIENIC SCHOOLS**

On all School, Laboratory, Library, &amp;c., Floors and Linoleums of every description

**USE****FLORIGENE** (Regd.)**DURING EACH VACATION** for Best Results.**(BRITISH MADE.)**

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" **ALLAYS** the **DUST** and **DIRT** for **2 TO 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods—which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

**These sanitary, labour-saving, and economic advantages are NOT attained by sweeping-powders or any mechanical or other method.**

**NEW ADDRESS:—**

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

**The "DUST-ALLAYER" Co., 4 Vernon Place, Bloomsbury Square, LONDON, W.C. 1.**

Contractors to the Admiralty,

War Office,

H.M. Office of Works,

Colonial Gouts.,

I.C.C., &amp;c.

Colloquial French. By William Robert Patterson. Kegan Paul, 2s. 6d. net.

L'Homme à l'Oreille Cassée. Par Edmond About. Adapted and edited by Eugène Pellissier. Macmillan, 2s. 6d.

Contes Choisis. Par François Coppée. Edited by Margaret F. Skeat. Macmillan, 3s.

La Fontaine: Selected Fables. Edited, with Introduction and Notes and a Vocabulary, by Cécile Hugon. Clarendon Press, 3s.

**GERMAN.**

A Fly-leaf to Beresford-Webb's German Grammar. Arranged by W. H. C. Jackson (Sedbergh), 1s.

**SPANISH.**

El Lazarillo de Tormes. Adapted and edited, with Notes and Grammatical Exercises, by Ch. Cerdà Richardson. Dent, 1s. 6d. net.

Spanish Conversation: Book I. By E. A. Baton. Rivingtons, 2s. 6d.

**LATIN.**

The Eclogues of Faustus Andrelinus and Ioannes Arnolletus Edited, with Introduction and Notes, by Wilfred P. Mustard Baltimore: The Johns Hopkins Press.

**ITALIAN.**

The Soldier's English and Italian Conversation Book. Translated by Ida Dickenson from W. M. Gallichan's "Soldier's English-French Conversation Book." Werner Laurie, 9d.

**RUSSIAN.**

Handbook of Russian. By Michael V. Trofimov and James P. Scott. Vol. I: Introduction, Phonology, and Elementary Morphology. Constable, 3s. 6d. net.

**HISTORY.**

The English Middle Class. By R. H. Gretton. Bell, 8s. 6d. net.

A History of South Africa. By Dorothea Fairbridge. Oxford University Press, 3s. 6d. net.

Social Life in Britain: From the Conquest to the Reformation. By G. G. Coulton. Cambridge University Press, 15s. net.

The Expansion of British India (1818-1858). By G. Anderson and M. Subedar. Bell, 4s. 6d.

Historical Atlas of Europe. With Chronological Notes. By Hartley Fudge. Gill, 1s.

The Question of Alsace-Lorraine. By Jules Duhem. Translated by Mrs. R. Stawell. Hodder & Stoughton, 2s. 6d. net.

A Short History of France from Caesar's Invasion to the Battle of Waterloo. By Mary Duclaux. Fisher Unwin, 10s. 6d. net.

**GEOGRAPHY.**

Visual Geography. By Agnes Nightingale. Book III: Many Lands. Black, 10d.

**MATHEMATICS.**

Easy Arithmetic Papers. Jackson (Sedbergh).

Infinitesimal Calculus. With diagrams. By F. S. Carey. Part I. 6s. net; Part II, 10s. 6d. net. Longmans.

**SCIENCE.**

Lecture Notes on Light. By J. R. Eccles. With diagrams, 12s. 6d. net; without, 5s. net. Cambridge University Press.

Introduction to Inorganic Chemistry. By Alexander Smith. Third edition. Bell, 8s. 6d. net.

Experimental Inorganic Chemistry. By Alexander Smith. Sixth edition. Bell, 3s. 6d. net.

Laboratory Glassware Economy: A Practical Manual on the Renovation of Broken Glass Apparatus. By H. B. Dunnichiff. Macmillan.

A Laboratory Outline of College Chemistry. By Alexander Smith. Bell, 3s. net.

The D.U. Technical Series.—Mathematics for Engineers. Part I. By W. N. Rose. Chapman & Hall, 8s. 6d. net.

**LOGIC.**

Groundwork of Logic. By J. Welton. Clive, 4s.

**RELIGION.**

Cambridge Bible for Schools.—The Book of Joshua. Introduction and Notes by G. A. Cooke. Cambridge University Press, 2s. 3d. net.

"Where is your Faith?" The Problem of Recruiting for Christ's Army in the Public Schools. By Nowell Smith. Milford, 1s. net.

**ECONOMICS.**

Outline of Economics. By R. E. Nelson. Bell, 2s.

**SCIENCE.**

The Engineer Series.—What Industry owes to Chemical Science. By Richard B. Pilcher and Frank Butler-Jones. With Introduction by Sir George Beilby. Constable, 3s. net.

The Theory of Electricity. By G. H. Livens. Cambridge University Press, 90s. net.

**GARDENING.**

The Book of the School Garden. By Charles F. Lawrance. Evans, 3s. 6d. net.

**NOT CLASSIFIED.**

Neutrality *versus* Justice: An Essay on International Relations. By A. J. Jacobs. Fisher Unwin, 1s. net.

Manuals of Health.—The Baby. By Sophia Seekings. Christian Knowledge, 9d. net.

Harold. By James F. Waight. The final volume of the Trilogy. Allen & Unwin, 2s. net.

Philips's Strategic Map of Palestine, Syria, and Sinai Peninsula. 2s. 6d. net.

Philips's Strategic Map of Mesopotamia and Asia Minor. 2s. 6d. net.

Banking and Currency. By Ernest Sykes. With Introduction by F. E. Steele. Fourth edition. Butterworth.

The Marriage Will Not Take Place: A Play. By Alfred Sutro. French, 1s. net.

Britain's Defenders: or, Peggy's Peep into Fairyland. A fairy play. By Rose I. Patry. French, 1s.

The Aims of Labour. By Arthur Henderson. Headley, 1s. net.

The Gate of Remembrance. The story of the psychological experiment which resulted in the discovery of the Edgar Chapel at Glastonbury. By Frederick Bligh Bond. Oxford: Blackwell, 6s. net.

The World's Battle Front at a Glance. Thirty-Two Maps. Philip, 1s. 3d.

Mind and Manners: a Diary of Occasion. Simpkin, Marshall, 2s. 6d. net.

The Just Claims of Italy. By Whitney Warren. 50 cents.

## MASON'S SCRIPTURE MANUALS.

IN these Manuals each chapter and verse of the Bible has been taken in order, and Questions similar to those set in the Oxford and Cambridge Local, the Pupil Teachers', and Diocesan Examinations carefully selected in every chapter, together with numerous Explanatory Notes collated from various commentaries. After each question, the answer is either given in full, or the number of the verse or verses in which it occurs.

The following Manuals are already published:—

	<i>s.</i>	<i>d.</i>
The Four Gospels ... .. each	0	9
The Acts of the Apostles ... ..	1	6
Genesis and Exodus ... ..	1	6
Joshua and Judges ... ..	1	0
Samuel I ... ..	0	9
Samuel II ... ..	0	9
Kings I ... ..	0	9
Kings II ... ..	0	9
Jeremiah ... ..	0	9
Ezra, Nehemiah, Esther, and Haggai ... ..	0	9
Corinthians II ... ..	0	9
The Church Catechism ... ..	0	9
Morning and Evening Services and Litany	1	6

A Catechism on the Ten Commandments, with One hundred Practical Questions specially adapted for Children of all Religious Denominations in Elementary Schools. Price 4d.

Euclid (Book I) made easy for Young Beginners. Price 1s.

**JAMES GALT & CO., Ltd., MANCHESTER.**  
**SIMPKIN, MARSHALL, & CO., LONDON.**

## The Duty and Discipline Movement.

**PATRON:**

Her Royal Highness Princess Louise, Duchess of Argyll.

**JOINT PRESIDENTS:**

Her Grace the Duchess of Newcastle.

The Rt. Honble. Lord Willoughby de Broke, D.L.

**FOUNDER AND CHAIRMAN OF EXECUTIVE:**

The Rt. Honble. the Earl of Meath, P.C., K.P.

**CHAIRMAN OF COUNCIL:**

The Rt. Honble. the Lord Rathcreedan.

**TEACHERS INVITED to act as HONORARY LOCAL SECRETARIES.**

THE Duty and Discipline Movement was founded to combat indiscipline and slackness in the national life, especially in the home and in the school, and to give reasonable support to all legitimate authority. The Movement, therefore, has strong claims upon the attention of all who are engaged in the teaching profession. At the present time efforts are being made to extend the scope of its activities and still further to increase its usefulness. Teachers who would be willing to act as Honorary Local Secretaries of the Movement are earnestly requested to write to the Secretary, who will send gratis and post free a special pamphlet for teachers, together with full information regarding the Movement. All communications should be addressed to—THE SECRETARY, The Duty and Discipline Movement, 117 Victoria Street, London, S.W.1.

**SCHOOL, CLASSICAL,  
MATHEMATICAL,  
AND SCIENTIFIC  
BOOKS.**

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1844.

Keys and Translations.

SCHOOLS  
SUPPLIED.

BOOKS  
BOUGHT.

**J. POOLE & CO.,**  
104 Charing Cross Road,  
LONDON, W.O.

Telephone No.: 1038 Gerrard.

**NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.**

## THE School World.

**A MONTHLY MAGAZINE OF EDUCATIONAL  
WORK AND PROGRESS.**

THE aim of "The School World" is to provide teachers with information of practical and permanent value. To this end all important changes and developments affecting education are dealt with by leading authorities and experienced teachers.

The magazine is indispensable to all educational workers who desire to keep in touch with modern methods of education.

**PRICE 6d. VOLUME XIX, 1917, 7s. 6d. net.**

\* A new volume began with the January number.

**MACMILLAN & CO., LTD., LONDON.**



*Edue,*

# THE EDUCATIONAL TIMES

AND  
JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXXI No. 667

AUGUST 1, 1918

Published Quarterly. Price, to  
Non-Members, 6d.; by post, 7d.  
Annual Subscription, 2s.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.1.

### GENERAL MEETING.

The Half-Yearly General Meeting of the Members of the Corporation will be held at the College, Bloomsbury Square, on Saturday, the 26th of October, 1918, at 3.30 p.m.

### LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "Changes in Education," by Professor John Adams, will begin on Thursday, the 3rd of October, at 6 p.m.

For Syllabus, see page 124.

### EXAMINATIONS.

**Diplomas.**—The next Examination of Teachers for the Diplomas of the College will begin on the 30th of December, 1918.

The Summer Diploma Examination has been discontinued.

**Practical Examination for Certificates of Ability to Teach.**—The next Practical Examination will be held in February, 1919.

**Certificate and Lower Forms Examinations.**—The Christmas Examinations will begin on the 2nd of December, 1918.

Entry Forms must be returned by the 21st of October.

**Professional Preliminary Examinations.**—The next Examination will begin on the 3rd of September, 1918.

Entry Forms must be returned by the 6th of August.

**Commercial Examinations.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1918.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS, *Secretary.*



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M. FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).** Examinations in Theory held in March and November at all Centres, and in Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 16th, 1918.

**SCHOOL EXAMINATIONS (Syllabus B).** Held throughout the British Isles three times a year, viz., October-November, March-April, and June-July. Entries for the October-November Examinations close Wednesday, October 9th, 1918.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 4d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, the Syllabus in Ear Training and Sight Singing, entry forms and any further information will be sent post free on application to—

JAMES MUIR, *Secretary,*  
15 Bedford Square, London, W.C.1.  
Telegrams: "Associa, London."

## University

## Correspondence College.

(FOUNDED IN 1887.)

PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.Sc.,  
F.C.S., F.R.A.S.

## LONDON UNIVERSITY DEGREES

(Open to both sexes without conditions of residence.)

*At the B.A. and B.Sc. Examinations, 1905-14,  
above Two Thousand U.C.C. Students passed,  
taking 833 places in Honours.*

## A Short Guide

to London University Examinations, giving full Particulars of Courses and Fees, post free to Private Students from—

THE SECRETARY,

No. 15 BURLINGTON HOUSE, CAMBRIDGE

## LONDON COLLEGE OF MUSIC. (Incorporated.)

GREAT MARLBOROUGH STREET, LONDON, W.1.

Patron: HIS GRACE THE DUKE OF LEEDS.  
Dr. F. J. KERN, Mus. Bac. Cantab., Principal.  
G. AUGUSTUS HOLMES, Esq., Dir. Exams.

### EXAMINATIONS, LOCAL AND HIGHER.

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c., will be held in London and at over 400 Local Centres in DECEMBER (last day of entry, NOVEMBER 15).

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars.

Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIEE HOLMES, *Secretary.*

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol; Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

**WOLSEY  
HALL,  
OXFORD.**

### POSTAL TUITION

For London University  
MATIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.,

FREE GUIDE  
on application to  
THE SECRETARY.

# B.A.

NEW SESSION BEGINS MONDAY,  
SEPTEMBER 30.

## BIRKBECK COLLEGE

BREMA BUILDINGS, CHANCERY LANE, E.C.4.

### UNIVERSITY OF LONDON.

COURSES OF STUDY (Day and Evening)  
FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**  
under RECOGNIZED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German,  
Italian, History, Geography, Logic, Economics,  
Mathematics (Pure and Applied).

**SCIENCE.**—Chemistry, Physics, Mathematics (Pure  
and Applied), Botany, Zoology, Geology.

**GEOGRAPHY DIPLOMA and MATRICULATION.**

Evening Courses for the Degrees in Economics and Laws.

POST GRADUATE AND RESEARCH WORK.

SESSIONAL FEES { Day : Arts, £10. 10s. ; Science, £17. 10s.  
Evening : Arts, Science, or Economics,  
£5. 5s.

Prospectus post free, Calendar 6d. (by post 7d.).

### ENGINEERING AND TECHNICAL OPTICS.

**NORTHAMPTON POLY-**  
TECHNIC INSTITUTE,  
ST. JOHN STREET, LONDON, E.C.

ENGINEERING DAY COLLEGE.

Full Day Courses in the Theory and Practice of  
Civil, Mechanical, and Electrical Engineering will  
commence on Monday, 30th September, 1918. The  
Courses in Civil and Mechanical Engineering in-  
clude specialization in Automobile and Aeronauti-  
cal Engineering, and those in Electrical Engineering  
include specialization in Radio-Telegraphy.

ENTRANCE EXAMINATION on Tuesday and  
Wednesday, 24th and 25th September, 1918. These  
courses include periods spent in commercial work-  
shops and extend over four years. They also prepare  
for the Degree of B.Sc. in Engineering at the Uni-  
versity of London. Fees, £15 or £11 per annum.

THREE ENTRANCE SCHOLARSHIPS of the  
value of £52 each will be offered for competition at  
the entrance examination in September, 1918.

TECHNICAL OPTICS.

Full and Part Time Courses, both Day and Even-  
ing, in this important department of Applied Science  
will be given in specially equipped laboratories and  
lecture rooms.

AN AITCHESON SCHOLARSHIP (value £30)  
will be offered in this department at the Entrance  
Examination.

Full particulars as to fees, dates, &c., and all infor-  
mation respecting the work of the Institute, can be  
obtained at the Institute, or on application to  
R. MULLINEUX WALMSLEY, D.Sc., Principal.

### MRS. CURWEN'S PIANO- FORTE METHOD.

RAR TRAINING AND SIGHT SINGING  
FROM SOL-FA AND STAFF.

HOLIDAY COURSES FOR MUSIC TEACHERS  
will be held from August 6th to 16th, every day (ex-  
clusive of Bank Holidays), at Wigmore (late Bech-  
stein) Hall Studios, Wigmore Street, by Miss SCOTT  
GARDNER and Miss MARGARET KNAGGS, A.R.C.M.  
Application to be made before July 31st to Miss  
GARDNER or Miss KNAGGS, Wigmore Hall Studios,  
Wigmore Street, W.1.

**A S FRENCH MISTRESS**, resident  
or visiting. Age 36. (Brevet Supérieur.)  
Fourteen years' experience English Schools. Pre-  
pares for Higher Local and Matriculation; hundreds  
of successes.—582 F, HOOPER'S, Educational Agents,  
13 Regent Street, S.W.1. Established 1881.

### Teachers Registration Council

Representative of the Teaching Profession  
(Constituted by Order in Council, 29 Feb., 1912.)

In accordance with the above-mentioned  
Order a

### REGISTER OF TEACHERS

is now maintained by the Council.

For Information apply to—

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

### MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNIZED BY THE BOARD OF EDUCATION.  
In connexion with the London University and  
recognized by the Cambridge Teachers' Training  
Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A.  
London, M.A. Sheffield, Girton College, Moral  
Sciences Tripos, Cambridge Teachers' Train-  
ing Certificate.

Students admitted in January and September to  
prepare for the London and Cambridge Teachers'   
Diploma and the Higher Certificate of the National  
Froebel Union.

Demonstration School attached to the College;  
and practice for Students in neighbouring schools  
under the supervision of specialists.

Tuition fees £24. A number of Scholarships from  
£8 to £24 offered to Students with a Degree or its  
equivalent. Loan Fund. Special grants to Honours  
Students of £28 towards Hostel fees, or £15 if living  
in rooms.

Particulars of College Hall and Registered Lodg-  
ings can be obtained from the PRINCIPAL at The  
Maria Grey College, Salisbury Road, Brondesbury,  
London, N.W.6.

### VISITING and NON-RESIDENT

engagements desired.—Fully trained and  
certificated Gymnastic and Dancing Mistress. 826 E.  
—"Art" Mistress; studied Paris and London.  
E.D.S., &c. 100 E.—As Language Mistress. French,  
German, Italian. 1678 B.—Music Mistress. Piano,  
Violin. 872 E.—Elocution. Gold Medallist. 101 E.  
—HOOPER'S, Educational Agents, 13 Regent Street,  
S.W.1. Many others. List gratis if requirements  
stated. Established 1881. Stamp.

### SCHOOL MISTRESSES required

(RESIDENT).—French, German, some Eng-  
lish, Latin; £100. "Art," prepare R.D.S.; £70.  
Assistant, English, Modern Geography; from £80;  
no supervision duties. Boys' Preparatory Junior,  
English, Ablett's Drawing throughout School; from  
£80. Kindergarten; £75. Music; £75. Assistant  
English, Mathematics; £75. Assis. Principal,  
general subjects; £50.—HOOPER'S, 13 Regent Street,  
S.W.1. Many vacancies, liberal salaries; no charge  
till placed. Stamp.

### A S FORM MISTRESS.—Boys'

School. Age 24. Seven years' experience,  
two years present engagement. Certificated Eng-  
lish, French, Latin, Music, Theory, Harmony, Class  
Singing, Elocution. Warmly recommended.—883 E,  
HOOPER'S, 13 Regent Street, S.W.1. Others. Es-  
tablished 1881. Stamp.

### JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,

14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1.  
Under the management of a Committee appointed  
by the Teachers' Guild, College of Preceptors,  
Head Mistresses' Association, Association of  
Assistant Mistresses, and Welsh County Schools  
Association.

THIS Agency has been established  
for the purpose of enabling Teachers to find  
work without unnecessary cost. All fees have  
therefore been calculated on the lowest basis to  
cover the working expenses.

No Registration Fees are charged to members of  
the above Associations, and their Commissions are  
reduced.

Hours for Interviews (during August):  
11.30 a.m. to 1 p.m., and 3 to 4 p.m.  
Saturdays, 11.30 a.m. to 1 p.m.

When possible, special appointments should be  
arranged.

Registrar, Miss ALICE M. FOUNTAIN.

### JOINT SCHOLASTIC AGENCY.

23 Southampton St., Bloomsbury Sq., W.C.1.

This Agency is under the direction of a Committee  
representing the following leading Educational  
Associations:—

HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.

ASSOCIATION OF ASSISTANT MASTERS.

Registrar: Mr. E. A. VIRGO.

The object of this Agency is to render assis-  
tance at a minimum cost to Masters seeking  
appointments. The lowest possible fees are  
therefore charged.

Interviews by appointment from 12 noon to 1.30  
p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from  
11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

LECTURER in English, History, and  
Arithmetic, wanted in September,  
for small Training College. Commencing  
salary £140 per annum. Apply—

PRINCIPAL,

11 Fitzroy Square, W.1.



### KING'S ANALOGOUS SHORTHAND

CAN BE LEARNED IN 3 HOURS.  
FOUNDED ON THE ALPHABET.

From any Bookseller, 1s. 6d. net.

If any difficulty, send direct to

H. KING, 15 St. Mary's Terrace, W.2.

### SCHOOL MISTRESSES required

(NON-RESIDENT).—English, Modern Geo-  
graphy; £160. For Grammar School, Boys, well  
qualified in French; £170, rising to £225. Assistant  
English, Science, Mathematics; £170. Junior Eng-  
lish, Botany, Drawing; £75.—HOOPER'S, Educa-  
tional Agents, 13 Regent Street, S.W.1. Estab-  
lished 1881. Stamp.

## DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.

Training Strictly Swedish. Residential Hostel Attached. Scholarships, Value £40 and £20, Offered Annually.

The College has Open-air Gymnasium and Sports Ground. It is efficiently staffed and the Course of Training is recognized by Public Examination Boards.

For further particulars apply: Miss E. SPELMAN STANGER, Member and Examiner of the Incorporated Society of Trained Masseuses, Sunray Avenue, Herne Hill, London, S.E.24.

### CAREY'S "GRADUS AD PARNASSUM,"

WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the  
University of Cambridge.

Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

### SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to

GEORGE OVER,  
Educational Bookseller, RUGBY.

**EDUCATIONAL AGENCY.**

(ESTABLISHED OVER 80 YEARS.)

Proprietors—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C.2.

Telegraphic Address:—

Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

**Scholastic.**

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

**Assistant Mistresses.**

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

**COUNTY BOROUGH OF WEST HAM.**

**CENTRAL SECONDARY SCHOOL**

(CO-EDUCATIONAL),

STRATFORD, LONDON, E. 15.

APPLICATIONS are invited for the post of FORM MISTRESS. Graduate with good French required. Subsidiary subjects should be stated. Commencing salary according to qualifications and experience, rising by annual increments of £10 to £250.

Applications, giving full information as to education, training, and experience, should be sent in as soon as possible to the PRINCIPAL, Central Secondary School, Tennyson Road, Stratford, London, E.15. GEORGE E. HILLEARY, Education Department, Town Clerk.

West Ham, E. 15.

16th July, 1918.

**EAST LONDON COLLEGE**  
(UNIVERSITY OF LONDON).

JUNIOR DEMONSTRATOR IN PHYSICS required. Salary £180 per annum. For particulars apply to the REGISTRAR, East London College, Mile End Road, London, E.1.

**UNIVERSITY OF BRISTOL.**

The following Prospectuses will be forwarded free on application:—

FACULTY OF ARTS (including Theology).

FACULTY OF SCIENCE.

FACULTY OF MEDICINE:

Medicine and Surgery, Dental Surgery, Public Health.

FACULTY OF ENGINEERING:

Civil, Mechanical, Electrical, Automobile.

Teachers' Training Department (Men).

(Women).

TESTAMUR COURSES.

EVENING CLASSES.

HALLS OF RESIDENCE.

Matriculation Examination Papers and School Certificate Examination Papers, post free 6d. per set.

JAMES RAFTER, M.A., Registrar.

**University Tutorial College.**

LONDON.



**LONDON MATRICULATION.**

Day and Evening Classes may be taken up at any time of the year at proportionate fees.

Annually for the last 25 years about 100 Students of U.T.C. have passed London Matriculation.

**LABORATORY WORK.**

Practical Classes in Chemistry, Physics, Botany, and Zoology are held throughout the year, including the ordinary School Vacations.

**PRIVATE TUITION.**

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study.

Full particulars may be had from

THE PRINCIPAL,

UNIVERSITY TUTORIAL COLLEGE,

RED LION SQUARE, HOLBORN, W.C.1.

**NORMAL**

NORMAL CORR. COLLEGE

(FOUNDED 1899.)

**EXAMINATIONS**

FOR WHICH THE NORMAL

**PREPARES.**

A.C.P. and L.C.P.	County Scholarships.
College of Preceptors.	Matriculation.
Professional Prelim.	Degree Examination.
Froebel.	Hygiene.
L.L.A.	Languages.
Pupil Teachers.	Music.
Preliminary Certif.	Science and Art.
Certificate.	Other Qualifying
Oxford & Camb. Locals.	Exams.

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E.22,  
and 110 AVONDALE SQUARE, LONDON, S.E.1.

**BOOKS**

On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

SECOND HAND AT HALF PRICES.  
NEW BOOKS AT DISCOUNT PRICES.  
BOOKS SENT ON APPROVAL.

Catalogues Free. State Wants. Books Bought.

W. & G. FOYLE,

121/123 Charing Cross Road, London, W.C.2.

Messrs.

**TRUMAN & KNIGHTLEY,**  
LTD.,

Educational Agents,

158 to 162 OXFORD STREET,  
LONDON, W.1.

Directors:

S. A. TRUMAN.

JAMES HEARD, B.A.

(Trinity College, Cambridge).

Telegrams—"TUTORESS, PHONE, LONDON."

Telephone—Museum 1136.

This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.

**A.—EMPLOYMENT DEPARTMENT.**

(i) ASSISTANT MASTERS & TUTORs.

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

(ii) ASSISTANT MISTRESSES.

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

(iii) LADY MATRONS AND HOUSE-KEEPERS.

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

**B.—SCHOOL TRANSFER DEPARTMENT.**

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

No charge is made to Purchasers.

All communications and inquiries are treated in the strictest confidence.

**C.—PUPILS' DEPARTMENT.**

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

Full particulars will be forwarded on application.

# Cambridge University Press

Books suitable for the COLLEGE OF PRECEPTORS EXAMINATIONS, Midsummer and Christmas, 1919

## The Pitt Press Series, &c.

Author	Work	Editor	Net Price
Scott	Lady of the Lake	J. H. B. Masterman	3/6
"	Kenilworth	J. H. Flather	2/6
Shakespeare	As You Like It	A. W. Verity	2/-
"	King Richard II	"	2/-
Spenser	Faerie Queene, Books I and II	L. Winstanley	ea. 3/6
Caesar	De Bello Gallico, Book VII	A. G. Peskett	2/9
"	" " Book VII (with vocabulary)	E. S. Shuckburgh	2/3
Cicero	De Senectute	J. S. Reid	4/6
Vergil	Aeneid, Book I	A. Sidgwick	2/3
"	" " Book I (with vocabulary)	"	2/3
Euripides	Hecuba	W. S. Hadley	3/6
Xenophon	Anabasis, Book III	A. Pretor	2/6
"	" " Book III (with vocabulary)	G. M. Edwards	2/-

## The Cambridge Bible for Schools and Colleges

Samuel II	A. F. Kirkpatrick	2/6
The Gospel according to St Mark	A. Plummer	2/9
The Acts of the Apostles	J. R. Lumby	4/-
The Acts of the Apostles (Greek Text)	or with Greek Text	5/6
Thessalonians I and II	W. F. Burnside	4/6
Colossians and Philemon (Greek Text)	G. G. Findlay	2/3
	or with Greek Text	3/6
	A. L. Williams	3/6

## The Smaller Cambridge Bible for Schools

Samuel II	A. F. Kirkpatrick	2/-
The Gospel according to St Mark	G. F. Maclear	2/-
The Acts of the Apostles	H. C. O. Lanchester	2/-

## The Revised Version for Schools

Samuel II	R. O. Hutchinson	2/6
The Gospel according to St Mark	Sir A. F. Hort and Mrs. Chitty	2/6
The Acts of the Apostles	C. West-Watson	2/6
Thessalonians, Timothy, and Titus	H. W. Fulford	2/6

## English

Author	Work	Net Price
A. S. West	Revised English Grammar	3/6
A. S. West	Revised English Grammar for Beginners	1/6
T. G. Tucker and R. S. Wallace	English Grammar, Descriptive and Historical	3/-
E. A. A. Varnish & J. H. Hanly	A Junior Graphic Grammar	2/6
D. B. Nicolson	A Handbook of English	2/-
W. Murison	English Composition	6/-
	In Two Parts	each 3/6
	Key to Exercises	6/6
T. N. Toller	Outlines of the History of the English Language	5/-

## History

J. E. Morris	History of Modern Europe from the Middle of the Sixteenth Century	4/6
J. E. Morris	Europe in the XIX Century, 1815-1878	3/-
J. E. Morris	Great Britain and Ireland	4/-
	In 2 parts, divided at 1603	each 2/3
	1485-1910 separately	3/-
A. D. Innes	History of England for Use in Schools	6/-
	In 3 parts: Part I, to 1509	2/6
	Part II, 1509-1714	2/6
	Part III, 1689-1912	2/6
	1399-1603 separately	3/-
W. H. Woodward	A Short History of the Expansion of the British Empire from 1500-1911	5/-
W. H. Woodward	An Outline History of the British Empire from 1500-1911	2/6

## RECENT EDUCATIONAL PUBLICATIONS

**Milton: Areopagitica.** With a Commentary by Sir RICHARD C. JEBB, and with Supplementary Material. Extra fcap 8vo. Pitt Press Series. Ready shortly

**Shakespeare: King Richard II.** Edited, with Introduction, Brief Notes, and Glossary, by J. H. LOBBAN, M.A. With a frontispiece. Pott 8vo. 1s 6d net. Granta Shakespeare Series

**Translation from French.** By R. L. G. RITCHIE, M.A., Lecturer in French in the University of Edinburgh, and JAMES M. MOORE, M.A., Rector of the Madras College, St Andrews. Demy 8vo. 6s 6d net  
By the same Authors: **A Manual of French Composition.** Demy 8vo. 5s net

**Graduated French Dictation.** By SYDNEY H. MOORE, B.A. 2s 6d net  
"A collection of crisp and interesting fragments for dictation, 'traduction sous la dictée,' and if we may call it so 'version sous la dictée,' or translation into English from dictated French—the last for sixth-form work only. . . . We heartily recommend this book to modern language teachers."—*The Journal of Education*

**The Story of the People of Britain.** In four books. Crown 8vo. Book I, 55 B.C.—1485 A.D. By MARY SARSON. With 54 illustrations. 2s. Book II, 1485—1688. By MARY SARSON. With 58 illustrations. 2s 3d. Book III, 1688—1815. By LUCY HANSON. With 62 illustrations. 2s 6d. Book IV, 1815—1914. By LUCY HANSON. With 67 illustrations. 2s 9d  
The aim of this series is to give children a consecutive account of the fortunes and progress of the British people from the time of Julius Caesar to the present day, and to picture, in simple language, the everyday life of men and women in various classes of society and in various parts of the British Isles. The illustrations have been chosen with a view to giving a series of pictures which are at once varied, intelligible to young readers, and really illustrative of the text

**ORDERS FOR SCHOOL BOOKS.** In order to ensure supplies for the Michaelmas Term, orders should be placed with the bookseller at the earliest possible moment

FETTER LANE, LONDON, E.C. 4: C. F. CLAY, MANAGER

## A Text-Book of Experimental Psychology.

With Laboratory Exercises. By CHARLES S. MYERS, M.A., M.D., Sc.D. Second edition. Part I, Text-Book. Part II, Laboratory Exercises. With a plate and 66 figures and diagrams. Demy 8vo. 10s 6d net

"Probably the most complete text-book of experimental psychology in this or any other language. Every page is loaded with trustworthy statements of verified fact, yet the argumentation is so well ordered and the style so concise and clear that the book can be read with ease and pleasure."—*Nature*

## The Cambridge Bible for Schools and Colleges.

The following have recently been published:—

**The Book of Deuteronomy (R.V.)** Edited by Sir GEORGE ADAM SMITH. 6s 6d net

**The Book of Joshua (R.V.)** Edited by G. A. COOKE, D.D. 2s 9d net

**The Book of Job (R.V.)** Edited by A. B. DAVIDSON, LL.D., and H. C. O. LANCHESTER, M.A. 5s net

**Obadiah and Jonah (R.V.)** Edited by H. C. O. LANCHESTER, M.A. 2s 6d net

## Elements of Religion and Religious Teaching.

By E. T. CAMPAGNAC, Professor of Education in the University of Liverpool, formerly H.M. Inspector of Schools. Crown 8vo. 8s net

"Teachers who regard the teaching of religion as a specially important part of their duty will find a new inspiration in these attractive lectures. . . . If the principles enunciated are recognized and accepted, religious teaching will become a delight to the teacher and an inspiration to his class. Mr Campagnac sees the secret clearly, and he would help others share it."—*The Times*

CONTENTS.

Leader: The Government and Private Schools.....	Page 89
Notes .....	90
Military Training in Schools—Examination in French—The Direct Method—Free Composition—Faith—Imperial History.	
Parental Responsibility .....	91
Advanced Courses in Secondary Schools.....	94
Overseas .....	99

Reviews .....	Page 100
The Foundations of Society and the Land (Jeuwine) — Examinations (Hartog) — A Schoolmaster's Diary (Mais) — Political Education at a Public School (Gollancz and Somervell).	
General Notices .....	102
The College of Preceptors—Meetings of the Council .....	108
Publications Received .....	110
Class List of Candidates who have passed the Midsummer Certificate and Lower Forms Examinations of the Col- lege of Preceptors .....	115

The Educational Times.

Until further notice, "The Educational Times" will be issued four times a year—on the 1st of February, May, August, and November. The next issue will appear on November 1st.

Communications intended for the Editor should be addressed to The College of Preceptors, Bloomsbury Square, London, W.C.1.

THE GOVERNMENT AND PRIVATE SCHOOLS.

THE discussions on Mr. Fisher's Education Bill contain little of comfort or of reassurance for those who are interested in private schools. The pious aspirations of the measure, as described in the preamble of the original draft, included the provision of a "national system of education." This is a phrase which is open to several different interpretations and one which is of little help to us until it has been clearly defined. It may mean that all the educational forces of the country, of whatever kind, are to be brought under the direct and full control of the national or central administration. So defined, the phrase would express nothing more than an aspiration, since the political, ecclesiastical, and social forces of the country would prevent any such measure of full control. Another interpretation of the phrase may be that we are to have a national system developed as a thing in itself, complete and symmetrical in its parts, but not wholly comprehensive, since outside its confines there would be schools and institutions working in partial or complete independence of Government control. Such a system would stand as a kind of model or pattern designed to exemplify the Government's idea of what schools should be and of the relation between schools of different grades. A third possible interpretation of the phrase is that a national system may be set up which provides for a due supervision of every kind of

educational work but does not aim either at the suppression of non-Government schools or at leaving such schools to pursue their way in complete independence. This third interpretation would aim at a middle course between that of compelling all schools to be fully regulated by the State and that of pretending that schools which are not so regulated are officially non-existent.

It will be seen that everything turns on the meaning of the word "system." To some minds this word suggests a measure of rigid control and perfect balance, only to be secured by the activity of duly appointed officials. Where such officials are already in existence it is to be expected that they will take the view that a real "national system" can be promoted only under their own supervision. Inasmuch as the official administration has a large share in drafting Education Bills, it is to be presumed that it will show a tendency in its proposals to discourage all educational enterprise which is not to be brought under its full control. The possibility of being called upon to supply answers in Parliament to questions concerning matters over which its authority is less than complete makes any Government department reluctant to undertake tasks which have not been defined with exact precision. It is an almost invariable feature of officialdom everywhere that it shrinks from novel duties and new forms of responsibility unless it has had a share in defining them. Over the portal of every Government department might be inscribed Gray's line:

"Leave, oh, leave me to repose."

This being the nature of Government officials, we can hardly wonder that the Board of Education prefers to regard a national system of education as one which is fully under its supervision. Since it is impossible to have a controlled system which is fully comprehensive, we have the result that the Board is willing to direct a system which is complete in itself and takes no cognizance of privately conducted schools unless and until they are willing to become dovetailed into the official scheme.

This interpretation of the term "system," implying as it does a full control, is one which should be widened. We might speak of a national system of education even

if every school were working on independent lines, for the word "system" may be used to describe a method or practice in educational affairs, and we might have an English system of education which provided for the due supervision of every form of educational effort without making any attempt to prescribe regulations in detail or to effect a minute supervision of the work done in every school or institution. It is evident that the national welfare and the interests of the children may be held to call for some measure of public control over every educational activity. We ought not to permit a state of things which allows any person, however ignorant, to undertake the instruction of children. On the other hand, we have to recognize the fact that in such a highly organized country as Germany and in such a democratic community as the United States the people make use of privately managed schools. The preference thus expressed may be distressing to those who cherish a democratic theory, but it constitutes a factor which cannot be ignored. If we are to have a national system of education in England we must recognize the fact that our scheme must not be systematic in the rigid or official sense, but must be as free and elastic as is possible, consistently with the provision of such a kind of supervision as shall serve to ensure efficiency in education.

It is perhaps to be regretted that the case for a proper recognition of privately conducted schools has mainly been left in the hands of those who conduct them. Arguments coming from this source, however good in themselves, are apt to be discredited as being dictated by private interests. The controversy has tended to swing between official and supercilious phrases such as "private-venture schools," with retorts concerning the perils of "bureaucratic control." Such exchanges tend to engender heat rather than light, and the controversy assumes the nature of a mere verbal conflict. A more reasonable method would be for the Government to recognize frankly the existence of privately conducted schools and the impossibility of either suppressing them completely or of bringing them under full official control. The public and the great majority of those who conduct private schools would welcome any well considered and equitable plan for giving recognition to such schools, provided that such recognition were accompanied by a guarantee against the competition of State-aided schools and by such an amount of financial help as would enable the private school to carry on its work and would justify a corresponding measure of supervision.

The emphasis should be shifted from buildings and equipment to the teachers. Government supervision in any field of educational work should be directed primarily to the securing of a well equipped teaching staff. This done, the teachers should be left alone, for any attempt at detailed control will merely defeat its own purpose. When the Government has realized

that a national system of education can be built up only on the basis of an efficient and contented teaching staff it will recognize that the private schools of the country may become an integral part of the national system without any necessity for submitting them to minute regulation. Give us a national force of teachers and our national system of education will establish itself.

## NOTES.

THE prevailing ignorance of the doings of our schools was well illustrated in the discussions on the Education Bill in regard to physical training. The word "drill" excited the suspicions of certain

### *Military Training in Schools.*

members who appeared to imagine that physical drill meant military drill. On the other hand, some members pressed for the introduction of direct military training in the continuation schools. Nobody pointed out that in our elementary schools the physical training during recent years has been changed entirely from the old squad drill and has been based on the Swedish system of free exercises, designed to develop suppleness rather than strength. Nor did anybody remind Parliament of the still more important fact that in the Army and Navy the preliminary training of recruits is based on the same Swedish system, so that the young sailor or soldier is required to exercise his body by the same means as those used in our public elementary schools. Mr. Fisher might have met both sets of critics by telling them that the physical drill of our schools was not military but general in its purpose, and that instead of introducing Army training in our schools we were witnessing the introduction of school physical training into the Army and Navy.

EXAMINATION papers in French as set at present by the examining bodies concerned with schools are a compromise between the various methods of teaching in

### *Examination in French.*

use. Schools in which the direct method is wholeheartedly and unreservedly practised do not get an examination paper suited to their scheme of work unless a special paper is asked for and paid for by the school authorities. On the other hand, pupils taught on the traditional methods of language teaching universal in this country up to twenty years ago are confronted by a paper containing questions that appear to the pupils to be cast in a needlessly weird and unfamiliar form. These questions are put in to give the new methodists a chance. We think the Modern Language Association is right in asking that examining bodies shall now recognize the direct method, which has got beyond the experimental stage. In response to the urging of this Association, the Cambridge Locals Syndicate has embodied the test proposed as an alternative.

The proposals of the Modern Language Association are briefly these: The examination should be in two parts, oral and written. The oral examination should include dictation, reading aloud, and conversation. The dictation should be given by the teacher in the presence of the examiner, so that the pupils may not be confused by an unfamiliar tone of voice; and the examiner can judge how far the correct hearing of the pupils has been trained. For reading and conversation a prepared book of about 6,000 words is recommended, in place of desultory conversation on the weather and the age of the pupil. Classes can be taken as a whole or as individuals. The extravagant nervousness that used to characterize candidates for oral French entirely disappears in schools where oral work is of daily occurrence in class. If the candidates are taken singly, a reserve candidate should always be in the room waiting his turn. The written examination is to consist of two papers, covering, for the senior stage, three hours' work. About half the time should be given to translation into English. The Association recognizes that the power to understand the language should be tested by translation. An important proviso is that no passage given for translation should involve abstract conceptions which are above the candidate's mental level.

THE remaining part of the written examination should consist of writing French.

*Free Composition.* Direct grammar questions are discarded. The writing test is to consist, at the senior stage, of free composition only. No examiner of experience can doubt the wisdom of this step. The translation of English into French of quite 90 per cent. of candidates from schools is valueless. Questions involving free composition may be very varied. For the more formal essay the Association recommends that the free composition should take one of the following forms:—(a) A narrative of about 250 words, with a well defined plot, should be clearly read aloud in English twice by the invigilator to the candidates, who would then write it out in French with the aid only of headings given in French on the printed paper. These headings should not be given in the form of sentences—*e.g.*, not "César arriva sur la place," but "Arrivée de César sur la place." (b) A skeleton outline for expansion, given on the printed paper in French. This test may take the form of the continuation of a story begun in one of the passages for translation. This latter form of free composition has already appeared in many papers and examiners must be quite convinced of its value.

MR. FISHER'S message to teachers, which was read at the special service in the City Temple, merits textual quotation.

*Faith.* "None," he wrote, "would question

the appropriateness of teachers at the present crisis dedicating themselves anew to the national service. Every teacher worthy of the name must have a vocation in the religious sense of the word, though, as a great teacher once said, he should not often talk of it. He must have caught some glimpse of truth and of the inward freedom which truth alone can give, and must be inspired by the desire to turn the eyes of others to the light which he himself has seen. He must have faith—faith in his pupils and his work—and faith, despite all discouragements and difficulties, in the power of ideals to transform human nature. There never was a period in our history when teachers had a greater opportunity or a heavier responsibility. The nation is awakening, as never before, to the possibilities of education and to the necessity of combating ignorance in all its forms—physical, mental, and moral. The war is burning into all the value of knowledge, of ordered discipline, of devotion to a great and common cause; but there is the danger that in the reaction consequent upon peace and in the turmoil of material reconstruction the spiritual truths enforced by the war may be forgotten or obscured. It will rest largely upon the teachers to secure that these truths become part of the inheritance of the coming generation and that the full influence of education may be directed to the training of men and women imbued by lasting ideals of public service and self-sacrificing citizenship."

THE Imperial Studies Committee of the Royal Colonial Institute have addressed a letter to the Universities of the United Kingdom urging that arrangements should be made for the adequate teaching of Empire subjects. The Committee suggest that in every University there should be a Chair of Colonial and Imperial History. This chair should be adequately endowed, and the Professor should have one year in seven for travel, on full salary with travelling expenses, in order that he may study the countries whose history he is teaching.

### PARENTAL RESPONSIBILITY.\*

It is probably inherent in the progress of material prosperity that there should be a tendency to limit, and consequently to shirk, responsibility. The progress of material prosperity involves the differentiation of activities. Primitive man made his own boots, when he wore any; bootmaking is now a specialized trade, and a certain body of workers make boots or parts of boots, and do that work only. In order that they may devote all their energies to the making of boots, other people must supply them with food and clothing. In all departments of life the same tendency is displayed—a man's interest, and therefore his responsibility, are limited

\* Address given before a branch of the Parents' National Educational Union.

mainly to the one piece of work that he has undertaken. The education of children has naturally been affected by this tendency to specialize. Our bootmaker cannot make boots if his attention is called from his work in order to train his children; neither can his wife prepare her husband's food if she is teaching the little ones to read. Consequently a race of professional educators has come into existence. Parents send their children to school and pay, either directly or through rates and taxes, other people to do the work they have no time to perform.

The provision of schools is an inevitable result of civilization. Men and women who make it their work to teach children ought to do the job better than the parent, just as the professional bootmaker ought to be more skilled than the amateur. For many generations after the establishment of schools it was optional for parents to make use of them or not, as they chose.

Within the memory of some of us here the State laid upon parents the obligation of sending their children to school, and established penalties when this was not done. Compulsory education in a democratic community seems to need some explanation or justification. The democratic ideal is to leave every individual in the State as free as possible to lead his own life on the lines that he prefers. This freedom may some day become absolute if and when human nature becomes perfect. At present it is limited by an important proviso. The individual is free to do what he likes provided his actions do not injure his neighbour. For instance, a man can, if the whim so take him, eat cherries in the street and leave the cherry stones in the gutter. But he is not allowed to leave cabbage stalks in the road. The State considers that the cherry stones are harmless, but that the cabbage stalks might breed disease. In the present condition of our development it is clear that democratic freedom must be limited by the general sense, as expressed by elected rulers, of what is for the welfare of the nation.

The introduction of printing made compulsory education inevitable. This has happened in all Western civilized countries, however democratic their constitution. The compulsory education that modern nations began by enforcing was limited to instruction in the mechanical arts of reading, writing, and calculating, which form the basis of a literary education. Of course, for many years after Caxton started work, the printed book affected comparatively few people. By the middle of the nineteenth century the cheapness of paper combined with improvements in machinery had caused the printed word to penetrate into every town and village and almost into every house. At about the same period fresh groups of men were called upon to exercise the Parliamentary franchise. It seemed to the rulers of that day a positive danger that a number of electors should be unable to read or write. This illiteracy was also an undoubted inconvenience in industrial and commercial life. And so, in 1870, the movement began to complete the provision of schools for the children of the people throughout the country. A few years' experience of these schools convinced our rulers that Mr. Forster's aim of bringing education to every child had not been attained, and so the principle of compulsion was introduced. At first the proposed education was to consist of a study of the "three R's," as they were then called—Reading, 'Riting, and 'Rithmetic—and it was confidently expected by Mr. Forster that the education rate would never exceed 3d. in the £1.

The idea of compulsion, once introduced, has spread with marked rapidity. The "three R's" are only an introduction to the full and varied educational feast to which scholars are now admitted free. At the same time the responsibility put upon the professional teacher has increased until it seems possible that in the near future parents may divest themselves of parental duty and hand over their children, almost from infancy to the age of eighteen, to the care of the State acting through local committees and teachers. The position in England with regard to compulsory education is, or will be, when Mr. Fisher's Education Bill becomes law, as follows:—Every child from the age of five to the age of eighteen is compelled to submit to a course of training at the hands of professional educators. Nursery schools for children under five years of age are encouraged and will probably become in the first place general and finally com-

pulsory. For the greater number of children—i.e. those who go to the public elementary schools—full-time schooling is compulsory up to the age of fourteen, and part-time schooling from the ages of fourteen to eighteen. It is within the power of local education committees to continue the full-time education up to the age of fifteen. For children in secondary schools a curious exemption is permitted. If such children continue their full-time education up to the age of sixteen, and reach a satisfactory standard, they are at that age free from further educational control by the State. If it is permissible to use the old-fashioned words "masses" and "classes," it is noticeable that, while the children belonging to the masses remain under State tutelage until they have reached the age of eighteen, the children belonging to the classes may, if their parents so desire, cease their school education at the age of sixteen.

Since the days of Mr. Forster and the threepenny rate things have moved apace. The schools no longer limit their activities to the three arts of reading, writing, and calculating. The schools no longer assume that intellectual education is their only, or even their principal, object. The State, supported very rightly by public opinion, insists that the children shall have the fullest intellectual education that they are capable of absorbing, that they shall enjoy the best possible hygienic conditions, that their muscles shall be systematically and scientifically trained, and that their bodies shall, when necessary, be provided with food. The national attitude towards education has shifted from the standpoint occupied when the illiterate voter was looked upon as a political danger. The new attitude is well summed up by Mr. Fisher in the preface to a volume of collected speeches that has recently been issued. He points out that the argument in favour of equal opportunities for all "does not rest upon grounds of political prudence only, but upon the rights of human beings to be considered as ends in themselves and to be entitled, so far as our imperfect social arrangements may permit, to know and enjoy all the best that life can offer in the sphere of knowledge, emotion, and hope."

This changed attitude towards education is a very valuable asset in national life. It is no longer felt to be a question of the abolition of the illiterate voter; it is no longer a question of the inconvenience or even the harm done to commerce and industry when the workers cannot read or write. The feeling has now grown up that every child ought to have an opportunity of developing into a healthy adult, vigorous in body, free in spirit, disciplined in character, trained in mind. This feeling is not alone based on the desire that British industries should hold their own with foreign competitors, but includes also the desire that every child should have a fair chance for his own sake and not merely for the sake of his employer.

Good though it is, and indeed inevitable in modern civilization, that children should be handed over to the care of professional educators, there are undoubtedly certain disquieting symptoms that seem to result from the process. Probably ever since schools existed the schoolmaster has been blamed for the children's lack of perfection, whether that arises from original sin or from the example of parents. Many people call the schoolmaster an ass for choosing such a profession. The appellation may be justified: through experience he has acquired the virtue of patience, one of the qualities attributed to that animal. He has always been blamed for the children's shortcomings and cheerfully he broadens his back to fit the burden. Just now he is praised or blamed for every indication of character, according to the mood of the public. When our soldiers go cheerfully over the top to face a ghastly death, the newspapers bid us recognize the value of the education given in the schools. When rowdism and pilfering increase in the darkened streets the magistrates blame the schools. When the merchant grows justly irritated with the new office-boy, he writes to the *Times* to pour scorn upon a mistaken curriculum.

From time immemorial it is probable that the schoolmaster has been praised or blamed according to the mood of the parent, as if he were the only educational influence in the child's life. But, at any rate, the schoolmaster is a person known to the parents. It is somewhat different when the State steps in and controls the children. The parent, whether he be irate or grateful, cannot step across the road and have a chat with the State. If he have a grievance, legitimate or supposed, he



can write to the papers, organize meetings of protest, or get questions asked in Parliament. But all of these are cumbrous methods and generally futile. The fact stands out that State organization and State control tend to remove the matter organized or controlled from the interest of the people. The result is greater and blinder reliance upon the State and less upon personal initiative. Education, as most parents are coming to think, is a matter for the State and the State alone. Let members of Education Committees or members of Parliament see to it, is now the cry. The parent feels that he has no responsibility and no power: the matter is taken out of his hands.

There are two definite weaknesses in State control as it exists to-day. The officers of a Central Board are not in touch with those whom they control: the removal of control from the locality dries up local initiative and effort. In the case of education, there are, it is true, two modifying influences: certain officers of the Board travel round the schools and come in contact with the teachers, and there are local committees with limited powers, which can lay their views before the Board. In spite of these two modifications the government by a central bureau is of necessity somewhat uniform and unyielding. Of course it need not be so. A democracy means that we, each one of us, you and I, are the government. Practically it is otherwise; and in a community of 40,000,000 persons we have been compelled, by the law of specialization, to evolve a group of professional politicians, and another group of professional administrators, just as we have called into being a race of professional teachers.

The removal of responsibility inevitably produces a changed mental outlook. Speaking generally, we do not feel that the State is ourselves: on the contrary, the usual feeling is that the State can be cheated or squeezed with an easy conscience. When education is controlled by a distant outside body, over which we have little influence, and about which we know little, the tendency is to grow indifferent to education and to leave it to the specialists. The same tendency may be seen when the controlling body is not far distant, but is in our midst. An example may be taken from this locality. When the Corporation of the adjoining borough laid out as pleasure grounds the banks of the river, a notice was erected on the Promenade containing these words: "The Public is requested to protect what is for its enjoyment." The town councillors of that date seemed to think that a corporate conscience would be evolved and that each individual would look upon communal property as his own. Later, an additional notice was posted containing stringent regulations with penalties for their enforcement. It seemed that what belonged to everybody belonged to nobody, and that nobody was concerned in its protection, except the police. An illustration of the changed mental attitude that results from State control may be taken from an experience of the present writer. It happened one day that he was in the office of the managing director of an industrial concern that had recently been taken over by the Government. A clerk came in to consult the manager and asked: "Shall we cable?" The manager said: "It will cost a lot, and I don't think it is necessary." The clerk replied with a grin: "Well, the cost won't make any difference to us now." As the Government had taken control and had guaranteed a certain dividend, already in the clerk's mind had come the feeling that the need for economy in management had been removed.

This inevitable change in mental outlook is the main argument against the concentration of power in a central body such as the Board of Education.

We have grown accustomed in these days to look for direction to Government departments. But it was not always so. In the past it has been groups of men in towns who developed their own orderly government. Consider the history of any borough, and it will be seen that the burgesses of Tudor England were capable of self-government without direction from a central body. In the matter of education the following extract from a historian is interesting, both as showing what local effort could do and as almost foreshadowing the provisions of Mr. Fisher's Bill. It refers to the fifteenth century. This is the passage:

The London apprentice was a person of importance. His studies and recreations were alike regulated: he was required to attend church and hear sermons, and to learn his catechism on Sundays and Holy Days; he was subject to public reproof and penalties in the Guild

meetings if he wasted his time or failed to become reasonably efficient in his work, and he could be publicly whipped for misconduct. In his leisure time, and on Sundays and Holy Days, after divine service, he was required to attend at Smithfield or Finsbury Fields for drill and archery practice.\*

Here we have, some four or five hundred years ago, organized by the master craftsmen themselves, the practice of the very activities that Mr. Fisher seeks to make compulsory by an edict of a central body: character-building, technical instruction, physical drill. The difference is that in the fifteenth century the comparatively small group of London craftsmen organized the education of their apprentices because they were convinced of the value of the discipline they enforced; while to-day employers and young workpeople are presumed to be so little alive to the need for education of mind and body that the State, through the magistrate and the police officer, must compel the one to be instructed and the other to allow time for instruction.

It is arguable that the very attempt at compulsion defeats its own aim. The compulsion applied to apprentices in the fifteenth century has not survived. The thinking animal hates to be compelled against his will, and what he does unwillingly by order is not well done. There are certain arguments in favour of compulsory education up to the age of fourteen. Up to that age children are accustomed to, and do not resent, a greater or less amount of coercion. At the age of fourteen the critical faculties develop, the sense of individuality becomes more insistent. If such boys and girls are not convinced of the value of education, and have no hunger and thirst for it, they will gain no benefit by being driven into classrooms; they will merely disturb the teachers and retard the work of the willing pupils.

The first evil inherent in the system of State compulsion is that parents cease to be interested in the education of their children; the second evil is, at any rate after the age of fourteen, that unwilling work done under compulsion is not good work, and its effect on development of character is harmful.

So far the argument has been directed mainly to the classes who use the public elementary schools, the children from which are to be driven into continuation schools. But the rigid hand of the State is also stretched out to grasp the control of the schools to which members of this audience send their children, i.e. the secondary schools. Indirectly they are affected by Mr. Fisher's Bill because pupils of secondary schools who are under sixteen years of age may be called upon by Local Education Authorities to prove that they are receiving an efficient full-time education in order to free themselves from the duty of attending continuation schools. Directly, the Board of Education have recently taken a step which will eventually give them complete control over the secondary schools of this country. The Board, acting with the advice of the Secondary School Examinations Council, appointed in August 1917, propose to control the examinations of secondary schools. Consequently the Board will control the subjects taught and the methods of teaching them.

The Board have just issued (March 1918) a list of examinations approved by them, and for which they pay the fees. By a bribe of £2 per pupil they practically ensure the choice of the examination they have approved.

The tyranny of the Board has now reached considerable proportions, and it is likely that in the near future a reaction towards greater local freedom will take place. It is also likely that there will be a complete change in the organization of the central body. The Board consists of politicians, and civil servants trained in methods of administering Parliamentary grants. As educational control now covers far more than educational finance, it seems fairly obvious that, in addition to the Minister of Education, there must be an effective Council of National Education, which shall include, as well as administrators, men and women skilled in educational science.

It is an error that the central Government should control education, because thereby local and individual interest are killed. It is, however, apparent that the nation, waxing fat in pre-war days, was quite ready to be relieved of responsibility, and that parents were quite ready to acquiesce cheerfully when other people managed their children for them.

\* "William Caxton." By Susan Cunningham. Page 22.

This tendency to throw the responsibility on others is and has been strongly marked in the case of the well-to-do classes who send their children to boarding schools. Mr. Fisher pointed out a short time ago in one of his addresses that the working man's child does sleep at home every night. The well-to-do classes in this country have grown so accustomed to the use of boarding schools that a change is difficult to make. The advantages of boarding schools are clear. In them a boy learns above all things the art of living: he learns how to get on with other boys, how to control his own impulses in order to fit in harmoniously with the social life in which he is placed.

It is difficult to say of any boy or girl that he or she would not be better in a good boarding school than in passing the corresponding years at home. Home life is by no means always suitable for the upbringing of children. In many homes, and perhaps this is a further instance of the general desire to shirk responsibility, there is but one child in the house and a boarding school seems to be the only way to get companionship. But the disadvantages of boarding schools are not so often dwelt upon. The reason is that boarding schools are an institution to which we are accustomed and of which we are justly proud. One of the characters in "W. E. Ford: A Biography," calls boarding schools by the title "artificial orphanages." The life is artificial and the children are separated from their parents. It was said a few sentences back that boarding schools teach the art of living; but there is an important limitation to be noted.

Boys in boarding schools learn how to live with other boys of their own class; but they learn nothing of girls, of women, or of men. The artificial separation of boys and girls for four or five years of their lives is a serious matter, and great care is needed to obviate the disadvantages of the practice. Perhaps in schools for girls, staffed as they are mainly by celibate mistresses, the disadvantage is even greater than in the case of boys. Unmarried mistresses, "the withered vestalhood" as they are called by "Helen Hamilton," a lady who was once a teacher in this neighbourhood—unmarried mistresses only sometimes possess the sympathy and insight that comes with motherhood.

Another result of boarding-school life also involves disadvantage to the growing boy or girl. The children come home, partly as strangers, partly as guests. The ordinary routine of home life is interrupted. Discipline is relaxed; self-indulgence permitted. The frequently used phrase, "it is only for the holidays," indicates that the home life of children from boarding schools is artificial just as the school life is artificial. The fact is—to quote another phrase from "W. E. Ford"—"a vicious circle" has been formed. The natural thing is for boys and girls in a family to be brought up with their father and mother. Each character reacts on the others; the children learn to consider the grown-up point of view; the elders are influenced by the necessity of providing the best possible conditions for the development of their offspring. But in the classes that we are considering there is no such tradition of home life. The father, as a boy, was sent to a boarding school, just as his father before him. He has had no experience of a home in which the children remain during the school years continuously under the parental influence. He must send his boy to a boarding school because he would not know what to do with him at home. And, as things are, it is frequently better that he should do so.

In these two ways the symptoms of the national attitude towards education appear to be disquieting. The tendency of the State is to undertake more fully the control of the young citizens and the extension of the control to a later age. It is indeed essential for our well-being as a nation that each individual should have the fullest opportunities of a healthy life; but compulsory continuation classes will not of themselves effect this. On the contrary, it may be that compulsion will destroy good will. It is perhaps equally essential that parents should not shirk their duty towards the children. Parents may call in the professional educator to their assistance, but they should not hand over to him the whole work of education; they themselves should co-operate in the task. A professional class has a tendency to form "a mystery of the craft" from which outsiders are jealously excluded. The schoolmaster is inclined to take up an attitude of omniscience that prevents discussion or inquiry on the part of parents. A

schoolmaster stands somewhat aloof from life; his expert knowledge is often limited to a very small part of the influences that go to make up a complete life. He may be looked upon as the specialist consultant, but it is the parents who are general practitioners charged with the duty of general supervision. If the schoolmaster is aloof from life, it is evident that a State Department is still more alienated from popular feeling. But the evils noted here are already recognized, and recognition of an evil is the first step towards its abolition. The remedy seems to lie in a mutual recognition on the part of those who supply education (the schoolmaster, the local Committee, and the central office) and parents that there is for each a complementary duty which neither ought to shirk. School education is only a part of the influences that mould the character of a boy or girl. Neither the teacher in a day school nor the manager of an "artificial orphanage" should even wish to attempt the education of a child without the fullest co-operation on the part of the parents.

### ADVANCED COURSES IN SECONDARY SCHOOLS.\*

THE Board think it desirable at this time to set out, for the information and guidance of school authorities, the principles on which the provisions for advanced courses under the regulations for secondary schools have been framed, together with a statement of the progress already made, and notes on certain doubts or difficulties which have arisen.

Up to the middle of November, between 270 and 280 applications for recognition of advanced courses had been received. Of these the greater number came, as was to be expected, from schools in large urban centres; but a considerable proportion came from schools in rural or smaller urban areas which already provide advanced instruction and send pupils on to the Universities. The geographical distribution of the applying schools is uneven, and there are large areas from which no applications have been received. About half of the applications were in respect of advanced courses in science and mathematics; of the remaining half, those for courses in classics were little more than one-third of those for courses in modern studies.

Up to the same date, 63 courses in science, 13 in classics, and 19 in modern studies had been recognized, either without qualification or subject to certain conditions being met. Nearly 50 were still undetermined, chiefly because fuller or more satisfactory proposals for application of the grant payable under Article 50 were required. In the remainder (about 130) recognition was withheld, either because the syllabus of instruction submitted was unsatisfactory, or because it was not shown that it could be satisfactorily carried out, or because a reasonable number of pupils qualified to enter on the course was not forthcoming. The proportion of refusals was much largest among modern studies courses. This is due partly to the fact that this type of course is more of a new departure than the other two, but more largely, as explained in paragraphs 3 and 6 below, to failure on the part of school authorities to grasp fully either the meaning of advanced work, or the principle of coherence, in such a course.

In any new educational departure, before it has been tested in working, obscurities are found and misunderstandings arise which cannot readily be foreseen. Those that have in fact been brought to the Board's notice can now to a large extent be cleared up by further definition, and this Circular will, the Board hope, be of use as regards both criticism and administration of the regulations.

1. The Board desire in the first place to make it clear that the provisions embodied in Chapter VIII of the Regulations, while they are based on certain definite principles, are in their details necessarily of a tentative and experimental character. They must be reviewed, and probably both extended and modified, in the light of experience as it accumulates. Useful exchange of views has already taken place with the governing bodies and head masters or head mistresses of individual schools, with associations of teachers,

\* Circular issued by the Board of Education.

and with bodies representing the interest of particular studies. The Board invite expert criticism and suggestion from all quarters, with a view to revision as regards both the scope and content of courses suitable for recognition, and the detailed conditions under which any such course can be recognized.

2. The Board regard two general principles as essential. These are that an advanced course (1) must provide continuous, coherent, and systematic instruction in a group of studies which have organic unity, and (2) must be taken in common by pupils working together as a class and sufficient in numbers, regard being had to the size and circumstances of the school, to justify special State aid. In other words, the regulations are not meant to encourage either "fancy" courses in an arbitrarily selected collection of disparate subjects or courses, however good in themselves, followed by one or two individual pupils only. Further, not only should the bulk of the school-time of the pupils concerned be assigned to the group of subjects taken as the advanced course, but the substantial nucleus of instruction given in that group should be the same for all the pupils following the course. Variation as between one pupil and another in the subsidiary subjects they take is allowed, so far as the special aptitudes of the pupils render desirable and the possibilities of the school time-table permit.

3. The general principles of school organization in conformity with which the advanced course regulations have been framed were set forth at length in the Board's Circular 828 on Curricula of Secondary Schools, issued in 1913. If the recommendations and suggestions contained in paragraphs 38 to 55, pages 19 to 24, of that Circular had received greater consideration, much misapprehension would have been avoided, and many difficulties need not have arisen.

4. In classifying advanced courses under one or other of the three groups named in Article 48, the Board had regard to these principles, as well as to the immediate need of providing, by expansion of the existing organization of schools, larger numbers of pupils adequately prepared for further study at a University or institution of University type. Their object is to encourage higher work in schools, and give it a definite direction. Within, or in connexion with, these groups substantial provision can be made for such advanced study as is proper to the scope of a secondary school; and this applies not only to pupils who proceed to a University, but to those who will complete their general education at school, and pass directly from school into the occupations or professions which they take up.

5. Representations have been made to the Board that in the groups as defined no sufficient recognition is given to such important subjects as English language and literature, geography, art, civics and economics, commerce, and domestic subjects. These representations are being carefully considered. But for the present what is most needed is concentration. Any substantial multiplication or subdivision of the three types of course now recognized would be attended by serious risk. Of these other subjects some, such as geography, may be and should be provided for within or in connexion with one or another of the three recognized groups; while others, so far as specialized or intensive study is concerned, are outside of the proper scope of secondary-school work. Further, considerable latitude is allowed in science and in modern studies courses as regards the choice of constituent subjects, and the relative importance given to each; and the syllabuses of courses already recognized show large variations.

6. In the preparation of syllabuses for proposed courses, especially in modern studies, proposals have been submitted which have had to be rejected or referred back for substantial amendment on the ground that they do not embody the principle of coherently grouped studies. A very common fault is the absence of any attempt at correlation of history with the period of modern literature chosen for special study. It is not required that all the subjects in the group should be carried up to the same standard. Predominance may be given to history, or to two languages, or to history and one language, so long as organic connexion between history and literature, as well as strict linguistic study, is secured. One language must be carried to the standard at which it can become the basis for history and literature; in the other, a

lower standard of proficiency may be accepted. From the study of history that of geography is, of course, inseparable. A number of schools, instead of framing their own syllabuses, have merely referred to some examination syllabus (for instance, the intermediate syllabus of a University) as indicating what they proposed to do. Such syllabuses may suggest the general lines of advanced course work, but cannot be assumed, without close scrutiny, to be satisfactory for determining its scope and contents. These should not be determined by any external syllabus at all.

7. A special note is required as to the position which Latin should take in a modern studies course. In a very large number of these, Latin has been proposed as one of the two languages to be taken. But it has generally been assumed that it will be of the same kind as the Latin in a classical course, with the result that it is left unrelated to the other subjects. To secure this relation, stress should be laid on acquiring the power of reading Latin rather than on prose composition or minute grammatical work. Among works of the classical period those should be selected which have had the most important influence on the literature of modern Europe, and provision might be made for the reading of some amount of medieval and later Latin, particularly of works which are concerned with history and are indispensable towards its adequate study.

8. Special importance is assigned in the Regulations to continuance of work in English by pupils following an advanced course. Proficiency in English is essential alike as the basis and as the instrument of all advanced studies, and of their effective use in later life. Adequate attention should therefore be paid to it in connexion not merely with a modern studies course, but with an advanced course of any type. While the share of school time directly given to it will be limited, much valuable work may be done out of School hours by systematic and exact reading, properly directed, supervised, and tested.

Some questions have been asked as to the meaning of "the English language" in the last clause of Article 48. It may be well therefore to say here expressly that it is to be taken in its wide sense, not as mere linguistic training, but as education in the reading and writing of good English, with accurate study towards that end of some masterpieces of English literature.

9. Some schools can organize two or even three advanced courses; but in many others, the effective organization of more than one will not be practicable. The establishment of such a single course will tend to give a particular impress to the scope of the whole school work. But it need not, and should not, follow that the range of the curriculum will be unduly restricted or that premature specialization will be encouraged. Schools will, with a certain differentiation of type, continue to give a sound general education on broad lines. If this can be achieved, a distinct advance will have been made towards the organization of higher education. Within any given area, it will be possible to plan provision in correspondence with local requirements, to avoid overlapping and duplication of work as between one school and another, and to economize teaching power by using it to the best advantage.

10. While the education of girls should be in no way inferior to that of boys, the educational requirements of boys and girls, like their capacities, are not identical. Girls' schools, though their curricula are largely (perhaps too largely) modelled on those of boys' schools, have characteristic features which call for special treatment. It may prove in the light of experience that the regulations should be modified in this matter, or that the case can be sufficiently met by further use of the adaptation of syllabus already permissible. Such subjects, for instance, as art and housecraft may, where conditions are suitable, be properly taken as subsidiary subjects. This is a matter to which the Board are giving careful attention, and to which they invite the attention of school authorities.

11. It is not the intention of the Board that any part of the advanced course grant shall be devoted to remission of fees or provision of maintenance allowances. The grant is meant to secure the efficient staffing, equipment, and conduct of the advanced course itself, and effective preparation for it throughout the school. Its first and most important object is the

adequate remuneration of the teachers concerned. In submitting proposals, details should be given of the expenditure proposed to be made out of this grant under the heads of (i) salaries of teachers taking part in the work of the course; (ii) apparatus, books, and other equipment necessary for the course and the work leading up to it. In the matter of salaries, the Board are urging that a teacher qualified to take a principal part in advanced course work should receive a salary of not less than £300; and school authorities should bear this in mind as a general principle in framing their proposals for application of the grant. The institution of salaries on a generous scale, with secured increments, is essential not only for acquiring, but for retaining, the services of the specially qualified staff which an advanced course requires. It is, of course, to be understood that in particular cases a much higher salary than £300 may be not only proper, but necessary.

12. Where a school is unable to make adequate provision for advanced work, the principles set forth in paragraph 9 of the explanatory note to the regulations, which are based on the fuller statement made in paragraphs 20 and 56 of Circular 826, will apply. Where transfer at an earlier stage has not been effected, it is open to school authorities to admit to an advanced course pupils who, having reached the due stage of proficiency, are transferred from another secondary school which does not provide a similar course. It is also within the competence of a Local Education Authority to provide special maintenance or travelling allowances, where required, for pupils so transferred. Some Authorities are already making special arrangements for this.

13. The Board are fully conscious of the difficulties and drawbacks incident to a system of transferring pupils at this period of school life from one school to another. These may include, besides the minor consideration of loss of grant in respect of the transferred pupils, removal from the school of specially proficient pupils who are the school's own product and exert a good influence in it; and, most important of all, the risk that a school's sense of corporate unity may be enfeebled, that its development may be arrested or discouraged, and that it may find difficulty in creating within itself the nucleus of an advanced course. But the Board are glad to note instances in which a head master, taking a large and generous view of the position of his school in a wider system, has expressed the desire to transfer his own best pupils to a school where their needs can be more effectively met. As already pointed out, it is not in fact possible for every secondary school to provide an advanced course at all, or for a large number of schools to provide more than one such course. The principle of transfer, while it must be very carefully and considerately applied, is therefore essential towards bringing the benefits of advanced courses within general reach. The effective organization of secondary education in an area is impossible if each school is treated as an isolated unit, free to take its own line independently of all considerations except its own efficiency and prestige, competing and not co-operating with other schools. It is not contemplated that in any case an advanced course will be followed by the whole of the pupils who remain at school after reaching the age and standard at which such a course may be begun; neither is it the Board's intention to press the transfer of pupils against the advice of the head master or head mistress, or the wishes of their parents. What the Board are concerned with is that it should be recognized that the provision of facilities for transfer is a proper function of schools which claim a place in the polity and system of public education, and that co-operation between them in this matter is really important.

14. Where two or more schools can arrange for mutual transfer of pupils so as to create a really strong class in each school for a particular type of advanced instruction, these difficulties need not arise; and it is obviously advantageous, not only in the general interest of the pupils, for whose sake the schools exist, but also of the schools themselves, that there should be, in a single area of accessibility, different schools providing well organized instruction in science, in classics, and in modern studies, rather than that each school should be attempting, probably without success, to provide for the different requirements of two or three groups of pupils following different courses. Without co-ordination, and some corresponding differentiation of function, it is clear that there

must be waste of energy and of teaching power, and failure to make any rapid or steady progress. It is not extravagant to hope that a school may find, in the record of pupils whom it has sent on to receive more advanced instruction elsewhere, a prestige and a consciousness of useful work done equivalent to any that it could obtain by endeavouring to do what is beyond its power, or, if within its power at all, only by sacrificing the interest of the main body of its pupils to that of a few picked boys or girls.

15. Where there are a boys' and a girls' school in the same neighbourhood, the Board will not decline to consider proposals for arrangements under which the advanced course organized by one school should be attended by qualified pupils from the other. Whether these pupils should be regarded as members of one school or the other, and to which of the two schools the Board's grant in respect of them under Articles 36 to 42 of the Regulations should be credited, are points which may be met by local agreement, and which need involve no special difficulties.

16. No minimum number of pupils has been prescribed as the "reasonable number" required under Article 49 (c) of the Regulations; the number must be reasonable having regard to the circumstances of each case, and there must be the prospect of a steady and continuous supply of qualified pupils. Where there are few or no pupils ready to take the second year of the course forthwith, there must be sufficient assurance that those entering on the first year will proceed to complete their course in the second year. The grant is made for maintenance of a course actually taken by a number of pupils amounting substantially to a class; it is not given merely in order to enable a school to work up towards the creation of such a class at some future date.

17. Where schools are in close proximity, and the combined numbers of advanced pupils are not large, the establishment of a separate course of the same type in both would mean waste of expenditure and teaching power. Such cases clearly call for co-operation of the schools after discussion in conference with H.M. Inspector. Failing agreement for such co-operation, the question will be of recognizing one school rather than the other, and in this a governing consideration will be the relative strength and qualification of the staff and the relative completeness of the equipment in the two schools.

18. On the application of the Local Education Authority the Board will be prepared to sanction suspension of pupil-teacherships in order that the pupil-teachers concerned may have the advantage of taking an advanced course for the full two years as ordinary pupils.

19. The Board recognize that the organization of advanced courses has been attended by special difficulties, both from the depletion alike among teachers and among older pupils due to the War, and from the shortness of the time between the issue of the Regulations and the commencement of the current school year. They are convinced, however, that it was right to proceed in the matter, even though experimentally, at once. A large number of advanced courses are already recognized and in full working; and the practical experience now being gained will be of the greatest service towards the future. Some apprehension has been expressed as to the position of schools which have failed at the outset to obtain recognition of an advanced course; and it has been suggested that they are thus discouraged from attempting advanced work, and feel themselves relegated to a lower grade, from which it will be difficult to rise into a higher. The Board believe these fears to be exaggerated. While concentration and selection are indispensable, and the object of the Regulations would be defeated if too low a standard of advanced work were set, the Board anticipate that next year, when the principles set forth in this Circular are more fully grasped and any modifications which may prove necessary are made in the Regulations, the number of qualifying schools will be largely increased; and, in particular, that many which have failed to obtain recognition now will be able to obtain it then. Encouragement to renew application has, in fact, been given in about fifty cases.

20. In the task of considering the improvement and expansion of the provision now being made, the Board invite the assistance of Education Authorities, of representative associations of teachers, and of all bodies concerned with the interests of national education.

# PELMANISM AS AN INTELLECTUAL AND SOCIAL FACTOR.

It is occasionally urged that in the announcements of the Pelman Institute the business element is predominant, and that other aspects of Mind Training receive less consideration than they are entitled to.

The reason for this is fairly obvious. Business or professional progress is, in this workaday world, a subject which the average man or woman has very much at heart. Consequently, the financial value of Pelmanism is the point of primary attraction for, probably, 60 per cent. of those who enrol; but this circumstance does not in any degree dispossess Pelmanism of its subsequent importance as an educational and intellectual factor. Instead of two pages of an explanatory nature, a fairly lengthy volume would be required to do justice to this theme—the *higher* values of Pelmanism.

Far-seeing readers will be quick to appreciate this, and will recognize that a system which has proved of such signal value to the business and the professional brain-worker must perforce be of at least equal value to those whose occupation is mainly intellectual or social. If assurance were needed upon this point, it is abundantly supplied by the large number of complimentary letters received from those who have enrolled for the Course from other than pecuniary motives; the amateur and leisured classes being well represented on the Registers of the Institute.

The charms of literature, and in particular the beauties of poetry and descriptive writing, are appreciated by those who adopt Pelmanism as they never appreciated them before. Every phase of existence is sensibly expanded. Life receives a new and deeper meaning with the unfolding of the latent powers of the mind.

"I must have gone about the world with closed eyes before," was the remark of a well-travelled man after he had completed only half the Course. His ejaculation is significant. He is typical of many who, unwittingly, are living with "closed eyes." Indeed, if the Pelman System stopped short at its third book instead of continuing to a twelfth, it would still be a remarkable and valuable system.

In developing latent (and often unsuspected) powers of the mind, Pelmanism has not infrequently been the means of changing the whole current of life. Many letters might be quoted in evidence of this.

Again, there are numbers who avow their indebtedness to the Pelman Course in another direction—it has led them to examine themselves anew, to recognize their points of weakness or strength, and to introduce aim and purpose into their lives. Indeed, it is surprising how many men and women, including some of high intellectual capacity and achievement, are "drifting" through life with no definite object. This reveals a defect in our educational system, and goes far to justify the enthusiasm of those—and they are many—who urge that the Pelman System should be an integral part of our national education. Self-recognition must precede self-realization, and no greater tribute to Pelmanism could

be desired than the frequency of the remark, "I know myself now: I have never really done so before."

Self-expression brings us to another facet of Pelmanism, and a very interesting one. Even a University education may fail to equip a man or woman to maintain himself or herself creditably in the social sense. How often the clever scholar is a social failure—a nonentity even in the circle of his intimates! His academic "honours" have done nothing to endow him with personal charm or conversational power. His consciousness of a rich store of knowledge does not compensate him for the discovery that he is deficient in the important art of self-expression.

Tact, discerning judgment, adaptability, conversational ability, are not "gifts": they are qualities which can be developed by training. This is emphatically proven by the large number of letters received from Pelman students who have received almost unhopd-for assistance in this direction.

As a system, Pelmanism is distinguished by its inexhaustible adaptability. It is this which makes it of value to the University graduate equally with the salesman, to the woman of leisure and to the busy financier, to the Army officer and to the commercial clerk. The Pelmanist is in no danger of becoming stereotyped in thought, speech, or action; on the contrary, individuality becomes more pronounced. Greater diversity of "character" would be apparent amongst fifty Pelmanists than amongst any fifty people who had not studied the Course.

The system is, in fact, not a mental strait-jacket, but an instrument: instead of attempting to impose universal ideals upon its students, it shows them how to give practical effect to their own ideals and aims. It completes man or woman in the mental sense, just as bodily training completes them in the physical sense.

There are many who adopt it as a means of regaining lost mental activities. Elderly men and women whose lives have been so fully occupied with business, social, or household matters that the intellectual side has been partly or wholly submerged; successful men in the commercial world whose enterprises have heretofore left them too little leisure to devote to self-culture.

In Pelmanism we find a soundly scientific system of practical psychology which is, by universal consent, recognized as infallibly successful in the education of the brain. "Infallibly" is a dangerous word to use; but it may be confidently employed when speaking of the Pelman System of Mind Training. There is no case upon record in which conscientious study and application of its principles has failed to produce tangible results in the direction of development and betterment of mentality—this equally in the case of the most intellectual and best-educated types of men and women and those of inferior attainment.

"Pelmanism" is, in fact, an intellectual force of the first order, and no brain-using class can afford to ignore its

potentialities. Psychology is by no means a new science, but in "Pelmanism" it may be said to have reached the practical stage and to have become as definite a means of exercising and strengthening the faculties of the mind as physical drill is of developing the muscles of the body.

### 45,000 Enrolments in 6 months.

Every class is adopting Pelmanism and is benefiting therefrom. Over 45,000 enrolled in the first six months of this year alone.

Clerks, typists, salesmen, tradesmen, and artisans are benefiting by Pelmanism in the form of increased salaries and wages. Increases of 100 per cent. and 200 per cent. in salary are quite frequently reported; in several cases 300 per cent. is mentioned as the increase of salary due to Pelmanism.

Professional men find that "Pelmanising" results not only in an immense economy of time and effort, but also in vastly more efficient work. It says something for Pelmanism when members of such different professions as solicitors, doctors, barristers, clergymen, architects, journalists, accountants, musicians, and schoolmasters have all expressed their emphatic appreciation of the value of Pelmanism as a means of professional advancement.

Members of Parliament (both Houses), Peers and Peeresses, men and women high in social and political life, famous novelists, actors and artists, scientists, professors and University graduates and tutors—the "little grey books" have ardent admirers amongst all these. Even Royalty is represented, and by several enrolments!

Army officers who find that the routine of a military life invites intellectual stagnation—these find that the Pelman Course offers them a stairway up to the higher things of life.

Here are two letters which emphasize this. The first is from an Army student, who says:—

The Course has prevented me becoming slack and stagnating during my Army life—this is a most virulent danger, I may add. It inculcates a clear, thorough, courageous method of playing the game of Life—admirably suited to the English temperament, and should prove moral salvation to many a business man. "Success," too, would follow—but I consider this as secondary.

The other letter is from a lady of independent means who felt that, at the age of fifty, her mind was becoming less active:—

Though leading a busy life, my income is inherited, not earned. My object in studying Pelman methods was not, therefore, in any way a professional one, but simply to improve my memory and mental capacity, which, at the age of fifty, were, I felt, becoming dull and rusty.

I have found the Course not only most interesting in itself, but calculated to give a mental stimulus and keenness and alertness to one's mind, which is just what most people feel the need of at my age.

It would easily be possible to quote several hundred letters exhibiting different phases of the intellectual value of Pelmanism to men and women of all ages (up to seventy) and all stations.

Hardly a day passes at the Institute without at least one such letter being received.

In short, it is not merely the fleeting interest of a day that is served by the adoption of Pelmanism, but the interest of a lifetime. One may utilize the Course as a means of achieving some immediate purpose—financial, social, educational, or intellectual—but the advantages of the training will not end there. The investment of time will bear rich fruit throughout life, and, in addition to serving a present purpose, will enable many a yet unformed ideal to be brought within the gates of Realization.

### Immediate Benefit.

"Benefit," says *Truth*, "is derived from the very first, and this is the general experience of the vast majority of the students. Almost before they are aware of it, the brain is being set methodically to work on the lines which will bring out its full capacity."

### The Army and Navy.

Nearly 40,000 officers and men of both Services are now Pelmanists, the list being headed by one hundred admirals and generals. The mere fact that such a large number are studying the Course, in spite of such drawbacks as scanty leisure and adverse environment, speaks volumes for the estimation in which "Pelmanism" is held by the Services. Equally significant is the frequency with which generals send their subordinate officers to be enrolled, and regimental commanders often pay the fee for one or more of their N.C.O.'s.

### Professional Men and "Pelmanism."

All classes of professional men have displayed the keenest interest in the Pelman System. Doctors, solicitors, barristers, architects, auditors, journalists, authors, civil engineers, educationists—these have all enrolled in large numbers, and have supplied astonishing evidence of the value of the Course to them in their daily work.

### Over 250,000 Men and Women.

The Pelman Course has already been followed by over 250,000 men and women. *It is directed through the post, and is simple to follow.* It takes up very little time. It involves no hard study. It can be practised anywhere—in the trenches, in the office, in the train, in spare minutes during the day. And yet in quite a short time it has the effect of developing the mind, just as physical exercise develops the muscles, of increasing your personal efficiency, and thus doubling your all-round capacity and income-earning power.

*The Pelman Institute publishes a small Book, "Mind and Memory," in which Pelmanism is fully explained and illustrated; and a supplement treating of "Pelmanism as an Intellectual and Social Factor." These two publications, together with a reprint of Truth's Report on the Pelman Institute and its work, will be sent, Gratis and post free, to any reader of THE EDUCATIONAL TIMES who addresses a post-card to the Pelman Institute, 374 Pelman House, Bloomsbury Street, London, W.C.1.*

ALL CORRESPONDENCE IS CONFIDENTIAL.

**COLLEGE OF PRECEPTORS  
CERTIFICATE AND LOWER FORM  
EXAMINATIONS, 1919.**

*S. denotes the Senior Examination, J. the Junior, P. the Preliminary, L.F. Lower Forms.*

**Scripture History.**

- ACTS OF THE APOSTLES (Part I, Ch. 1-16).** (S., J.) Edited, with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham. 2s.
- GOSPEL OF ST. MARK.** (S., J.) Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and J. W. SHUKER, M.A. 2s.
- GOSPEL OF ST. MARK.** (P., L.F.) (Preliminary Edition.) Edited, with Introduction, Notes, and Maps, by Rev. J. F. RICHARDS, M.A., and Rev. T. WALKER, M.A. 1s. 6d.

**English Literature.**

- SCOTT.—LADY OF THE LAKE.** Edited by A. R. WEEKES, M.A. 2s. (P.)
- SCOTT.—LADY OF THE LAKE. Cantos I and V.** (L.F.) By A. R. WEEKES, M.A. 1s.
- SHAKESPEARE.—RICHARD II.** By A. F. WATT, M.A. (S., J.) 2s. 3d.
- SHAKESPEARE.—AS YOU LIKE IT.** By A. R. WEEKES, M.A. 2s. 3d. (S.)
- SHAKESPEARE.—AS YOU LIKE IT.** By A. R. WEEKES, M.A., and F. J. FIELDEN, M.A. 1s. 9d. (Junior Shakespeare.) (J.)
- SPENSER.—FAERIE QUEENE, Book I.** By W. H. HILL, M.A. 3s. 6d. (S.)

**English History.**

- EARLIER HISTORY OF ENGLAND (to 1485).** With Biographies, Maps, and Plans. By C. S. FEARENSIDE, M.A. 3s. 6d. (S.)
- MODERN HISTORY OF ENGLAND. Part I, 1485-1714. Part II, 1688-1901** (with a concise Introduction down to 1714). Each 3s. 6d. (S.)
- SCHOOL HISTORY OF ENGLAND.** By M. E. CARTER, (S., J.) Honour School of Modern History, Oxford. With Plans and Coloured Maps. 4s. 6d. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 2s.
- PRELIMINARY HISTORY OF ENGLAND.** By M. K. (P., L.F.) ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s. 9d.

**Geography.**

- GEOGRAPHY OF AUSTRALASIA (with Africa).** (J.) Junior. By G. C. FRY, M.Sc. 1s.

**Latin and Greek.**

- CAESAR.—GALLIC WAR, Book VII.** By A. H. ALLCROFT, (S., J., P.) M.A., and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- CICERO.—DE SENECTUTE.** By A. H. ALLCROFT, M.A., (S.) and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- VERGIL.—AENEID, Book I.** By A. H. ALLCROFT, M.A. (S., J.) and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- EURIPIDES.—HECUBA.** By T. T. JEFFERY, M.A. With (S.) Introduction and Notes. 1s. 9d.

*Complete Educational Catalogue, and Catalogue of Class-books suitable for the College of Preceptors Certificate Examinations, post free on application.*

**University Tutorial Press, Ltd.,  
High Street, New Oxford Street, London, W.O. 2.**

**The Educational Times**

AND

**JOURNAL OF THE COLLEGE OF PRECEPTORS.**

*Sixty-eighth Year of Publication.*

Published on Feb. 1, May 1, Aug. 1, Nov. 1. Price 6d., by Post 7d.

**SCALE OF CHARGES FOR ADVERTISEMENTS.**

WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	" 2 10 0	"	8 0 0
QUARTER PAGE	" 1 10 0	"	1 15 0
PER INCH in broad column (half width of page)	0 7 0		
NARROW COLUMN (one-third page)	...	...	2 0 0

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch. Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.) Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to the Publisher. Communications intended for the Editor should be addressed to THE EDITOR OF THE EDUCATIONAL TIMES, The College of Preceptors, Bloomsbury Square, London, W.C. 1.

**OVERSEAS.**

AMERICA shows no falling-off in the ingenuity she has always displayed in meeting the needs of the moment. Just now the urgency of strengthening the national feeling is prominent, so a national creed has been called for, and in their characteristically practical way the Americans set up a competition. It appears that Baltimore is the place of origin of "The Star-Spangled Banner," and as such felt called upon to take the initiative by offering a prize of a thousand dollars for the best Creed. A representative national committee was appointed, and Mr. William Tyler Page, of Maryland; pocketed the thousand dollars for the following:—

**THE AMERICAN'S CREED.**

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic, a sovereign Nation of many sovereign States, a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

In keeping with this Creed is the declaration of principles issued by a group of American College and University teachers, who are of German birth. They "view with abhorrence and condemn without reservation the part which the German Imperial Government had in provoking or permitting the present world conflict." They proceed to disavow all the German principles subversive of international security and to express their "firm adherence to the political principles and ends for which the United States has entered the War." The declaration could hardly have been stronger, and it has been received with much satisfaction across the water. But the citizens cannot help scrutinizing the list of signatures, and as they find that "a good many college and University teachers of German birth are not found on the list," they wonder why.

A less satisfactory war matter is the marked falling off in the interest of school and college boys in military drill. In New York last year in many of the high schools from three to four hundred boys began military drill, while to-day not more than thirty or forty have come forward. The same is true of Chicago; and the school people are not consoled by the fact that in that city the girls are being taught "the manual of the rifle." The officer in charge is reported to have said that he knew that the instructors "will teach all school girls

so thoroughly that, if they were needed, America could have its 'Battalion of Death.'" The *Chicago School Review* characterizes all this as "plain and unadulterated foolishness and waste." But while it has no use for girl cadets the *Review* speaks very strongly of the remissness of the boys. It writes contemptuously of the boys' complaint that the drill is monotonous, and refuses to sympathize with proposals to make it more attractive by introducing extraneous matters. It maintains that "The cause for failure and lack of interest goes far deeper. Our boys are not being disciplined. We do not require them to fulfil functions of useful citizens either for peace or for war. . . . It may be that the nation needs to cajole her adult citizens, perhaps adults may not care to render service, or to get ready to render service, without receiving a *quid pro quo*. Affairs have indeed come to a pretty pass if we are compelled to baby our young men into loyal service. . . . Discipline! We may be compelled to sugar-coat their studies for Young America—but, alas! if we feel constrained to sugar-coat preparation for war in these days of anxiety!" No doubt the *Review* is right in speaking strongly about this apparent slackness, but we would rather this criticism came from the other side than from us. For our part we are convinced the trouble is merely the boredom of youth. If there were any immediate prospects of these young fellows having to put into practice the drill that they find so dull, they would treat it in a very different way.

In connexion with the relation between school training and military, a statement by Inspector Blayney, of Camp Funston, giving reasons why many candidates fail to secure commissions, is of great interest. His four main complaints are:—(1) "Slouchiness," by which the inspector means slovenliness of attitude and general physical indifference; (2) "Slouchiness of mental attitude," for the same indifference marks the mental side of the unsuccessful candidates' work; (3) "Inability to articulate clearly"—this, surely, could be attended to in schools and colleges; (4) lack of "grit." The inspector is careful to guard against suggesting that "they would have proved cowardly in battle, necessarily, but some have exhibited a tendency to throw up the sponge upon the administration of a severe rebuke or criticism. Their 'feelings have been hurt,' and they 'resign.' They have never been taught the true spirit of subordination. They are not ready for the rough edges of life." The inspector rightly remarks that the "idea of grit belongs in the school-room as well as upon the campus." Our only caveat is that care must be taken that the brutalizing methods of the illiterate drill sergeant should not be upheld as in themselves, and positively, desirable. The young men must submit cheerfully to authority; but the drill-sergeant must not be valued in direct ratio to his brutality. We must not forget the lessons of *Jena oder Sedan*.

The unsettling influence of the War is apparently disorganizing the schools among the other social institutions in America. Pupils seem to be attracted to work at too early a stage. At any rate the Bureau of Education is sending out copies of a statement of "Government Policies involving the Schools in War Time," in which we are told among other things that "Boys and girls should be urged, as a patriotic duty, to remain at school to the completion of the high school course, and in increasing numbers to enter upon college and University courses, especially in technical and normal school courses, to meet the great need of trained men and women." The dearth of teachers is making itself markedly felt in the States, and an appeal is being made for teachers who have been trained and have had experience but have since retired to private life, to come forward again to meet the national need. In the United States there is probably a larger reserve of such persons than we have in Britain. The professional life of the teacher in America is much shorter than with us, so there must be scattered through the States a large body of capable teachers who are able, if other circumstances permit, to take up their work again at any moment. While all this is true it does not appear as if our American friends sufficiently realized the fact that with them more than with us acting teachers are absorbed in other lines of work. With us in Britain "once a teacher" means practically "always a teacher," unless for the chances of marriage in the case of women. But in America our profession is often used as a mere preparation for something better. With men no doubt

this is less the case to-day than it was in former times. Among the women, on the other hand, with their greatly widened possibilities, there is an increasing tendency to make school-marring a stepping-stone to higher things.

The question of the German language in the schools of certain of the American States is becoming acute. No objection is as a rule raised to the teaching of German as a foreign language on the same lines as French. What is resented is the use of German as a means of communicating knowledge. In other words, the Americans are beginning to wake up to the possibility of segregation of nationalities in their midst, each speaking its own language. In all probability the danger is not great in any case except that of the Germans, and even among them it can be easily removed at the present stage. The country is ripe for a law that shall make it illegal to use any language but English in the actual work of teaching in the American schools.

## REVIEWS.

*The Foundations of Society and the Land.* By J. W. Jeurwine. (18s. net. Williams & Norgate.)

Looking at this book from the point of view of the practical teacher, its value is that it provides a storehouse of material from which he can dig at will. The great danger of the non-specialist who has to include history as one of his subjects is the lack of background. Now this is exactly what Mr. Jeurwine supplies in full measure. It is not to be supposed, however, that we have here one of those dead reservoirs of brute facts. It is not vivacity that is lacking. If the reader desires opinions he will find the volume teeming with them. All the same, we stick to our statement that the main value of the book is the material it supplies. For Mr. Jeurwine is the last man to claim or expect that his readers should take his opinions on trust. He makes no profession of impartiality, for "no one who is not idiotic can read and carefully consider masses of material on past events without forming a strong judgment, and if he expresses himself at all it is far more honest that he should express his own judgment as such than that he should pretend an impartiality which he cannot feel." Mr. Jeurwine seldom hesitates to express his opinion, but he does not expect to be slavishly followed.

What specially interests us in this magazine is the view our author sets forth on the teaching of history in schools. He is obviously not enamoured of the education of our time—he is one of those who like to write "education" within inverted commas—and he appears to think that the teaching of history is one of its worst features. He so far exonerates the teachers as to admit they are not free agents, and that the real sinners are the makers of textbooks and the drafters of syllabuses. We have to admit that there is much truth in his criticism that our textbook makers too frequently treat the characters of history as if these characters acted with a knowledge of the standards that future ages were to develop. He is right in warning us to judge historical personages in terms of the state of society in which they lived. He complains of the lack of atmosphere in the historical textbook, and he might have made the same complaint of the class in history. Mr. Jeurwine's own breezy pages do much to supply the lack, and the teacher who reads them will find himself continually caught up by some new way of looking at things, some apparent paradox that makes him rapidly reconsider his position to find out if haply he has been on the wrong tack all the time.

Our position as an island race is emphasized both in the direction of indicating its limiting force and in that of showing how we must widen the view of our pupils and lead them "away from Westminster." When he comes to his main subject, the relation of society to land, our author contrasts the two ideals—the feudal and the communal—and this contrast runs throughout the whole volume, and may be said to be its motif. By one of the contrasts that he finds specially pleasant, Mr. Jeurwine emphasizes the value of the land by extolling the commercial importance of the sea, and by warning us of the danger at the present time of being drawn away from our real source of strength by the popularity



of the land forces and warns us of what took place in France in the eighteenth century. The reader will find in the book a curious mixture of narrative, exposition, and criticism, but by taking pains he will be able to disentangle the various threads of thought and to follow the development of the various forms in which the feudal and communal ideals shape the social life at the various stages. Modern conditions are never far from the thought of the author at any part of the book, but towards the end he makes more direct applications, not all of them pleasant reading for Englishmen, for Ireland occupies a prominent place throughout, and we have nothing very agreeable to find in our dealings with that country either in the past or the present. On these unpleasant matters our author speaks with no uncertain sound, and, however much we may dislike the point of view adopted, we are all the better for going through the discipline of facing the facts presented and taking the trouble to make up our mind on the case as stated by a fresh and vigorous writer. The book is provided with an index, nine appendixes, a vocabulary of technical words and an interesting medieval map in a flap pocket.

*Examinations.* By P. J. Hartog. (8s. 6d. net. Constable.)

Since H. Latham's excellent treatise, nothing so good on the subject of examinations has been produced as this book. Mr. Hartog is a specialist in this matter, and has had altogether exceptional opportunities for reaching just conclusions. He is not only intensely interested in his subject, but has faced it in a spirit of thoroughness that would satisfy the most exigent of the Germans. The reader of purely literary interests may have some difficulty in following the mathematical arguments by which the author supports his theses, but no one will doubt that every precaution has been taken to secure full consideration of all possible points of view. Mr. Hartog's first important contribution to the subject took the form of an address to the Royal Society of Arts, in which he pled for a commission to inquire into and report on the methods of examination with particular reference to appointments and promotions in the Civil Service. He modestly disclaims any causal connexion, but has satisfaction in noting that a little more than a year after his address such a Royal Commission was appointed. This address is incorporated in the present book, along with Lord Cromer's contribution to the discussion. The next chapter deals with the Theory of Examinations, in which—perhaps inevitably—there is a certain amount of repetition of what has already been written in the first. Then follow sixty pages of notes, which put the reader in possession of the essentials of the Royal Commission Report, and of the Report of the Treasury Committee on Civil Service, Class I, Examination. Note E. is particularly important, since it gives an admirable critical exposition of Prof. Edgworth's investigation on the statistics of examinations.

As is made plain in the sub-title, Mr. Hartog regards examinations in two different relations, according as they concern culture or efficiency. He regards the cultured man as "the man who is sensitive and responsive over a large field of knowledge regarded as of value by the community." Now culture as thus defined covers, according to Mr. Hartog, exactly "that vital part of education which cannot be tested by the ordinary written examination." We have thus a most convenient dichotomy of school subjects into those that are examinable and those that are not. Whatever aims at efficiency in the technical sense of that word may be legitimately tested by examination; but Prof. Whitehead's "Activity of thought and receptiveness to beauty and humane feeling" must be exempt. A practical recommendation that will interest teachers is Mr. Hartog's proposal that pupils whose main subject is science or mathematics should be examined in these subjects, but should be taught, but not examined in, certain humane subjects to supply a balance; while students of "arts" subjects should be compelled to take up a certain amount of science work on which they in turn should not be examined. Here we must assume that Mr. Hartog means that the students of "arts" subjects are acquiring knowledge for professional purposes (e.g. as the stock-in-trade of professional teachers), and not as a means of culture. In any case he makes it abundantly evident that

he regards it as of fundamental importance that examiners in every connexion should be clear in their own minds about—and should make clear to others, and especially the examinees—what the purpose of the examination really is. To this point he returns again and again, and nowhere does he do better service than in thus stimulating us to a consideration of why we examine. Mr. Graham Wallas could find nowhere a better exemplification of his thesis that society does not always do things for the reasons that appear on the surface. The need for the training of teachers has only very slowly made itself felt to the general public. The training of examiners is only now beginning to be considered. Lord Rosebery has warned us of the folly of training teachers if we put them under the control of examiners who have not themselves been trained. He has deserved well of the State by calling attention to an urgent need, and Mr. Hartog has deserved still more by his lucid, learned, and practical exposition of the possibilities of examination as an educational and political instrument.

*A Schoolmaster's Diary.* By S. P. B. Mais.  
(6s. net. Grant Richards.)

Mr. Mais makes a valiant attempt to give an air of verisimilitude to this diary, "being extracts from the journal of Patrick Traherne, M.A., sometime assistant master at Radchester and Marlton," and, but for certain tell-tale slips in the matter of dates, succeeds wonderfully well. In any case he has produced a thoroughly readable book, one that interests not merely teachers but the general public. No doubt it has too much of the disgusting in it to make pleasant reading throughout for anybody, but when the author can forget unnatural vice he produces excellent artistic effects. One cannot but read into Traherne the qualities of Mr. Mais, and we quite agree that he has "heard views of life that I am sure never enter the heads of my colleagues." Mr. Traherne, in fact, is the incarnation of the sort of man that Mr. H. G. Wells describes as the ideal teacher; though writing a novel is one of Mr. Wells's requirements, and Mr. Traherne professes to be incapable of this. The interesting point for us is that, when we do get Mr. Wells's ideal, he receives just the treatment that a plain common-sense man would expect. Mr. Wells may demand a man who cares nothing for the *convenances*, who will wear a red tie if he likes, and decline to be dominated by petty social prejudices—but the public will have none of him. He will meet the fate of Mr. Traherne.

What can the ordinary schoolmaster think of a view of education like this? "I am coming to the conclusion that all true education is a striving after beauty, and what does not actively pursue this end is a waste of effort." But yearnings of this kind are not to be despised. They are certainly not dangerous: it is difficult to imagine the average schoolmaster—"like most schoolmasters he is quite without ambition"—being led to excess in the pursuit of beauty. So we ought to welcome all such attempts to leaven, in however slight a degree, the whole lump of our professional inertia. Mr. Mais himself makes capital play with the conservatism of the profession. The Head Master takes young Traherne aside and says: "The less you read about education the better. . . . I never engage a man who has taken a diploma in the theory of education. . . . I warn you against thinking that there is any reform needed. . . . Read no more upon a subject which you are called upon to practise, not to theorize about." Traherne did not like this, and attempted a defence, only to be silenced. Later, however, he remarks that in some ways the Head Master was right in telling him to read no books on education. "He was right, because I find nothing really new there." But Traherne can hardly be called an expert in the new, for, under the date of August, 1911, he describes "a new idea in English composition with the lower forms." This consisted in getting the pupils to describe a picture!

But it ill becomes us to dilate on occasional slips when we ought to be profoundly glad to find a writer of genuine artistic ability willing to do his best to rejuvenate our craft. He supposes that "no class of men dresses more shabbily than the schoolmaster," and he goes on to give reasons and supply examples. Traherne himself adopts a very generous

attitude towards his profession. His best work is done outside the limits of his bargain with the school governors, and is given willingly "without payment." When the end of term comes "Most masters are unfeignedly glad to get away. I never am." Further, he beggars himself by riotous tea-and-cake giving to boys who care to come to his rooms and read and borrow from his library.

The book has the regulation amount of love interest, which will no doubt have its attraction for many, though perhaps in an *edited* Diary there is room for much excision here. The interest of the book is the view the schoolmaster takes of himself and his work, and no fairminded reader will deny that this is admirably sustained. The scrappiness and in-consequence of much of the text is not without charm, and lends an air of reality to the work as a diary, while giving Mr. Mais full opportunity of exercising his undoubted talent for brilliant exposition and criticism.

*Political Education at a Public School.* By Victor Gollancz and David Somervell. (3s. 6d. net. Collins.)

This book contains four chapters—The Political Principle, The Political Method, Two Experiments, and The Future. There is in addition an appendix containing reproductions of certain articles that have appeared in a school magazine, exemplifying the principles the authors recommend. The thesis maintained is that the public schools, as judged by the highest standard—"and those who love them will not care to use any other"—have failed, and that it behoves their friends to discover why, and to set them on the road of regeneration. The book really tackles the problem handled by Sir Robert Blair and others at a recent conference on the teaching of quite up-to-date history. It has been long felt that school history has usually stopped just at the point at which it begins to have a practical bearing upon the life of to-day. When history passes into politics it is regarded by many as unsuitable for the schoolroom, and it is just here that our two authors find the cause of the failure of the public schools. To get the best results we must face the actual problems of the day. We must fall back upon humanism as it was understood by the men of the Renaissance. Capital play is made with the transition from matter to form, and a strong plea is entered for a reversion to the ideal that valued the classics as much for the subject-matter as for the elegance of diction. The same principle is applied throughout—to history, English literature, even to Divinity. It is indeed refreshing to find such vigorous and fresh ideas from the seats of ancient learning. There is hope for writers who can honestly regard *Paradise Lost* as "a good classroom book," and can unaffectedly speak of its story as "amusing." Divinity is treated in a way that may startle the more hide-bound teachers, but nothing is said wantonly to hurt the feelings or even the prejudices of those with whom the authors cannot agree. It is worth noting that, while the text is eminently bright and readable, it is in no sense flippant.

The first of the two experiments is the foundation of a class for politics held out of school hours. It is a class, and not a club, and, in spite of hard desks, the absence of home comforts, and the presence of notebooks, the meetings have proved very successful. The joining of the class was voluntary, but once a boy joined his attendance was compulsory for the term, just as at any other class. The proof of success is that not only was the attendance such as to fill the largest available classroom, but the second term, when the members had a chance of withdrawing, had a larger enrolment than the first. A list is supplied of the matters on which lectures were given. There are twelve subjects, most of which get several lectures, the only three singletons being Alsace-Lorraine, Trade Unionism, and Liberalism. It is curious that Conservatism should require two lectures as compared with the one devoted to Liberalism, but something must be conceded to the *genius loci*. In any case our authors must be exonerated from any charge of lack of liberal views. To get trade unionism admitted at all to such a course is a sort of triumph. The authors make no pretence of camouflaging their real subject under the innocent name of "civics": they boldly proclaim that they are dealing with politics, and it is gratifying to find that the success of the experiment was in no way jeopardized by this refreshing directness. Out of this first experiment the second

naturally evolved. The school magazine had lately died a violent death at the hands of the authorities, so the young students of politics proposed to replace *The Gadfly* by a serious journal to be called *The Observer*. The account of this venture is really a brilliant bit of writing, in which *The Observer*—though "modelled on such weeklies as *The Spectator* and *The Nation*"—is not taken too seriously. The fact that the authors have had the courage to reprint several of *The Observer's* articles is the best proof that they are willing to abide by the decision of a discriminating public. The whole little book is an admirable counterblast to that professional dullness and lack of initiative that makes it possible for critics to speak of "the blighting hand" of the schoolmaster.

## GENERAL NOTICES.

### EDUCATION.

*Education for Liberty.* By Kenneth Richmond. (6s. net. W. Collins.)

Many readers will welcome another book from one of the joint authors of "W. E. Ford: a Biography"; and those who may have read some of the chapters in the *Times Educational Supplement* will be glad to have the whole in volume form. The earlier book was somewhat elusive in character; "Education for Liberty," with the exception of the last chapter, is more simple and direct; it takes the reader into the classroom and gently convinces him of the error of his cherished convictions. The last chapter is conjectural, and hints at the freeing of unsuspected powers of the mind. It may prove the inspiration of a further volume. "Liberty," in Mr. Richmond's sense, is of course freedom to develop power and thought to the utmost. That this may be possible much harmful school convention and restriction must be modified, and steel doors erected by school time-tables between subject and subject must be removed.

*The Dawn of Mind: an Introduction to Child Psychology.*

By Margaret Drummond. (3s. 6d. net. E. Arnold.)

Mainly it is mothers and nurses who have the charge of infants, so it may be supposed that it is to such readers that this book is addressed. As the standard of general education is undoubtedly higher than it was a generation ago, such an appeal will not be in vain, in spite of Mrs. Drummond's use of scientific terms and the bald statements sometimes necessitated by the need of condensing. But kindergarten teachers, and indeed all teachers, must study the dawn of intelligence. They will find here the latest results of infant psychology co-ordinated with the author's own observations and lightened by many interesting anecdotes of childhood.

*School Efficiency. A Manual of Modern School Management.*

By H. E. Bennett. (6s. net. Ginn.)

Prof. Bennett writes for the student years of intending teachers. And it is well that they should know the best that is being done in the States in the direction of school buildings and the planning of grounds. It would be still better if members of Education Committees, and those who hold the strings of the rate-payers' purses, could be induced to read the book and study the efforts that are being made in the more enlightened districts of America to give to children the best physical conditions that are possible.

*Fifty Years of American Education. A Sketch of the Progress of Education in the United States from 1867 to 1917.* By Ernest Carroll Moore. (3s. 6d. net. Ginn.)

It is always pleasant to find the human element in a corporation. To most people the name of the firm Ginn is a mere business label or trade mark, indicating, be it noted, that the goods may be expected to be sound. We learn from the preface to this book that just fifty years ago "Edwin Ginn took desk room in a modest Boston office, and so began the business which has been conducted under the firm name of Ginn & Company." To mark their jubilee the firm asked Dr. Moore to write a sketch summing up the educational progress during the period.

### LATIN.

*Caesar in Gaul; and Selections from the Third Book of the Civil War.* With Introduction, Review of First-year Syntax, Grammar, Prose Composition, and Vocabularies. By Benjamin L. D'Ooge and Frederick C. Eastman. (6s. 6d. net. Ginn.)

A very complete book, well produced as regards type and paper, and embellished with numerous coloured illustrations, diagrams, maps, and other aids to the elucidation of the text. It comprises in one volume all the material needed for "the second year" of Latin, as the preface states. In English schools the study of this language often begins at the age of nine; it must not be imagined that this

(Continued on page 104.)

**A SELECTION FROM  
METHUEN'S EDUCATIONAL LIST**

Announcement List and Catalogues sent on application.

**JUST PUBLISHED**

- THE PLAY-WORK BOOK.** By ANN MACBETH, author of "Needlecraft." With 114 Illustrations. Crown 8vo. 3s. 6d. net.
- OLD TESTAMENT HISTORY FOR USE IN SCHOOLS.** By the Rev. W. F. BURNSIDE, M.A., Head Master of St. Edmund's School, Canterbury. 8th Edition. Crown 8vo. 5s. net.
- JUNIOR ENGLISH.** By F. J. RAHTZ, M.A., B.Sc. Senior Lecturer at Merchant Venturers' Technical College, Bristol. 15th Edition. Crown 8vo. 2s. 3d.
- HIGHER ENGLISH.** By F. J. RAHTZ, M.A., B.Sc. 12th Edition. Crown 8vo. 6s.
- A CLASS-BOOK OF EASY DICTATION AND SPELLING.** Selected by Canon WILLIAMSON, B.A. 12th Edition. Fcap. 8vo. 1s. 6d. [Beginner's Books.]
- A CLASS-BOOK OF DICTATION PASSAGES.** Selected by Canon WILLIAMSON, B.A. 21st Edition. Crown 8vo. 2s. 3d. [Junior School Books.]
- ENGLISH LITERATURE.** By F. J. RAHTZ, M.A., B.Sc. 3rd Edition. Crown 8vo. 3s. 6d.
- A JUNIOR FRENCH PROSE.** By R. R. N. BARON, M.A., Modern Language Master at Cheltenham Grammar School. 8th Edition. Crown 8vo. 3s. [Junior School Books.]
- STEPS TO FRENCH.** By A. M. M. STEDMAN, M.A. 12th Edition. 18mo. 1s.
- FIRST FRENCH LESSONS.** By A. M. M. STEDMAN, M.A. 13th Edition. Crown 8vo. 1s. 6d.
- FRENCH VOCABULARIES FOR REPETITION.** Arranged according to subjects. By A. M. M. STEDMAN, M.A. 16th Edition. Fcap. 8vo. 1s. 6d.
- A SHORT HISTORY OF ROME TO THE DEATH OF AUGUSTUS.** By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 3 Maps and 4 Plates. 15th Edition. Crown 8vo. 6s.
- EASY STORIES FROM ENGLISH HISTORY.** By E. M. WILMOT-BUXTON, F.R.Hist.S. 8th Edition. Crown 8vo. 1s. 9d. [Beginner's Books.]
- A JUNIOR HISTORY OF GREAT BRITAIN.** By E. M. WILMOT-BUXTON, F.R.Hist.S. 3rd Edition. Crown 8vo. 3s. 6d.
- THE INDUSTRIAL HISTORY OF ENGLAND.** By H. DE B. GIBBINS, Litt.D., M.A. With Maps and Plans. 2nd Edition. Crown 8vo. 5s.
- EUROPE AND THE EMPIRE.** Six Ages of European History. Edited by A. H. JOHNSON, M.A., Fellow of All Souls College, Oxford. With Maps. Crown 8vo. 6s. each.
- The Dawn of Medieval Europe, 476-918.** By J. H. B. MASTERMAN, M.A. **The Central Period of the Middle Ages, 918-1273.** By B. A. LEE. **The End of the Middle Age, 1273-1453.** By E. C. LODGE. **Europe in Renaissance and Reformation, 1453-1600.** By M. A. HOLLINGS, M.A. **The Age of the Enlightened Despot, 1600-1789.** By A. H. JOHNSON, M.A. **The Re-making of Modern Europe, 1789-1875.** By J. A. E. MARRIOTT, M.A.
- MARKERS OF EUROPE.** Outlines of European History for the Middle Forms of Schools. By E. M. WILMOT-BUXTON, F.R.Hist.S. With 12 Maps. 16th Edition. Crown 8vo. 5s.
- INITIA LATINA.** Easy Lessons on Elementary Accidence. By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 16th Edition. Fcap. 8vo. 1s. 6d.
- FIRST LATIN LESSONS.** By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 15th Edition. Crown 8vo. 2s. 6d.
- EASY LATIN PASSAGES FOR UNSEEN TRANSLATION.** By A. M. M. STEDMAN, M.A. 17th Edition. Fcap. 8vo. 2s.
- LATIN EXAMINATION PAPERS IN MISCELLANEOUS GRAMMAR AND IDIOMS.** By A. M. M. STEDMAN, M.A. 17th Edition. Crown 8vo. 3s. 6d. KEY (8th Edition), issued to tutors and private students only, 6s. net.
- LATIN VOCABULARIES FOR REPETITION.** Arranged according to subjects. By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 19th Edition. Fcap. 8vo. 2s.
- EASY EXERCISES IN ALGEBRA FOR BEGINNERS.** Containing 3,500 Original Problems. By W. S. BEARD. 3rd Edition. Crown 8vo. With Answers, 2s. 6d.; without Answers, 2s. 3d.
- EASY EXERCISES IN ARITHMETIC.** Containing 5,000 Examples. By W. S. BEARD. 9th Edition. Fcap. 8vo. 1s. 9d. KEY, 1s. net. [Beginner's Books.]
- A TEXTBOOK OF INORGANIC CHEMISTRY.** By G. SENTER, D.Sc., Ph.D., Lecturer at Birkbeck College, author of "Outlines of Physical Chemistry." With many Diagrams. 3rd Edition. Crown 8vo. 8s. 6d. [Textbooks of Science.]
- THE COMPLETE SCHOOL CHEMISTRY.** By F. M. OLDHAM, M.A., Senior Chemistry Master at Dulwich College. With 125 Illustrations. 12th Edition. Crown 8vo. 7s. 6d. [Textbooks of Science.]
- OUTLINES OF PHYSICAL CHEMISTRY.** By G. SENTER, D.Sc., Ph.D., Lecturer in Chemistry at Birkbeck College. With many Diagrams. 6th Edition. Crown 8vo. 7s. 6d. [Textbooks of Science.]
- ELEMENTARY EXPERIMENTAL SCIENCE.** Physics, by W. T. CLOUGH, A.R.C.S., Head of the Physics and Electrical Engineering Department, East Ham Technical College; Chemistry, by A. E. DUNSTAN, D.Sc., F.I.C. With 2 Plates and 154 Diagrams. 17th Edition. Crown 8vo. 4s. [Junior School Books.]
- ELECTRIC LIGHT AND POWER.** By E. E. BROOKS, B.Sc. (Lond.), Head of the Department of Physics and Electrical Engineering, Leicester Municipal Technical School, and W. H. N. JAMES, A.R.C.S., A.M.I.E.E., Lecturer in Electrical Engineering, Municipal School of Technology, Manchester. With 17 Plates and 230 Illustrations. 5th and Revised Edition. Crown 8vo. 6s. 6d. [Textbooks of Technology.]

**METHUEN & CO., Ltd.,**  
36 Essex Street, Strand, W.C. 2.

**FROM MR.  
EDWARD ARNOLD'S LIST.**

- Arnold's English Composition.** By E. J. KENNY, 160 pp. Crown 8vo, cloth, 1s. 8d.
- Composition from English Models.** By E. J. KENNY, Book I, 160 pages, price 1s. 8d. Book II, 256 pages, price 2s. 6d.
- Arnold's Junior English Grammar.** By A. E. ROBERTS, M.A., and A. PRATT, B.A. Crown 8vo, cloth, 2s.
- Essay-Writing.** By GUY KENDALL, M.A., Head Master of University College School, Hampstead. Crown 8vo, cloth, 2s. 6d.
- English Verse Composition.** By A. E. ROBERTS, M.A., and A. PRATT, B.A. 3s.
- Précis-Writing and Reproduction for Army Classes.** By W. J. GRIFFITH, M.A., Assistant Master at Tonbridge School. 3s.
- A First Précis Book.** By G. A. F. M. CHATWIN, M.A., Assistant Master at Rugby School. 3s.
- Selected Essays from English Literature.** Edited, with Introduction and Brief Notes, by ELIZABETH LEE. Cloth, 2s. 6d.
- Laureata.** Selections from the best poets from Shakespeare to Swinburne, with biographical notes on Authors. Cloth, 2s. 3d.
- Outlines of European History, 1814-1914.** By G. B. SMITH, M.A., Assistant Master at the Royal Naval College, Dartmouth. With numerous Maps. 3s. 6d.
- Scenes from European History.** By G. B. SMITH, M.A., Assistant Master at the Royal Naval College, Dartmouth. 2s. 6d.
- A General History of the World.** By OSCAR BROWNING, formerly University Lecturer in History in the University of Cambridge. 800 pages. Crown 8vo, cloth, 7s. 6d. net. Also in Three Parts with separate indexes, 3s. 6d. net each.
- A History of England.** By C. W. OMAN, M.A., Chichele Professor of Modern History at Oxford. 7s. 6d. Also in Three Divisions and in Two Parts.
- England in the Nineteenth Century.** By Prof. C. W. OMAN. 3s. 6d.
- A Junior History of England.** By Prof. C. W. OMAN and MARY OMAN. 3s. 6d.
- A Social and Industrial History of England.** By F. W. TICKNER, D.Lit., M.A., B.Sc. (Econ.). London. Illustrated. 7s. 6d. Also in Three Parts, 3s. each.
- The Last Century in Europe, 1814-1910.** By O. E. M. HAWKSWORTH, Assistant Master at Rugby School. 526 pages. 7s. 6d. net.
- The Principles of Drawing.** By L. BELLIN-CARTER, F.R.S.A., Art Master at Wellington College. 3s. net.
- A Class Book of Geography.** By A. W. ANDREWS, M.A. 6s.
- Outlines of Physiography.** By A. J. HERBERTSON, M.A., late Professor of Geography in the University of Oxford. 4s.
- Easy Arithmetic and Accounts.** By E. SANKEY and G. A. LORD. In Two Books. Cloth, 1s. 6d. each. Answers (both in one), 6d. net.
- A School Arithmetic.** By A. C. JONES, M.A., Ph.D., and P. H. WYKES, M.A. Without Answers, 5s.; with Answers, 5s. 6d. Also in Three Parts, 2s. 6d. each.
- The Elements of Geometry.** By R. LACHLAN, Sc.D., and W. C. FLETCHER, M.A. 3s. 6d.
- The Elements of Trigonometry.** By R. LACHLAN, Sc.D., and W. C. FLETCHER, M.A. 2s. 6d.
- Practical Trigonometry.** By H. C. PLAYNE, M.A., and R. C. FAWCETT, M.A. 3s.
- A First School Calculus.** By R. WYKE BAYLISS, M.A. 4s. 6d.
- A Textbook of Physics.** By R. S. WILLOWS, M.A., D.Sc. 7s. 6d. net.
- Electricity and Magnetism.** By C. E. ASHFORD, M.A., Head Master of the Royal Naval College, Dartmouth. 4s. 6d.
- Introduction to Magnetism and Electricity.** By E. W. KEMPSON, Senior Physics Master at Rugby School. 3s. 6d.
- The Rugby Course of Elementary Chemistry.** By H. P. HIGHTON, M.A., Chemistry Master at Rugby School. 4s.
- Inorganic Chemistry for Schools.** By W. M. HOOTON, M.A., M.Sc., Chief Chemistry Master at Repton School. 5s.
- The Elements of Inorganic Chemistry.** For use in Schools and Colleges. By W. A. SHENSTONE, F.R.S. 6s. 6d.
- Outlines of Inorganic Chemistry.** By E. B. LUDLAM, D.Sc., Head of the Chemical Department, Clifton College. 5s.

LONDON: EDWARD ARNOLD, 41 & 43 MADDOX STREET, W. 1.

book is suitable for children of ten. But for intelligent pupils who begin Latin at the age of fourteen or fifteen it would prove a very attractive volume in their second year.

"Bell's One-Term Latin Classics."—(1) *Livy's Veii and the Etruscan Confederacy*. Edited by S. E. Winbolt. (2) *Cicero: Pro Milone*. Edited by C. E. Laurence. (Each 1s. 3d.)

Useful little books, with a short explanatory introduction and a few helpful notes; about fifty pages of well printed text.

*The Eclogues of Faustus Andrelinus and Joannes Arnolletus*. Edited, with Notes and Introduction, by Wilfred P. Mustard. (1 dol. 50c. Baltimore: Johns Hopkins Press.)

Andrelinus was professor at the University of Paris towards the close of the fifteenth century; Arnolletus followed him closely in point of time. Here, therefore, are no classical writings for schoolboys to read, but rather for scholars interested in the history of the humanistic pastoral to which this is the author's third contribution.

#### FRENCH.

*Living French. A New Course in Reading, Writing, and Speaking the French Language*. By Richard T. Holbrook. (6s. 6d. net. Ginn.)

This book is apparently compiled for the use of undergraduates who, already possessing the general, and sometimes loosely based, knowledge of the language that is acquired in schools, propose to deepen and strengthen their study from the beginning. The first lesson deals with the articles, the plural of nouns, and the present tense of *avoir*. The discussion and explanation of the usual grammatical forms is continued through seventy-seven lessons, covering nearly five hundred closely-printed pages. Throughout much attention is given to pronunciation and the symbols of the International Phonetic Association.

"Siepmann's French Series for Rapid Reading."—*Les Mécontents*. Par Prosper Mérimée. And six other volumes. (6d. each. Macmillan.)

Each volume contains about thirty pages of well printed text, a short introduction telling the reader what he needs to know about the author and the story, a few very brief notes, and a list of words and phrases in the style usual in Mr. Siepmann's books.

*La Fontaine: Selected Fables*. Edited, with Introduction, Notes, and a Vocabulary, by Cécile Hugon. (3s. Clarendon Press.)

Seventy-three fables are given, covering some hundred pages. The introduction gives a life of the author, a discussion of the fables as a form of literature, the sources of some of the fables, and grammatical notes on the language of the author where it differs from the standard. At the end of the book are some fifty pages of notes and a full vocabulary.

*French Prose: from Calvin to Anatole France*. By R. L. Graeme Ritchie and J. M. Moore. (Dent.)

The authors contribute an introduction, and there is a full chronological index, as well as an index of authors. The body of the book contains three hundred pages of extracts from more than fifty French writers of repute. The idea of the anthology is to give senior pupils an opportunity of at least learning the names of, and getting some ideas in connexion with, the great names in French literature before they leave school.

#### SPANISH.

*España Pintoresca. The Life and Customs of Spain in Story and Legend*. By Carolina Marcial Dorado. (4s. net. Ginn.)

There are 160 pages of extracts from Spanish writers, dealing with modern life, some songs with music, exercises, notes, and a full vocabulary. Students possessing a knowledge of the elements of the language will find this volume a helpful bridge to the study of the literature of Spain.

*A First Reader in Spanish*. By Rudolph Schevill. (2s. 9d. net. Ginn.)

The first two pieces are accompanied by an interlinear translation, and the stressed syllable of each word is marked. The aim is to give modern Spanish that will accustom the pupil to everyday language and inform him upon matters of life in Spain. There are notes and a vocabulary.

*A Foundation Course in Spanish. Part III*. By L. Sinagnan. (3s. net. Macmillan.)

This third and last part of the course deals especially with the reflexive verbs and the subjunctive. A brief synopsis is given of Parts I and II. The arrangement is as before—grammar, exercises, and translation in each lesson. The two latter are unusually full. There is a vocabulary in both languages.

*Spanish Composition*. By Charles Dean Cool. (3s. 6d. Ginn.)

This book is arranged on a sound plan. There are twenty-eight lessons; each lesson contains a page or two of Spanish, passages selected for their descriptions of Spain and Spanish life, and a piece of English to be turned into Spanish after careful study of the preceding passage on which it is based. There is a full Spanish-English

vocabulary and an English-Spanish vocabulary of words not given in the text. There is also a grammar drill after each lesson.

"Heath's Modern Language Series."—*First Spanish Course*. By E. C. Hills and J. D. M. Ford. (4s. net. Harrap.)

Each lesson is arranged in the familiar form—a piece of grammar, some sentences in Spanish and some in English, followed by rules in Spanish and questions for conversation. Full vocabularies in both languages.

#### ITALIAN.

*An Italian Grammar*. By Ruth Shephard Phelps. (5s. 6d. net. Ginn.)

The grammar is combined with reading matter and sentences for translation into Italian, thus forming a complete volume for the student. Full explanations of early difficulties are given, and many illustrations of idiomatic uses. There is a full vocabulary.

#### RUSSIAN.

*Handbook of Russian*. By Michael V. Trofimov and James P. Scott. Vol. I. (3s. 6d. net. Constable.)

Vol. I consists of an introduction and chapters on Phonology and Elementary Morphology. This first attempt at Russian "phonetics" for English readers is sure of a warm welcome amongst modern students of the language who realize the importance of sounds as well as the printed word. The script used is the work of the authors, and will be grasped readily by students.

#### ENGLISH.

*The Poems of Edgar Allan Poe*. Edited by Killis Campbell. (6s. 6d. net. Ginn.)

A complete and scholarly edition for the student of literature. The text is clear and well spaced, with the various readings in foot-notes. An introduction of 60 pages gives the facts of the poet's life and a discussion of his position in literature. Detailed notes on each poem occupy 150 pages. The volume is made more useful by an index of first lines as well as of titles.

*She Stoops to Conquer*. Goldsmith. Edited by Dudley Miles. (1s. 9d. net. Ginn.)

A pleasant edition, well illustrated. An introduction affords all the help the student is likely to need, and there are "Questions on Topics for Study" as well as notes.

*Hans Brinker; or, The Silver Skates*. By Mary Mapes Dodge. Edited by Orton Lowe. Illustrated by Sears Gallagher. (2s. net. Ginn.)

Things move so rapidly that for school use a simple story of Dutch life written fifty years ago requires editing and elucidation. But the editor keeps well in the background, and the book is not overloaded with either critical or informational notes. A map, some characteristic pictures, and a few notes are a gain to the volume.

*Pride and Prejudice*. By Jane Austen. Edited, with Introduction and Notes, by Frank Sieha, Jr. (3s. net. Ginn.)

"After all, the story is the thing, and pupils must come to know and love Jane Austen through what she herself has written." These words, written by the editor, indicate that the text is not overloaded with commentary. There is an introduction of a pleasant, gossipy nature that will help the reader to know the author, and some six pages of notes to 400 pages of text. The paper is good and the volume attractive.

*Alice's Adventures in Wonderland*. By Lewis Carroll. Edited by William J. Long and illustrated by Oliver Herford. (2s. 6d. net. Ginn.)

For American children many of the words Alice uses may be a little puzzling; hence the need for notes. An English child does not need to be told that by bathing-machines Alice means bathing-houses, and not machines like wringers and boilers. The edition is an attractive one; type, paper, pictures alike good.

*English Exercises for Middle Forms*. By J. H. Fowler. Part I. (2s. 6d. Macmillan.)

The introduction deals with paraphrase, summary, verse, common errors, and the essay. After this come 100 selected passages from standard authors, each passage covering a page or less. To each passage is appended a list of exercises. These exercises include subjects for essay, questions on the meanings of words and allusions in the passage, and questions on points of grammar.

*Studies in English Idiom: Supplementary Exercises*.

By G. Brackenbury. (1s. 6d. Macmillan.)

A useful set of exercises to be worked by students of the author's "Studies in English Idiom." They are a little more difficult than the exercises in the "Studies."

*Chapters on English*. By Otto Jespersen. (4s. 6d. net. Allen & Unwin.)

Prof. Jespersen here presents to the reader certain chapters taken from "Progress in Language." The larger work is well known to

(Continued on page 106).

**MATHEMATICAL AND OTHER WORKS**

**The Modern Geometry of the Triangle.** By WILLIAM GALLATLY, M.A. 2nd Edition, 124 pages, price 2s. 6d. (by post, 2s. 9d.).  
*Specimen pages and Synopsis free.*

**Tracts Relating to Higher Mathematics.** By Rev. W. J. WRIGHT, M.A. No. 1.—DETERMINANTS. No. 2.—TRILINEAR CO-ORDINATES. No. 3.—INVARIANTS. 5s. each, or 12s. 6d. for the three, if ordered together.

**Quadratic Equations.** By Lt.-Col. ALLAN CUNNINGHAM. 12s.

**Elements of Applied Mechanics.** By M. W. CROFTON. 7s. 6d.

**Elements of Logarithms.** By WILLIAM GALLATLY, M.A. 1s. 6d.

**Italian Conversational Course.** Prof. TOSCANI. 5s.

**Italian Reading Course.** Prof. TOSCANI. 3s. 6d.

**Public School Modern Handwriting.** By R. WENLOCK. 6d. Also

**Public School Modern Arithmetic.** 4d. (With Answers, 6d.)

**Mythological Rhymes.** By Sir R. G. BAGGORRE. 116 pages, 4s.

**Historical Rhymes.** By Sir R. G. BAGGORRE. 144 pages, 1s. 6d.

**OUTLINE MAPS AND DRAWING COPIES.**

As set at College of Preceptors Examinations.  
 Maps (assorted or alike). 1s. dozen, post free.  
 Drawing Copies (assorted or alike). 1s. 9d. dozen, post free.

**THE HAMILTONIAN SYSTEM.**

A Short and Easy Method of Learning a Foreign Language by a close Interlinear Translation.

Latin.	Caesar, Books I-VI	4s. 6d.
	Gospel of St. John	2s. 6d.
Greek.	Eutropius	1s. 6d.
	Virgil, Aeneid, I-IV	3s. 6d.
Spanish.	Sallust, Catiline	2s. 0d.
	Jugurtha	3s. 0d.
French.	Cornelius Nepos	3s. 6d.
	Selectae e Profanis Historiae, Vol. I, 2s. 6d. Vol. II	3s. 6d.
Italian.	Gospel of St. John	3s. 0d.
	Xenophon's Memorabilia	3s. 0d.
German.	Gospel of St. John	2s. 6d.
	French Verbs	1s. 6d.
German.	Little Jack	2s. 6d.
	Ferrin's Fables	1s. 6d.
German.	Recueil Choisi	3s. 6d.
	Télémaque, I-VI	3s. 6d.
German.	Notti Romane	3s. 6d.
	Gospel of St. John	2s. 6d.
German.	Silvio Pellico	2s. 6d.
	Robinson der Jungere, Text, 2s. 6d.; Translation	3s. 6d.
German.	Gospel of St. John	2s. 6d.

**FRANCIS HODGSON, 89 Farringdon Street, LONDON, E.C. 4.**  
 Publisher of "The Educational Times."

**MEDICAL PRELIMINARY EXAMINATIONS.**

The  
**UNIVERSITY EXAMINATION  
 POSTAL INSTITUTION**

Provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors. Full preparation in all subjects, 120 lessons, £5. 16s. 6d.; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes. Oral tuition, if preferred, private or in class, with or without residence. Prospectus and full particulars can be obtained from the Principal,

MR. E. S. WEYMOUTH, M.A. (Lond.),  
 17 Red Lion Square, London, W.C.1.

In One Volume, 360 pages, price 2s.; and in Six Parts, 3d. each.  
 Answers:—Complete in Cloth, 1s. 4d. Parts, 3d. each.

**THE LEADER ARITHMETIC**

By **GEORGE MERCHANT.**

"The explanations are simple and clear, and exemplified in adequate variety by worked examples. The exercises are very numerous and carefully graduated. A laborious and serviceable compilation."—*The Educational Times.*

"A useful work, including a series of carefully graduated exercises, with rules, explanations, and worked examples in the higher parts. It meets the needs of elementary, middle, and upper Schools in a marked manner."—*The School Guardian.*

**SIMPKIN, MARSHALL, HAMILTON, KENT, & CO.,** and all Booksellers.

**URGENT WAR WORK DURING THE VACATION.**

**THE KENSINGTON WAR HOSPITAL SUPPLY**  
 DEPOT is in urgent need of workers to meet appeals from hundreds of Hospitals at home and abroad. The work is most interesting, and all applicants on whose choice of 21 Departments they prefer to attend. All those who can give any time to assist our work should apply to HONORARY SECRETARY, 15 Kensington Square, W.8. Telephone: Western 1807.

THE INCORPORATED

**FROEBEL EDUCATIONAL INSTITUTE,**

COLET GARDENS, TALGARTH ROAD,  
 WEST KENSINGTON, LONDON, W.14.

President:

Right Hon. Sir W. MATHER.

Chairman and Treasurer: Mr. C. G. MONTEFIORE, M.A.

Secretary: Mr. ARTHUR G. SYMONDS, M.A.

**TRAINING COLLEGE FOR TEACHERS.**

Principal: Miss E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union, and other Examinations.

There is a small Loan Fund to assist Students who are unable to meet the full fees.

Prospectuses and all particulars as to Scholarships may be obtained from the PRINCIPAL.

**MASON'S SCRIPTURE MANUALS.**

IN these Manuals each chapter and verse of the Bible has been taken in order, and Questions similar to those set in the Oxford and Cambridge Local, the Pupil Teachers', and Diocesan Examinations carefully selected in every chapter, together with numerous Explanatory Notes collated from various commentaries. After each question, the answer is either given in full, or the number of the verse or verses in which it occurs.

The following Manuals are already published:—

The Four Gospels	each	0 9
The Acts of the Apostles	1	6
Genesis and Exodus	1	6
Joshua and Judges	1	0
Samuel I	0	9
Samuel II	0	9
Kings I	0	9
Kings II	0	9
Jeremiah	0	9
Ezra, Nehemiah, Esther, and Haggai	0	9
Corinthians II	0	9
The Church Catechism	0	9
Morning and Evening Services and Litany	1	6

**A Catechism on the Ten Commandments,** with one hundred Practical Questions specially adapted for Children of all Religious Denominations in Elementary Schools. Price 4d.

**Euclid (Book I) made easy for Young Beginners.** Price 1s.

**JAMES GALT & CO., MANCHESTER,  
 SIMPKIN, MARSHALL, & CO., LONDON.**

scholars, and when a further edition was called for the author decided to divide the original work into two parts, and to issue at once the second part separately. This deals in detail with the English language and its noun cases.

### HISTORY.

*The Beginnings of Modern Europe (1250-1450).* By Ephraim Emerton. (7s. 6d. net. Ginn.)

Dr. Emerton has undertaken the task of elucidating for students of history the somewhat confused period that lies between medieval and modern Europe. Up to the middle of the thirteenth century Europe had been swayed by two main ideas—feudalism and the Roman Church system. After the middle of the fifteenth century Europe becomes a family of independent States. The volume is readable throughout, as it is not overburdened with details, but deals with the evolution of historical principles.

*A Brief Survey of the Political Development of Europe.* By F. Waterton. (2s. 6d. net. Drane.)

The author starts with the revival of the Roman Empire in the West, about the year 800, and traces the growth of political ideas through the City States of Greece, through Feudalism and Monarchy, to the existing development of democracy. The design of the book is to supplement the ordinary class-books of English history by emphasizing for the pupil the continuity of English political thought, and at the same time giving him a brief outline of the growth of nationality in Europe.

*A Short History of France. From Caesar's Invasion to the Battle of Waterloo.* By Mary Duclaux (A. Mary F. Robinson). (10s. 6d. net. Fisher Unwin.)

This volume will meet with many readers at a time when our interest in our neighbours across the Channel has been greatly stimulated. One need not be a historian or a student to enjoy this well written sketch of the French nation. Miss Robinson knows France intimately, and has studied her history with sympathy; avoiding details, she produces a vivid impression of the spirit that has produced the France of to-day.

### GEOGRAPHY.

"Normal Tutorial Series."—*Contours and How to Draw Them.* By Victor H. Allemandy and W. Sidney Tranter. (1s. 6d. net. Normal Press.)

The reading of maps and the making of them are alike matters of active interest nowadays, quite removed from the academic remoteness that used to characterize them. The authors have included in this volume everything that is needed for understanding elementary surveying, reading Ordnance maps and reproducing them. The book is prepared especially for examination needs.

"Visual Geography." A Practical Pictorial Method of Teaching Introductory Geography. By Agnes Nightingale. Book III: *Many Lands.* (10d. Black.)

Another of these excellent little books for young children. At each opening there is a line drawing of an actual place in Japan, India, Canada, or other country. These pictures are to be coloured by the pupils. On the opposite page is a brief account of the picture in large type and hints as to colouring.

*The World We Live In.* An Illustrated Description of all the Lands and Seas of the Globe; their Peoples, Animals, Plants, and Products. Edited by Graeme Williams. Vol. IV. (Printed for subscribers. Waverley Book Company.)

Volume IV completes a large work of great extent and profound interest. The list of contributors includes the names of many well known geographers, and their writings are illustrated by pictures on almost every page. The present writer can testify to the popularity of the earlier volumes among school children, though the information given is equally interesting to the general reader of more mature years.

*Essentials of Practical Geography.* By B. C. Wallis. (4s. 6d. Macmillan.)

Mr. Wallis designs his book to coincide with a four years' course in geography. It consists of practical exercises, with the necessary explanations in each case, in map-reading, contours, rainfall, and the like.

### MATHEMATICS.

"Cambridge Tracts in Mathematics and Mathematical Physics."—No. 6 (Second Edition): *Algebraic Equations.* By G. B. Mathews, M.A., F.R.S., LL.D. No. 19: *The Algebraic Theory of Modular Systems.* By F. S. Macaulay, M.A., D.Sc. (2s. 6d. net and 4s. 6d. net respectively. Cambridge University Press.)

Both the above form very valuable additions to the now lengthy series of tracts to which they belong. The first named is substantially a reprint of the original issue. It has, however, been enlarged by the introduction of the condition that must obtain in order that a quintic in its general form may be metacyclic with regard to the

field of the coefficients. We owe the finding of this condition and the labour of calculating it in the first instance to Mr. W. E. H. Berwick, and the author of the present tract has incorporated in the text the new and important addition. In Tract No. 19 Dr. Macaulay deals ably with the subject of "The Algebraic Theory of Modular Systems." He contents himself largely with being a skilled exponent of the already well known authorities on this branch of mathematics, but he also contributes original theorems, and further, he introduces in the last section of his treatise the inverse system. Many mathematicians will find much valuable information concisely set forth and in a form easily accessible in both Prof. Mathews's and Dr. Macaulay's pamphlet texts.

*Analytic Geometry and Calculus.* By Frederick S. Woods and Frederick H. Bailey. (10s. 6d. net. Ginn.)

The authors have arranged this work out of their larger edition in two volumes. Some matters have been omitted and some new chapters added. There are some 2,000 problems: sufficient (or more than sufficient), the authors think, for a two years' course in a college.

*Theory of Maxima and Minima.* By Harris Hancock. (10s. 6d. net. Ginn.)

The author holds that it is very desirable, in the present state of mathematical science in the United States, that more attention should be given to the theory of maxima and minima. At present the student must be referred to abstruse volumes in foreign tongues. The author has prepared this book to meet the needs of students who want a clear statement in their own language of the important principles enunciated.

*Mensuration Made Easy; or, The Decimal System for the Million.* With its Application to the Daily Employments of the Artisan and the Mechanic. By Charles Hoare. (1s. net. Effingham Wilson.)

Probably few children now leave school without having had an opportunity of understanding decimal notation. But this was not the case always, and to many artisans and mechanics a decimal point remains a puzzle for want of the necessary simple explanation. Especially is this the case now that aeroplanes and guns have to be made to decimal measurements. This little book is much needed, and should receive a warm welcome in workshops.

*The Modern Geometry of the Triangle.* By William Gallatly. Second Edition. (2s. 6d. net. F. Hodgson.)

Some of the more important researches on the subject of the geometry of the triangle are here presented by the author, who expresses the hope that the theorems given will widen the outlook of teachers of mathematics, and lend new vigour to their work. Some of the articles are reprinted from *The Educational Times*. The chapters deal with Direction Angles, Medial and Tripolar Co-ordinates, Poristic Triangles, Simson Lines, Pedal Triangles, The Orthopole, Antipedal Triangles, Orthogonal Projection of a Triangle, Counter Points, Lemoine Geometry, and Pivot Points.

*Mathematics for Engineers.* Part I. Including Elementary and Higher Algebra, Mensuration and Graphs, and Plane Trigonometry. By W. N. Rose. (8s. 6d. net. Chapman & Hall.)

This is a new volume in the "D.U." (or "Directly Useful") Series. In this series the aim is to give the information that the working engineer requires, and at the same time to indicate the principle upon which the information is based. This treatise includes all the mathematical work needed by engineers in their practice and by students in all branches of engineering science. Part I will be followed by Part II, devoted to the calculus and its application, harmonic and vector analysis, and spherical trigonometry.

### SCIENCE.

*Everyday Physics.* A Laboratory Manual. By John C. Packard. (4s. 6d. net. Ginn.)

There are 61 "studies" in physics arranged for secondary schools or for colleges. They are designed that the pupil may see clearly the aim, and carry it out with the minimum of direction from the teacher. Number 25 is a "Study of a Diagram." In this lesson the apparatus consists of a diagram of the house to be heated, with position of boiler and the other necessities. Then follows an introduction explaining the principles of steam-heating. The object of the lesson is stated, and the method of obtaining the object—in this case, the understanding of American methods of heating houses. Each lesson is arranged on the same general plan.

*The Theory of Electricity.* By G. H. Livens. (30s. net. Cambridge University Press.)

The author has produced a general textbook on the mathematical aspects of modern electrical theory, and has aimed at presenting the complete subject in a consistent form. The treatment is based mainly on the original Faraday-Maxwell theory, generalized and extended to the case of moving systems by Sir Joseph Larmor. The exposition of the subject is essentially mathematical, but much of the purely analytical mathematics usually associated with the subject has been omitted. Special attention is given to the rigorous formulae.

(Continued on page 108.)

**SOME OF OUR BOOKS FOR GEOGRAPHY**

**MCDUGALL'S REGIONAL GEOGRAPHIES**

With splendid Orographical Maps  
 The World ... .. 1s. 6d. nett  
 Europe ... .. 8d.  
 The British Isles ... .. 8d.

**MCDUGALL'S EARTH KNOWLEDGE**

A Series of Regional Lines  
 1. First Notions, &c. ... .. 5d.  
 2. The British Isles ... .. 6d.  
 3. Europe, America, Asia, &c. ... .. 8d.  
 4. Asia, The British Isles ... .. 8d.  
 5. EUROPE ... .. 8d.  
 6. THE EMPIRE ... .. 8d.  
 7. ENGLAND AND WALES ... .. 8d.  
 8. SCOTLAND ... .. 8d.

**MCDUGALL'S OUR OWN AND OTHER LANDS**

A series of Modern Geographical Readers for all Classes on the "Suggestions" Lines. Throughout History is correlated with Geography. Illustrated Prospectus, with Tables of Contents, on application.

**MCDUGALL'S SHORT COMMERCIAL GEOGRAPHY** ... .. 8d.

**MCDUGALL'S OUTLINES OF GEOGRAPHY OF THE WORLD** ... .. 1s. 6d. nett

**MCDUGALL'S SCHOOL ATLAS** (Photo Relief)  
 10d. nett; with Index, 1s. nett

**JUNIOR ATLAS**  
 Paper 5d. nett; Boards 7d. nett

**OROGRAPHICAL ATLAS OF THE BRITISH ISLES**  
 6d. nett; Boards 8d. nett

**TWIN MAPS**  
 1 to 16; each 2d. nett

**SOME OF OUR BOOKS FOR HISTORY**

**MCDUGALL'S MODERN TIMES**

The Empire and the World since 1789  
 A Positively Brilliant Book for pupils from 14 to 17 ... .. 2s. 6d.

**MCDUGALL'S HISTORICAL READERS**

On the Concentric System  
 Junior—Book 1 (Std. 1) ... .. 1s. 2d.  
 " " 2 (Std. 2) ... .. 1s. 3d.  
 " " 3 (Std. 3) ... .. 1s. 5d.  
 Introductory (Std. 4) ... .. 1s. 6d.  
 Preparatory (Std. 5) ... .. 1s. 9d.  
 Complete (Std. 6) ... .. 2s. 6d.

**MCDUGALL'S BRITAIN BEFORE THE UNION** (Stds. 4 & 5) 1s. 9d.

**BRITAIN AFTER THE UNION** (Stds. 5-7) 1s. 9d.

**MCDUGALL'S ROMANCE OF HISTORY**

A very handsome and attractive series  
 1. Tales of Old time ... .. 8d. nett  
 2. Stories of Former Days ... .. 8d. nett  
 3. Tales of Famous People ... .. 10d. nett  
 4. The Brave Days of Old ... .. 1s. 6d.  
 5. Tales from Welsh Legend ... .. 10d. nett  
 6. Paths of Empire... .. 1s. 9d.

**MCDUGALL'S LITTLE DRAMAS OF HISTORY**

History taught by the Dramatic Method  
 Books 1 & 2. Each 8d. nett  
 Book 3 ... .. 10d. nett

**MCDUGALL'S LITTLE BOOKS OF WORLD HISTORY**

1. The Wars of the Cross  
 2. The Great Story of India  
 3. How Italy became a Nation  
 4. Belgium and Holland  
 5. The Turks in Europe  
 6. Before the Great War  
 7. Four Dreamers of World Power  
 Each—Cloth, 9d.

**OUTLINES OF BRITISH HISTORY**  
 Paper, 6d.; Cloth, 8d.

**SOME OF OUR BOOKS FOR ENGLISH**

**MCDUGALL'S LESSONS IN ENGLISH**

Book 1. Paper 3d.; Cloth 5d.  
 " 2. " 3d.; " 5d.  
 " 3. " 3d.; " 5d.  
 " 4. " 5d.; " 7d.  
 " 5. " 5d.; " 7d.  
 " 6. " 5d.; " 7d.  
 " 7. " 5d.; " 7d.

Each Book (except 7) has a corresponding Teacher's Book.

**MCDUGALL'S CONOISE ENGLISH COURSE**

A particularly good and comprehensive book on English with a commercial basis.  
 Cloth Boards, 1s. 6d.

**MCDUGALL'S COMPLETE GRAMMAR**

Well known and widely used, and wherever used greatly appreciated. A thoroughly good book.  
 Cloth Boards, 1s. 6d. nett

**SHAKESPEARE WITHOUT NOTES**

All the Greater Plays given unabridged. Well printed on good paper. Bound in Limp Cloth.  
 Each 5d. nett

**SUMMARY OF ENGLISH GRAMMAR**

Cloth, 6d. nett

**EXEROISES IN CORRECTING GRAMMATICAL ERRORS**

Cloth, 4d.

**AIDS TO COMPOSITION**

A Book of Skeleton Essays, &c.  
 Paper, 3d.

**MCDUGALL'S SPELLING BOOKS**

JUNIOR ... Paper 4d.; Cloth 6d.  
 SENIOR ... " 4d. " 6d.  
 SENSIBLE ... " 3d. " 5d.

THE NEW SERIES OF LITERARY READERS OF SUPREME EXCELLENCE.

MCDUGALL'S

**GATEWAYS TO BOOKLAND**

In the lower books the tales, folk-lore stories, &c., are retold in simple language; in the upper books unaltered passages from the great authors are used, and among these are long selections of sustained interest.

Every lesson has a real literary value, and every-lesson has a real interest for the pupil.

The type of the books is large and clear, the paper is white and unglazed, the binding is strong and flexible. The illustrations in colour are mainly reproductions of well-known gallery pictures; those in line include the works of our foremost artists. The books are suitable for pupils from 8 to 16 years of age.

- |  |                                      |
|--|--------------------------------------|
| 1. A WREATH OF GOLDEN BLOSSOMS ... .. 1s. 6d.    | 4. VISTAS OF ROMANCE ... .. 1s. 10d. |
| 2. OLD TIME TREASURES ... .. 1s. 6d.             | 5. WITHIN THE GATES ... .. 2s.       |
| 3. WINGED FLIGHTS INTO STORY LAND ... .. 1s. 9d. | 6. IN THE KING'S GARDENS ... .. 2s.  |

YOUR INQUIRIES ARE SOLICITED FOR ANY BOOK ON ANY SUBJECT YOU MAY REQUIRE.

**McDougall's Educational Co., Ltd.,** 8 FARRINGDON AVENUE, LONDON, E.O. 4, AND EDINBURGH.

lation of underlying physical principles, and to their translation into a mathematical theory; at the same time the dynamical aspects of the subject are kept well to the fore.

#### RELIGION.

"Cambridge Bible for Schools."—*The Book of Joshua*. In the Revised Version, with Introduction and Notes by G. A. Cooke. (2s. 3d. net. Cambridge University Press.)

This series, under the general editorship of Dr. Kirkpatrick, is well known and widely used. The present edition differs from its predecessors only by being printed on War paper. The notes are very full, and occupy many times the space of the text. Some of them might well be omitted; it is distracting to the young student to find a dozen lines of text and the rest of the page filled with commentary.

*Where is your Faith?* The Problem of Recruiting for Christ's Army in the Public Schools. By Nowell Smith. (1s. net. Milford.)

A straightforward, sincere, and useful pamphlet, which will be read with interest by all who teach Divinity in public schools. Mr. Nowell Smith is always worth listening to; in this volume he is especially so, for he has dared to discuss with frank sincerity the very matters that have for some years past been treated as sleeping dogs, and which have been allowed to continue their slumber for fear of the annoyance that might be caused by the barking resultant on their awakening.

#### ECONOMICS.

*Outlines of Economics*. By R. E. Nelson. (2s. Bell.)

A useful book for younger students in technical colleges, to be used in conjunction with a course on industrial history. Explanations needed by beginners are given, especially to enable them to use the terms of economics to explain ordinary industrial phenomena, and so to make the study of economics real to them.

#### GARDENING.

*The Book of the School Garden*. By Charles F. Lawrance, F.R.H.S. (3s. 6d. net. Evans.)

Mr. Lawrance has been Horticultural Instructor in two counties, and therefore writes from practical experience of school gardens. His book should certainly find a place on the gardening shelf of all schools; it is clear, well arranged, covers the whole subject, and is based on scientific principles.

#### SCHOOL CADETS.

*The Younger Branch*. Sketches of a Cadet Camp.

By G. E. S. Coxhead. (3s. 6d. net. Melrose.)

As all cadets and their parents will enjoy reading Mr. Coxhead's sketches, the book is assured of a wide circulation. The description of camp life is full of vigour, and the boys' early ignorance of campaigning gives opportunity for plenty of fun. The author is a schoolmaster, and knows boys; he is able to see beneath the thick veil of apparent indifference with which boys like to cover their feelings; he shows that military discipline appeals to them as of practical value in view of tasks to be done. Mr. Coxhead has done a good piece of work.

#### GIRL GUIDES.

*Girl Guiding*. A Handbook for Guidelets, Guides, Senior Guides, and Guiders. By Sir Robert Baden-Powell. (1s. 6d. net. Pearson.)

The Girl Guides have been somewhat halting in their organization, but now the movement is placed on a firm basis, and the publication of this book completes the edifice. The close co-operation between the Guides and the Scouts is assured by the fact that Sir Robert Baden-Powell is law-giver to both, and it will probably be found possible to carry out the training of boys and girls in the same groups. This book follows the lines of "Scouting for Boys," and gives all the information needed, together with much helpful comment.

#### LONDON.

"The Blue Guides."—*London and its Environs*. Edited by Findlay Muirhead. (7s. 6d. net. Macmillan.)

This is the first of a new series of guidebooks, destined perhaps to take the place of the well known "Baedeker." It has been compiled since the War and represents London of to-day. It contains an enormous amount of information and excellent maps and plans. Its appearance will be welcomed as much by Londoners as by visitors.

#### THE DOCTOR AT HOME.

*A Medical Dictionary*. By W. B. Drummond. (10s. 6d. net. Dent.)

This volume has been specially prepared for those who are called upon for medical knowledge, preventive or curative, in the absence of professional help. It will be found useful to social workers, school teachers, and especially in school boarding houses, district visitors, clergymen, factory inspectors, and welfare workers. The articles are clear, the plates and other illustrations very helpful.

## THE COLLEGE OF PRECEPTORS.

### MEETINGS OF THE COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 11th of May, 1918. Present: Mr. R. F. Charles, Vice-President, in the Chair; Dr. Armitage-Smith, the Rev. F. W. Aveling, Mr. Bain, Mr. Bayley, the Rev. J. O. Bevan, Mr. Brown, Mr. Cholmeley, Dr. Elizabeth Dawes, Dr. Dickinson, Mr. Eagles, Mr. Hawe, Miss Lawford, Mr. Longsdon, Mr. Millar Inglis, the Rev. Dr. Nairn, Miss Punnett, Mr. Roscoe, Mr. Rushbrooke, the Rev. C. J. Smith, Mr. Starbuck, the Rev. Canon Swallow, Mr. Thornton, Mr. Vincent, and Mr. Whitbread.

The Diploma of Associate was granted to Richard James Mahoney Lewin, who had satisfied the prescribed conditions.

Sir Philip Magnus was re-elected President of the Council, and Prof. John Adams, Mr. R. F. Charles, and Mr. J. F. P. Rawlinson, were re-elected Vice-Presidents of the Council.

Mr. Rushbrooke was reappointed Dean of the College, and Dr. G. Armitage-Smith was reappointed Treasurer.

Mr. F. Tiernay was appointed Solicitor to the College for the ensuing year.

The Moderators, Revisers, Examiners, and Inspectors for the ensuing year were appointed, and the following new appointments were made:—Moderator in Classics, Prof. J. S. Reid; Reviser in Classics, Mr. W. W. Walker; additional Examiner in Classics, Mr. F. H. Colson; additional Examiners in Mathematics, Mr. W. G. Bell and Mr. W. D. Eggar.

The Standing Committees for the year ending May 1919 were appointed.

Mr. Rushbrooke was appointed the representative of the College on the Teachers Registration Council for the triennial period beginning the 1st of July, 1918.

The Council appointed the following dates for the Meetings of the Council and for the Ordinary Half-yearly General Meetings of the Members of the College during the year ending May, 1919:—

#### COUNCIL MEETINGS.

1918.	1919.
Wednesday, 26th June.	Saturday, 18th January.
Saturday, 28th September.	Wednesday, 26th February.
Saturday, 26th October.	Saturday, 29th March.
Wednesday, 27th November.	Saturday, 10th May.

#### GENERAL MEETINGS.

1918.	1919.
Saturday, 26th October.	Saturday, 29th March.

The following persons were elected members of the College:—

- Miss E. Magill, A.C.P., St. Elmo, Gibauderie, Guernsey.
- Mr. J. May, M.A., Aberdeen, F.C.P., 17 Willoughby Road, Hampstead, N.W.
- Mr. P. Murray, L.C.P., Arranmore, Burton Port, co. Donegal.
- Miss M. R. Pétters, A.C.P., Benoni, Beatrice Terrace, Hayle, Cornwall.
- Mr. F. C. Smale, B.Sc. Lond., L.C.P., 68 Edburton Avenue, Brighton.
- Mr. W. Stratford, A.C.P., 10 Priory Avenue, Taunton.
- Mr. R. G. Underhill, A.C.P., Heather Lea, Grange Road, Ryton-on-Tyne.
- Miss N. H. Woodham, A.C.P., 39 Anderson Road, Erdington, Birmingham.

The following books had been presented to the College since the last meeting of the Council:—

By Mr. N. K. DIXSIT.—Report on Public Instruction in the Baroda State for the Year 1915-16.

By the GENERAL MEDICAL COUNCIL.—Minutes of the General Medical Council for the Year 1917; General Index to the Minutes of the General Medical Council, 1903-1917.

By GINN & Co.—Cool's Spanish Composition; Dorado's España Pintoresca; Goggio's Due Commedie Moderne; Holbrook's Living French; Moore's Fifty Years of American Education; Phelps's Italian Grammar; Schevill's First Reader in Spanish.

By MACMILLAN & Co.—Treble's Jane Austen's Pride and Prejudice (abridged).

Calendar of Durham University.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 26th of June, 1918. Present:—Sir Philip Magnus, President, in the chair; Prof.



J. W. Adamson, the Rev. F. W. Aveling, the Rev. J. O. Bevan, Mr. Brown, Mr. F. Charles, Mr. Cholmeley, Dr. Dickinson, Mr. Eagles, Mrs. Felkin, Miss Frodsham, Mr. Hardie, Mr. Hay, Mr. Holland, Miss Lawford, the Rev. R. Lee, Mr. Millar Inglis, Mr. Pandlebury, Mr. Rushbrooke, Mr. Starbuck, and Mr. Thornton.

Prof. John Adams was appointed to deliver the next Course of Twelve Lectures to Teachers on the Practice of Teaching.

Mr. E. R. Pigrome, L.C.P., Ebbw Vale, Withdean, Brighton, was elected a member of the College.

A Special Committee was appointed to consider and report upon the future policy of the College.

The Secretary reported the action taken with reference to the appeal of the head master of a private school at Ongar for exemption from military service. The Board of Education having expressed inability to support the appeal, Sir Philip Magnus asked the Minister of National Service the following question in the House of Commons:—

Whether his announcement, as reported in a circular of the Board of Education of 9th May, 1918, as regards cases where the withdrawal of men from their civil work would involve the crippling of the work in particular schools is applicable to the head masters and assistant masters of efficient private schools; and, if so, whether the Board of Education are enabled as required to make recommendations on behalf of masters of private schools as well as of State-aided schools?

The reply to the question, with supplementary questions and answers, appears thus in the official report of the proceedings in the House on the 5th of June:—

The Parliamentary Secretary to the Ministry of National Service (Mr. Beck): Due consideration is given to recommendations made by the Board of Education in exceptional cases of schoolmasters not covered by the general provisions of the current instruction regarding the recruitment of teachers. Such recommendations are not confined to State-aided schools, but include certain private schools which are recognized by the Board as efficient, or have otherwise satisfied the Board as to their efficiency and educational importance. Such recommendations are, of course, confined to cases in which the Board of Education are satisfied as to the indispensability of the individual concerned.

Sir P. Magnus: Has the case of the Head Master of Ongar Grammar School been brought to the notice of the hon. gentleman, and can he state from whom recommendations could be made in the event of the Board of Education correctly stating that they have no authority to make recommendations with regard to private schools?

Mr. Beck: I think there is some misapprehension. The Board of Education have authority to make recommendations, and we work under an agreement with the Board of Education by which teachers are not exempted under forty-three, and Grade 2 teachers are not exempted under thirty-five.

Sir P. Magnus: Will the hon. gentleman answer the first part of the question, whether in the case of the Head Master of Ongar Grammar School—

Mr. Speaker: The hon. member must give notice of that question. Mr. Rawlinson: Is the proper course for a schoolmaster to apply to the Board of Education for a recommendation?

Mr. Beck: My hon. and learned friend will find that instructions have been issued of quite an elaborate character, and I think the whole thing is well known now.

Mr. Pringle: Is it not the case that men formerly classed in Grade 3 are now being classed in Grade 1, under forty-three years of age?

Mr. Beck: I entirely deny that.

On the 26th of June Sir Philip Magnus asked the Minister of National Service the following further question:—

Whether, having regard to the representations of the Board of Education that they are unable during the War, unless under very exceptional circumstances, to inspect private schools, he will accept, pending further arrangements for inspection by the Universities, the recommendation of the Local Education Authority as to the crippling effect on the work of a private school of the calling up of its head master for military service.

Mr. Beck replied:

As my honourable friend is aware, I am in communication with the President of the Board of Education on this subject, and regret being unable to make any definite statement at present.

The Secretary drew attention to certain amendments in the Education Bill which affect the position of private schools, viz.:—

(a) The amendment of Clause 4, which relates to schemes

(Continued on page 110.)

# A. & C. BLACK'S LIST

## SENTINEL READERS.

Edited by E. E. SPEIGHT.

Each volume with 8 full-page plates in colour.

Book I	...	Price	1/-
Book II	...	"	1/4
Book III	...	"	1/8
Book IV	...	"	1/8
Book V	...	"	1/8
Book VI	...	"	2/-

Sentinel Hours (an Anthology of Prose and Verse). 2/-

The aim of this set of Readers is not only to awaken intelligence and impart knowledge, but to widen the sympathies of boys and girls in all humane directions.

## LITERARY READERS.

Edited by JOHN FINNEMORE

(Author of "Social Life in England," &c.).

Each volume with 8 plates in colour and many in black and white.

Book I.	Including Introduction to Little Folk of Many Lands	...	Price.	1/-
Book II.	"Introducing the British Empire: how won, how kept, how used"	...	"	1/4
Book III.	Dealing with North America	...	"	1/8
Book IV.	Dealing with Australia, New Zealand, and South Africa	...	"	1/8
Book V.	Dealing with the Indian Empire	...	"	2/-

The special feature of this set of Readers is that in all Books above the Second an attempt is made to show how Britain came by her world-wide Empire.

## PICTURE LESSONS IN ENGLISH.

Each containing 14 full-page Illustrations in colour, Questions, and Notes.

Demy 8vo. Price 10d. each, Limp Cloth.

Book I	...	For Stds. I & II.
Book II	...	For Stds. III & IV.
Book III	...	For Stds. V & VI.
Book IV	...	For Stds. VI, VII, & Ex-VII.

No plan of approaching this subject is better than that of using pictures which assist the pupil in the work of self-interrogation and at the same time cultivate the habit of observation.

## A FIRST COURSE OF ESSAY WRITING.

By J. H. FOWLER, M.A.

Price 8d., Limp Cloth.

The aim of this little book is to reduce the number of those unpleasant and often unprofitable minutes which a beginner spends in contemplation of the "theme" that has been given him. It tries to show him that he really does know something about the subject on which he has to write; to suggest to him some points that he would do well to think about; to suggest also an order in which the points may be taken.

## COMPOSITION FOR JUNIOR FORMS.

By GEORGE H. GREEN, L.C.P.

Containing 15 full-page Illustrations, of which 8 are in colour. Crown 8vo. Price 1/6.

This book provides material which is suited for development in class discussions, and which is likely to promote a love of self-expression by means of prose writing on the part of pupils ranging from ten to fourteen years of age. The exercises are numerous, and of an interesting and suggestive character. It deals with composition only, and is in no sense a handbook of grammatical rules and questions. A noteworthy feature is the selection of beautiful illustrations which have been employed as the basis of many interesting and stimulating exercises.

A. & C. BLACK, Ltd.,

4, 5, & 6 Soho Square, London, W.1.

submitted by Local Education Authorities, by the addition of a stipulation that "a Council in preparing schemes under the Bill shall have regard to any existing supply of efficient and suitable schools or colleges not provided by Local Education Authorities, and to any proposal to provide such schools or colleges."

(b) The amendment of Clause 6, which provides for the appointment of Joint Committees by Local Councils co-operating with one another, and which permits the inclusion in such Joint Committees of "persons of experience in education and of representatives of the Universities or other bodies," by the insertion of the words "teachers or other" before the words "persons of experience in education."

(c) The amendment of Clause 8 by the deletion of sub-section (3), viz.: "The question whether a child, who is not attending a school recognized by the Board of Education as efficient, is under efficient instruction within the meaning of the Education Acts, or any by-laws relating to school attendance made thereunder, shall be determined by the Local Education Authority, or, in the case of a child attending a school or educational institution which the Board of Education or the Local Education Authority are enabled to inspect, if the parent of the child so desires, by the Board of Education, and any such determination shall be final and conclusive."

(d) The amendment of sub-section (2) of Clause 10 in such a way that the recognition of a school as efficient by a British University, equally with such recognition by the Board of Education, makes full-time attendance in that school up to the age of sixteen years a ground of exemption from the obligation to attend continuation schools. The amendment, which was secured through the efforts of Sir Philip Magnus, is as follows:—"Where a school supplying secondary education is inspected by a British University, or in Wales by the Central Welsh Board, under regulations made by the Inspecting Body after consultation with the Board of Education, and the Inspecting Body reports to the Board of Education that the school makes satisfactory provision for the education of the scholars, a young person who is attending, or has attended, such a school shall be entitled to such exemption as he would be entitled to under this section if he were attending, or had attended, a school recognized by the Board of Education as efficient."

The following books had been presented, to the College since the last meeting of the Council:—

By the CAMBRIDGE UNIVERSITY PRESS.—Lobban's Shakespeare's King Richard II.

By MACMILLAN & CO.—Siepmann's Erckmann-Chatrian's L'Ami Fritz, Mérimée's Colomba, and French Series for Rapid Reading (7 Parts).

By the OXFORD UNIVERSITY PRESS.—Dunn's Select Poems of Wordsworth. The Medical Register. The Dentists' Register. The Register of Veterinary Surgeons.

## PUBLICATIONS RECEIVED.

### EDUCATION.

- School Efficiency. A Manual of Modern School Management. By Henry Eastman Bennett. Ginn, 6s. net.  
 The Dawn of Mind. An Introduction to Child Psychology. By Margaret Drummond. E. Arnold, 3s. 6d. net.  
 Fifty Years of American Education. A Sketch of the Progress of Education in the United States from 1867 to 1917. By Ernest Carroll Moore. Ginn, 3s. 6d. net.  
 Psychology: General Introduction. By Charles Hubbard Judd. Second completely Revised Edition. Ginn, 7s. 6d. net.  
 Education for Liberty. By Kenneth Richmond. Collins, 6s. net.  
 An Introduction to High School Teaching. By Stephen Sheldon Colvin. Macmillan, 8s. 6d. net.  
 A Schoolmaster's Diary. Being the Confessions of Patrick Traherne, M.A. Oxon, sometime Assistant Master at Marlton and Radchester. Edited by S. P. B. Mais. Grant Richards, 6s.

### LATIN.

- Caesar in Gaul; and Selections from the Third Book of the Civil War. With Introduction, Review of First-Year Syntax, Notes, Grammar, Prose Composition, and Vocabulary. By Benjamin L. D'Ooge and Frederick C. Eastman. Ginn, 6s. 6d. net.  
 Bell's One-Term Classics.—(1) Cicero Pro Milone. Edited by O. E. Laurence. (2) Livy's Veii and the Etruscan Confederacy. Edited by S. E. Winbolt. Bell, each 1s. 3d.

### FRENCH.

- Living French. A New Course in Reading, Writing, and Speaking the French Language. By Richard T. Holbrook. Ginn, 6s. 6d. net.  
 Siepmann's French Series for Rapid Reading.—(1) Les Mécontents. Par Prosper Mérimée. (2) Pontiac: Le Roi Philippe. Par Xavier Eyma. (3) La Hache et le Pot-au-Feu; Friquet et Fricquette; Mademoiselle Sans-Soin. Par Jean Macé. (4) Le Trésor du Vieux Seigneur. Par Erckmann-Chatrian. (5) La Vallée de Trient; Le Grand Saint-Bernard. Par Rodolphe Töpffer. (6) Les Ravageurs de Plounéal. Par Alfred de Bréhat. (7) Une Main d'Enfant. Par Alfred de Bréhat. All adapted. Macmillan, 6d. each.  
 Siepmann's Advanced French Series.—Key to Appendixes of L'Ami Fritz. Macmillan.  
 French Prose. From Calvin to Anatole France. By R. L. Graeme Ritchie and James M. Moore. Dent.

### ITALIAN.

- An Italian Grammar. By Ruth Shepherd Phelps. Ginn, 5s. 6d. net.

### RUSSIAN.

- Oxford Russian Plain Texts.—(1) Men-Servants of Other Days. Goncharov. (2) In the Night of Easter-Eve. Korolenko. (3) Select Fables. Krilov. Clarendon Press, each 1s. 3d. net.

### SPANISH.

- A First Reader in Spanish. By Rudolph Schevill. Ginn, 2s. 9d. net.  
 Spanish Composition. By Charles Dean Cool. Ginn, 3s. 6d. net.  
 Due Comedie Moderne.—O Bere o Affogare, di Leo di Castelnuovo; Lumie di Sicilia, di Luigi Pirandello. Edited, with Notes and Vocabulary, by Emilio Goggio. Ginn, 2s. net.  
 Capítulos Escogidos de V. Blasco Ibáñez. Edited by E. Alec Woolf. Harrap, 5s. net.  
 A Foundation Course in Spanish. Part III. By L. Sinagnan. Macmillan, 3s. net.  
 España Pintoresca. The Life and Customs of Spain in Story and Legend. By Carolina Marcial Dorado. Ginn, 4s. net.  
 Heath's Modern Language Series.—First Spanish Course. By E. C. Hills and J. D. M. Ford. Harrap, 4s. net.

### ENGLISH.

- Pride and Prejudice. By Jane Austen. Edited, with Introduction and Notes, by Frank Sicha, Jr. Ginn, 3s. net.  
 The Poems of Edgar Allan Poe. Edited by Killis Campbell. Ginn, 6s. 6d. net.  
 She Stoops to Conquer. By Oliver Goldsmith. Edited by Dudley Miles. Ginn, 1s. 9d. net.  
 Hans Brinker; or, The Silver Skates. A Story of Life in Holland. By Mary Mapes Dodge. Edited by Orton Lowe. Illustrated by Sears Gallagher. Ginn.  
 Alice's Adventures in Wonderland. By Lewis Carroll. Edited by William J. Long. Illustrated by Oliver Herford. Ginn, 2s. 6d. net.



**SANITAS**

**DISINFECTANTS**

**For SCHOOL USE.**

*A leaflet on School Disinfection will be sent post free on application to—*

**The "SANITAS" Co., Ltd.,**

**Limhouse, London, E.14.**

Disinfectant Manufacturers by Appointment to H.M. the King.



L'Anglais parlé et écrit. Pour Classes Avancées. Par G. Brackenbury. Macmillan, 2s. 6d.  
 English Exercises for Middle Forms. By J. H. Fowler. Part I. Macmillan, 2s. 6d.  
 Wordsworth: Select Poems. Chosen and edited by S. G. Dunn. Milford, 1s. 6d. net.  
 Studies in English Idiom. Supplementary Exercises. By G. Brackenbury. Macmillan, 1s. 6d.  
 Chapters on English. (Reprinted from "Progress in Language.") By Otto Jespersen. Allen & Unwin, 4s. 6d. net.  
 The Grants Shakespeare. — King Richard II. Edited by J. H. Lobban. Cambridge University Press.  
 The Spy: a Tale of Neutral Ground. By James Fenimore Cooper. Abridged by Beatrice A. Griffin. Introduction by M. A. L. Lane. Illustrated by L. J. Bridgman. Ginn, 3s. net.

**HISTORY.**

The Beginnings of Modern Europe (1250 to 1450). By Ephraim Emerton. Ginn, 7s. 6d. net.  
 A Brief Survey of the Political Development of Europe. By F. Waterton. Drane, 2s. 6d. net.

**GEOGRAPHY.**

Essentials of Practical Geography. By B. C. Wallis. Macmillan, 4s. 6d.  
 The Pupil's Classbook of Geography: Europe. By E. J. S. Lay. Macmillan, 1s.  
 Macmillan's Geographical Exercise Book: India. Questions by B. C. Wallis. 8d.  
 The World we Live in. An Illustrated Description of all the Lands and Seas of the Globe, their Peoples, Animals, Plants, and Products. Edited by Graeme Williams. With an Introduction by Lionel W. Lyde. Vol. IV and last. Waverley Book Co. Issued to subscribers.

**RELIGION.**

The Religious Difficulty in Schools. By Dr. F. H. Hayward. Russell, 6d.

Texts for Students. — Select Passages from Josephus, Tacitus, Suetonius, and Dio Cassius, illustrative of Christianity in the First Century. Arranged by H. J. White. S.P.C.K., 3d. net.

**MATHEMATICS.**

The Modern Geometry of the Triangle. By William Gallatly. Second Edition. F. Hodgson, 2s. 6d. net.  
 Mensuration made Easy; or, The Decimal System for the Million, with its application to the Daily Employment of the Artisan and Mechanic. By Charles Hoare. Effingham Wilson, 1s. net.  
 Theory of Maxima and Minima. By Harris Hancock. Ginn, 10s. 6d. net.  
 Analytic Geometry and Calculus. By Frederick S. Woods and Frederick H. Bailey. Ginn, 10s. 6d. net.

**SCIENCE.**

Everyday Physics. A Laboratory Manual. By John C. Packard. Ginn, 4s. 6d. net.

**GARDENING.**

The Book of the School Garden. By Charles F. Lawrance. Evans, 3s. 6d. net.

**NOT CLASSIFIED.**

A Medical Dictionary. By W. B. Drummond. Dent, 10s. 6d. net.  
 The Blue Guides.—London and its Environs. Edited by Findlay Muirhead. Thirty Maps and Plans. Macmillan, 7s. 6d. net.  
 Science and Immortality. By William Osler. Constable, 7d. net.  
 A Way of Life. By William Osler. Constable, 7d. net.  
 The Cricketer's Companion; or, The Secrets of Cricket. By F. Davison Currie. Routledge, 4s. 6d. net.  
 Girl Guiding. A Handbook for Guidelets, Guides, Senior Guides, and Guiders. By Sir Robert Baden-Powell. A. Pearson, 1s. 6d. net.  
 Glossary and Notes on Vertebrate Paleontology. By S. A. Pelly. Methuen, 5s. net.  
 Alcohol and Life. A Manual of Scientific Temperance Teaching for Schools. By John A. Hunter. Macmillan.

**DUSTLESS and HYGIENIC SCHOOLS**

On all School, Laboratory, Library, &c., Floors and Linoleums of every description

**USE FLORIGENE** (Regd.)

**DURING the SUMMER VACATION for Best Results.**

**(BRITISH MADE.)**

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" **ALLAYS** the **DUST** and **DIRT** for **2 TO 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods—which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

**These sanitary, labour-saving, and economic advantages are NOT attained by sweeping-powders or any mechanical or other method.**

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

**The "DUST-ALLAYER" Co., 4 Vernon Place, Bloomsbury Square, LONDON, W.C. 1.**

Contractors to the Admiralty, War Office, H.M. Office of Works, Colonial Govts., L.C.C., &c.

Messrs. BELL announce that it has been necessary in some cases to increase the prices of Text-Books published by them as from July 17th.

A LIST OF THE ALTERATIONS CAN BE HAD ON APPLICATION

**G. BELL & SONS, LTD.,**  
**York House, Portugal St., London, W.C.2**

**TRINITY COLLEGE OF MUSIC.**

President—THE RIGHT HON. THE EARL OF SHAFTESBURY, K.P.  
 Chairman of Board—SIR FREDERICK BRIDGE, C.V.O., M.A., Mus.D.  
 Director of Studies—C. W. PEARCE, Mus.D.  
 Director of Examinations—E. F. HORNER, Mus.D.

**September 25th the Michaelmas Term begins.**

The College provides INSTRUCTION and TRAINING in all Musical Subjects: Instrumental, Vocal, and Theoretical. The lessons are arranged to meet the convenience of both day and evening students. Any number of subjects—from one to the Full Course—may be entered for. The College is open to beginners as well as to the more proficient student.

Particulars of the Teaching Department, with list of Professors, Fees, Scholarships regulations, &c., Admission Cards to Concerts, and the Syllabuses of the Higher and Local Examinations, on application to the undersigned.

C. N. H. RODWELL, Secretary.

Mandeville Place, Manchester Square, London, W. 1.

# THE COLLEGE OF PRECEPTORS

## CERTIFICATE EXAMINATIONS, 1918.

### CLASS-BOOKS FOR JUNIOR AND PRELIMINARY STUDENTS.

#### Mathematics and Science.

**ALGEBRA, JUNIOR.** By A. G. CRACKNELL, M.A., B.Sc., and AUGUSTUS BARRACLOUGH, M.A. 3s. 6d. With Answers, 4s.

"Maintains the high standard of excellence we are accustomed to expect from so well known a source. The treatment of the graphic portion is particularly good."—*Journal of the Assistant Masters' Association.*

**ALGEBRA, JUNIOR, TEST QUESTIONS IN.** By F. ROSENBERG, M.A., B.Sc. 1s. 6d. With Answers, 1s. 9d.

"A handy little volume containing a complete series of examples carefully graded, suitable for Junior classes."—*Educator.*

**ARITHMETIC, PRELIMINARY.** By AUGUSTUS BARRACLOUGH, M.A., Second Master at Bournemouth School. 2s. With Answers, 2s. 3d.

"The chapters are clearly written, carefully arranged, and accompanied with a plentiful supply of examples and exercises."—*School Guardian.*

**ARITHMETIC, THE JUNIOR.** By R. H. CHOPE, B.A. With or without Answers. *Third Edition.* 3s. 6d.

"No better Arithmetic for school work has come into our hands."—*Educational News.*

"The book is well got up, and has a quite good selection of examples throughout."—*Mathematical Gazette.*

**ARITHMETIC, JUNIOR, TEST QUESTIONS IN.** Edited by A. G. CRACKNELL, M.A., B.Sc. 1s. 6d. With Answers, 1s. 9d.

"No better supplement to the ordinary class-book could be desired."—*Secondary School Journal.*

**BOTANY, JUNIOR.** By FRANCIS CAVERS, D.Sc. 3s. 6d.

"Dr. Cavers has achieved a useful little book."—*Journal of Botany.*  
"A very excellent volume. Practical to a high degree. The diagrams are very good."—*Schoolmaster.*

**CHEMISTRY, PRELIMINARY.** By H. W. BAUSOR, M.A., late Scholar of Clare College, Cambridge. 2s.

"It is an excellent little book, and will make a clear understandable foundation for a systematic treatment of chemistry in the higher forms."—*Educational News.*

**CHEMISTRY, JUNIOR.** By R. H. ADIE, M.A., B.Sc. *Second Edition.* 3s. 6d.

"The results of fifteen years' experience of a thoughtful teacher are always valuable, and, as one might have anticipated, the book offers a thoroughly sound course of practical instruction."—*Nature.*

**CHEMISTRY, JUNIOR PRACTICAL.** By H. W. BAUSOR, M.A. 1s. 6d.

"An excellent guide for the beginner in practical laboratory work."—*Educational Times.*

**GEOMETRY, PRELIMINARY** By R. ROSENBERG, M.A., B.Sc., With or without Answers. 2s. 9d.

"Will prove distinctly helpful to the beginner in the study of geometry."—*Bookseller.*

"A clearly written and well thought out textbook, which ought to appeal to thousands of Junior Students who are worried about geometry and its meaning. The type and diagrams are clear."—*Electricity.*

**GEOMETRY, JUNIOR.** By A. G. CRACKNELL, M.A., B.Sc. 3s. 6d.

"A simple treatment of the elements of geometry. A feature of the book is the number of questions which require a numerical answer, incorrect and careless work being thereby easily checked."—*Schoolmaster.*

**HEAT, JUNIOR.** By JOHN SATTERLY, D.Sc., M.A. 2s. 9d.

"A remarkably clear exposition of the main principles of the science, such as is required by elementary students."—*Secondary School Journal.*

**MAGNETISM AND ELECTRICITY, JUNIOR.** By R. H. JUDE, D.Sc., M.A., and JOHN SATTERLY, D.Sc., M.A. 3s. 6d.

"This little book makes a special point of fundamental principles, and is especially adapted to the needs of pupils making a start in the subject."—*Educational Times.*

"This book should not have any difficulty in holding its own, for it is one of the best regarded from the standpoint of exact thinking."—*Electrical Engineering.*

**SCIENCE, JUNIOR EXPERIMENTAL.** By W. M. HOOTON, M.A., M.Sc., F.I.C., Chemistry Master at Repton School. *Second Edition.* 3s. 6d.

"The explanations are clear, and we can recommend the work heartily."—*Secondary Education.*

#### Languages, History, and Geography.

**ENGLISH COURSE, PRELIMINARY.** By A. M. WALMSLEY, M.A., late Senior English Master, Middlesbrough High School. 2s.

"An English Grammar embodying in general the recommendations of the Joint Committee on Grammatical Terminology. The author has kept in view the real aim of grammar, namely, 'the production of good English.'"—*Athenaeum.*

**ENGLISH COMPOSITION, JUNIOR.** By E. W. EDMONDS, M.A., B.Sc., Senior Assistant Master at Luton Modern School. 2s.

"This excellent manual makes plain for the young pupil the essentials of good writing. A distinctly workmanlike production that can be heartily recommended as one of the best of its kind."—*Education.*

**ENGLISH GRAMMAR, JUNIOR.** With Parsing and Analysis. By A. M. WALMSLEY, M.A. *Second Edition.* 2s.

"The work of a practical teacher who knows the value of compromise between the old and the new methods."—*Journal of the Assistant Masters' Association.*

**SPELLING AND PUNCTUATION (with Pieces for Dictation).** By HARRY SHOONMITH, M.A., Modern Language Master, Wandsworth Technical Institute Secondary School. *Second Edition.* 1s.

"An excellent little book outside and in."—*Literary World.*  
"Very seldom have we seen any book which deals so thoroughly with the difficult subject of teaching and learning to spell."—*Educational News.*

**FRENCH COURSE, PRELIMINARY.** By H. J. CHAYTOR, M.A., and H. E. TRULOVE, B.A. *Second Edition.* 2s.

"An excellent first year's work, well arranged on systematic lines, with due regard to the advantages of the Direct Method, and also to the necessity for thoroughness in the acquisition of the language."—*Athenaeum.*

**FRENCH COURSE, NEW JUNIOR.** By G. A. ROBERTS, M.A., Head Master, Russell Hill School, Purley. 3s. 6d.

"The book becomes a serious rival to those existing."—*Schoolmaster.*

**FRENCH READER, NEW JUNIOR.** By J. P. R. MARICHAL, L. es L., and L. J. GARDINER, M.A. 2s. 9d.

"Consists of well-chosen literary extracts in French."—*Education.*

**GEOGRAPHY, PRELIMINARY.** By E. G. HODGKISON, B.A. 2s.

"An admirable textbook, clear, direct, and well suited to the needs of pupil for whom it is intended."—*Literary World.*

**GEOGRAPHY, JUNIOR.** Including Outlines of Physical Geography. By G. C. FRY, M.Sc. 3s. 6d.

"The matter is well arranged, the maps and diagrams are good, and the questions at the end of each chapter render the book a thoroughly practical aid."—*Schoolmaster.*

**HISTORY OF ENGLAND, PRELIMINARY.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, M.A. With illustrations, 2s. 9d.

"In addition to an outline of political events it tries to give some idea of social and constitutional development, and also to connect history with geography. It is clearly written and well illustrated."—*School World.*

**HISTORY OF ENGLAND, SCHOOL.** By M. E. CARTER, Honour School of Modern History, Oxford. 4s. 6d.

Also in three parts as follows:—I, to 1603; II, 1485-1714; III, 1660-1910. 2s. each.

"The essential outlines of the subject are presented in the most easily digestible form."—*Guardian.*  
"Very careful judgment has been exercised in the selection of the matter, and a proper perspective maintained."—*Educational Times.*

**NEW JUNIOR LATIN COURSE.** By J. V. THOMPSON, M.A., and LL. M. PENN, M.A. 4s. 6d.

"A very successful compromise between the old and the new methods—a combination of what is best in both."—*Journal of the Assistant Masters' Association.*

Complete Catalogue of Class Books, together with the Special Subjects, for the College of Preceptors' Examination, 1918, post free, on application.

University Tutorial Press, Ltd., High Street, New Oxford Street, London, W.C.2.

# CLASS LIST SUPPLEMENT TO THE EDUCATIONAL TIMES

No. 667

AUGUST 1, 1918

## MACMILLAN'S BOOKS SUITABLE FOR THE COLLEGE OF PRECEPTORS' EXAMINATIONS, MIDSUMMER AND CHRISTMAS, 1919.

### ENGLISH LANGUAGE, HISTORY, & GEOGRAPHY.

<b>Shakespeare.—As You Like It.</b> With Introduction and Notes by K. DEIGHTON. ( <i>Senior and Junior</i> )	2 0
— <b>As You Like It.</b> Edited by C. R. GARSTON, Ph.D. ( <i>Senior and Junior</i> )	1 6
— <b>As You Like It.</b> Edited by M. H. SHACKFORD, Ph.D. ( <i>Senior and Junior</i> )	1 3
— <b>As You Like It.</b> Eversley Edition. With Notes. ( <i>Senior and Junior</i> )	1 3
— <b>Richard II.</b> With Introduction and Notes. By K. DEIGHTON. With an Appendix. ( <i>Senior and Junior</i> )	2 0
— <b>Richard II.</b> Edited by H. CRAIG, Ph.D. ( <i>Senior and Junior</i> )	1 3
— <b>Richard II.</b> Edited by J. H. MOFFATT. ( <i>Senior and Junior</i> )	1 6
— <b>Richard II.</b> Eversley Edition. With Notes. ( <i>Senior and Junior</i> )	1 3
<b>Spenser.—The Faerie Queene.</b> Book I. With Introduction and Notes by H. M. PERCIVAL, M.A. ( <i>Senior</i> )	3 6
— <b>Faerie Queene.</b> Book I. Edited by Prof. G. A. WAUCHOPE. ( <i>Senior</i> )	1 6
<b>Thackeray.—The Virginians.</b> ( <i>Senior</i> )	2 6
<b>Scott.—Kenilworth.</b> With Introduction and Notes. ( <i>Junior</i> )	3 0
— <b>Lay of the Last Minstrel and The Lady of the Lake.</b> Edited by F. T. PALGRAVE. ( <i>Preliminary and Lower Forms</i> )	1 3
— <b>The Lady of the Lake.</b> By G. H. STUART, M.A. ( <i>Preliminary and Lower Forms</i> ). 3s. Cantó I	0 9
— <b>Lady of the Lake.</b> By E. A. PACKARD. ( <i>Preliminary and Lower Forms</i> )	1 6
<b>Longfellow.—Tales of a Wayside Inn</b> (containing Prelude, Paul Revere's Ride, Falcon of Sir Federigo, and King Robert of Sicily). Edited by J. H. CASTLEMAN. ( <i>Preliminary and Lower Forms</i> )	1 6
<b>Kingsley.—Water Babies.</b> ( <i>Preliminary</i> )	1s. 6d. net: 1s. 6d., and 0 9
<b>Gwynn.—Masters of English Literature</b>	4 0
<b>Saintsbury.—A First Book of English Literature</b>	1 9
<b>Saintsbury.—Short History of English Literature</b> Also in Five Parts. 2s. 6d. each.	10 0
<b>Hesfield.—Outline of English Grammar.</b> ( <i>Junior and Preliminary</i> ). (KEY, 3s. net)	2 0
— <b>Oral Exercises in English Composition.</b> ( <i>Preliminary</i> )	2 0
— <b>Junior Course of English Composition.</b> ( <i>Junior and Preliminary</i> )	2 0
— <b>Senior Course of English Composition.</b> ( <i>Senior</i> ). (KEY, 1s. 3d. net)	4 0
— <b>Manual of English Grammar and Composition.</b> ( <i>Senior</i> ). (KEY, 3s. net)	3 6
— <b>Matriculation English Course.</b> (KEY, 4s. 6d. net)	4 0
— <b>Aids to the Study and Composition of English.</b> (KEY, 5s. 6d. net)	5 0
— <b>How to Summarise, Expand, or Recast Extracts in Prose and Verse.</b> (KEY, 3s. net)	2 6
<b>Rowe and Webb.—Guide to the Study of English</b>	4 0
<b>Brooksbank.—Essay and Letter Writing</b>	3 0
<b>Beak.—Indexing &amp; Précis Writing.</b> (KEY, 2s. net)	3 0
<b>Hearnshaw.—First Book of English History</b>	1 9
<b>Buckley.—History of England for Beginners.</b> B.C. 55 to A.D. 1912. New Edition	4 0
<b>Green.—Short History of the English People.</b> Revised and Enlarged with Epilogue, by A. S. GREEN	5 0
<b>Thompson.—History of England</b>	3 0
<b>Tout.—Short Analysis of English History</b>	1 3
<b>Macmillan's Graphic Geography—The British Isles.</b> By B. C. WALLIS, B.Sc.	0 9
<b>Davies.—Geography of the British Isles,</b> with numerous Practical Exercises Also Part I, England and Wales, 2s. 6d.; Part II, Scotland and Ireland, 1s. 3d.	3 6

### ENGLISH LANGUAGE, &c.—continued.

<b>Heawood's Geography of Africa</b>	3 0
<b>Blanford.—Elementary Geography of India, Burma, and Ceylon</b>	3 0
<b>Smith.—A First Book of Commercial Geography</b>	1 9
<b>Wallis.—A First Book of General Geography</b>	1 9
— <b>A Junior Geography of the World.</b> Part I. The World in General. 2s. Part II. The Continents in Detail. 2s. Complete in one volume. 3s. 6d.	4 6
— <b>Geography of the World</b>	4 6
— <b>Essentials of Practical Geography</b>	4 6

### ARITHMETIC AND ALGEBRA.

<b>Hall and Stevens.—School Arithmetic.</b> 4s. 6d. With Answers, 5s. 6d. Answers, 1s. 3d. KEY, 12s. 6d. Part I, 2s. 6d.; with Answers, 3s.; KEY, 5s. Part II, 2s. 6d.; with Answers, 3s.; KEY, 7s.	4 0
<b>Palmer.—Arithmetic—chiefly Examples.</b> With or without Answers	6 0
<b>Sydney Jones.—Modern Arithmetic, with Graphic and Practical Exercises.</b> Parts I and II. With or without Answers, 3s. each. Complete, with or without Answers	2 0
<b>Loney and Grenville.—Shilling Arithmetic.</b> 1s. 6d. With Answers	5 0
<b>Hall and Knight.—Elementary Algebra for Schools.</b> Containing a full treatment of GRAPHS. Without Answers, 4s. With Answers	5 0
KEY, 10s. Answers, 1s. 3d.	
<b>Hall.—School Algebra.</b> With or Without Answers. Part I, 3s. 6d. KEY, 7s. Part II, 2s. Parts I and II, 4s. 6d. Part III, 2s. Parts II and III, 3s. 6d. KEY, 7s. Complete, 5s. 6d. KEY, 12s.	10 0
<b>Barnard and Child.—New Algebra for Schools.</b> With or Without Answers. Vol. I, Parts I, II, and III, 3s. KEY, 7s. 6d. Part I, 1s. 9d. Parts II and III, 1s. 9d. Parts I-IV, 4s. 6d. Part IV, 2s. Vol. II, Parts IV, V, and VI, 4s. 6d. KEY, 10s.	10 0

### FRENCH.

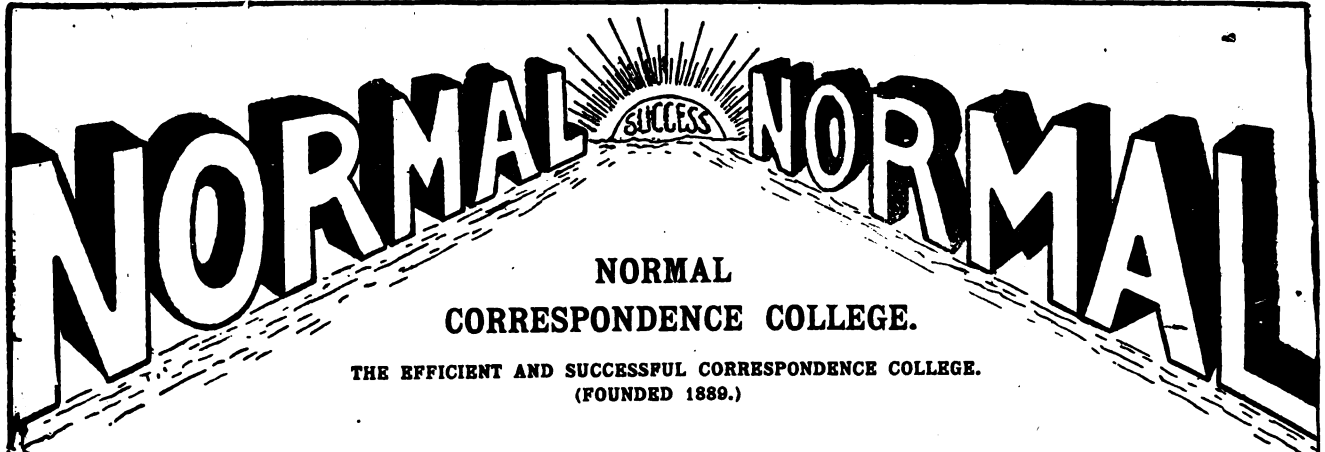
<b>Siepmann and Pellissier.—Public School French Primer</b>	4 0
KEY, 5s. 6d. net.	
<b>Siepmann and Vernols.—Preliminary French Lessons.</b> Illustrated	1 6
<b>Brackenbury.—Elementary French Exercises</b>	1 6
KEY, 3s. 6d. net.	
— <b>L'Anglais Parlé et Écrit pour Classes Avancées</b>	2 6
<b>Siepmann.—Primary French Course.</b> Part I, 3s. Word and Phrase Book, 6d. KEY, 4s. 6d. net. Part II, 3s. Word and Phrase Book, 6d. KEY, 4s. 6d. net. Part III, 3s. Word and Phrase Book, 6d. KEY, 6s. 6d. net.	1 9
<b>Siepmann.—Primary French Course.</b> (First Term.) Lessons in Colloquial French based on the Transcript of the Association Phonétique	1 9

### LATIN AND GREEK.

<b>Caesar.—The Gallic War.</b> Edited by Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> )	5 0
— <b>Gallic War.</b> Book VII. With Notes and Vocabulary. By Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior, Junior, and Preliminary</i> )	1 9
<b>Virgil.—Æneid.</b> Book I. With Notes and Vocabulary. By Rev. A. S. WALPOLE, M.A. ( <i>Senior and Junior</i> )	1 9
— <b>Æneid.</b> Book I. With Notes and Vocabulary. By T. E. PAGE, M.A. ( <i>Senior and Junior</i> )	1 9
<b>Cicero.—De Senectute.</b> With Notes and Vocabulary. By E. S. SHUCKBURGH, Litt.D. ( <i>Senior</i> )	1 9
<b>Euripides.—Hecuba.</b> With Notes and Vocabulary. By Rev. J. BOND, M.A., and Rev. A. S. WALPOLE, M.A. ( <i>Senior</i> )	1 9
<b>Xenophon.—Anabasis.</b> Book III. With Notes and Vocabulary. By Rev. G. H. NALL, M.A. ( <i>Senior and Junior</i> )	1 9
— <b>Anabasis.</b> Books I-IV. Edited by Prof. W. W. GOODWIN and J. W. WHITE ( <i>Senior and Junior</i> )	4 0

\*.\* Complete List post free on application.

MACMILLAN & CO., Ltd., ST. MARTIN'S STREET, LONDON, W.C.2.



**NORMAL  
CORRESPONDENCE COLLEGE.**

THE EFFICIENT AND SUCCESSFUL CORRESPONDENCE COLLEGE.  
(FOUNDED 1889.)

**RESULTS OF THE LATEST**

**A.C.P. and L.C.P.**

In all parts of the Kingdom Pupils of the Normal have passed A.C.P. & L.C.P.

**Some Typical Testimonials.**

8 Alfearn Road,  
Lower Clapton, N.E.  
April 16th, 1918.  
Dear Sirs,  
I am sure you will be pleased to hear that I have been successful in my A.C.P. Examination, with Honours in five subjects (English, Geography, History, Arithmetic, and Algebra).  
My success is due largely to your excellent tuition, and I do so wish I could sufficiently express my thanks to you.  
To anyone needing help I shall take great pleasure in recommending the Normal Correspondence College.  
Very faithfully yours,  
RICHARD J. M. LEWIN.  
(Honours in 5 subjects.)

Arranmore (2) Nat. School,  
Burtonport.  
February 3rd, 1918.  
Sir,  
I have to inform you that I passed the recent L.C.P. Examination, obtaining Honours (First Place) in Irish.  
Your notes on Education and Astronomy were very good. In the latter subject practically all the questions set had been anticipated and answered in your papers.  
Yours faithfully,  
P. MURRAY.

7 Chambers Lane,  
Willesden Green, N.W.  
January 30th, 1918.  
Dear Sir,  
I am very glad to say I have been successful at the recent A.C.P. Examination. I must thank you very much for the great help your course has been to me, several questions being very similar to those set in your course.  
Again looking forward to your valuable help,  
Yours faithfully,  
JOHN F. BAYLISS.

Bryn Tawel, Cross Park,  
Pembroke Dock.  
February 2nd, 1918.  
Dear Sir,  
I am glad to say that I obtained Four Honours (Geography, Arithmetic, Algebra, and Geometry) at the recent A.C.P. Examination. I wish to thank you for your tuition and the very great interest in my work which gave me my success.  
I am, yours faithfully,  
B. J. CHUBB.  
(Honours in 4 subjects.)

Scugger House,  
Carlisle.  
January 31st, 1918.  
Dear Sir,  
I am happy to tell you that I have received the result of the A.C.P. Examination and find that I have passed and so qualified for the Diploma. I shall be everlastingly thankful to the fates which prompted me to join the Normal and take the Examination.  
I have found your papers very valuable. Yours sincerely,  
MARIA GILL.

6 Osborne Road, Nether Edge,  
Sheffield.  
February 1st, 1918.  
Dear Sir,  
I have passed in the two subjects which I entered for, and so have completed the examination (A.C.P.).  
I have found your notes and questions a great help, and am very pleased I have passed.  
I have to thank you for your valuable tuition, as I found your notes particularly helpful.  
Yours faithfully,  
H. KAT.

**EXAMINATIONS FOR WHICH THE NORMAL PREPARES.**

College of Preceptors.  
Professional Preliminary.  
A.C.P. and L.C.P.  
Froebel.  
L.L.A.  
County Scholarships.  
Pupil Teachers.

Board of Education:—  
i. Preliminary Certificate.  
ii. Certificate.  
Oxford Locals.  
Cambridge Locals.  
Central Welsh Board.  
Matriculation.

Degree Examination.  
Hygiene.  
Languages.  
Music.  
Science and Art.  
Other Qualifying Exams.

47 Melford Road, East Dulwich, London, S.E.22, and 110 Avondale Square, London, S.E.1.

# THE COLLEGE OF PRECEPTORS.

## CERTIFICATE AND LOWER FORMS EXAMINATIONS

### MIDSUMMER, 1918.

#### LIST OF SUCCESSFUL CANDIDATES AT THE HOME CENTRES.

The list of successful candidates at the Colonial Centres will be published in the November number of "The Educational Times."

### CERTIFICATE EXAMINATION.

[Throughout the following Lists, bracketing of names implies equality.]

The Prizes will be awarded as soon as the results of the Examination at the Colonial Centres are known. The awards will be communicated by post to the successful candidates, and a list of the awards will appear in the November number of "The Educational Times." The same number of "The Educational Times" will contain extracts from the Reports of the Examiners on the work in the several subjects of the Examination, and a list of the Candidates who obtained the First and Second Places in each Subject on Senior Papers.

### BOYS.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

<p>a. = Arithmetic.                  ab. = Algebra.                  b. = Botany.                  bk. = Book-keeping.                  ch. = Chemistry.                  d. = Drawing.                  do. = Domestic Economy.</p>	<p>du. = Dutch.                  e. = English.                  f. = French.                  g. = Geography.                  ge. = German.                  gm. = Geometry.                  gr. = Greek.</p>	<p>h. = History.                  he. = Hebrew.                  i. = Irish.                  it. = Italian.                  l. = Latin.                  lo. = Logic.                  lt. = Light and Heat.</p>	<p>m. = Mechanics.                  ma. = Magnetism &amp; Electricity.                  ms. = Mensuration.                  mu. = Music.                  p. = Political Economy.                  ph. = Physiology.                  phys. = Elementary Physics.</p>	<p>s. = Scripture.                  sc. = Elementary Science.                  sh. = Shorthand.                  sp. = Spanish.                  ta. = Tamil.                  t. = Trigonometry.                  w. = Welsh.</p>
--	---	--	---	--

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively.

In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

#### SENIOR.

##### Honours Division.

Burrows, E.A. <i>a.al.gm.l.ma.</i>	Private tuition
Dunn, E.S. <i>a.al.ma.f.d.</i>	St. Joseph's Coll., Dumfries
Hall, T.B. <i>s.e.g.a.bk.</i>	Osborne High School, West Hartlepool
Mulrooney, T.A.	St. Joseph's College, Dumfries
Lamb, F.C. <i>a.</i>	Sir Josiah Mason's Orphanage, Erdington
Potts, D. <i>a.al.d.</i>	St. Joseph's College, Dumfries
Nugent, T.P. <i>d.</i>	St. Joseph's College, Dumfries
Banks, G. <i>a.al.f.l.</i>	Sevenoaks School
Noel, R. <i>f.</i>	St. Joseph's College, Dumfries
Taylor, W.G. <i>a.d.</i>	Sir Josiah Mason's Orphanage, Erdington
Still, G.A. <i>g.</i>	University School, Rochester

#### SENIOR.

##### Pass Division.

Wall, B.J. <i>s.a.p.sh.</i>	St. Aloysius' College, Highgate
Kelly, D.	St. Joseph's College, Dumfries
Sayers, H.M. <i>l.d.</i>	Sevenoaks School
Gall, W.O. <i>a.d.</i>	Mile End House, Portsmouth
Ward, D.R. <i>l.</i>	Private tuition
Davis, G.V.	Salesian School, Farnborough
Mackintosh, E. <i>a.al.</i>	Taplow Grammar School

MacConnell, J. <i>d.</i>	St. Joseph's College, Dumfries
Ewen, C.J. <i>bk.</i>	St. Joseph's College, Dumfries
Frame, J.W. <i>a.al.lt.ch.</i>	Taunton School
Clifton, H.B.	St. Aloysius' College, Highgate
Wood, H.J.	St. Aloysius' College, Highgate
Donohoe, F. <i>d.</i>	St. Joseph's College, Dumfries
Grubb, E.J.	Salesian School, Farnborough
Pomeroy, F.H.	St. Aloysius' College, Highgate
Brocklehurst, S.G.	Hawkesyard College, Rugeley
Rees, J.	The Grammar School, Pencader
Fear, F.J. <i>a.</i>	Fairfield Secondary School, Bristol
Jones, R.M.	Central School, Carnarvon
Jones, J. <i>s.</i>	Osborne High School, West Hartlepool
Melgar, H.	St. John's College, Southsea
Benjamin, H.B. <i>g.a.</i>	Taplow Grammar School
Biron, H. <i>s.</i>	Alexander House School, Broadstairs
Addis, E.	St. Joseph's College, Dumfries
Rentzsch, V.F.	St. Aloysius' College, Highgate
Hall, A.C.	Taplow Grammar School
Pannell, N.H.	Hoe Grammar School, Plymouth
Carew, H.	St. Aloysius' College, Highgate
O'Hanlon, P.C.	St. Aloysius' College, Highgate
McLauchlan, G.	St. Joseph's College, Dumfries
Lorriman, F.	St. Joseph's College, Dumfries
Gomes, S.	St. Joseph's College, Dumfries
Bramley, A.G.	Private tuition
Burridge, C.H.	Mount Radford School, Exeter
Daniel, G.E.	Alexander House School, Broadstairs
McHardy, J.D.	Bourne College, Quinton

Caesens, G.A.M.G. <i>f.</i>	Salesian School, Farnborough
Davies, E.H.	London College for Choristers, Paddington
Mitford, E.	Scorton Grammar School
Rowe, D.C.	Fairfield Secondary School, Bristol
Hancock, W.	Private tuition
Savage, H.E.S.	Fairfield Secondary School, Bristol
Steggall, V.A.	Scorton Grammar School
Hopkins, J.L.	Taunton School

#### JUNIOR.

##### Honours Division.

Wright, F.C. <i>a.al.f.</i>	St. Aloysius' College, Highgate
Brunning, E. <i>s.e.g.a.al.gm.</i>	St. Joseph's College, Beulah Hill
Orowley, F. <i>a.al.bk.ms.f.</i>	Marist Brothers' College, Grove Ferry
Clark, R.L. <i>s.al.l.gr.</i>	Hawkesyard College, Rugeley
Liptrott, J. <i>s.al.</i>	Salesian School, Farnborough
Fryer, D.B. <i>g.a.gm.f.</i>	Taplow Grammar School
Burgess, F.S. <i>a.al.gm.d.</i>	St. Joseph's College, Beulah Hill
Munnier, E. <i>a.al.bk.ms.f.</i>	Marist Brothers' College, Grove Ferry
Ramsay, M. <i>a.ms.f.</i>	Marist Brothers' College, Grove Ferry
Paris, D.W.G. <i>e.a.al.gm.ch.</i>	Epsom College
Paget, M.Y. <i>a.al.gm.f.</i>	Private tuition

## BOYS, JUNIOR, HONOURS—continued.

Ambler, L.V. <i>ch.</i>	Sir Josiah Mason's Orphanage, Erdington
Courtenay, C.E. <i>a.al.</i>	Private tuition
Proger, L.W. <i>e.al.gm.f.ch.</i>	Private tuition
Burney, L.E. <i>g.</i>	Sir Josiah Mason's Orphanage, Erdington
Felkins, G.	St. Joseph's College, Dumfries
Doherty, M.R. <i>g.gr.</i>	Hawkesyard College, Rugeley
Gritton, A.F. <i>a.al.ms.d.</i>	Sir Josiah Mason's Orphanage, Erdington
Weedon, C.W. <i>e.g.f.ge.</i>	Private tuition
Hawkins, D. <i>g.al.</i>	St. Joseph's College, Beulah Hill
Carey, J.P. <i>f.</i>	St. Joseph's College, Dumfries
Antoine, N. <i>f.d.</i>	St. Joseph's College, Dumfries
Cameron, C. <i>g.f.</i>	Mount St. Michael's College, Dumfries
Erdheim, J.E. <i>ch.</i>	Private tuition
Greenop, R.M. <i>e.f.</i>	Private tuition
Boase, G.C. <i>e.g.</i>	Formby College
Fletcher, W. <i>al.f.</i>	St. Joseph's College, Dumfries
Wittrick, J.L. <i>s.al.</i>	Fartown Grammar School
Davies, R.J. <i>ch.</i>	Higher Grade School, Mountain Ash
Hughes, E. <i>f.</i>	Marist Bros.' College, Grove Ferry
Fraikin, J.J. <i>f.</i>	St. Aloysius' College, Highgate
Hester, G.H. <i>a.f.</i>	East Ham Higher Elementary S.
McDermott, A. <i>al.</i>	Salesian School, Farnborough
Steel, J.K. <i>e.gm.</i>	Epsom College
Harper, W.J.	Sir Josiah Mason's Orphanage, Erdington
Holden, E.H. <i>g.f.</i>	Private tuition
Plummer, E.T. <i>g.a.gm.</i>	St. Joseph's College, Beulah Hill
Smith, S. <i>d.</i>	St. Joseph's College, Dumfries
Cummings, J. <i>al.</i>	St. Joseph's College, Dumfries
Greenway, C.W.	Epsom College
Palser, J.E.J. <i>e.gr.</i>	Private tuition
Avgherinos, G. <i>e.f.</i>	Taplow Grammar School
Branson, W.R.	Osborne High S., West Hartlepool
Todd, A.C.	The Grammar School, Bentham
Anstruther, P.F.J. <i>a.al.</i>	Hawkesyard Coll., Rugeley
Callaghan, T.	Salesian School, Farnborough
Parkinson, R.	St. Aloysius' College, Highgate
Ingle, R.	Private tuition
Short, G.R. <i>ch.d.</i>	Sevenoaks School
Freeland, F.L. <i>f.</i>	St. Joseph's College, Dumfries
Jeiter, F. <i>gm.d.</i>	Southport College
Poole, W.H. <i>al.ma.</i>	St. Joseph's Coll., Beulah Hill
Chadeyron, A.G.	Central School, Carnarvon
Roberts, R.G.	St. Joseph's College, Dumfries
Shepherd, W.	St. Joseph's College, Dumfries

## JUNIOR.

## Pass Division.

*Taylor, J.	St. Joseph's College, Dumfries
*Abail, P.J. <i>f.</i>	St. Aloysius' College, Highgate
*Williams, O.	Central School, Carnarvon
Penet, J. <i>f.</i>	St. Joseph's College, Dumfries
Macmaster, A. <i>d.</i>	St. Joseph's College, Dumfries
Thomas, A.O. <i>g.</i>	Central School, Carnarvon
Delahoyde, W. <i>gm.</i>	Salesian School, Farnborough
Illingworth, W. <i>a.al.</i>	Salesian School, Farnborough
Allport, H.W.B. <i>s.e.f.</i>	Stirling H., Bournemouth
*Fenerty, W.	St. Joseph's College, Dumfries
Maxwell, T.J.	St. Joseph's College, Dumfries
Markland, J.R.	University School, Southport
Carruthers, J.H. <i>gm.</i>	Argyle House S., Sunderland
Dommersen, E.J.	St. Aloysius' College, Highgate
Macdonald, F.G.	Private tuition
Malloy, J.	St. Joseph's College, Dumfries
Wood, J.B. <i>s.</i>	Fartown Grammar School
Ralph, T.	St. Joseph's College, Dumfries
Jackson, E. <i>ms.</i>	The Grammar School, Bentham
Martin, W. B.	Private tuition
Moss, B.F.	Private tuition
Tickle, H. <i>a.al.</i>	Lytham College
Barclay, C.M.	Argyle House School, Sunderland
*Burke, W.	St. Joseph's College, Dumfries
*Ellis, D.O. <i>h.</i>	Central School, Carnarvon
Pembrey, C.W.	Belvedere, Haywards' Heath

Cole, E.J. <i>a.al.</i>	Peverell Private School, Plymouth
Eldred, H.B. <i>a.al.</i>	Tilley House School, Wem
McCormack, J.	Mount St. Michael's Coll., Dumfries
Elms, E.A.	St. Joseph's College, Beulah Hill
Pim, H.A.	Epsom College
James, A.S.	Hawkesyard College, Rugeley
Richard, M.	Salesian School, Battersea
Thomas, J.L. <i>g.ch.</i>	Private tuition
Villarreal, E.	St. Aloysius' College, Highgate
Miller, G.E.	St. Paul's School, West Kensington
*Williams, J.E. <i>bk.</i>	Hoe Grammar S., Plymouth
Foley, F.G. <i>ms.</i>	Peverell Private S., Plymouth
Crombholme, T. <i>d.</i>	St. Joseph's Coll., Dumfries
Dyson, H.M. <i>al.</i>	Private tuition
Pearse, P.de R.	Salesian School, Farnborough
Mitchelson, T.	Argyle House School, Sunderland
Moon, F.J.	Private tuition
O'Dowd, M.J.	St. Joseph's College, Beulah Hill
Aslett, E.A. <i>g.</i>	St. Paul's School, West Kensington
*Bree, D.P.	St. Aloysius' College, Highgate
Melton, K.	Taplow Grammar School
Allen, W.G.H.	Scorton Grammar School
Budd, S.G. <i>al.</i>	Private tuition
Firmin, E.	Salesian School, Farnborough
*Jenkins, D.O.	The Grammar School, Pencader
Knowers, A.D. <i>a.</i>	St. John's College, Southsea
*Carroll, J.P.	Salesian School, Farnborough
Heatley, R.W. <i>s.</i>	Tilley House School, Wem
Mitchell, J.	Highgate School
Salter, W.A.	Private tuition
Ellison, J.	St. Joseph's College, Dumfries
McNally, P. <i>d.</i>	St. Joseph's College, Dumfries
Shoosmith, F.G. <i>d.</i>	Private tuition
Slater, C.A.J.	Plymouth & Mainmead College
Maloon, C. <i>f.</i>	St. Joseph's College, Dumfries
Pembrey, M.S. <i>f.</i>	Epsom College
Egerton, W.L.	Mile End House, Portsmouth
Farris, C.D.	Private tuition
Moore, R.H. <i>s.e.</i>	Taplow Grammar School
Sheen, D.J.	Salesian S., Wandsworth Common
LeBas, R.	Salesian School, Battersea
*McCann, C.	St. Joseph's College, Dumfries
Stock, J.R.	Private tuition
Totain Delamere, R.	St. Joseph's Coll., Beulah Hill
Van Hoorn, G.	St. John's College, Southsea
Halsall, J.W. <i>ch.</i>	Private tuition
*Holland, H.	St. Joseph's College, Dumfries
*Malloy, J. <i>d.</i>	St. Joseph's College, Dumfries
Priestley, A.	Halifax Technical School
Caley, F.	Private tuition
Edwards, L.F. <i>a.</i>	Lawrence College, Birmingham
Hind, B.A.	St. Joseph's Coll., Beulah Hill
Keele, G.W.	Epsom College
Minnighan, J.	St. Joseph's College, Dumfries
Pryor, L.	Salesian School, Farnborough
*White, L.L.	Sevenoaks School
Dreaper, A.	Private tuition
Hodsoil, P.F.	Hawkesyard College, Rugeley
*Murphy, E.	St. Joseph's College, Dumfries
Chaundy, L.W.	St. Joseph's Coll., Beulah Hill
Garland, J.	Mount St. Michael's Coll., Dumfries
Jenkins, D.T.	Private tuition
Baker, N.H.A.	Private tuition
Clark, H.L. <i>al.</i>	Private tuition
Davies, E.R.	Tutorial S., New Quay, Cardigan
Jones, J.G. <i>a.al.</i>	Private tuition
Reynolds, J.J. <i>s.</i>	Salesian S., Wandsworth Common
Lewis, D.T. <i>g.</i>	Private tuition
Pyne, C.	Central District Evening School, Southampton
Turner, H.F. <i>ge.</i>	Private tuition
Domb, P.	University Tutorial College, W.C.
Edmunds, T. <i>g.</i>	Higher Grade S., Mountain Ash
Grosch, H.G.	London College for Choristers, Paddington
Burnett, A.C.	National Boys' S., Dartford
Ellison, S.F.	St. Joseph's College, Dumfries
*Griffiths, E.L.	The Grammar School, Pencader
Hodsoil, G.	Salesian School, Farnborough
Scheerlinek, A.A.	St. Joseph's Coll., Beulah Hill
Trythall, E.R.	Wycliffe College, Stonehouse
Hugnet, V. <i>f.</i>	Salesian S., Wandsworth Common
Lee, A. <i>al.</i>	Skerry's College, Liverpool

Campbell, P.K.	Epsom College
Dehey, A. <i>f.ge.</i>	Private tuition
Hermann, E. <i>ch.</i>	Private tuition
Holman, F.	Upton College, Bexley Heath
Kingsland, S.P.	St. Joseph's Coll., Beulah Hill
McDonald, L.J.	Salesian School, Farnborough
Mussell, L.S.	The Polytechnic, Regent St., W.
Stokes, L.G. <i>a.</i>	St. John's College, Southsea
Stuart-Low, W.C.	Malvern College
*Middlehurst, V.J.	Hawkesyard College, Rugeley
Price, R.	Private tuition
Ward, E.	Private tuition
Williams, H.C. M.	Private tuition
Bunting, J.F.	St. Aloysius' College, Highgate
Lawrie, E.	St. Joseph's College, Dumfries
Lewis, W.J.	Mill St. Higher Elem. S., Pontypridd
Moll, J.W.	St. Aloysius' College, Highgate
Pedley, G.V.	Private tuition
Wells, F.H. <i>d.</i>	Private tuition
Winney, T.W.J. <i>g.</i>	Clark's College, Ealing
Calder, A. <i>d.</i>	Salesian School, Farnborough
Swinbanks, W.	St. Joseph's College, Dumfries
Tasewell, E.R.	The School, Wellington Rd., Taunton
Van Hoorn, M.	St. John's College, Southsea
White, F. <i>d.</i>	St. Joseph's College, Dumfries
Bridger, W.E.J.	St. John's College, Beulah Hill
Caplan, S. <i>phys.</i>	Private tuition
*Measures, E.W. <i>d.</i>	Sevenoaks School
O'Donnell, D.	St. Aloysius' College, Highgate
Webb, E.S.	St. Joseph's College, Beulah Hill
Jackson, F.E.	St. Joseph's College, Dumfries
Leader, S.A.	Private tuition
Cliffe, A. <i>s.</i>	Fartown Grammar School
Green, F.M.	Private tuition
Jones, R.C.	Tutorial School, New Quay, Cardigan
McMahon, J. <i>d.</i>	St. Joseph's College, Dumfries
Spencer, A.	Mount St. Michael's Coll., Dumfries
Chodzko, F.J.A. <i>g.</i>	St. Joseph's Coll., Beulah Hill
Griffiths, T.W.	Higher Grade School, Mountain Ash
Hobgen, O.	St. Peter's College, Brockley
Lawson, R.J.	St. John's College, Southsea
Martin, H.W.	Private tuition
Sargeant, H.J.	Osborne High S., West Hartlepool
Sims, W.O.	Private tuition
Carr, J.E.	Scorton Grammar School
Swift, C.	Private tuition
Ashkenny, R.F.	Private tuition
Bibby, A.J.	Mill St. Higher Elementary School, Pontypridd
*Forde, T.V.	Alexander House School, Broadstairs
Barclay, J.	St. Joseph's College, Dumfries
Caws, T.A.	Osborne High S., West Hartlepool
Macgregor, K.	Private tuition
McAneney, D.	Mount St. Michael's Coll., Dumfries
Scott, R.C.	London Coll. for Choristers, Paddington
Slocombe, B.G.B.	All Hallows School, Honiton
*Whitaker, J.C.	Taplow Grammar School
Chadwick, B.	Private tuition
Griffiths, W.E.	Private tuition
Van Hoorn, J.G.	St. John's College, Southsea
Verstuyft, P.G. <i>f.</i>	St. Aloysius' College, Highgate
Young, D.B.	Highbury Park School
Byrne Quinn, C.	Salesian School, Battersea
Carr, T.R.	St. Joseph's College, Beulah Hill
Doherty, C. <i>f.</i>	St. Joseph's College, Dumfries
Egan, T.S.	Salesian School, Farnborough
Foulds, H.H.	Victoria S. of Languages and Science, Liverpool
*McLintock, G.G.	Sevenoaks School
*Brennan, J.	St. Joseph's College, Dumfries
Clancy, B.	Higher Grade School, Mountain Ash
Cohen, C.M.	Private tuition
Conte-Mendoza, C.A. <i>sp.</i>	Highfield School, Muswell Hill
Cummings, W.	St. Joseph's College, Dumfries
Hales, A.T.	University School, Rochester
Hill, A.C.	Victoria S. of Languages and Science, Liverpool
Hughes, R.M.	Central School, Carnarvon
Lodge, G.A. <i>s.</i>	Fartown Grammar School
Pritchard, A.O.	Richmond House, Handsworth
Schofield, R. <i>d.</i>	St. Joseph's College, Dumfries



BOYS, JUNIOR, PASS—*continued.*

Jones, A.S. a. Private tuition  
 Kehoe, F.J. s. Salesian S., Wandsworth Common  
 Young, L.W. The Polytechnic, Regent St., W.  
 Askew, W.E. Private tuition  
 Weldon, J. d. St. Joseph's College, Dumfries  
 Wood, H. Private tuition  
 Humphreys, J.P. a.  
 Mill St. Higher Elementary School, Pontypridd  
 Jackson, C. The Grammar School, Bentham  
 Jones, H.G. Private tuition  
 Marlow, W.F. Private tuition  
 Whitehouse, J. Lawrence's College, Birmingham  
 Axworthy, R. St. Joseph's College, Dumfries  
 Mycock, T.T.  
 Municipal Evening S. of Commerce, Manchester  
 Fawley, E.L.E. Sevenoaks School  
 Russell, B.E. Taplow Grammar School  
 Duyverwaardt, A. St. Joseph's Coll., Beulah Hill  
 Fox, E.S. Taunton School  
 Johns, W.E. Sevenoaks School  
 Farry, O. Central School, Carnarvon  
 \*Davis, P. Salesian School, Battersea  
 Macleod, A. Private tuition  
 Davis, A. Salesian School, Farnborough  
 Duncan, G. Mount St. Michael's College, Dumfries  
 \*Haskins, B. Taplow Grammar School  
 Hawke, M. Private tuition  
 Hickey, P. s. Salesian School, Battersea  
 Johnson, E.C. e.g. Private tuition  
 Leadbeater, C.S.P.  
 Clifton College, North Shore, Blackpool  
 \*Mount, E.C. Mill Hill School, Leicester  
 Borkwood, C. Heaton Moor College  
 Sparkes, R.H. Heaton Moor College  
 Bebbington, J. d. Higher Elementary S., Longton  
 Garnham, R.R. Salesian School, Farnborough  
 Hayes, E. St. Joseph's College, Beulah Hill  
 Lane, D.P. Salesian School, Wandsworth Common  
 \*Abbott, J. Scorton Grammar School  
 Chiverton, T.P. Hilsa College, Portsmouth  
 Chown, C.P.  
 London College for Choristers, Paddington  
 Phillips, J.D.R. Tutorial S., New Quay, Cardigan  
 Powers, S.E.W. The Polytechnic, Regent St., W.  
 \*Umshlag, J.O. St. Aloysius' College, Highgate  
 Wallis-Arthur, J. St. Aloysius' College, Highgate  
 Aldridge, G.A. Private tuition  
 Day, E.C. Private tuition  
 Hepworth, J.C. Private tuition  
 Kimber, D.S. s. St. John's College, Southsea  
 Davis, D.E. d. Mount Radford School, Exeter  
 Featherstone, G.I.C. Highgate School  
 Hetherington, E. St. Joseph's College, Beulah Hill  
 \*Sproule, L. St. Joseph's College, Dumfries  
 \*Hand, J. Hoe Grammar School, Plymouth  
 Lury, T.H. a. Clark's College, Ealing  
 Malthouse, C. a.  
 Plant's Modern Business College, Manchester  
 Miller, F.A. FEVERELL Private School, Plymouth  
 Morgan, G.O. Cardiff School of Commerce  
 Ware, W.J.  
 Mill St. Higher Elementary S., Pontypridd  
 Eldred, E.W. Tilley House School, Wem  
 Evans, W.D. Private tuition  
 Andrews, C.E. St. John's College, Southsea  
 Box, W.L.O. Private tuition  
 Duffy, L. Salesian School, Battersea  
 Kidd, G. Salesian School, Battersea  
 Longhurst, G.B. Private tuition  
 Campbell, D.S. Private tuition  
 Farey, D.F. Scorton Grammar School  
 O'Neill, C. Heaton Moor College  
 Parr, C.M. Argyle House School, Sunderland  
 Roberts, G.C. d. Taunton School  
 Thomas, J.C. Private tuition  
 Walker, N.E. Stirling House, Bournemouth  
 Buswell, K. Taunton School  
 Kimber, E.R. The Polytechnic, Regent St., W.  
 Oakshott, V.E. Private tuition

Royston, J. f. Private tuition  
 Schreyeck, J.P.M. St. Joseph's Coll., Beulah Hill  
 Soar, H.M. Private tuition  
 Umney, A.N.F.C. Private tuition  
 Munsiff, R. Taplow Grammar School  
 Stratford, N.F. Taplow Grammar School  
 \*Hunter, W.W. Skerry's Coll., Newcastle-on-Tyne  
 Middleton, S.C. d.  
 Sir Josiah Mason's Orphanage, Erdington  
 Strevens, F. St. John's College, Southsea  
 Wayatt, W.L. Private tuition  
 Batty, L. Salesian School, Battersea  
 Forsyth, W.R. Fartown Grammar School  
 Golby, J.E. St. John's College, Southsea  
 Hall, K. Taplow Grammar School  
 Wild, D.A. Private tuition  
 Hall, S.J. St. Joseph's College, Beulah Hill  
 Kitchin, E.P. St. Joseph's College, Beulah Hill  
 McKillen, J. Mount St. Michael's Coll., Dumfries  
 Oldham, C.H. London College for Choristers, Paddington  
 Smith, T. Private tuition  
 Stallard, J. Salesian School, Battersea  
 Twyford, W.O. Private tuition  
 Wild, E. Endcliffe College, Sheffield  
 Brasnett, C.A. Osborne High S., West Hartlepool  
 Browne, V. Salesian School, Battersea  
 Ford, N. Salesian School, Battersea  
 Larken, T.P. Richmond Hill School  
 Mitchell, W. St. Aloysius' College, Highgate  
 Dubois, L.B. St. Joseph's College, Beulah Hill  
 Marsh, F.E. The Polytechnic, Regent St., W.  
 White, R.N.H. Private tuition  
 Dale, M.H. Willow House, Walsall  
 Lilley, W.A. Private tuition  
 Pepperdine, R. Private tuition  
 Thorpe, H.W.H. Private tuition  
 Guardia, L.F.J. St. Joseph's College, Beulah Hill  
 Lillies, H.D. All Hallows School, Honiton  
 Drew, U.L. St. John's College, Southsea  
 Masters, F.N. St. Joseph's College, Beulah Hill  
 Stokes, B. Private tuition  
 Watson, S.G.D. Private tuition  
 Atkins, C. St. John's College, Southsea  
 Currall, J.A. Private tuition  
 Cowar, J.J. Private tuition  
 James, L.H. Hawkesyard College, Rugeley  
 Metcalfe, A. Scorton Grammar School  
 Trickey, L.W. Alleen's School, Dulwich  
 Webb, C.H. Private tuition  
 Arthur, L.P.B. Scorton Grammar School  
 Bradshaw, J.H. Taunton School  
 Brown, C.P. St. John's College, Southsea  
 Coppock, H.W. Private tuition  
 Gallafent, J. St. John's College, Southsea  
 Perrett, W. Salesian School, Battersea  
 Thompson, F.B. Taunton School  
 Walker, T.deL. Private tuition  
 Walsh, B.D. St. Joseph's College, Beulah Hill  
 Kelland, W. St. Joseph's College, Dumfries  
 Osborne, L.E.C. Richmond Hill School  
 Robinson, R. Sevenoaks School  
 Lewis, L.E. Higher Grade School, Mountain Ash  
 Mitchell, W. Salesian School, Farnborough  
 Mullen, J. Mount St. Michael's Coll., Dumfries  
 Docherty, T. St. Joseph's College, Dumfries  
 Lister, R. Taunton School  
 Jenkins, H.A. St. John's College, Southsea  
 Rogers, W.E. Mill St. Higher Elem. S., Pontypridd  
 Cocks, W.B. Fartown Grammar School  
 Gorinan, B. St. John's College, Southsea  
 Davitt, J. Mount St. Michael's College, Dumfries  
 Winter, J. Private tuition  
 Andrew, F.P. Private tuition  
 Bisset, J.C. Private tuition  
 Luke, I. Private tuition

PRELIMINARY.

Honours Division.

Butler, J. a.d. St. Aloysius' College, Highgate  
 Verstryngne, W. s.e.f. Marist Brothers' College, Grove Ferry  
 Lamboit, P.J. St. Aloysius' College, Highgate  
 Austin, R. al. St. Aloysius' College, Highgate  
 Finlayson, P. bk. St. Aloysius' College, Highgate  
 Aubry, J. e.a.f. Salesian School, Battersea  
 Levi, H. a.a.d. Private tuition  
 Harrison, A. al. St. Aloysius' College, Highgate  
 Fraulo, J. al. bk. St. Aloysius' College, Highgate  
 Paul, N. al. St. Aloysius' College, Highgate  
 Slaven, J. a.al. St. Joseph's College, Dumfries  
 Willing, G.W. a. Marist Brothers' College, Grove Ferry  
 Sparkes, J.M. s.a.a. Heaton Moor College  
 Donnelly, M. a.al.d. St. Joseph's College, Dumfries  
 Smethurst, H.J. s.e.h. Heaton Moor College  
 Uhlhorn, W.H. St. Aloysius' College, Highgate  
 Achdjian, A.L. s.al. St. Aloysius' Coll., Highgate  
 Crowden, C. St. Aloysius' College, Highgate  
 Barker, S.H. s.al.d. St. Aloysius' Coll., Highgate  
 Howard, C.R. al. St. Aloysius' College, Highgate  
 Jones, L.G. s.e. Heaton Moor College  
 Stuart, J. e.a. St. Joseph's College, Dumfries  
 Barrett, B.F. a.l.d. St. Aloysius' College, Highgate  
 Bateman, A. a.f. Mount St. Michael's College, Dumfries  
 Foster, C. al. St. Aloysius' College, Highgate  
 Paravans, H. a.al. St. Aloysius' College, Highgate  
 Card, E. al. St. Aloysius' College, Highgate  
 Casey, M. a. St. Aloysius' College, Highgate  
 Bulley, E. s.f. Salesian School, Farnborough  
 Humbert, J. al. St. Aloysius' College, Highgate  
 Reddan, L. h.f. Salesian School, Battersea  
 Tarchetti, A. s.f. Marist Brothers' College, Grove Ferry  
 Jones, G.S.D. al. Southport College  
 McLaughlan, J. f. St. Joseph's College, Dumfries

PRELIMINARY.

Pass Division.

†Shepherd, W. Salesian School, Farnborough  
 †Doyle, H. d. St. Joseph's College, Dumfries  
 †Morrish, A.S. Taunton School  
 †Kendall, R.A. Sevenoaks School  
 †Barnett, C.L. Ongar Grammar School  
 †Vanderheyde, G. St. Joseph's College, Dumfries  
 †Moore, R. The Grammar School, Bentham  
 †Elgin, A. Salesian School, Battersea  
 †Palmer, R.W. The Polytechnic, Regent St., W.  
 †Todd, W. Salesian School, Farnborough  
 †Whiting, F.J. The Philological School, Southsea  
 †Mortimer, A.E.T. sh. Grammar S., Newton Abbot  
 †Davis, K. St. John's College, Southsea  
 †Reeve, A.E. St. Joseph's College, Beulah Hill  
 †Amm, C.R. s.  
 Linton House School, Holland Park Avenue  
 †Morgan, E. The Grammar School, Pencader  
 †Bell, E.W. Scorton Grammar School  
 Carter, H. St. Aloysius' College, Highgate  
 †Colley, A.E. Taunton School  
 †Sadur, M. Clapton College  
 Humbert, F.C. St. Aloysius' College, Highgate  
 Hyatt, F. St. Aloysius' College, Highgate  
 †Lugg, F.L. FEVERELL Private School, Plymouth  
 Whiting, R.W. s. Marist Brothers' College, Grove Ferry  
 †DeNavasquez, S. St. Aloysius' College, Highgate  
 †Kyne, T.G. St. Aloysius' College, Highgate  
 †McMenemy, J. a. St. Joseph's College, Dumfries  
 †Rushton, D.W. St. Samson's Abbey, Isle of Caldey  
 †Hinchley, R.S. e. Osborne High S., West Hartlepool  
 †Kirke, H. a.d. Salesian School, Farnborough  
 †Paul, J.E. a.al. St. Aloysius' College, Highgate  
 †Reilly, W. Mount St. Michael's College, Dumfries  
 †Baylis, J. St. Aloysius' College, Highgate  
 †Hunt, G.R. Intermediate School, St. Edward's Rd., Gosport  
 †Jones, H.G. Central School, Carnarvon

**BOYS, PRELIMINARY, PASS—continued.**  
 Luraschi, L.J. St. Aloysius' College, Highgate  
 Madge, D.J. Mount Radford School, Exeter  
 Meroun, S. Sevenoaks School  
 +Rae, N. St. Joseph's College, Dumfries  
 +Serjeant, P.T.W. Linton House School, Holland Park Avenue  
 Woodin, A. Salesian School, Battersea

+Etherson, F. d. Mount St. Michael's Coll., Dumfries  
 +Garaycos, F. Salesian School, Battersea  
 +Kelly, W. St. Joseph's College, Dumfries

+Clothier, J.P. St. Joseph's College, Beulah Hill  
 Collyer, B.J. Devonshire House, Orpington  
 Fitch, R.E. University School, Rochester  
 Kearney, J.J. St. Aloysius' College, Highgate  
 Kelly, L. J. Mount St. Michael's Coll., Dumfries  
 +Nolan, V. St. Joseph's College, Dumfries  
 +Roberts, W.H. e.a. Private tuition  
 +Rimpton, J.M. Taunton School  
 +Vogler, O. a. Girls' Grammar School, Wembley

+Hestley, W.R. s.a. Tilley House School, Wem  
 Ives, R. St. Aloysius' College, Highgate

Burn, J.S. al. Southport College  
 +Oandler, E.R. Ongar Grammar School  
 +Crouch, M.W. s.e.a. Carshalton College  
 +DeLacey, W. d. St. Joseph's College, Dumfries  
 +Harrison, R. St. Joseph's College, Dumfries  
 +Levie, I.E. St. Aloysius' College, Highgate  
 +Martin, A. St. Joseph's College, Dumfries  
 +Marklew, W. St. Joseph's College, Dumfries  
 +McDonald, M. f.d. Mount St. Michael's College, Dumfries

O'Brien, T. s. Salesian School, Farnborough  
 +Pearse, S.P. a. St. Aloysius' College, Highgate  
 +Ward, C.A. St. Aloysius' College, Highgate

+Collins, H. s.d. St. Aloysius' College, Highgate  
 +Crows, E. s.d. al. St. Aloysius' College, Highgate  
 +Hamil, M. d. Mount St. Michael's Coll., Dumfries  
 +Johnston, G. St. Joseph's College, Dumfries  
 +Kelly, F. d. Mount St. Michael's College, Dumfries  
 +Simmons, A.T. Sevenoaks School  
 +Wallis, F.C. St. Aloysius' College, Highgate

+Cheek, V. s. Salesian School, Wandsworth Common  
 +Coulborn, T.W. e. Hawkesyard College, Rugeley  
 +Dawson, N. s. Salesian School, Farnborough  
 +Sadur, L.J. s. Clapton College  
 +Towne, R.D. St. Aloysius' College, Highgate

+Dawson, F. St. Joseph's College, Dumfries  
 +MacNay, E.H. Scorton Grammar School  
 +Milton, J. St. Aloysius' College, Highgate  
 +Parkin, R.C. a.al. Willow House, Walsall  
 +Fringler, R. J. St. Joseph's College, Dumfries  
 +Stuart, W. St. Joseph's College, Dumfries

+Boyle, F. J. St. Joseph's College, Dumfries  
 +Field, F. J. Ongar Grammar School  
 +Ledwidge, E.W. St. Aloysius' College, Highgate  
 +Mitchell, G.F. St. Aloysius' College, Highgate  
 +Noonan, J.F. St. Aloysius' College, Highgate  
 +Richmond, J.J. St. Joseph's College, Dumfries  
 +Rodriguez, J.J. St. Joseph's College, Beulah Hill  
 +Smith, T.G. s. Heaton Moor College

+Halliwell, R. e. Heaton Moor College  
 +Hodson, B.S. e.al. Hawkesyard College, Rugeley  
 +Hughes, W. J. a.w. The Grammar School, Pencader  
 +O'Neill, E.M. Mill St. Higher Elementary S., Pontypridd  
 +Pugh, H. St. Aloysius' College, Highgate  
 +White, A.J. Scorton Grammar School

+Ardun, J. sp. St. Joseph's College, Dumfries  
 +Bertoncini, P.A. St. Aloysius' College, Highgate  
 +Brannigan, F.C. e. St. Aloysius' College, Highgate  
 +Doyle, J.B. a. St. Joseph's College, Dumfries  
 +Faulkner, A. a. Tilley House School, Wem  
 +Flower, G.C. Osborne High S., West Hartlepool  
 +Fowie, N. University School, Rochester  
 +Gillan, F. e. Salesian School, Battersea  
 +Jones, L.H. Heaton Moor College  
 +McGarry, C. a. St. Joseph's College, Dumfries  
 +Pedley, A. Salesian School, Farnborough  
 +Serutton, G. Salesian School, Battersea

+Brandon, D. Salesian School, Battersea  
 +Farrell, H.B. Marist Brothers' Coll., Grove Ferry  
 +Jones, L.R. s. Heaton Moor College  
 +Pullinger, R. St. Joseph's College, Dumfries  
 +Robinson, A. Willow House, Walsall

+Ewen, A.M. St. Joseph's College, Dumfries  
 +Kuas, W. a.s.c. Salesian School, Battersea  
 +Leimgruber, O. St. Aloysius' College, Highgate

+Banham, N. s. d. Heaton Moor College  
 +Burgess, R. D. Queen's College, Southampton  
 +Cole, G.V. Linton House S., Holland Park Avenue  
 +Lamb, F.A. s. Heaton Moor College  
 +Llowarch, R. Tilley House School, Wem

+Barr, R. St. Joseph's College, Dumfries  
 +Beer, F.C. St. Joseph's College, Beulah Hill  
 +Francis, L.J.J. Warner's College, Richmond

+Granger, T.A. Endcliffe College, Sheffield  
 +Johnson, F.C. s. Osborne High S., West Hartlepool  
 +Johnson, S. Tilley House School, Wem  
 +Moore, T.A. St. Joseph's College, Dumfries  
 +Nugent, C.H. St. Aloysius' College, Highgate  
 +Phillips, H.I. University School, Rochester  
 +Quick, W. Havant High School  
 +Satow, H.D.L.J. St. John's College, Southsea

+Delange, R. f. St. Aloysius' College, Highgate  
 +Empson, G. Salesian School, Farnborough  
 +Hodson, J.H. Hawkesyard College, Rugeley  
 +Muirden, S. St. Joseph's College, Dumfries  
 +Pinnock, C.W. Salesian S., Wandsworth Common  
 +Rees, M.R. Mill St. Higher Elem. S., Pontypridd  
 +Smith, E.A. W. a. Taplow Grammar School  
 +Smith, F.L. Montgomery Coll., Sharrow, Sheffield  
 +Whitaker, W.L. s. Heaton Moor College

+Fanning, B. al. Peverell Private School, Plymouth  
 +Hall, H. Heaton Moor College  
 +Hickman, D.W. St. Aloysius' College, Highgate  
 +John, J. St. Margaret's School, Bridgend  
 +Lewis, G.T. Mill St. Higher Elem. S., Pontypridd  
 +McKay, E. St. Joseph's College, Dumfries  
 +Mendezona, Z. St. Joseph's College, Dumfries  
 +Nelson, J.B. The Grammar School, Bentham  
 +Plumley, P.F. Hawkesyard College, Rugeley  
 +Williams, C.L. a.d. Southern Progressive School, Southsea

+Brown, C.G. St. John's College, Southsea  
 +Copping, C.A. The Grammar School, Bentham  
 +O'Sullivan, D. Mount St. Michael's Coll., Dumfries  
 +Robinson, N. St. Aloysius' College, Highgate  
 +Walsh, J. St. Joseph's College, Dumfries

+Ashton, E.A. e. Hawkesyard College, Rugeley  
 +Brophy, R. Salesian School, Battersea  
 +Bruce, C.W. s.a. Tilley House School, Wem  
 +Carter, H.L. St. Aloysius' College, Highgate  
 +Howard, S.E. Jones, C.V.W. Cleaves' Endowed School, Yalding  
 +Jones, C.V.W. Taplow Grammar School  
 +Liddle, R.G. Sevenoaks School  
 +Pratt, H.E. e. Mill Hill School, Leicester  
 +Skinner, S.J. Alexander House S., Broadstairs

+Boase, L.E. Forinby College  
 +Brown, A.E. St. John's College, Southsea  
 +Flintoff, S. Scorton Grammar School  
 +Green, J.F. d. St. Aloysius' College, Highgate  
 +Kidd, H. Salesian School, Battersea  
 +Ricketts, J.E. Ongar Grammar School  
 +Van den Cloot, J. f. St. Aloysius' College, Highgate  
 +Verity, T. St. Joseph's College, Dumfries

+Claxton, F. a. Salesian School, Farnborough  
 +Clews, C.H. d. Willow House, Walsall  
 +Collins, D. Salesian School, Farnborough  
 +Ellerton, J. Salesian School, Farnborough  
 +Gledhill, F. al. St. Joseph's College, Dumfries  
 +Kelly, F. s. Salesian School, Wandsworth Common  
 +Mitchell, N.B. St. Aloysius' College, Highgate  
 +Perryman, R. a.d. Carshalton College

+Addis, R. f. St. Joseph's College, Dumfries  
 +Bonner, F.M. Sevenoaks School  
 +Coyle, P. Mount St. Michael's College, Dumfries  
 +Crose-Browne, E. St. Aloysius' College, Highgate  
 +Luxton, F. a. Salesian School, Battersea  
 +Ramsbottom, J.C. St. Joseph's College, Dumfries

+Bednall, R.J. Willow House, Walsall  
 +Canuto, F. St. Aloysius' College, Highgate  
 +Cunningham, F. St. Joseph's College, Dumfries  
 +Drinkwater, A.G. s. Clapton College  
 +Emery, D.F. Salesian S., Wandsworth Common  
 +Evans, J. The Grammar School, Pencader  
 +Gianelli, F. a.d. Salesian S., Wandsworth Common  
 +Jaques, F.A. St. Aloysius' College, Highgate  
 +McCrory, A.J. St. Aloysius' College, Highgate  
 +Middleton, E.F.B. Hawkesyard College, Rugeley  
 +Thomas, M.M. Mill St. Higher Elem. S., Pontypridd

+Chubb, G. a. Mill St. Higher Elem. S., Pontypridd  
 +Dignam, M. Salesian School, Battersea  
 +Johns, E.V. m. The Grammar School, Pencader  
 +MacCulloch, R.C. s. Sevenoaks School  
 +Neame, A.R. Southport College  
 +Pengilly, D.R. Taunton School  
 +Savage, A. Clark's College, Ealing  
 +Stevens, W.W. Sevenoaks School

+Beech, C. Salesian School, Battersea  
 +Harris, A. Havant High School  
 +Minnighan, T. St. Joseph's College, Dumfries  
 +Newton, F.G. Carshalton College  
 +O'Brien, M. Salesian School, Farnborough  
 +Salmon, L.C.W. s. St. Peter's Eaton Sq. Choir S.

+Brook, J.A. Taunton School  
 +Carrigan, J. Mount St. Michael's College, Dumfries  
 +Ford, K.A. Alexander House School, Broadstairs  
 +Francis, F.S. Forinby College  
 +Martin, J. Salesian School, Battersea  
 +Rentzsch, L. St. Aloysius' College, Highgate  
 +Shepherd, F.C. d. St. Joseph's College, Dumfries  
 +Watkinson, E.S. Richmond Hill School

+Brennan, A. s. Heaton Moor College  
 +Collins, A.W. St. Peter's Eaton Square Choir S.

+Fischer, L.W. St. Joseph's College, Dumfries  
 +Grant, A. St. Joseph's College, Dumfries  
 +Hattersley, R. Salesian School, Farnborough  
 +Kiernan, C.L. St. Joseph's College, Dumfries  
 +Lacey, R.F. St. Aloysius' College, Highgate  
 +McCubbin, D. Salesian School, Battersea  
 +Munro, W. St. Joseph's College, Dumfries

+Brown, J.H. Argyll House School, Sunderland  
 +Dickinson, W. St. Joseph's College, Dumfries  
 +Geary, G.S. St. Aloysius' College, Highgate  
 +Holland, D. Mount St. Michael's College, Dumfries  
 +James, O.L. Hawkesyard College, Rugeley  
 +Kelly, T. d. St. Joseph's College, Dumfries  
 +King, R.V. St. Joseph's College, Dumfries  
 +Richardson, F.S. Ongar Grammar School  
 +Vincent, P.L.J. Taplow Grammar School

+Burdon, G.L.N. Taunton School  
 +Cockell, L. Salesian School, Farnborough  
 +Dean, R.P. a. Taplow Grammar School  
 +Field, H.T. Ongar Grammar School  
 +Goding, J.H. Carshalton College  
 +McDevitt, J. St. Joseph's College, Dumfries  
 +Reader, J.A. Mount Radford School, Exeter  
 +Seward, W. St. John's College, Southsea

+Cole, B.T.R. Mill Hill School, Leicester  
 +Connolly, J. Mount St. Michael's Coll., Dumfries  
 +Dunn, D.W. Argyll House School, Sunderland  
 +Eddon, E.E. Scorton Grammar School  
 +Fitzgerald, R. s. Salesian School, Farnborough  
 +Lawrence, A. Beverley School, Barnes  
 +McQuillan, L. Salesian School, Battersea  
 +Scanlan, F.M. Salesian S., Wandsworth Common

+Evans, T.V.L. Old College S., Carmarthen  
 +Griggs, F.E. s. Salesian S., Wandsworth Common  
 +Harrison, A.G. Scorton Grammar School  
 +Howison, G.F. St. John's College, Southsea  
 +Kindler, K.H. s. Beverley School, Barnes  
 +Nixon, R.B. Taunton School  
 +Pennell, T.N. Clark's College, Ealing  
 +Stuart, G.C.S. The Grammar School, Bentham  
 +Vallarino, J. Salesian School, Battersea  
 +Walker, E.D. Taunton School

+Adams, J. St. Joseph's College, Dumfries  
 +Baker, G.E. Richmond Hill School  
 +Hilton, F.G. St. Joseph's College, Dumfries  
 +McMahon, H.H. St. Peter's Eaton Square Choir S.  
 +Sparrow, J. St. John's College, Southsea  
 +Wiggett, J.H. Taunton School

+Beasley, R.B. Mill Hill School, Leicester  
 +Hayward, C.F. Tilley House School, Wem  
 +Matthews, J.N. d. St. Joseph's College, Dumfries  
 +McLanghlin, M. St. Joseph's College, Dumfries  
 +Morrish, G.L. Taunton School  
 +O'Brien, V. St. Joseph's College, Dumfries  
 +Ross, W.S. The Modern School, Streatham  
 +Ryan, D. Salesian School, Battersea  
 +Ryder, A.J. Taunton School  
 +Sellier, O. f. Heaton Moor College  
 +Standing, G. Havant High School  
 +Wharton, E.N. Heaton Moor College

+Allen, G. Southern Progressive School, Southsea  
 +Hope, T.D. Heaton Moor College  
 +Lewis, D.T. a.w. The Grammar School, Pencader  
 +Mann, E.S. University School, Rochester  
 +Pratt, R. Havant High School  
 +Wainwright, D.I. Old College S., Carmarthen

+Deltour, F. f. St. Joseph's College, Dumfries  
 +Dunkeld, M. St. Joseph's College, Dumfries  
 +Gormley, P. St. Joseph's College, Dumfries  
 +Ratcliffe, R.W. University School, Rochester  
 +Smith, K.W. The Modern School, Streatham  
 +Turner, J.G. Richmond Hill School

+Fenton, J. St. Joseph's College, Dumfries  
 +Godwin, S. St. Peter's Eaton Square Choir School  
 +Heilmann, N. Salesian School, Farnborough  
 +Read, S.G. Taunton School  
 +Wilboud, R.G. e. Telford House School, Bristol  
 +Williams, B.J. w. The Grammar School, Pencader

+Budd, A.H. Ongar Grammar School  
 +Cowie, L.W. Ongar Grammar School  
 +Flanagan, P.J. Salesian S., Wandsworth Common  
 +Girvan, A.G. s. Heaton Moor College  
 +Hampton, C.C. s. Willow House, Walsall  
 +Lee, F.M. St. Joseph's College, Dumfries  
 +McDonald, E.A.B. Argyll House S., Sunderland  
 +Moir, G.R. a. Clark's College, Ealing  
 +Montgomery, V. Salesian School, Farnborough  
 +Furvis, T.E.C. St. Peter's College, Brockley  
 +Rimmer, H. Salesian School, Battersea  
 +Scully, L.V. f. Salesian S., Wandsworth Common

+Britten, G.W. The Modern School, Streatham  
 +Ellis, C.C. St. Joseph's College, Dumfries  
 +Gibson, B. Salesian School, Battersea  
 +Titherley, C.R. Forinby College

+Cooper, G. The Grammar School, Bentham  
 +Goodwin, G.N. Taunton School  
 +O'Connor, T. St. Joseph's College, Dumfries  
 +Old, R.G. Sevenoaks School  
 +Webster, F.P. Ongar Grammar School  
 +Wootton, H.A. St. Aloysius' College, Highgate

**BOTS, PRELIMINARY, Pass—continued.**

(Allen, A. W. Finigan, F. Hanner, R. W. Hardy, A. S. Jones, D. Radmall, S. Sharp, E.	Havant High School Salesian School, Farnborough St. Joseph's College, Dumfries Argyle House School, Sunderland St. Joseph's College, Dumfries Salesian School, Farnborough The Grammar School, Bentham
(Cutler, T. L. Harte, J. Peake, E. L. Triggs, R. W.	The Modern School, Streatham St. Joseph's College, Dumfries Carshalton College Alexander House S., Broadstairs
(Dolan, W. Rule, A. W. Turnbull, P.	Salesian School, Farnborough Taunton School St. Joseph's College, Dumfries
(Ashby, R. Brown, J. M. Colman, C. R. Graham, H. W. Pushman, J. R.	Ongar Grammar School Ongar Grammar School Taunton School Argyle House School, Sunderland Clark's College, Ealing

(Bowen, T. I. Docherty, W. Grant, L. L. Hendry, W. Hunter, C. Watson, H. N. O.	Taunton School St. Joseph's College, Dumfries Ongar Grammar School St. Joseph's College, Dumfries St. Joseph's College, Dumfries Feverell Private S., Plymouth
(Boone, E. J. Cleaver, F. J. Eaugh, C. Rockliffe, C. H. Taylor, W. G. Wall, B. J. Williams, A. H. G.	Mount St. Michael's Coll., Dumfries Mill Hill School, Leicester Salesian School, Farnborough University School, Rochester Oakdene, South Croydon Salesian S., Wandsworth Common St. Peter's Eaton Sq. Choir S.
(Allcorn, W. Grice, W. McGregor, R.	Salesian School, Battersea Salesian School, Farnborough Tellsford House School, Bristol
(Abbey, A. Cairns, M. Theobald, H.	Taunton School St. Joseph's College, Dumfries Taunton School

(Burke, R. McCormick, C. O'Hare, H. G.	St. Joseph's College, Dumfries Salesian School, Battersea St. Joseph's College, Dumfries
(Hill, B. L. Wiswall, J.	The Philological School, Southsea St. Joseph's College, Dumfries
(Alder, L. C. A. Allen, H. C. Evans, C. B. McCluskey, G. F. Walsh, J.	St. Peter's Eaton Square Choir S. Scorton Grammar School Old College School, Carnarthen St. Joseph's College, Dumfries Salesian School, Farnborough
(Lamb, J. W. Parker-Wood, S. Varney, L. A. Williams, I.	St. Joseph's College, Dumfries Sevenoaks School Ongar Grammar School Mill St. Higher Elem. S., Pontypridd
(Beattie, L. A. Lyle, A. Oliphant, W. J. Plews, E. Plunkett, J. Beale, L. F.	Northern Institute, Leeds The Modern School, Streatham Ongar Grammar School Scorton Grammar School St. Joseph's College, Dumfries Salesian School, Wandsworth Common

**GIRLS.**

For list of Abbreviations, see page 115.

**SENIOR.**

**Honours Division.**

Fetcher, A. M. *s.f.ge.l.* Private tuition  
Lee, E. N. J. *a.mu.do.* High School, Waltham Cross

**SENIOR.**

**Pass Division.**

Spear, D. O. *s.al.* Mill St. Higher Elem. School, Pontypridd  
Jones, F. *do.* Mill St. Higher Elem. S., Pontypridd  
Mathews, B. C. L. *s.g.do.* The Friends' School, Mountmellick  
Bathurst, V. E. M. University School, Rochester  
Gardner, K. W. H. *ms.* Intermediate School, St. Edward's Rd., Gosport  
Price, E. Mill St. Higher Elem. School, Pontypridd  
Phillips, J. R. *s.e.mu.* The Hiatt Ladies' Coll., Wellington, Salop  
Croft, K. B. M. The Hiatt Ladies' Coll., Wellington, Salop  
Lovely, M. M. *s.* Dominican Conv. S., Launceston  
Huggard, B. M. *f.ge.* Clarendon School, Southport  
Thomson, E. F. M. *s.* Iselden School, Bournemouth  
Jehns, W. The Hiatt Ladies' Coll., Wellington, Salop  
Reardon, S. C. St. Alban's Convent S., Pontypool  
Ennals, J. C. *s.d.* Polam Hall, Darlington  
Roche, M. F. *s.* Coolderry School, Temple Ewell  
Robertson, E. H. *s.* Private tuition  
Morgan, E. Lulworth House, Caerleon  
Hillier, M. A. Private tuition  
Ryan, M. E. *g.* Dominican Convent S., Launceston  
Stack, N. Dominican Convent School, Launceston  
Briscoe, M. E. D. Roedean School, Brighton  
Jones, D. Mill St. Higher Elem. S., Pontypridd  
Briscoe, A. M. H. Private tuition  
Pace, I. D. *g.* The College, Gondhurst  
Wells, D. P. W. Girls' Grammar School, Wembley  
Timberlake, M. E. *s.h.* Gartlet School, Watford  
Mackenzie, V. M. C. Private tuition  
Kempe, L. M. *s.* Private tuition  
Taylor, I. E. *do.* Sir Josiah Mason's Orphanage, Erdington  
Boyles, L. E. Private tuition  
Mathews, E. E. Private tuition  
Russell, M. Dominican Convent School, Launceston  
Owen, O. Central School, Carnarvon

Frizzel, M. Skerry's College, Liverpool  
Clavin, A. Dominican Convent School, Launceston  
Downing, B. St. Alban's Convent S., Pontypool  
Allen, M. H. *do.* Smart's College, Newcastle-on-Tyne  
McNamara, J. E. Cork High School  
Morris, D. *f.* Private tuition  
Hubbard, H. Private tuition  
Nelson, K. Intermediate S., St. Edward's Road, Gosport  
Hargreaves, H. I. O. Taplow Grammar School  
Wiles, R. N. High School, Twickenham Green  
Jones, H. Mill St. Higher Elem. S., Pontypridd  
Byrom, I. M. La Sagesse Convent, Golder's Green Road, N. W.

**JUNIOR.**

**Honours Division.**

Rees, O. *e.* Private tuition  
Hamer, E. M. F. *g.* The Grammar School, Bentham  
Pini, M. S. *s.f.do.* The Friends' School, Mountmellick  
Hainsworth, M. The Grammar School, Bentham  
Jacob, W. *s.e.* Convent of the Holy Family, Tooting  
Latham, M. P. *h.* Private tuition  
Wilson, A. *a.cl.* Victoria College, Belfast  
McCullagh, I. K. *s.g.f.* The Friends' S., Mountmellick  
Smith, K. C. *s.* The Hiatt Ladies' College, Wellington, Salop  
Gibson, W. N. *s.e.* Beechholme College, Belper

**JUNIOR.**

**Pass Division.**

\*Lewis, M. H. *f.* Private tuition  
\*Furie, A. M. *s.f.* St. David's Convent, Brecon  
\*Mordaunt, D. T. *s.* St. Margaret's Ladies' College, Edinburgh  
Clarke, P. M. A. *s.ph.* Clarke's High School for Girls  
Riley, M. *d.* The Grammar School, Bentham  
\*Vanwinkel, A. M. K. *f.* St. Alban's Convent School, Pontypool  
Sutherland, J. H. M. *phys.* Private tuition

Tidoux, F. *f.d.* Convent de la Mère de Dieu, Sarbiton Hill  
Cockburn, M. I. D. *s.e.* Canaan Park Coll., Edinburgh  
Seal, G. M. *a.* Private tuition  
Draper, R. E. *s.e.* The Polytechnic, Regent Street, W.  
Stubbs, M. L. The Hiatt Ladies' College, Wellington, Salop  
Hosken, M. W. *ge.* Private tuition  
Tait, A. R. Canaan Park College, Edinburgh  
Worsfold, J. Private tuition  
Bjorkhind, E. H. High School, Waltham Cross  
Shakespeare, M. *s.* The Hiatt Ladies' College, Wellington, Salop  
Flowerdew, W. M. *a.al.f.* Private tuition  
Kerrick, M. I. *s.* Victoria College, Belfast  
Hendrie, E. M. *f.* Private tuition  
Franklyn, K. M. *e.sh.* Warner's College, Richmond  
\*Dangertield, D. P. La Sagesse Convent, Golder's Green Rd., N. W.  
Lockett, P. *s.* The Hiatt Ladies' College, Wellington, Salop  
Baxter, A. K. *a.* Private tuition  
Dodds, A. E. A. Private tuition  
Griffin, E. L. Melbourne College, Thornton Heath  
Harrison, N. L. *e.* Private tuition  
Peltier, M. M. *s.g.f.* Convent of the Immaculate Heart of Mary, Newhaven  
Corbett, P. L. The Hiatt Ladies' College, Wellington, Salop  
\*Floury, O. M. J. *f.* St. Alban's Convent S., Pontypool  
\*Lalaune, G. J. M. *f.* La Sagesse Convent, Golder's Green Rd., N. W.  
\*Furnivall, J. Roedean School, Brighton  
Mitchell, E. *s.* St. Mary's, Alnwick  
Robson, V. G. *f.* Private tuition  
Stradling, G. *do.* Mill St. Higher Elementary School, Pontypridd  
Sarsfield, E. *e.* Private tuition  
Sweetnam, E. E. M. Private tuition  
Williams, N. Central School, Carnarvon  
\*Cornwell, E. M. Private tuition  
Courtenay, G. M. *cf.* Private tuition  
Campbell, A. M. *a.* Private tuition  
Clark, M. C. K. Roedean School, Brighton  
\*McQuillan, S. F. *s.do.* The Friends' School, Mountmellick  
Coles, W. M. *s.* High School, Waltham Cross  
McConomy, J. C. *eg.* Private tuition  
Bramwell, M. I. *s.* Beechholme College, Belper  
Maslen, M. G. *mu.* Ellerker College, Richmond Hill  
Deane, M. *s.* Cork High School  
Wood, E. M. Hollygirt, Nottingham

GIRLS, JUNIOR, Pass—*continued.*

Eckley, L.B. Pengwern College, Cheltenham  
 Rider, B.S.E. Roedean School, Brighton  
 Robinson, F.M. Mill St. Higher Elementary School, Pontypridd  
 Williams, V.D. Pendennis College, Streatham High Rd., S.W.  
 Allan, K.E. Intermediate S., St. Edward's Rd., Gosport  
 Horne, N. s. St. Mary's, Alnwick  
 Lloyd, D.P.C. The Hiatt Ladies' College, Wellington, Salop  
 Thomas, K. Central School, Carnarvon  
 Rea, E.M. s. Cork High School  
 Falloon, H.K. Coolderry School, Temple Ewell  
 Higgs, K.A.S. Private tuition  
 Keats, M. Sir Josiah Mason's Orphanage, Erdington  
 Towler, M.R. Rosthern View School, Bowdon  
 Cuveller, L.M.P. g. Girls' Grammar School, Wembley  
 Browne, A.J. The Hiatt Ladies' College, Wellington, Salop  
 Carr, M.I. s. Convent of the Holy Family, Tooting  
 Flint, D. Private tuition  
 Jones, T.A. Private tuition  
 Pike, E.L. Private tuition  
 Humphris, E.M. Clark's Preparatory Dept., Ealing  
 Williams, A. Private tuition  
 Boulding, E.I.M. Crouch End High S. and Coll.  
 Jeffreys, E.J.H. e. Private tuition  
 McLaren, J.S. s. Canaan Park College, Edinburgh  
 Lyall, H.K. s. Beecholme College, Belper  
 Neville, M. St. Mary's, Alnwick  
 Purchas, K.J.C. Cusack's College, Catford  
 Cousins, M.C. Girls' Grammar School, Wembley  
 Goldstone, P.E. Ellerker College, Richmond Hill  
 Jackson, L. Private tuition  
 Burton, D.V. ch. Bradbury Central School, Hale  
 Chaudun, M.L.S. f. Convent of the Blessed Sacrament, Beeding  
 Muir, D.B. The High School, St. Albans  
 Houlihan, H. St. Mary's, Alnwick  
 Hughes, S.L. Central School, Carnarvon  
 Hurworth, E. University School, Rochester  
 Roberts, M. Central School, Carnarvon  
 Evans, G. Mill St. Higher Elem. School, Pontypridd  
 Farr, E.G. Mill St. Higher Elem. S., Pontypridd  
 Griffiths, M. do. Private tuition  
 Reynolds, F.E. s. do. Private tuition  
 Brodie, F. Roedean School, Brighton  
 Brown, G. Private tuition  
 Groves, K.E. The Hiatt Ladies' College, Wellington, Salop  
 Speck, M. Roedean School, Brighton  
 Tetley, E. Private tuition  
 Cryer, E.E. Private tuition  
 Hughes, E.M. Private tuition  
 Pittard, F.M. Private tuition  
 Somerville, M.G. Private tuition  
 Crossley, D.S. Belle Vue Girls' Secondary School, Bradford  
 Lloyd, S.E. Old College S., Carmarthen  
 Sidebotham, W.D. e. Roedean School, Brighton  
 Williams, A. Private tuition  
 Robb, J.A. Private tuition  
 Scrivener, E.D. Polam Hall, Darlington  
 Woodhead, F.E. d. Roedean School, Brighton  
 Clowes, H.E. Private tuition  
 Hart, M.C. Roedean School, Brighton  
 Schofield, M.I. s. The Hiatt Ladies' College, Wellington, Salop  
 Green, E.A. Clatford House School, Southampton  
 Harvey, C. Belle Vue Girls' Secondary School, Bradford  
 Leigh, A.E.B. s. Roedean School, Brighton  
 Owen, M. Central School, Carnarvon  
 Rimington, D. The Salt School, Shipley  
 Embleton, M. St. Mary's, Alnwick  
 Owens, K. St. Mary's Alnwick  
 Preston, C. Clifton Coll., North Shore, Blackpool  
 Sloane, D. Private tuition  
 Tee, E. s. Fartown Grammar School  
 Thomas, M. Mill St. Higher Elem. S., Pontypridd  
 Thomson, S. Private tuition  
 Fielding, M. Private tuition

Butler, E. St. Mary's, Alnwick  
 Garstein, M. f. Private tuition  
 Stewart, E.K.M. s. Canaan Park Coll., Edinburgh  
 Williams, M. Central School, Carnarvon  
 Pearce, D.S. s. Kempstow, Malvern Link  
 Cousins, E. Mill St. Higher Elem. S., Pontypridd  
 Jones, M.E. Central School, Carnarvon  
 Jones, S.A. Private tuition  
 Savill, D.E.T. Girls' Grammar School, Wembley  
 Davies, V. Central School, Carnarvon  
 Cramp, W.M. Private tuition  
 Wardleworth, M.F. s. Clarendon School, Southport  
 Wolfe, K.H.M. Cork High School  
 Davies, B. Private tuition  
 Griffiths, L. Central School, Carnarvon  
 Ross, H.H.R. Private tuition  
 Rees, M. Mill St. Higher Elem. School, Pontypridd  
 Doggrell, V.G. Pembroke House S., Southampton  
 Hughes, J. Central School, Carnarvon  
 Norris, W.M. High School, Waltham Cross  
 John, G. Mill St. Higher Elem. School, Pontypridd  
 Williams, J. Central School, Carnarvon  
 Yates, A.M. Private tuition  
 Blake, G.M. St. Alban's Convent S., Pontypool  
 Caddy, B.M. Mill St. Higher Elem. S., Pontypridd  
 Stenning, E.M. Convent Ste. Marthe, Rottingdean  
 Twort, S.M. University Tutorial College, W.C.  
 Buck, E.M. Private tuition  
 Gould, R. Mill St. Higher Elem. S., Pontypridd  
 O'Connell, M. St. Mary's, Alnwick  
 Hull, N. Girls' Grammar School, Wembley  
 Artריך, A.M. Crawford House, Maidenhead  
 Ellis, C.B. Higher Grade School, Mountain Ash  
 Wild, A. Private tuition  
 Blankley, F.A. Hollygirt, Nottingham

Andrews, I.F. High School, Waltham Cross  
 Thomas, I.M. Mill St. Higher Elem. S., Pontypridd  
 Banks, M.F. High School, Waltham Cross  
 Steven, M.H. s. Wiltshire Road School, Brixton  
 Cartwright, F.M. Walhouse Girls' School, Cannock  
 Watts, F. St. Margaret's School, Bridgend  
 Webb, E.N. The Convent, Colne  
 Cooper, M. s. St. Mary's, Alnwick  
 Hoare, K.M. s. Dominican Convent S., Launceston  
 Lawrenson, K.L.M. High School, Waltham Cross  
 Lynch, M. s. Dominican Convent S., Launceston  
 Brann, E.D. Intermediate School, Ballyclare  
 Furlong, E.L. Cork High School  
 Little, P. s. St. Mary's, Alnwick  
 Marchand, E. f. Convent de la Mère de Dieu, Surbiton Hill  
 Lee, K.C. High School, Waltham Cross  
 Wilson, P.N. Alwyne College, Highbury  
 Pidoux, J. f. Conv. de la Mère de Dieu, Surbiton Hill  
 Giles, S.B. Friern Barnet Girls' Grammar School  
 Franklin, M.M. e. Norton's Lodge, Small Heath  
 Beernaerts, M.R.A. d. Newry Lodge School, East Twickenham  
 Foster, M.D. Bastion H., Gloucester  
 Blundell, L. e. The Hiatt Ladies' College, Wellington, Salop  
 Dunbar, A.M. s. The Friends' S., Mountmellick  
 Thomas, G.M. s. The Hiatt Ladies' College, Wellington, Salop  
 Walklate, E.M. St. Mary's R. C. School, Cannock  
 Grey, F.M. e. f. Friern Barnet Girls' Grammar S.  
 Kelly, M.E. s. The Convent, Colne  
 Spiller, L.M. s. Cork High School  
 Tangy, J. f. s. Valetta House School, Salfath  
 Thomas, Elizabeth The Grammar School, Pencader  
 Edwards, A. Mill St. Higher Elem. S., Pontypridd  
 Gibson, A. The Grammar School, Bentham  
 Hilliard, B.L. f. Cork High School  
 Nethercliff, E.G. Girls' Grammar School, Wembley

Carpenter, P. d. Pengwern College, Cheltenham  
 Hesleton, S. The Grammar School, Bentham  
 Merrill, D. Endcliffe College, Sheffield  
 Thomas, Elsie a.w. The Grammar School, Pencader  
 Williamson, J.W. Crouch End High S. & College

Leeming, M. The Grammar School, Bentham  
 Turner, E.M. Girls' Grammar School, Wembley

Lewis, P. Mill Street Higher Elem. S., Pontypridd  
 McCandlish, V.G. s. The Hiatt Ladies' College, Wellington, Salop  
 Wilson, I.L. Pengwern College, Cheltenham

Ashlon, G.G. s. e. Silver Hall, Isleworth  
 Beaumont, E.L. Friern Barnet Girls' Grammar S.  
 Cayless, D.M. s. e. Apsley House, Wood Green

Hains, G.A. Clark's Prep. Department, Ealing  
 Mayne, B.L. Ladies' School, Newtownards  
 Pritchard, J. Central School, Carnarvon

Burr, M.E. Friern Barnet Girls' Grammar School  
 Dixon, M. The Convent, Colne  
 Lisle, E.M. s. The Hiatt Ladies' College, Wellington, Salop  
 Watson, D.M. e. Beecholme College, Belper  
 Wheeler, W.E. a. Friern Barnet Girls' Grammar S.  
 Wilson, F.C. s. Stapleton Hall S., Stroud Green  
 Woodward, E. Mill St. Higher Elem. S., Pontypridd

Chanter, N.I. Friern Barnet Girls' Grammar School  
 Clift, M.B. The Hiatt Ladies' Coll., Wellington, Salop  
 Goddard, D.L. Convent of the Holy Family, Tooting

Pratt, M.C. Friern Barnet Girls' Grammar School  
 Wadman, A. s. Ladies' School, The Close, Brighton

Ware, H.M. Mill St. Higher Elem. S., Pontypridd  
 Ames, D.F.G. Friern Barnet Girls' Grammar S.  
 Cumming, M.R. Lark Hill School, Timperley  
 Whitaker, J. St. Agnes', Waterloo, Accrington

Knight, C.R. Mill St. Higher Elementary School, Pontypridd  
 Newby, D.G. The Grammar School, Bentham

Webb, I.M. Beecholme College, Belper  
 Paterson, A. McM. Cork High School  
 Wright, E.V. Friern Barnet Girls' Grammar School

Herries, R. Convent, Chorlton-cum-Hardy  
 Knowles, S.E. The Hiatt Ladies' College, Wellington, Salop

Laurence, E.K. Girls' Grammar School, Wembley  
 Padgham, P.J. Alexander House S., Broadstairs  
 Tindall, B. Ladies' School, The Close, Brighton

Cooper, M. The Convent, Colne  
 Eastick, F.L. Conv. of Immaculate Heart of Mary, Newhaven  
 Flewett, H.F.G. Cork High School  
 Meyenberg, M.E.G.M. High School, Waltham Cross

## PRELIMINARY.

## Honours Division.

Pin, M.E. s. e. a. f. The Friends' S., Mountmellick  
 Brown, K.E. e. a. f. d. The Friends' S., Mountmellick  
 Knight, F.E. s. e. a. d. f. The Friends' School, Mountmellick  
 Halliday, E.F. s. a. d. f. The Friends' School, Mountmellick  
 Halliday, A.K. s. The Friends' S., Mountmellick  
 Nokes, M.E. s. e. h. a. d. Crouch End High School & College  
 Molyneux, K.A. s. e. g. a. f. The Friends' School, Mountmellick  
 Read, M.A. s. Victoria College, Belfast  
 Davies, M. s. h. a. d. Mill St. Higher Elem. School, Pontypridd  
 King, P. s. e. Crouch End High School & College  
 Anderson, R. St. Mary's, Alnwick

## PRELIMINARY.

## Pass Division.

Whiteman, H.J. University School, Rochester  
 Hughes, C.A. Central School, Carnarvon  
 Beresford, D. Beecholme College, Belper  
 Verlande, M.A. f. Convent, Chorlton-cum-Hardy  
 Thomas, O. Mill St. Higher Elem. S., Pontypridd  
 Field, N. Belle Vue Girls' Secondary S., Bradford  
 Hitchen, P.J. s. e. The Hiatt Ladies' College, Wellington, Salop  
 Plucknett, M.B. s. d. Crouch End High S. & College  
 Bacham, N. s. St. Mary's, Alnwick  
 Coates, M.D. Convent Ste. Marthe, Rottingdean  
 Hammond, D.G. Convent Ste. Marthe, Rottingdean  
 Cousins, F.A. d. Girls' Grammar School, Wembley  
 Hillingworth, E.M.E. Roedean School, Brighton  
 Beernaerts, C.A. f. Newry Lodge School, East Twickenham  
 Davies, M. Mill St. Higher Elem. S., Pontypridd  
 Hawkins, J.E. Pengwern College, Cheltenham

GIRLS, PRELIMINARY, PASS—continued.

Duncey, K.F. Girls' Grammar School, Wembley  
Llewellyn, J. Mill St. Higher Elem. S., Pontypridd  
Trower, F.M.A. Conv. of the Holy Family, Tooting  
Thorpe, E. The Convent, Colne  
Volny, F.V. The Polytechnic, Regent St., W.  
Farmer, P.R. The Hiatt Ladies' College, Wellington, Salop  
Hill, M. Conv. of Immaculate Heart of Mary, Newhaven  
Wynn-Jones, K.N. The Hiatt Ladies' College, Wellington, Salop

Hanna, I. Ladies' School, Newtownards  
Scott, M.M. High School, Waltham Cross  
Read, E.M. Alexander House School, Broadstairs  
Boffey, F.A. Wincham Hall, Lostock Gralam  
Stear, D.H.M. Burwood College, East Sheen  
Dunk, M.S. St. Mary's College, Barnes  
Scarlett, D. Ladies' School, The Close, Brighton  
Adams, M.E. The Hiatt Ladies' College, Wellington, Salop  
Howells, M. St. Margaret's School, Bridgend  
Padgham, G.H.I. Alexander House S., Broadstairs  
McClure, M.A.S. Private tuition

Ackerman, E. Conv. of the Holy Family, Tooting  
Edwards, O. Mill St. Higher Elem. S., Pontypridd  
Cunningham, N. Cranbrook Terrace Ladies' School, Belfast  
James, G.C. Valetta House School, Saltash  
Walker, H.M. Pembroke House S., Southampton  
Banner, E.M. Ballure House, Great Crosby  
Linnell, K.M. High School, Waltham Cross  
Cochrane, B. Wincham Hall, Lostock Gralam  
Wills, E.G. Valetta House School, Saltash  
Gibbs, E.M. Conv. of Immaculate Heart of Mary, Newhaven

LOWER FORMS EXAMINATION.—PASS LIST.

BOYS.

Adams, H. Salesian School, Battersea  
Ailard, G.G. Ongar Grammar School  
Aindow, H. Salesian School, Battersea  
Airey, L.A. Mill Hill School, Leicester  
Aitken, D.J. St. John's College, Southsea  
Aked, H.P. The Grammar School, Bentham  
Alder, F. St. John's College, Southsea  
Alexander, N. Intermediate School, Ballyclare  
Aperghis, H. Salesian School, Farnborough  
Ashcroft, J.M. Heaton Moor College  
Aurad, M. Salesian School, Battersea  
Avery, F. Salesian School, Battersea  
Avery, W. Salesian School, Battersea  
Ayling, E.W. Margate College, Farnham  
Aylwin, H.D. The Philological School, Southsea  
Ball, R.G. Ongar Grammar School  
Bandle, D.W. Colne Valley S., Rickmansworth  
Barnet, L. Taplow Grammar School  
Barrett, W. St. John's College, Southsea  
Bartolozzi, H. Salesian School, Battersea  
Beck, F.G. Xaverian College, Mayfield  
Bedford, N. Heaton Moor College  
Bell, G.A. Ongar Grammar School  
Bell, J.E. Scorton Grammar School  
Bellamy, E.W. Salesian School, Farnborough  
Bennett, N.C. Mill Hill School, Leicester  
Bennett, W.C. St. Boniface's College, Plymouth  
Benson, H.L. Margate College, Farnham  
Benson, J. Margate College, Farnham  
Bestford, E.H. Argyle House School, Sunderland  
Betts, R. Xaverian College, Mayfield  
Binnie, J.E. Margate College, Farnham  
Birch, M.C.U. Margate College, Farnham  
Blake, A.F. Ongar Grammar School  
Blower, R.C. St. John's College, Southsea  
Blyth, F.W.E. Margate College, Farnham  
Bond, J.G. St. Joseph's Academy, Camberwell, S.E.  
Boyer, T.S. Taplow Grammar School  
Brooman, G. Salesian School, Battersea  
Brooman, A.J. St. John's College, Southsea  
Brown, J.W. Ongar Grammar School  
Browne, F. Salesian School, Farnborough  
Brydon, R.A. Kersal School  
Buckingham, L.S. Ongar Grammar School  
Burgess, J. Salesian School, Battersea  
Burton, W.V. Endcliffe College, Sheffield  
Butchart, C.G. Argyle House School, Sunderland  
Butcher, E.G. St. Joseph's Acad., Camberwell, S.E.  
Butler, E.E. St. Aloysius' College, Highgate

Davies, R.H. Margate College, Farnham  
Deane, R. St. Aloysius' College, Highgate  
DeJong, E. St. Aloysius' College, Highgate  
Delaney, F.D. St. Joseph's Academy, Camberwell  
Dickinson, E.G.L. Cranbrook Park School, Ilford  
Dods, A.C. Streatham Grammar School  
Doese, D. St. Aloysius' College, Highgate  
Dowdney, R. Salesian School, Battersea  
Duff, L. Xaverian College, Mayfield  
Dunlea, P. Xaverian College, Mayfield  
Durnford, D.S.V. Margate College, Farnham  
Edwards, A. St. Aloysius' College, Highgate  
Edwards, W.W. Ongar Grammar School  
Ellis, P.G. Mutley Grammar School  
Ellwood, C. Heaton Moor College  
Evans, C. St. Aloysius' College, Highgate  
Evans, R.I. The Grammar School, Pencader  
Evans, T.S. Heaton Moor College  
Fairhead, L. St. Aloysius' College, Highgate  
Farnar, T. Xaverian College, Mayfield  
Farrell, J. Marist Brothers' College, Grove Ferry  
Faupel, L. Xaverian College, Mayfield  
Fay, P.J. St. Boniface's College, Plymouth  
Fenlon, A. St. Aloysius' College, Highgate  
Fennell, W. Xaverian College, Brighton  
Fewkes, J.H. Hazlewood S., Kingston-on-Thames  
Field, H.D. Margate College, Farnham  
Field, J.C. Streatham Grammar School  
Fielding, F.W. St. Boniface's College, Plymouth  
Fitch, W. Salesian School, Battersea  
Foad, C.E. St. John's College, Southsea  
Foster, A.G. Streatham Grammar School  
Foster, F.E. St. Boniface's College, Plymouth  
Foster, W.F. Salesian School, Farnborough  
Furness, E.O. St. Boniface's College, Plymouth  
Gambazzi, G.H.J.P. St. Joseph's Acad., Camberwell  
Garrod, A.E. Argyle House School, Sunderland  
George, E.J. Salesian School, Farnborough  
George, F. Tilley House School, Wem  
Gherardi, P. Salesian School, Farnborough  
Gherardi, R.J. Salesian School, Farnborough  
Gilbert, T. Xaverian College, Mayfield  
Gillett, A.P. St. Boniface's College, Plymouth  
Goldberg, A. St. Boniface's College, Plymouth  
Goovaerts, L.P. Salesian School, Farnborough  
Gordon, H. St. Aloysius' College, Highgate  
Gordon, L. St. Aloysius' College, Highgate  
Gough, R. St. John's College, Southsea  
Gould, L.J. Salesian School, Farnborough  
Green, A. St. John's College, Southsea  
Greig, K.M. The Douglas School, Cheltenham  
Grien, F. St. Aloysius' College, Highgate  
Guest, J. Southport College  
Hall, J.M. St. John's College, Southsea  
Halliday, E.A.G. St. Helen's College, Seven Kings  
Hancock, W.A. The Douglas School, Cheltenham  
Hammal, H. Osborne High School, West Hartlepool  
Harrison, C.S. St. Thomas' High School, Erdington  
Hatherley, B. Xaverian College, Mayfield  
Haworth, H.H. Argyle House School, Sunderland  
Head, B. Salesian School, Battersea  
Henkel, L.E. Streatham Grammar School  
Hesling, S. Heaton Moor College  
Hewens, E.N.C. Streatham Grammar School  
Hill, F.W. Mill Hill School, Leicester  
Hinchcliffe, G.E. Salesian School, Farnborough  
Hiscox, C.W.G. Margate College, Farnham  
Holland, L. Xaverian College, Brighton  
Hook, C.C. Hazlewood School, Kingston-on-Thames  
Hore, R.H. Streatham Grammar School  
Horne, J.G. Kersal School  
Hughes, A.F.W. The Douglas School, Cheltenham  
Humphrey, N. Salesian School, Battersea  
Illingworth, T. Xaverian College, Brighton

Jackson, R.T. Mill Hill School, Leicester  
James, R.E.C. St. Catherine's College, Richmond  
Janson, S.E. Shenley House, Highgate  
Jarrett, C.R.T. Palmers Green High S., Winchmore Hill  
Jenkins, A. Taplow Grammar School  
Jenkins, H.W. Salesian School, Farnborough  
Joel, S. Xaverian College, Brighton  
Johnson, P.G. St. Aloysius' College, Highgate  
Jones, J.J. Salesian School, Farnborough  
Jureidini, J. Ansdell School, Lytham  
Kane, J.P. Salesian School, Farnborough  
Kay, S. Ansdell School, Lytham  
Keller, B. Xaverian College, Mayfield  
Kendall, F.W.M. Salesian School, Farnborough  
Killingbeck, G. St. Aloysius' College, Highgate  
Kinder, S.A. Heaton Moor College  
King, G. Xaverian College, Brighton  
King, G.H. St. Boniface's College, Plymouth  
King, J.A. St. Boniface's College, Plymouth  
Kirby, M. St. Aloysius' College, Highgate  
Knight, F. St. Aloysius' College, Highgate  
Knowers, L.E. St. John's College, Southsea  
Lappin, C.F. Salesian School, Farnborough  
Law, T. Xaverian College, Mayfield  
Lawson, R.A. Ongar Grammar School  
Leader, L. The Modern School, Streatham Common  
Lee, A.R. Taplow Grammar School  
Lees, G.V. Hawkesyard College, Rugeley  
Lees, O. Hawkesyard College, Rugeley  
Lewis, E. Xaverian College, Mayfield  
Lewis, J. Kersal School  
Lloyd, G.H. University School, Rochester  
Loffhouse, R.J. Heaton Moor College  
Loxley, H.W. Margate College, Farnham  
MacLeod, R.B. Kersal School  
Maguire, T.G. St. Boniface's College, Plymouth  
Maillet, J.V. Ansdell School, Lytham  
Malzer, G. St. Aloysius' College, Highgate  
Manners, G. St. Aloysius' College, Highgate  
March, G. St. Aloysius' College, Highgate  
Marsh, R.M.G. The Philological School, Southsea  
Martin, T. Xaverian College, Brighton  
Masters, A.W. Margate College, Farnham  
McCall, P.W.S. St. John's College, Southsea  
McCooe, A. St. Aloysius' College, Highgate  
McInerny, J. Xaverian College, Brighton  
McKenna, F.J. Salesian School, Farnborough  
McManus, D. Xaverian College, Brighton  
Meadows, W.H. Heaton Moor College  
Melville, A.W. Ongar Grammar School  
Mitchell, H.L. Argyle House School, Sunderland  
Modica, P. St. Aloysius' College, Highgate  
Molloy, B.J. Salesian School, Farnborough  
Money, R. St. Aloysius' College, Highgate  
Montgomerie, C. Xaverian College, Mayfield  
Montgomerie, G. Xaverian College, Mayfield  
Morgan, C.J. Salesian School, Farnborough  
Morley, C. Marist Brothers' College, Grove Ferry  
Morris, A.S. St. Boniface's College, Plymouth  
Morrissey, B. St. Aloysius' College, Highgate  
Moss, D.F. Salesian School, Farnborough  
Moss, H.G. Margate College, Farnham  
Mott, W. Hawkesyard College, Rugeley  
MuirSmith, A. St. Aloysius' College, Highgate  
Murray, D.E. Ongar Grammar School  
Nasman, G. Taplow Grammar School  
Nassau, J.H. St. Boniface's College, Plymouth  
Nichols, G.R.A. Mill Hill School, Leicester  
Nixon, E.L. Westfield School, Birkdale  
Nopenaire, G. St. Aloysius' College, Highgate  
O'Brien, H. Salesian School, Battersea  
O'Brien, J. Salesian School, Battersea  
O'Donnell, M. St. Aloysius' College, Highgate  
O'Shea, L. St. Aloysius' College, Highgate  
Owers, A.J.W. Silver Hall, Isleworth

## BOYS, LOWER FORMS—continued.

Page, R. H.	Tilley House School, Weim	Sayer, W. B.	Ongar Grammar School	Vann, L.	Xaverian College, Mayfield
Farmiter, M. Y.	St. John's College, Southsea	Scheggia, B.	Marist Brothers' College, Grove Ferry	Vaughan, G. R.	Hilsea College, Portsmouth
Parsons, E. L.	Ballure House School, Gt. Crosby	Schreiber, J. H. P.	St. Joseph's Academy, Camberwell	Vessey, H. F.	Salesian School, Farnborough
Fascal, R.	Xaverian College, Mayfield	Scott, K.	Heaton Moor College	Vets, J.	St. Aloysius' College, Highgate
Payne, H. F.	Streatham Grammar School	Scrivens, L. E.	Salesian School, Wandsworth Common	Vincent, I. A. N.	St. Joseph's Academy, Camberwell
Pearman, F. E.	Mitley Grammar School	Settmund, J. P.	St. Aloysius' College, Highgate	Walker, E. C.	Streatham Grammar School
Pell, C.	Xaverian College, Mayfield	Shackleton, L.	The Grammar School, Bentham	Walker, H.	Scorton Grammar School
Perkins, T. R.	St. Catherine's College, Richmond	Sharman, K. F. C.	Mill Hill School, Leicester	Walsh, G.	St. Aloysius' College, Highgate
Perrett, A.	Salesian School, Battersea	Shaw, R. G.	Richmond House, Handsworth	Walter, H. P. McL.	St. John's College, Southsea
Perry, F. O.	Margate College, Farnham	Shutte, C. B.	Taplow Grammar School	Ward, V.	St. Aloysius' College, Highgate
Phillips, R. E.	Scorton Grammar School	Simpkin, F.	Elmfield College, Leicester	Watts, D. P.	Endcliffe College, Sheffield
Pollard, F. L.	Cranbrook Park School, Ilford	Simpson, J.	Salesian School, Farnborough	Waxman, R.	Xaverian College, Brighton
Poole, R. J.	Ongar Grammar School	Sims, T. C.	St. Catherine's College, Richmond	Weekes, O. C.	Cranbrook Park School, Ilford
France, O. A.	The Philological School, Southsea	Slater, J. F.	Scorton Grammar School	Wellesley, E.	Xaverian College, Mayfield
Prescott, H. G.	Clark's College, Ealing	Smit, C.	Southport College	Wetz, M.	Xaverian College, Brighton
Prinsen, C.	St. John's College, Southsea	Smith, H. S.	St. Aloysius' College, Highgate	White, D.	Xaverian College, Brighton
Pryce, B. J.	Salesian School, Farnborough	South, J. M.	Heaton Moor College	Whitcomb, A.	Ongar Grammar School
Quick, R.	Xaverian College, Mayfield	Steen, L. A.	Endcliffe College, Sheffield	Whitcockson, A.	St. Aloysius' College, Highgate
Quin, H. P.	Salesian School, Farnborough	Stevens, F. G.	Margate College, Farnham	Wilder, F. J. J.	St. Joseph's Academy, Camberwell
Race, L.	St. Aloysius' College, Highgate	Stevens, R.	St. Aloysius' College, Highgate	Williams, E.	Xaverian College, Mayfield
Reidy, D. P.	Salesian School, Farnborough	Stevens, R. L.	St. Boniface's College, Plymouth	Williams, R. G.	Silver Hall, Isleworth
Reidy, J. P.	St. Joseph's Academy, Camberwell	Stocker, E.	Ansdel School, Lytham	Willmington, S.	Marist Brothers' College, Grove Ferry
Reiss, A. E.	Salesian School, Farnborough	Stocks, A.	Southport College	Wilson, C.	St. Aloysius' College, Highgate
Richardson, A. S.	University School, Rochester	Stoppani, S.	Salesian School, Battersea	Wilson, E. A.	Xaverian College, Mayfield
Richardson, C. J.	St. Aloysius' College, Highgate	Strevens, J. L.	St. John's College, Southsea	Wimble, E. W.	Argyle House School, Sunderland
Ritchie, A.	Intermediate School, Ballyclare	Stringer, E.	Xaverian College, Brighton	Wiseman, J.	Streatham Grammar School
Roberts, R. A.	Hilsea College, Portsmouth	Swift, L.	St. Aloysius' College, Highgate	Woodman, J. R.	Salesian School, Battersea
Robinson, G.	St. Aloysius' College, Highgate	Sykes, F.	Ansdel School, Lytham	Wotton, H. C.	Hilsea College, Portsmouth
Roper, R.	St. Thomas' High School, Erdington	Tanstill, P.	Xaverian College, Mayfield	Wray, G.	Taplow Grammar School
Russell, R.	Xaverian College, Mayfield	Thompson, W. A.	Salesian School, Farnborough	Wright, D. C.	St. Aloysius' College, Highgate
Russell, T.	St. Aloysius' College, Highgate	Tillman, W.	Xaverian College, Brighton	Wright, E. R.	St. Aloysius' College, Highgate
Ryan, J. G.	St. Boniface's College, Plymouth	Tobin, F. J.	St. John's College, Southsea	Wright, J. E.	Xaverian College, Brighton
Salter, L. J.	Margate College, Farnham	Turnbull, D.	Osborne High S., West Hartlepool	Wright, J. E.	Ongar Grammar School
Sansom, E. E.	Salesian School, Farnborough	Turnbull, J. G.	Heaton Moor College	Willaume, R.	Salesian School, Battersea
		Turner, L. P.	Salesian School, Farnborough	Wuytack, R.	St. John's College, Southsea
		Turner, P. J.	Salesian School, Farnborough	Young, D. C.	Streatham Grammar School

## GIRLS.

Abrahams, K. I.	Mansfield College, Hove	Fuller, H. L.	Beaulere House, Sunbury-on-Thames	Orsborn, V.	Convent of St. Chrétienne, Gillingham
Alford, E. A.	Beaulere House, Sunbury-on-Thames	Futcher, E.	Newcastle House, Lewes	Osborne, G. A. C.	Westfield School, Birkdale
Altman, E.	Mansfield College, Hove	Gent, M. R. V.	Burwood College, East Sheen	Overall, W. D.	High School, Waltham Cross
Andrea, M. E.	Private tuition	Gibson, J. R.	King's House, Highgate	Owers, J. M.	Palmer's Green High S., Winchmore Hill
Arnold, M. E.	Crouch End High School & College	Gibson, W. M.	Felixstowe, Bristol	Page, A.	Convent, Cadogan Street, Chelsea
Ashworth, S.	St. Agnes', Waterloo, Acertington	Godwin, P. F.	Melbourne College, Thornton Heath	Palmer, G. M.	Burwood College, East Sheen
Atherton, A.	Lark Hill, Timperley	Goodbody, R. C.	The Friends' School, Mountmellick	Panter, E. M.	Girls' Grammar School, Wembley
Balie, A.	Ladies' School, Newtownards	Gowen, M. B.	Private tuition	Peacock, D. A. M.	High School, Twickenham Green
Barrett, K. M.	Convent of the Holy Family, Tooting	Hammond, F. E.	The Friends' School, Mountmellick	Penfold, F.	Newcastle House, Lewes
Beale, G. W.	The Friends' School, Mountmellick	Harold, D. M.	St. Mary's College, Barnes	Phipps, J. E.	St. Helen's College, Seven Kings
Bedford, I. A.	Elmfield College, Leicester	Heitland, I.	Palmer's Green High S., Winchmore Hill	Pollitt, J. G.	Palmer's Green High S., Winchmore Hill
Bell, M.	Mayville High School, Southsea	Hockey, E. D.	The Waldrons, Dulwich	Povey, E.	Newcastle House, Lewes
Bellamy, M. I.	Felixstowe, Bristol	Hodgson, R. D.	Felixstowe, Bristol	Purseley, J.	Convent of St. Chrétienne, Gillingham
Bernstein, M.	Mansfield College, Hove	Holdom, P. M.	Felixstowe, Bristol	Read, J. E.	Girls' Grammar School, Wembley
Berry, G.	Convent, Cadogan Street, Chelsea	Hopkins, B.	Ladies' School, The Close, Brighton	Rew, B. R.	St. Helen's College, Seven Kings
Bianchedi, E. A.	Eastworth House Convent, Chertsey	Jacobs, M.	Convent of St. Chrétienne, Gillingham	Reynolds, M. P.	Beaulere House, Sunbury-on-Thames
Billinton, U. M.	Convent of the Immaculate Heart of Mary, Newhaven	Jardine, K. H.	Somerville School, Streatham Hill	Ridgely, M. P.	Palmer's Green High S., Winchmore Hill
Bleakley, D. E.	Silver Hall, Isleworth	Jones, C. E.	Beaulere House, Sunbury-on-Thames	Roberts, M. E.	The Friends' School, Mountmellick
Blow, M.	Convent of St. Chrétienne, Gillingham	Keeble, N.	Ladies' School, The Close, Brighton	Robinson, M.	Newcastle House, Lewes
Boniface, E. M.	Apsley House, Wood Green	Kenny, L. K.	The Friends' School, Mountmellick	Robson, A.	Intermediate School, Ballyclare
Borghornt, T. C.	Convent of the Holy Family, Tooting	Kimber, E.	Mayfield, W. Dulwich	Rodwell, E. R.	Felixstowe, Bristol
Boulding, E. L.	Crouch End High School & College	King, D. M.	Convent of the Holy Family, Tooting	Salmond, K. W.	Private tuition
Boulton, A.	Apsley House, Wood Green	Kingston, E. A. F.	The Friends' School, Mountmellick	Schwerse, N.	Convent de la Mère de Dieu, Surbiton Hill
Brann, M. F.	Intermediate School, Ballyclare	Kirk, D. E.	Elm House School, Ealing	Scott, L.	Convent, Cadogan Street, Chelsea
Branson, B. R.	St. Margaret's, West Hartlepool	Knapton, D. M.	Somerville School, Streatham Hill	Seale, V.	Mayfield, W. Dulwich
Brasnett, A. W. B.	Private tuition	Krebs, G.	Convent, Cadogan Street, Chelsea	Seymour, B. F.	King's House, Highgate
Briggs, M. E.	Girls' Grammar School, Wembley	Lammond, W.	Palmer's Green High S., Winchmore Hill	Sheepwash, M.	Convent of St. Chrétienne, Gillingham
Brown, N. F.	Colne Valley School, Rickmansworth	Lanham, M. E.	Carisbrook, Tooting Bec Common	Shields, G.	St. Mary's, Alnwick
Brown, N. W.	The Friends' School, Mountmellick	Lawdham, L. K.	King's House, Highgate	Short, P. M. E.	Wincham Hall, Lostock Gt. Aln
Buckland, J.	Girls' Grammar School, Wembley	Lawrence, F.	Ballure House, Gt. Crosby	Skull, W. E. A.	Girls' Grammar School, Wembley
Burgham, A. W.	Beaulere H., Sunbury-on-Thames	Lewis, A. M.	St. Margaret's School, Bridgend	Smith, C. M.	Beaulere House, Sunbury-on-Thames
Burrows, A.	Mayfield, W. Dulwich	Lock, W.	Crouch End High School & College	Smith, I. G.	Girls' Grammar School, Wembley
Burrows, J.	Mayfield, W. Dulwich	Lofthouse, M. L.	Convent of the Immaculate Heart of Mary, Newhaven	Stapleford, A. A. W.	Beaulere H., Sunbury-on-Thames
Buswell, E.	Norton Lodge, Small Heath	Logan, L. J.	Felixstowe, Bristol	Stenning, J. L.	Convent Ste. Marthe, Rottingdean
Canning, C. M.	Felixstowe, Bristol	Maguire, V. M.	Convent of the Holy Family, Tooting	Stone, M. K.	Palmer's Green High S., Winchmore Hill
Carter, G. M.	Westfield School, Birkdale	Mainwood, K. J.	Convent of the Immaculate Heart of Mary, Newhaven	Strauss, M.	Cumberland House, Stoke Newington
Coke, B.	Girls' Grammar School, Wembley	Marshall, M. E.	Beechome College, Belper	Tarrant, G. E.	Palmer's Green High S., Winchmore Hill
Coleman, M. G.	Convent of the Holy Family, Tooting	Marshall, S.	Mayfield, W. Dulwich	Taylor, M. A.	High School, Waltham Cross
Collins, R.	Girls' Grammar School, Wembley	Martin, D.	St. Mary's College, Barnes	Tonkin, D. M.	University School, Rochester
Coney, C.	Convent of St. Chrétienne, Gillingham	Mathews, I. G.	The Friends' School, Mountmellick	Tucker, D.	Convent of St. Chrétienne, Gillingham
Cranstone, S.	Mayville High School, Southsea	McCormick, D.	Cranbrook Terrace Ladies' S., Belfast	Turnock, J.	Mayville High School, Southsea
Cross, H. G.	Felixstowe, Bristol	McElaney, A. E.	Convent of the Holy Family, Tooting	VanSlochem, K. A.	Mansfield College, Hove
Davies, M. L.	The Waldrons, Dulwich	McShane, M.	Lark Hill, Timperley	Vercoe, K.	Newcastle House, Lewes
Davis, K. E.	Melbourne College, Thornton Heath	Michael-Kerin, J. F.	Mansfield College, Hove	Wadham, G.	Mayville High School, Southsea
Davis, P. N.	Mansfield College, Hove	Morgan, M. E.	St. Margaret's School, Bridgend	Walker, P. E. M.	Beaulere H., Sunbury-on-Thames
Dove, M.	Convent, Cadogan Street, Chelsea	Mundy, G. B.	Melrose House, Cricklewood	Wallace, M. A.	Ballure House, Gt. Crosby
Dulake, K.	Newcastle House, Lewes	Murray, N.	Convent of St. Chrétienne, Gillingham	Walter, R. A.	The Grammar School, Bentham
Dundas, M.	St. Mary's, Alnwick	Nate, E. M.	University School, Rochester	Wark, W.	Girls' Grammar School, Wembley
Edwards, S. A.	Felixstowe, Bristol	Norris, S.	Mansfield College, Hove	Warr, W. E.	Apsley House, Wood Green
Enmott, M. H.	Westfield School, Birkdale	Nosworthy, E. M.	Felixstowe, Bristol	Watt, B.	Fenham High S., Newcastle-upon-Tyne
Evershed, E. W.	Girls' Grammar School, Wembley	O'Hanlon, V. P.	Convent of the Immaculate Heart of Mary, Newhaven	Welch, E. F.	High School, Waltham Cross
Fisher, E. C.	Melbourne College, Thornton Heath	Oldfield, A. R.	Girls' Grammar School, Wembley	Williams, N. M.	Felixstowe, Bristol
Fisher, M.	University School, Rochester	Oldfield, H. G.	Girls' Grammar School, Wembley	Wright, D. I. M.	Palmer's Green High S., Winchmore Hill
Fisher, P.	St. Mary's College, Barnes			Wright, J.	Newcastle House, Lewes
Fowler, V. L.	Elmfield College, Leicester			Yarrill, E. L.	Beaulere House, Sunbury-on-Thames
Franc, M. R.	Palmer's Green High S., Winchmore Hill			Zaman, R.	Convent, Cadogan Street, Chelsea
Francis, R. M.	Felixstowe, Bristol				
Freebody, D. C. E.	High School, Waltham Cross				

**Messrs. W. HEFFER & SONS, Ltd.,**  
**BOOKSELLERS, CAMBRIDGE,**

regret that, owing to the shortage of paper, they will be unable to issue their usual Catalogue of School and College Text Books this year. They trust, however, that Head Masters, Head Mistresses, Teachers, and Librarians of School Libraries will apply to them for any books which may be required.

CATALOGUES OF GENERAL INTEREST WILL BE ISSUED PERIODICALLY.  
 APPLICATIONS INVITED.

N.B.—A list of school books offered at cheap prices in numbers is now ready.

**EXAMINATION PAPER**  
 AS USED BY THE  
**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements. Ruled both sides.  
 Packed in Reams of 480 Sheets ... .. per Ream, 6s. 6d.  
 " " 960 " " " " " 13s.

**ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.**  
 Senior, 3 Books 10s. 6d.; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
 Music Paper, 2s. 6d. per 100 sheets.  
 (Postage extra.) Remittance should accompany Order.

**F. W. SHELBOURNE & CO.,** Wholesale and Retail Stationers,  
 Telephone Holborn 690. 63 HIGH HOLBORN, LONDON, W.C. 1

THE COLLEGE OF PRECEPTORS  
 will hold an  
 EXAMINATION FOR CERTIFICATES OF PROFICIENCY  
 IN COMMERCIAL SUBJECTS in DECEMBER 1918.

**SCHOOL, CLASSICAL,  
 MATHEMATICAL,  
 AND SCIENTIFIC  
 BOOKS.**

Always a large Stock of  
 Second-hand Books at  
 about half prices.

ESTABLISHED  
 1854.

**SCHOOLS  
 SUPPLIED.**

Keys and Translations.

**BOOKS  
 BOUGHT.**

**J. POOLE & CO.,**  
 104 Charing Cross Road,  
 LONDON, W.C.

Telephone No.: 1646 Garrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

**HARRAP'S LATEST PUBLICATIONS**

**AN INTRODUCTION TO THE HISTORY OF SCIENCE**  
 By Dr. WALTER LIBBY, M.A. With Eight Illustrations. 304 pages. Size 7½ by 5 in. 5s. net.

**HARRAP'S INTRODUCTORY ALGEBRA**  
 By WILLIAM FARQUHARSON, M.A., Daniel Stewart's College, Edinburgh. Crown 8vo, 180 pages, with Answers, 2s. net. Also without Answers, 1s. 9d. net.

*From the Principal of a Preparatory School:—"Farquharson's Algebra is first-rate, and I shall put an order through in due course. I hope the book will have the success it deserves, for of the large number of elementary Algebras I have perused in my search for something suitable for beginners, this is the only one that appears to have realized and provided for the extraordinary difficulty of the subject for small boys."*

**THE SCIENTIFIC STUDY AND TEACHING OF LANGUAGES**

By HAROLD E. PALMER, Phonetic Department, University College, London. Large 8vo, about 336 pages, with Diagrams, &c. 10s. 6d. net.  
 An important book designed as a plea for systematic methods of language study and teaching on a rational and perfectly organized basis, as opposed to empirical and unsystematic methods based on insufficient or faulty data.

**FRENCH PLAYS FOR CHILDREN**  
 By JOSETTE E. SPINK. With Illustrations and Vocabulary. Small crown 8vo, 96 pages, 1s. 6d. net.

This little book is designed primarily as a reader for class use.

**DEUTSCHE ANEKDOTEN**  
 By H. STROEBE. With Vocabulary. 48 pages, sewed, 1s. net.

**HARRAP'S PRACTICAL RUSSIAN GRAMMAR** (In Press.)  
 By R. T. CURRALL, M.A., George Watson's College, Edinburgh. Part I. With Phonetic Transcripts, Exercises in the Russian Handwritings, and Vocabulary. 272 pages. Crown 8vo, 6s. net. Part II is in active preparation.

**A RUSSIAN PRONOUNCING VOCABULARY**  
 With an Introduction on Russian Pronunciation. By R. T. CURRALL, M.A., George Watson's College. Size 5¼ by 3 in. 128 pages, limp cloth, 1s. net.  
 This book contains classified lists of more than 2,000 Russian words, with phonetic pronunciation of each and its English equivalent.

**OLD FRENCH NURSERY SONGS**  
 Arranged and Illustrated by ANNE ANDERSON. Accompaniment printed boldly for use at the Piano. With Eight Colour Plates and many Line Drawings and Decorations. Size 11¼ by 8¼ in. Picture Jacket, 6s. net.  
 This collection comprises some thirty charming French Songs.  
 Extract from *Music*:—"The melodies are simple and beautiful in true French manner, the pictures are dainty both as to drawing and colour."

**A FIRST SPANISH COURSE**  
 By Profs. E. C. HILLS and J. D. M. FORD. With Phonetics, Exercises, and Vocabulary. Crown 8vo. 340 pages, 4s. net. Key for Teachers only, 5s. 3d. net.  
 This easier course is designed for much younger pupils than the Authors' previous work.

**LA VIDA DE VASCO NUÑEZ DE BALBOA**  
 By M. J. QUINTANA. Edited, with Introduction, Notes, and Vocabulary, by E. A. WOOLF, D.Litt. Small crown 8vo, 116 pages, 1s. 6d. net.  
 A "one term" Reader, the text amounting to 64 pages.

**CAPÍTULOS ESCOGIDOS DE V. BLASCO IBÁÑEZ**  
 With Notes and full Vocabulary, by ALEC E. WOOLF, M.A. Crown 8vo, 192 pages, 2s. net.  
 Selections—each one complete in itself—from the works of the foremost novelist of the present day, whose works have been translated into every European language.

N.B.—New Descriptive Lists of Books in French and Spanish will be sent on application.

**THE MEASUREMENT OF INTELLIGENCE**  
 By Dr. TERMAN, with Introduction by Prof. J. J. FINDLAY, University of Manchester.

An important new book on Experimental Psychology and its latest application in schools and public institutions; provides for the first time a complete set of the Binet-Simon tests in the revised form in which they are used to-day.  
 These tests are explained and discussed in detail and supplemented by a set of cards reproducing in facsimile and appraising the actual performance of the subjects tested. (In the Press.)

London: **GEORGE G. HARRAP & CO., LTD.**  
 Directors: GEORGE G. HARRAP, G. OLIVER ANDERSON.  
 2 & 3 Portsmouth St., Kingsway, London, W.C. 2

# THE COLLEGE OF PRECEPTORS

INCORPORATED BY ROYAL CHARTER

BLOOMSBURY SQUARE, LONDON, W.C.1.

## LECTURES FOR TEACHERS

Forty-sixth Annual Series: Second Course.

### CURRENT CHANGES IN EDUCATION

By JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,

Professor of Education in the University of London.

The Course will begin on Thursday, October 3rd, at 6 p.m.

Whether we like it or not, we are faced with certain important changes in educational theory and practice that must seriously affect the life and work of professional teachers. It is the purpose of this course to indicate these changes, to explore their effects and to suggest means of meeting the demands they will make on those whose duty it is to carry on the education of the country. However drastic the coming changes, the present system will not be entirely swept away. It will, therefore, be the business of the lecturer to correlate what is with what is to be, and to illustrate the changes in English education by what is going on in the schools of other countries where similar developments are taking place under somewhat different conditions. He will make a point of keeping the lectures in as close touch as possible with the practical and the practicable.

#### SYLLABUS.

I. (Oct. 3.) *The Limits of Possible Change.*—Implications of "transition time," "parting of the ways" and similar phrases: the Heraclitean flux; stability underlying the flux: determining influence of the past: the possibilities of educational evolution: changes from within the profession and from without: real changes and apparent changes: dangers of love of change as such: present restlessness of the profession: its causes and probable consequences: the limitations and responsibilities of the individual teacher.

II. (Oct. 10.) *Changes in Organization.*—Rearrangement of responsibilities between Heads of schools and school governors: recognition of the school as an organism: corresponding need for organization to be determined from within: loosening of tradition: diminishing importance of curriculum in determining organization: the staff hierarchy: form-master *versus* specialist: increasing complexity of the interaction of sides, sets, houses and other units of organization: the striving after simplicity.

III. (Oct. 17.) *School Buildings.*—Evolution of our present school architecture, elementary and secondary: the psychology of the corridor and the glass door: hall and classroom: Wirt's revolt against "a seat and a desk for each pupil": limitation of classroom accommodation: correlation between teaching and school structure: peripatetic teaching: over-emphasis on stone and lime: teacher's power of manipulating school space: tendency towards less permanent school buildings: changing views about school sites.

IV. (Oct. 24.) *The New Discipline.*—Various meanings of the term *discipline*: discriminated from *organization*: undue emphasis on one aspect of discipline: basis of teacher's authority: nature of power of control: the "discipline master": so-called "free" discipline: the Montessori ideal: the Prussian: discipline evolved among the pupils themselves: self-government: relation to prefect system and to honour system: the new discipline combines the ideals of control and training.

V. (Oct. 31.) *Changed Social Function of the School.*—School ceasing to be an institution apart: it is gradually being assimilated as part of the general social system: school as social centre: civic correlation in Gary system: increasing use of school buildings for general social purposes: implications of the nursery schools and the "motherly person": extension of corporate spirit to the elementary schools: development of the "common school" ideal, and the results that must necessarily follow.

VI. (Nov. 7.) *The New Views on Play in Education.*—In some ways a reversion to an older type of education: two directions (a) towards systematized play in schools, (b) towards a lighter way of dealing with school subjects, as in Mr. Caldwell Cook's *The Play Way*: in organized games play becomes work: play is no longer a subsidiary matter: contrast between public schools and others: playgrounds contrasted with playing fields: controversy about teaching play: place of play in the school curriculum: function of the play-master.

VII. (Nov. 14.) *Changes in Curriculum.*—Nothing specially new in fact of change here: curriculum always in a state of flux: origin and development of current curriculum: the principle of balance: "knife and fork studies": cultural studies: the immanence of Formal Training: the present revolt against "bookishness": danger of too strong recoil: the boy-scout ideal: the vocational ideal: claims of the modern social reformer: the curriculum as a datum in the teacher's problem: his freedom within the limits set by the educational authority.

VIII. (Nov. 21.) *Changes in Methods of Instruction.*—New view of the nature of instruction: information-mongers: standardizing of methods: pure didactics going out of favour: growing preference for the various dialectic methods: strange recrudescence of lecturing in the teaching of certain school subjects: increased recognition of the pupil's point of view: paidocentricism does not imply neglect of subject-matter, but a demand for proper correlation: new methods marked by a recognition of the organic unit of knowledge.

IX. (Nov. 28.) *Changes in the Use of Textbooks.*—Origin of textbooks: at first purely logical, taking no account of reader's special needs: textbook held teacher in bondage: revolt against book as supreme authority: its function as an adjunct to teaching: relation of pupil's class-notes to the textbook: pupil as textbook maker: attempts at standardizing textbooks by associations of teachers: need for various types to meet different cases: anomalous position of private publishers dominating the production of textbooks.

X. (Dec. 5.) *Changes in Class Manipulation.*—Class hitherto always taken for granted: economic justification for teaching by classes: class always of the nature of a compromise: the "death knell of class teaching": positive advantages of class teaching: distinction between a class as a teaching unit and as an organization unit: modern tendency to emphasize the organization aspect: resulting compromise of combining the two aspects, with an increasing bias towards private coaching of individuals organized into suitable groups.

XI. (Dec. 12.) *Changes in Examination and Inspection.*—Origin and development of school examinations: double test (a) of pupils, (b) of teachers: police aspect of examination and inspection: examinations are being supplanted by inspection: examinations used for two tests (a) for attainments, (b) for capacity: increased demand for tests of intelligence: development of the practical and oral examination: co-ordination of examination results with the school record: demand for the training of examiners and inspectors.

XII. (Dec. 19.) *The New Teacher.*—Types of teacher must change with the new developments: two conflicting movements (a) towards more definite professionalism, (b) towards the ideal of social service: increasing solidarity of the teaching craft: effects of increased complexity of professional training: the development of *arcana*: the "direct teacher" and the educational middle-man: the type of personality the public will insist upon having in its teachers: inevitable rise in social status: place of the "great" teacher in the immediate future.

#### FEES FOR ADMISSION.

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\*. Members of the College have free admission to the Course.



DEC 23 1918

# THE EDUCATIONAL TIMES

AND  
JOURNAL OF THE COLLEGE OF PRECEPTORS

Vol. LXXI No. 668

NOVEMBER 1, 1918

Published Quarterly. Price, to  
Non-Members, 6d.; by post, 7d.  
Annual Subscription, 2s.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, W.C.1.

### LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "Changes in Education," by Professor John Adams, began on Thursday, the 3rd of October. For Syllabus, see page 154.

Members of the College have free admission to the Lectures. Particulars concerning membership may be obtained from the Secretary.

### EXAMINATIONS.

**Diplomas.**—The next Examination of Teachers for the Diplomas of the College will begin on the 30th of December, 1918.

The Summer Diploma Examination has been discontinued.

**Practical Examination for Certificates of Ability to Teach.**—The next Practical Examination will be held in February, 1919.

**Certificate and Lower Forms Examinations.**—The Christmas Examinations will begin on the 2nd of December, 1918.

**Professional Preliminary Examinations.**—The next Examination will begin on the 4th of March, 1919.

**Commercial Examinations.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1918.

The Regulations for the above Examinations can be obtained on application to the Secretary.

G. CHALMERS, *Secretary*.



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).** Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the March-April Examinations close Wednesday, February 5th, 1919.

**SCHOOL EXAMINATIONS (Syllabus B).** Held throughout the British Isles three times a year, viz., March-April, June-July, and October-November. Entries for the March-April Examinations close Wednesday, January 29th, 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 4d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, entry forms and any further information will be sent post free on application to—

JAMES MUIR, *Secretary*,  
14 & 15 Bedford Square, London, W.C.1.  
Telegrams: "Associa, London."

## University Correspondence College.

(FOUNDED IN 1887.)

PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.Sc.,  
F.C.S., F.R.A.S.

## LONDON UNIVERSITY DEGREES

(Graduates of British Universities and holders of certain Diplomas can register as matriculated students of London University without passing the Matriculation Examination.)

### A Short Guide

to London University Examinations, giving full Particulars of Courses and Fees, post free to Private Students from—

THE SECRETARY,

No. 15 BURLINGTON HOUSE, CAMBRIDGE

## LONDON COLLEGE OF MUSIC.

(Incorporated.)

GREAT MARLBOROUGH STREET, LONDON, W.1.

Patron: HIS GRACE THE DUKE OF LEBDS.  
Dr. F. J. KARN, Mus. Bac. Cantab., Principal.  
G. AUGUSTUS HOLMES, Esq., Dir. Exams.

### EXAMINATIONS, LOCAL AND HIGHER.

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c., will be held in London and at over 400 Local Centres in DECEMBER (last day of entry, NOVEMBER 15).

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars.

Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, *Secretary*.

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

WOLSEY  
HALL,  
OXFORD.

POSTAL TUITION

For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

FREE GUIDE

on application to  
THE SECRETARY.

B.A.

**BIRKBECK COLLEGE**

BREAMS BUILDINGS, CHANCERY LANE, E.C.4.

**UNIVERSITY OF LONDON.****COURSES OF STUDY (Day and Evening)**

FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**

under RECOGNIZED TEACHERS of the University.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.**Evening Courses for the Degrees in Economics and Laws. GEOGRAPHY DIPLOMA and MATRICULATION.**

POST-GRADUATE AND RESEARCH WORK.

**SESSIONAL FEES** { *Day*: Arts, £10. 10s.; Science, £17. 10s.; *Evening*: Arts, Science, or Economics, £5. 5s.*Prospectus post free, Calendar 6d. (by post 8d.).***MRS. CURWEN'S PIANO-FORTE METHOD.****EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.**

NEW TRAINING CLASSES for MUSIC TEACHERS and STUDENT TEACHERS, held weekly, began on the 2nd October (10 a.m.) at the Wigmore Hall Studios, Wigmore Street, W.1, taught by MISS SCOTT GARDNER and MISS MARGARET KNAGGS, A.R.C.M.—An interview may be had by appointment, or particulars of the classes may be obtained by post from either teacher at the same address.

**THE TIVERTON GIRLS' SCHOOL DEVON.**

Required, in January, a MISTRESS, to teach Botany, Elementary Physics and Chemistry, and Senior Mathematics; or Mathematics throughout the School; or Elementary Physics and Chemistry, and Mathematics.

Apply to the HEAD MISTRESS, stating salary required.

**Teachers Registration Council**Representative of the Teaching Profession  
(Constituted by Order in Council, 29 Feb., 1912.)

In accordance with the above-mentioned Order a

**REGISTER OF TEACHERS**

is now maintained by the Council.

For Information apply to—

THE SECRETARY,

TEACHERS REGISTRATION COUNCIL,

47 BEDFORD SQUARE,

LONDON, W.C.1.

**MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.**

RECOGNIZED BY THE BOARD OF EDUCATION. In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honour Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

**JOINT AGENCY FOR WOMEN TEACHERS.**

OAKLEY HOUSE,

14, 16, &amp; 18 BLOOMSBURY STREET, LONDON, W.C.1. Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

**THIS Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost.** All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

**Hours for Interviews:**

11.30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

*Registrar, Miss ALICE M. FOUNTAIN.***JOINT SCHOLASTIC AGENCY, LTD.**

9 Brunswick Square, W.C.1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.****INCORPORATED ASSOCIATION OF HEAD MASTERS.****COLLEGE OF PRECEPTORS.****TEACHERS' GUILD.****ASSOCIATION OF ASSISTANT MASTERS.***Registrar: Mr. E. A. VIRGO.***The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.**

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

**A PROSPECTUS will be sent on application.****DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.**

Training Strictly Swedish. Residential Hostel Attached. Scholarships, Value £40 and £20, Offered Annually.

The College has Open-air Gymnasium and Sports Ground. It is efficiently staffed and the Course of Training is recognized by Public Examination Boards.

For further particulars apply: Miss E. SPELMAN STANGER, Member and Examiner of the Incorporated Society of Trained Masseuses, Sunray Avenue Herne Hill, London, S.E.24.

**EXAMINATION PAPER**

AS USED BY THE

**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements. Ruled both sides.

Packed in Reams of 480 Sheets ... .. per Ream, 6s. 6d.

" " 960 " " " " 13s.

**ANSWER BOOKS FOR EXAMINATIONS IN BOOK KEEPING.**

Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.

**Music Paper.***(Postage extra.) Remittance should accompany Order.***F. W. SHELBOURNE & CO., Wholesale and Retail Stationers.**

Telephone Holborn 690. 63 HIGH HOLBORN, LONDON, W.C.1

**DUTTON'S 24 HOUR**

DUTTON'S Shorthand has only 6 rules and 29 characters. Complete theory learned in 24 hours. That stage reached, practice quickly gives high reporting speeds. Send 2 stamps for specimen lesson to Dutton's College (Desk T. 7), Skeerness.

**SHORTHAND****CAREY'S "GRADUS AD PARNASSUM,"**

WITH THE ENGLISH MEANINGS.

Revised, Corrected, and Augmented by a Member of the University of Cambridge.

*Post 8vo, cloth, price 7s.*

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

**MEDICAL PRELIMINARY EXAMINATIONS.**

The

**UNIVERSITY EXAMINATION POSTAL INSTITUTION**

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal,

Mr. E. S. WEYMOUTH, M.A. (Lond.),

17 Red Lion Square, London, W.C.1.

**SECOND-HAND SCHOOL BOOKS.***Please write for Catalogue to***GEORGE OVER,****Educational Bookseller, RUGBY.****THE COLLEGE OF PRECEPTORS**

will hold an

**EXAMINATION FOR CERTIFICATES OF PROFICIENCY IN COMMERCIAL SUBJECTS in DECEMBER 1918.**

**EDUCATIONAL AGENCY.**

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street, Covent Garden, London, W.C.2.

Telegraphic Address:—

Scholasque, Westminster, London."

Telephone:—7021 Gerrard.

**Scholastic.**

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

**Assistant Mistresses.**

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

THE COLLEGE OF PRECEPTORS

Incorporated by Royal Charter

BLOOMSBURY SQUARE, LONDON, W.C.1

Membership of the College is open to Teachers and to others engaged in Education.

The privileges of membership include free admission to Lectures and Meetings; the use of the Members' Room and of a large Library of educational and other books; reduction of fees payable in the case of appointments obtained through the Joint Agencies; &c. Copies of "The Educational Times" and of the College Calendar are sent to every Member.

Full particulars may be obtained from the Secretary of the College.

Members who hold Diplomas of the College pay a lower subscription than others.

**University Tutorial College.**

LONDON.



**CHRISTMAS VACATION CLASSES.**

**JANUARY MATRICULATION.**

A Recapitulation Class for the January Matriculation commences Thursday, December 19th, and extends to date of Examination.

Annually for the last twenty-five years about 100 Students of the University Tutorial College have passed London Matriculation.

**LABORATORY WORK IN PRACTICAL SCIENCE.**

Practical Classes in Chemistry, Physics, and Botany commence Thursday, December 19th, and extend over a period of three weeks.

**PRIVATE TUITION.**

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study.

Full particulars may be had from

THE PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.1.

**NORMAL**

NORMAL CORR. COLLEGE

(FOUNDED 1839.)

**EXAMINATIONS FOR WHICH THE NORMAL PREPARES.**

- |                        |                         |
|------------------------|-------------------------|
| A.C.P. and L.C.P.      | County Scholarships.    |
| College of Preceptors. | Matriculation.          |
| Professional Prelim.   | Degree Examination.     |
| Froebel.               | Hygiene.                |
| L.L.A.                 | Languages.              |
| Pupil Teachers.        | Music.                  |
| Preliminary Certif.    | Science and Art.        |
| Certificate.           | Other Qualifying Exams. |
| Oxford & Camb. Locals. |                         |

**SEND FOR NORMAL GUIDE.**

Cr. Svo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E.22, and 110 AVONDALE SQUARE, LONDON, S.E.1.

**BOOKS**

On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

**SECOND HAND AT HALF PRICES. NEW BOOKS AT DISCOUNT PRICES. BOOKS SENT ON APPROVAL.**

Catalogues Free. State Wants. Books Bought.

**W. & G. FOYLE,**

121/123 Charing Cross Road, London, W.C.2.

**Messrs.**

**TRUMAN & KNIGHTLEY, LTD.**

Educational Agents,

158 to 162 OXFORD STREET, LONDON, W.1.

Directors:

S. A. TRUMAN.

JAMES HEARD, B.A.

(Trinity College, Cambridge).

Telegrams—"TUORESS, PHONE, LONDON."

Telephone—Museum 1136.

This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.

**A.—EMPLOYMENT DEPARTMENT.**

**(i) ASSISTANT MASTERS & TUTORS.**

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

**(ii) ASSISTANT MISTRESSES.**

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

**(iii) LADY MATRONS AND HOUSE-KEEPERS.**

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSE-KEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

**B.—SCHOOL TRANSFER DEPARTMENT.**

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

No charge is made to Purchasers.

All communications and inquiries are treated in the strictest confidence.

**C.—PUPILS' DEPARTMENT.**

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

Full particulars will be forwarded on application.

# Cambridge University Press

## RECENT EDUCATIONAL PUBLICATIONS

### Translation from French. By R. L. G.

RITCHIE, M.A., and JAMES M. MOORE, M.A. Demy 8vo. 6s 6d net

"A book which is clear, helpful, and a pleasure to read and work through. We say, 'work through,' because the most valuable part is certainly that section which consists of models, or specimens of how fine translation should be carried out. It is in these passages, so carefully and delicately handled, that the science and art of the authors is most evident. . . . This, in short, is a very good book, and it should be bought."—*The Times*

### A Manual of French Composition. By

the same Authors. Demy 8vo. 5s net

"The outstanding feature . . . is the Model Lessons. . . . These are of high merit, and deserve the closest attention. . . . The work is highly stimulating, and shows how the study of a modern language may give that mental discipline which was formerly supposed to be the province of the ancient classics."—*Modern Language Teaching*

### A Short Italian Dictionary. By ALFRED

HOARE, M.A. Vol. I, Italian-English. Demy 8vo. 9s net

The need for an Italian-English dictionary brought up to date and obtainable at a moderate price has long been felt. It is hoped that the work now presented, together with the companion volume shortly to be issued, may satisfy the reasonable requirements of a student. The first volume is an abridgment of the author's quarto dictionary published in 1915, and the second an expansion of the English-Italian vocabulary appended thereto.

### Regnard: Le Joueur. Edited by ARTHUR TILLEY,

M.A. Crown 8vo. 4s net

### Lesage: Turcaret. Comédie. Edited by A. HAMILTON

THOMPSON, M.A., F.S.A. Crown 8vo. 6s net

### Manuel de Lecture Expliquée: XIXE

Siècle. Edited by S. A. RICHARDS, M.A. Crown 8vo. 2s 6d net. Cambridge Modern French Series, Senior Group

### La Maison aux Panonceaux. Par Lady

Frazer. With exercises and vocabulary by A. WILSON-GREEN, M.A. Crown 8vo. 2s net. Cambridge Modern French Series, Junior Group

### How We Learn. A Short Primer of Scientific Method

for Boys. By W. H. S. JONES, M.A. Crown 8vo. 1s 6d net

"Intended for those who have worked out exercises in induction of the nature described in the pamphlet *Scientific Method in Schools*. It is thoroughly sensible, and training on these lines should go far to open the eyes of lads as to the part played by hypothesis in the advancement of human knowledge, and to encourage an instinctive feeling for the relevance of the details of a piece of evidence, for the more glaring cases of fallacy, and the like."—*Westminster Gazette*

### The Elements of New Testament Greek.

A Method of Studying the Greek New Testament, with Exercises. By Rev. H. P. V. NUNN, M.A. Second edition. Crown 8vo. 4s net. Key. 2s 6d net

### Via Nova, or the Application of the Direct Method to Latin

and Greek. By W. H. S. JONES, M.A. Crown 8vo. 4s net. Cambridge Handbooks for Teachers

### Initium. A First Latin Course on the Direct Method. By

R. B. APPLETON and W. H. S. JONES. Crown 8vo. 2s net. *Teacher's Companion*. 1s 6d net

### A Treatise on Plane Trigonometry.

By E. W. HOBSON, Sc.D., F.R.S. Fourth edition. Demy 8vo. 12s 6d net

"There was a time when Professor Hobson's volume was the only British textbook in which the higher portions of the subject were adequately treated. Even now it has no serious rival, for although later works on higher analysis contain many chapters overlapping the ground covered by the latter half of this volume, we believe that 'Hobson' will continue to be the favourite textbook for those who wish to carry the subject beyond a merely elementary course."—*The Mathematical Gazette* on the Third Edition

### English Grammar: Descriptive and Historical. By T. G. TUCKER, Litt.D., and R. S.

WALLACE, M.A. Crown 8vo. 3s net

"The present volume, in the production of which the Professor of Classics at Melbourne University has collaborated with the Professor of English, is one of the best amongst recent works on the subject. . . . The grammar is admirably arranged, clearly written, and displays throughout a tone of enlightened common sense rather than the pedantry so often associated with the study of this subject."—*The Journal of Education*

### Shakespeare: King Richard II. Edited, with

introduction, brief notes, and glossary, by J. H. LOBBAN, M.A. With a frontispiece. Pott 8vo. 1s 6d net. Granta Shakespeare Series

"This is a handy and compact edition, in every respect suitable for school purposes. The text has been carefully revised, and the expurgations are the minimum in extent. There is a well-written introduction, with a discussion on the characters and the dramatic and other qualities of the play. The notes are perfectly full, and yet occupy no more than twenty-four pages."—*The Scottish Educational Journal*

### Milton: Areopagitica. With a Commentary by Sir

RICHARD C. JEBB, and with Supplementary Material. Extra fcap 8vo. 3s net. Pitt Press Series.

The Commentary on Milton's *Areopagitica* here printed (Introduction, Analysis, and Notes) was privately printed by Sir R. C. Jebb for the use of a course of lectures given at Cambridge in the Lent Term of 1872. Mr Verity has compiled a short appendix of comments, drawn mainly from his own editions of Milton published by the University Press, and has added the brief *Life*

### Selections from the Poems of William

Wordsworth. Edited by A. HAMILTON THOMPSON,

M.A., F.S.A. Crown 8vo. 3s net. English Romantic Poets

"A volume of exceptional merit, beautifully printed, and admirably edited, with an introduction at once appreciative and illuminated, and notes that are a real help to the ordinary reader as well as to the student."—*The Guardian*

Uniform with the above:—

Keats. Shelley. Coleridge. 3s net each.

### Lord Macaulay: History of England.

Chapter III. The State of England in 1685. Edited by W. F. REDDAWAY, M.A. Extra fcap 8vo. 2s 3d net. Pitt Press Series

"The value of the volume for pupil teachers and senior scholars in secondary schools will at once be recognized by every teacher."—*The Schoolmaster*

"Schoolboys could not have a better guide to this famous chapter than Mr. Reddaway; his notes are few, up-to-date, and judicious."—*The Cambridge Review*

### The Student's Handbook to the University and Colleges of Cambridge.

Seventeenth edition. Revised to 30 June, 1918. Crown 8vo. 6s net

*A complete educational catalogue, or prospectuses of any of the above books, will be sent on request*

FETTER LANE, LONDON, E.C. 4: C. F. CLAY, MANAGER

## CONTENTS.

	Page		Page
Leader: The Pensions Bill .....	129	The College of Preceptors—	
Notes .....	130	Certificate and Lower Forms Midsummer Examin-	
Concerning Ourselves—Our Future—Extended Education—		tion—Colonial Pass List .....	152
Pensions and Supply—Bishop Mitchinson's Conchological		Professional Preliminary Examination—Pass List ...	153
Collection—Secondary School Teachers' War Relief Fund—		Recent Events .....	139
Government Publications.		Overseas .....	140
The School Teachers Superannuation Bill .....	132	Publications Received .....	141
The Teaching of Astronomy in Schools. By Sir F. W.		The Salaries Report .....	145
Dyson.....	132	Teachers and the Whitley Report .....	148
The College of Preceptors—		Reviews .....	156
Half-yearly General Meeting .....	133	Joan and Peter, the Story of an Education (Wells); A History	
Meetings of the Council .....	138	of Everyday Things in England (Quennell); Theory and Ap-	
Certificate and Lower Forms Midsummer Examina-		lications of Finite Groups (Miller, Blichfeldt, and Dickson);	
tion—Prize List .....	151	Combinatory Analysis (Macmahon); Hydrodynamics (Lamb);	
		&c., &c.	
		General Notices .....	160

## The Educational Times.

Until further notice, "The Educational Times" will be issued four times a year—on the 15th of January, April, July, and October. The next issue will appear on January 15th, 1919.

### Important—Change of Address.

Communications intended for the Editor should be addressed to "The Editor, 'Educational Times,' 31 Museum Street, London, W.C.1."

### THE PENSIONS BILL.

THE President of the Board of Education has introduced the School Teachers (Superannuation) Bill, which has passed its second reading and is now under discussion in a Committee of the whole House of Commons. The measure bears a title which is misleading. It ought properly to be entitled "The State School Teachers (Superannuation) Bill," since it excludes from benefit all teachers in schools which are not under direct State control. It is true that service in a school not grant-aided may be regarded as recognized service for the purpose of superannuation, but even this applies only where the school has since become grant-aided or becomes grant-aided within five years after the beginning of the operation of the Act. It is also true that service up to ten years in any school may be recognized, provided that the school is not "conducted for private profit." Thus the whole body of teachers in private schools is placed outside the scope of the Bill, and, while its proposals are admittedly generous and timely in regard to those whom they are designed to benefit, their effect upon private enterprise in education is likely to be little short of disastrous.

He would be indeed a sanguine prophet who should

declare that qualified and efficient teachers will be found in large numbers willing to forgo the prospect of a pension, coupled with the risk of a smaller salary, for the sake of working in schools which are free from State control. It is far more likely that private schools will find it extremely difficult to obtain qualified teachers. Few will risk their capital on the establishment of new private schools or on the continuance of old ones. Assuredly there will be little prospect of profit, "private" or otherwise, in any educational enterprise which is outside the circle of Whitehall's radiant benevolence. Probably Whitehall itself and some of the politicians who are its nominal masters will be well content to see the decay and ultimate extinction of all schools "conducted for private profit." These words in the Pensions Bill have the kind of ungenerous flavour with which Whitehall is accustomed to speak of schools which are not under its control. They indicate a temper of mind which is most unfortunate in its results on educational progress—an unconscious "Junkerism," so to speak, which makes one wonder whether we can claim to have escaped the infection of that evil which we have been fighting these four years past.

Plausibly enough, the Board of Education would say that they cannot possibly take cognizance of schools of which they know nothing officially; that the justification for State pensions must be found in service given in State schools; that many of the private schools are inefficient; and that the whole tendency of modern times is in the direction of a completely national system of education. To this it may be answered that the Board should proceed to take cognizance of all schools, whether private or State-aided; that they should deal promptly and faithfully with those that are found to be inefficient; that they should try to grasp the elementary principle that good education is an enterprise of the spirit rather than an affair of buildings and official machinery. It is within the power of the Board to give us a truly national system of education, expressing the spirit and aspirations of a free country, and devoid of all the harmful restrictions of bureaucratic control. The Board are anxious

to claim that they have no desire whatever to interfere with the freedom of the schools, and the implied suggestion is that the conditions of their task lead inevitably to such developments as are foreshadowed in the Education Act, the Pensions Bill, and the proceedings of the Secondary School Examinations Council. We are asked to picture the Board as devout believers in educational liberty, driven by sheer force of circumstance to impose restrictions upon teachers and pupils, to make detailed stipulations as to buildings and equipment, and to enforce their decrees by monetary penalties. It is a harrowing vision, but it rests on nothing more substantial than administrative convenience.

Hitherto the Board have found it convenient to act on the assumption that the school is the true unit of educational administration. Grants have been paid to schools; teachers have been regarded, not as individuals but as members of school staffs; the individual pupil has been disregarded; and the average attendance at the school has been the basis of grant payment. Schools, not teachers, have been officially "recognized," and it is only recently that there has been any suggestion of taking a Local Education Authority's gross expenditure into account for grant purposes. Instead of this plan of treating the school as the unit a better method would be to pay grants to parents in respect of individual children, leaving the parents free to choose schools to their liking, provided always that the State authorities were satisfied as to the school's efficiency. Similarly, pensions should be given to all qualified teachers who have worked for the prescribed period in schools thus found to be efficient, whether they are grant-aided schools or not. Education is meant for the individual child and the pension is intended for the individual teacher. Our method of administration should therefore centre round the child and the teacher. It is true that a somewhat more detailed scheme of administration would be called for, but the Government find it possible to deal with tax-payers as individuals. Why, then, should they not deal with the recipients of education grants in the same manner? Until some such plan is adopted State-aided schools will be disliked by the class of rate-payer who does not use them for his own children and resents having to pay for their maintenance, because, as he puts it, he has to pay for the education of other people's children as well as of his own. To many people the Council School is a kind of educational soup kitchen, to be used only by the poor. Yet the State's concern for education should extend to all children, rich or poor, and this is possible only when the administration of education is altered so as to provide for the proper schooling of every child and the proper payment and superannuation of every teacher, subject only to the necessary condition that the child shall be educated, and the teacher shall teach, in a school which is efficient.

## NOTES.

FOR over sixty years *The Educational Times* has been the official journal of the College of Preceptors, owned by that body and published under its auspices.

*Concerning Ourself.* The Council of the College has now decided to relieve itself of the responsibility of publication, but the journal will be continued and it will still be sent to members of the College free of cost. *The Educational Times* has a long and honourable record as an advocate of education on progressive lines. Especially has it urged the claims of freedom in the schools and the importance of adjusting the gradually increasing State control of education to the essential conditions under which alone real education is possible. It is fitting that education should come within the orbit of State activities, since the welfare of the young citizen is a matter of national concern. But this admission does not involve a willingness to see teachers and schools placed under detailed official control. This journal has always maintained that our educational system should reflect the national passion for freedom and individuality.

*Our Future.* THIS established policy of *The Educational Times* will be maintained, as will also its outward form. For the present, also, the three months' interval between succeeding issues will continue. As the journal is no longer to be the organ of a particular body, the management will be free to consider only the needs of education. The help of a strong body of contributors has been obtained, and it is proposed to provide in each issue a survey of contemporary educational work and development. In addition to editorial articles and paragraphs on matters of current interest, our pages will contain articles on educational and social matters, written by men and women of authority in their several fields. A chronicle of events will be given in each number, together with a Blue Book Summary embodying the gist of official publications on education. Special attention will be devoted to the reviews of new books, and an effort will be made to help teachers in the choice of textbooks for their schools. Other special features will be introduced, with the object of providing an educational newspaper and review which shall be at once indispensable and readable.

*Extended Education.* THE Education Bill has become an Act of Parliament, and Mr. Fisher has received many well earned congratulations on his success in piloting the measure through Parliament. Its chief merits will be found to lie in the extension of educational supervision upwards and downwards—upwards in the compulsory continuation schools and downwards in the State-

aided nursery schools. In future a far greater number of children than hitherto will be brought under physical and mental guidance. With this wider scope of duty the State, acting through the educational administration, will find itself confronted with many new and complex problems. The practice of even our best State infant schools will hardly prove adequate to the needs of the new nursery school. Still less will the young wage-earner be content with the kind of teaching which, more than anything else, has repelled him from the voluntary evening schools. If the Education Act is to be the great civilizing force which is sought, we must throw overboard many of the traditions of the public elementary school. These traditions have been born of circumstances, and are inseparable from large classes, inadequate buildings and staff, small paved playgrounds, and the general suggestion that a school is a place of forced labour. We need a new spirit in national education, and we shall not develop it until we have learned to apply Bacon's maxim that "studies serve for delight"—as well as "for ornament and for ability."

ONE result of the Pensions scheme, should it be carried through, will be to stimulate the flow of recruits to teaching work, thus helping to solve one of the most difficult administrative problems. Many of the most useful suggestions for educational improvement during the past ten years, and many of the provisions of the new Education Act itself, are abortive in the absence of efficient teachers to carry them out. It may be that Mr. Fisher has paved the way to overcoming the difficulty. The Reports of the Departmental Committees on Salaries are evidently to be used as a means for bringing Local Authorities into line. The offer of extra grants and the undertaking to pay one-half of the cost of approved local schemes of education will go far to allay the fears of the rate-payers. Finally, the offer of a reasonably adequate retiring allowance to the teachers will tend to bring new recruits and will certainly operate to prevent migration to other callings. These results will not follow immediately, and, since it is urgently necessary to get the Act to work without delay, it is to be hoped that we shall not wait until we have ideal buildings and a force of fully qualified teachers before making a start. The nursery schools and continuation schools can begin in many towns without much delay, and there are great advantages in starting gradually.

THE Council of the College of Preceptors has undertaken to distribute among schools the conchological collection of the late Bishop Mitchinson. The collection comprises British land and fresh-water shells, semi-fossil coral shells from the island of Barbados, a few West Indian

(Lesser Antilles) land shells, and marine mollusca, tropical and temperate. The collection will be on view at the College of Preceptors, Bloomsbury Square, London, W.C., from the 6th to the 10th of January. Applications for specimens should be made to the Secretary not later than January 13. Specimens will then be allotted to schools in accordance with Bishop Mitchinson's wishes. Preference is to be given to schools which will use the specimens, to small schools rather than large ones, and to schools which have maintained their independence.

THE Treasurer of this Fund has now received over £7,000 in contributions. A systematic collection is going forward in the schools, and, although good progress is being made, the responsibilities of the Trustees grow even more rapidly. It is hardly necessary to urge the claims of the Fund upon the goodwill of those of us who have been kept here in safety while our colleagues were facing the perils of the war. It need not be pointed out that the beneficiaries of the Fund have a special title to our consideration, since they are mainly drawn from the wives and families of young men who had been teaching for a comparatively short time and who had, therefore, little opportunity to make adequate provision for those whom they left behind. Contributions should be sent to the Honorary Treasurer of the Fund, Mr. J. Hart-Smith, c/o The London Provincial and South Western Bank, Ltd., 835 Wandsworth Road, S.W.8, London.

THE following publications are priced net—i.e. exclusive of postage—and may be obtained from H.M. Stationery Office, Kingsway, London, W.C.2, or from 37 Peter Street, Manchester; 1 St. Andrew's Crescent, Cardiff; 23 Forth Street, Edinburgh; or from E. Ponsonby, Ltd., 116 Grafton Street, Dublin:—

<i>Government Publications.</i>		
University Education in Wales: Final Report of Royal Commission [Cd. 8991] .....	s. d.	1 0
Appendix to above—i.e. the evidence [Cd. 8993] .....		2 6
Welsh Intermediate Education: Board of Education Report for 1917 .....		0 2
Departmental Committee Report on Scales of Salaries for Teachers in Elementary Schools: Summary of Evidence and Memoranda [Cd. 8999] .....		0 9
*Position of Natural Science in the Educational System of Great Britain [Cd. 9011] .....		0 9
*Position of Modern Languages in the Educational System of Great Britain [Cd. 9036] .....		0 9
Inter-Education (Ireland): Registration Council. Registration of Teachers [Cd. 9015] .....		0 1
Board of Education Report for 1916-17 [Cd. 9045] .....		0 6
Board of Education Regulations for Secondary Schools in England [Cd. 9076] .....		0 2
Report of Departmental Committee on Salaries for Teachers in Secondary, Technical, &c., Schools: Vol. I [Cd. 9140] .....		0 6
Education Act, 1918 .....		0 4
Main Heads of School Teachers Superannuation Bill [Cd. 9141] .....		0 1
School Teachers' Superannuation Bill (as amended in Committee) .....		0 2
* These can also be obtained in book form at 1s. 6d.		

*Bishop Mitchinson's Conchological Collection.*

## THE SCHOOL TEACHERS SUPERANNUATION BILL.

The main heads of the Pensions Bill, as described by Mr. Fisher, are as follows:—

1. It will bring within one comprehensive system of State pensions, on a non-contributory basis, the Certificated Teachers, the Uncertificated Teachers, and the Teachers of Special Subjects in Elementary Schools, and the teachers in all other schools aided by the Board of Education, including those Training Colleges which are not Departments of Universities.

2. The benefits will consist of annuities, together with lump sums, for those who retire at the age of sixty, or later, after thirty years of service, and for those who retire disabled after ten years' service; and of gratuities payable on the death of a teacher in service after five years of service.

3. These benefits will be calculated on principles closely resembling those of the pension system in force for Civil Servants under the Superannuation Act, 1909. They will be based on the average salary which the teacher receives during the last five years of his service; the annuities being reckoned at one-eightieth of such average salary for each year of service, and the lump sums at one-thirtieth for each year of service.

4. No difference will be made between the sexes in the conditions of pension or the mode of calculating it, except that in order to provide for women teachers leaving the profession to be married, and subsequently returning to it, provision is made for the substitution of twenty years' service for thirty as a condition of pension in such cases.

5. Pensionable service will cease at the age of sixty-five, except with the special approval of the Board of Education.

6. Existing certified teachers will have the option of remaining under the existing Superannuation Acts if they desire to do so; with this exception the system set up by those Acts will be extinguished. Pensions already granted under those Acts will remain unaltered. The prospective deferred annuities which have been purchased by existing teachers' own contributions will be secured to them, and will be payable to them at the age of sixty-five in addition to the benefits receivable by them under the Bill.

7. Local pension schemes will cease to apply to the teachers who come under the Bill. Existing teachers under local pension schemes will have an option to remain under those schemes, instead of coming under the Bill. Provision is made for enabling teachers who have contributed to existing pension schemes and who desire to come under the Bill to receive from the local pension scheme, in addition to the benefits obtainable by them under the Bill, payment in respect of their past contributions.

8. Service in order to be pensionable must be full-time service in schools which are grant-aided at the time of the service, or in secondary schools, &c., which, though not grant-aided at the time, are grant-aided at the commencement of the Bill, become grant-aided within five years after that date; and power is reserved to the Board, subject to prescribed conditions, to reckon as pensionable service a limited amount of service (not exceeding ten years) in other schools (not conducted for private profit) rendered before the commencement of the Bill.

9. Power is taken to approve service outside aided schools as "qualifying" service though not pensionable, thus enabling teachers who serve partly in aided schools and partly in unaided schools to count a period of service in unaided schools towards making up the thirty years of service necessary for enabling them to obtain pensions in respect of their service in aided schools.

10. Other matters dealt with in the Bill include:—

- (a) Medical examination for future teachers before admission to recognized service.
- (b) Disqualification of existing teachers who are in impaired health, or are aged sixty or over, from death gratuity in respect of death during service.

- (c) Restrictions as to the aggregate pension and salary of pensioners who are re-employed.
- (d) A provision enabling existing certificated teachers who are subject to the Superannuation Acts to receive the benefits of this Bill after less than thirty years' service if their service is of the length which would have satisfied the existing Superannuation Acts.
- (e) Repeal of the existing provisions of the existing Teachers Superannuation Acts as to pecuniary need being a condition of disablement allowance.
- (f) Power to withhold or reduce benefits in case of misconduct.
- (g) The application of the Bill to reformatory and industrial schools.
- (h) Special provisions as to the elementary schools known as "certified efficient schools."
- (i) Provision for the extension of the Bill to the Isle of Man and any of the Channel Islands.

11. Subject to the reservation of certain matters for the decision of the Treasury, the general administration of the Bill will rest with the Board of Education, who are empowered, subject to the consent of the Treasury, to make rules and determine questions arising under the Bill.

The above summary preceded the Bill which was introduced in the House of Commons by the President of the Board of Education. In Committee the measure received some amendment, chiefly in the direction of defining more closely the class of beneficiaries. Attempts were made to secure the inclusion of teachers in private schools, but these were unsuccessful, and on November 4 Mr. Fisher carried an official amendment excluding all service in (a) schools conducted for private profit, (b) schools not open to inspection by the Board of Education and not shown to the satisfaction of the Board to be efficient, (c) schools able out of their own resources to maintain a satisfactory pensions scheme, and (d) schools which do not satisfy such other conditions as may be prescribed as necessary or desirable for securing the public interest.

It will be seen that private-school teachers are thus definitely excluded from the scheme, even although their schools may be recognized as efficient by the Board of Education.

## THE TEACHING OF ASTRONOMY IN SCHOOLS.\*

THE present is a very suitable time to bring forward reasons for the teaching of astronomy. Education is being improved and extended, and happily not on the lines designed simply to turn out more skillful workmen. Each individual is rightly regarded as an end in himself or herself, and not a mere unit in an economic machine or a fibre in a social organism. Education should make life more interesting and attractive for each person, as well as make him or her a better and more useful member of the commonwealth.

From this standpoint the claims of astronomy are easily urged. It is a thousand pities that so many should go through life without ever giving a thought to the sun, moon, and stars shining upon them. Owing to our life in towns, astronomy enters less and less into our daily lives. It is seldom necessary to find our way by the stars, and so we have grown unfamiliar with the Pole Star or the constellations. Artificial illumination does away with the necessity of using moonlight, and so we hardly know that the moon waxes and wanes. Our clocks and watches give us the time, and we lose familiarity with the diurnal movement of the heavenly bodies. It seems extraordinary apathy in the human mind that it should not want to know something about the sun, moon, and stars. They are noticed occasionally, and then taken for granted. It is not realized how much may be learned by merely watching their movements regularly and attentively.

The great educational value of the study of astronomy is

\* Abstract of an address by Sir F. W. Dyson, the Astronomer Royal, to the British Astronomical Association. October 30, 1918.



that it uses these everyday phenomena for training the powers of observation, reasoning, and imagination. With enthusiasm on the part of the teacher, and no doubt much reiteration, children may be taught to see for themselves that the earth is a large round ball, which rotates round its axis in a day and revolves round the sun in a year, with the concomitants of changing seasons and constellations.

The teaching of astronomy should naturally accompany that of geography. A good deal of attention should be given to finding north and south, east and west. The position of the sun at noon and the fixed position of the Pole Star are natural starting points. The diurnal movement of sun and stars follows, and some knowledge of the brighter stars and more prominent constellations should be encouraged.

One or two suggestions I make with diffidence. Is it not possible to erect a sun-dial in a corner of the playground? A post six or eight feet long directed to the pole, with the dial marked on the ground, would serve to show both the daily movement of the sun and its different positions in summer and winter.

Ought not the use of globes to be reintroduced? Is it possible to teach geography without a globe? A Mercator's projection is difficult for a boy or girl to understand, and is bound to lead to misconception. A globe is almost a necessity for the explanation of latitude and longitude and time-reckoning. I should like to see both a terrestrial and a celestial globe, the latter without drawings of Ursa Major, Leo, &c., but with a few night stars and the principal constellations clearly shown. It should have hourly meridians and parallels marked, and particularly the ecliptic with the position of the sun for, say, the first day of each month. With its aid, accompanied by observations of the sun and stars themselves, the phenomena of the diurnal and annual movements of the sun and their consequences can be impressed. In addition a simple orrery, to make clear the transference from the geocentric to the heliocentric standpoint, should be added to the equipment.

There is still another instrument which should be provided—a three- or four-inch telescope. The discoveries of the size and shape of the earth, its rotation and revolution round the sun, were made without the aid of the telescope. But the Copernican system was merely a doctrine of learned people, an explanation of the movement of bright points in the sky, till the powers of the vision of astronomers were augmented by the telescope, which revealed first the solar system and then that of the stars. Galileo's observations of the moons of Jupiter, the phases of Venus, the movement of sun spots should be repeated and explained. There can be no doubt about the appeal such a course of instruction will make to boys and girls and the training it will be to their imaginative and reasoning powers.

It is improbable that much time can be allowed to astronomy as a separate subject, but, were the sympathy and interest of the teacher enlisted, a certain amount of astronomical information could be given in lessons on arithmetic, elementary geography, and trigonometry.

Data like the size of the earth, distance of the sun, velocity of light, might be introduced into arithmetical exercises.

Instructive examples, involving angular diameters, parallax, &c., will suggest themselves as giving a little astronomy as well as more definite ideas of angular measurement.

The teaching of astronomy to the extent I have indicated could be carried out in public schools, secondary schools, and to some extent in preparatory and elementary schools if teachers appreciated its value. In all Universities and colleges those who are intending to take up the profession of teaching, particularly on the science side, should have provided for them, and be urged to attend a course on Elementary Astronomy and the History of Astronomy. The history of astronomy is so bound up with the development of geometry, trigonometry, and dynamics, to say nothing of the development of analysis, that such a course would supplement courses in mathematics and physics. A little familiarity with the telescope and the spectroscope, and a knowledge of the outlines of the history of astronomy form a valuable addition to a specialized training in mathematics. I feel sure that teachers who have had a training of this kind will agree as to the educational value of elementary astronomy, and will try to find for it a small place in school curricula.

## THE COLLEGE OF PRECEPTORS.

### HALF-YEARLY GENERAL MEETING.

THE ordinary Half-yearly General meeting of the members of the Corporation was held at the College of Preceptors, Bloomsbury Square, W.C., on Saturday, the 16th of October, Sir Philip Magnus, President of the Council, in the chair.

The Reports of the Council and of the Dean were adopted.

#### REPORT OF THE COUNCIL.

The Council beg leave to lay before the members of the College the following report of their proceedings since the issue of their last Report:—

1. A Course of twelve lectures to Teachers on "Psychology for Teachers" has been delivered by Prof. John Adams, and a course of twelve Lectures on "Changes in Education" began on the 3rd of October.

2. (a) The Midsummer Certificate and Lower Forms Examinations were held on the 24th to the 29th June, and were attended by 3,083 candidates.

The regulations under which candidates who enter for Senior or Junior Certificates are allowed, under certain conditions, to receive certificates of a lower grade, have been abolished. The alteration will come into operation in June, 1919.

The Council have instituted a new scheme for the Oral Examination in Modern Languages of candidates who enter for the Junior and Preliminary grades.

(b) The Professional Preliminary Examination, held on the 3rd to 5th September, was attended by 229 candidates.

3. (a) The Council regret that owing to war conditions it has not been possible to arrange for the College to conduct the Examinations of the Newfoundland Council of Higher Education this year. It is hoped that after the War, or sooner if conditions should permit, the College may again undertake this work.

(b) At the request of the Governors of Sir Robert Hitcham's School, Coggeshall, the Council have conducted an Examination for Secondary School Exhibitions and Junior Technical Exhibitions.

4. Since the issue of the last report fourteen members have been elected, and thirty diploma-holders who were receiving certain privileges without payment have become subscribing members. One has withdrawn from membership. The Council regret to have to report the death of the following members:—The Right Rev. Bishop Mitchinson, F.C.P., Mr. C. W. Croad, Mr. G. F. Hamilton, and Mr. J. W. Sharpe.

5. In view of the present financial position, the Council have thought it advisable to lessen the financial responsibility of the College in respect of *The Educational Times*. They have accordingly transferred the copyright. The Council are glad to be able to report that the present owner of the copyright is in sympathy with the objects for which the College was founded, and fully appreciates the work and position of efficient private schools. Copies of *The Educational Times* will continue to be sent without charge to the members of the College. The College Pass Lists will in future be published separately.

6. In order to meet the greatly increased cost of paper and printing, the Council have been obliged to raise the price of the Reprints of Examination Papers in Series A to 2s. for non-members and 1s. for members. The new prices apply to Reprints issued in 1917 and subsequent years; those for previous years may still be obtained at the old prices.

7. Copies of the College Calendar for 1918-1919 have been sent, without charge, to all life-members and subscribing members.

8. A grant of £10 has been made from the Benevolent Fund.

9. In view of recent and coming developments in education, the Council have appointed a Special Committee to consider and report upon the future policy of the College.

10. (a) Representatives of the Council have taken part in the work of the Teachers Registration Council, the Federal Council of Secondary Schools Associations, the Teachers' Training Committee, the Joint Scholarships Board, the Committee of the Conference of Educational Associations, the League of the Empire, the Secondary Teachers' War Relief Fund Joint Committee, the Joint Scholastic Agency, and the Joint Agency for Women Teachers.

(b) *The Teachers Registration Council: Progress of the Register.*—Up to and including Thursday, the 12th September 1918, the total number of applications for admission to the Register was 22,699. The number of applications received between 1st January and 12th September 1918 is 2,785. The number for the corresponding period of 1917 was 964.

*The New Council.*—The Second Council ended its period of office on June 30th last, and a new Council has been appointed in accordance with the regulations laid down by the Privy Council. It is constituted as follows:—

*University Teachers' Group.*—The Hebdomadal Council of the University of Oxford: The Very Rev. Dr. T. B. Strong. The Council of the Senate of the University of Cambridge: Mr. W. Durnford. The Senate of the University of Durham: Prof. F. B. Jevons. The Senate of the University of London: Sir Gregory T. Foster. The Council of the Victoria University of Manchester: Prof. J. J. Findlay. The Council of the University of Birmingham: Prof. E. de Selincourt. The Council of the University of Liverpool: Prof. E. T. Campagnac. The Council of the University of Leeds: Prof. B. M. Connal. The Council of the University of Sheffield: Prof. J. A. Green. The Council of the University of Bristol: Prof. J. Wertheimer. The University Court of the University of Wales: Principal Sir Harry Reichel.

*Elementary Teachers' Group.*—National Union of Teachers: Mr. W. D. Bentliff, Miss I. Cleghorn, Miss E. R. Conway, Mr. H. Pearson, Mr. G. Sharples, Mr. W. B. Steer, Miss J. F. Wood. National Association of Head Teachers: Miss E. F. L. Goodwin, Mr. J. W. Iliffe. National Federation of Assistant Teachers: Mr. W. T. Kenward, Miss E. Phillips.

*Secondary Teachers' Group.*—Head Masters' Conference: Mr. M. J. Rendall. Head Masters' Association: Sir John McClure. Head Mistresses' Association: Miss F. M. A. Gadesden, Miss E. R. Gwatkin. Assistant Masters' Association: Mr. A. A. Somerville. Assistant Mistresses' Association: Miss E. S. Lees. Association of Preparatory Schools: Mr. J. S. Norman. Private Schools Association: Mr. S. Maxwell. College of Preceptors: Mr. W. G. Rushbrooke. Teachers' Guild: Miss M. E. Robertson. Froebel Society: Miss L. James.

*Specialist Teachers' Group.*—Association of Technical Institutions: Mr. F. Wilkinson. Association of Teachers in Technical Institutions: Mr. P. Abbott. National Society of Art Masters, Art Teachers' Guild, Royal Drawing Society: Mr. H. B. Carpenter. Royal Academy of Music, Royal College of Music, Union of Graduates of Music (Incorporated), Union of Directors of Music in Secondary Schools, Incorporated Society of Musicians, Guildhall School of Music, Royal College of Organists: Dr. H. W. Richards. National Shorthand Association (Incorporated) Teachers' Section, Society of Pitman's Certificated Teachers of Shorthand, Association of Book-keeping Teachers, Incorporated Society of Commercial Teachers: Mr. Alfred Nixon. Association of Teachers of Domestic Subjects: Miss M. E. Marsden. National Association of Manual Training Teachers, Educational Handwork Association: Mr. H. Turville. Incorporated Gymnastic Teachers' Institute, British College of Physical Education, Ling Association, National Society of Physical Education: Mr. Guy M. Campbell. Union of Teachers of the Deaf on the Pure Oral System, National College of Teachers of the Deaf, College of Teachers of the Blind: Mr. A. J. Story. Smith Training College of the Royal Normal College for the Blind: Miss M. M. R. Garaway. Training College Association (with which is amalgamated the Teachers' Training Association): Prof. John Adams.

At its first meeting on Friday, the 21st September, the new Council decided unanimously to invite Dr. Michael Sadler, Vice-Chancellor of the University of Leeds, to become Chairman for a further period. During the past few months Dr. Sadler has been absent in India in connexion with the Calcutta University Commission, but he is expected to return at the end of the year, when he will doubtless take up his duties with the Council.

The Registration Council has passed resolutions congratulating the Minister of Education on the passage of the new Education Act, and expressing the hope that the Pensions Bill, which has been drafted, will also become law at the earliest opportunity.

In view of the new situation which has been created for private schools by the passing of the Education Act and the operations of the Secondary School Examinations Council, it is to be hoped that all qualified teachers in private schools will become registered without delay.

#### THE DEAN'S REPORT.

In addition to the general statement of the examination work of the College during the past half-year, which has been embodied in the Report of the Council, I have now to submit to you some details concerning the Midsummer Certificate and Lower Forms Examinations, together with extracts from the reports of the Examiners.

The examinations were held on the 24th to the 29th of June at the following places in the United Kingdom:—Aberdeen, Alnwick, Bartersea, Belfast, Belper, Bentham, Benlah Hill, Birmingham, Blackburn, Blackpool, Bournemouth, Bridgend, Brighton, Bristol, Broudstairs, Cardiff, Carmarthen, Carmarvon, Cheltenham, Cork, Croydon, Darlington, Dumfries, Edinburgh, Exeter, Farnborough, Glasgow, Grove Ferry, Henton Moor, Highgate, Huddersfield, Isle of Caldey, Launceston, Leeds, Leicester, Liverpool, London, Lostock Gralam, Manchester, Mayfield, Mountmellick, Newcastle-on-Tyne, New Quay (Cardigan), Nottingham, Ongar, Pencader, Plymouth,

Pontypridd, Portsmouth, Richmond (Surrey), Rochester, Rugeley, Scorton, Sevenoaks, Sheffield, Southampton, Southport, Southsea, Sunderland, Taplow, Taunton, Waltham Cross, Wandsworth Common, Wellington (Salop), Wem, Wembley, West Hartlepool.

The Examinations were also held at the following Colonial Centres:—Abeokuta, Castrics (St. Lucia), Cape Coast, Georgetown (British Guiana), Gibraltar, Malta, Mandeville (Jamaica), Penang, and Rangoon.

The total number of candidates who sat for the Certificate Examination was 2273—1552 boys and 721 girls.

The following table shows the proportion of candidates who passed in the grade for which they were entered:—

		Examined	Passed	Percentage
Boys.	Senior .....	152	66	43
	Junior .....	669	386	58
	Preliminary .....	515	356	69
GIRLS.	Senior .....	120	50	42
	Junior .....	244	144	59
	Preliminary .....	212	155	73

The above table does not take account of those candidates who obtained Certificates of a lower grade than that for which they were entered, nor of those (361 in number) who entered for certain subjects required for professional preliminary purposes.

The number of candidates who sat for the Lower Forms Examination was 811—513 boys and 298 girls. Of these 354 boys and 211 girls passed, or 69 and 71 per cent. respectively.

## EXTRACTS FROM EXAMINERS' REPORTS.

### Scripture History.

**Senior.**—The results in this grade were distinctly encouraging. Some of the papers were of exceptional merit, and in a large proportion of the rest good work was shown up. The facts of the periods taken were well known, and many candidates proved themselves capable of grappling with the deeper questions, such as those dealing with Old Testament morality and the teaching of certain parables on the kingdom of heaven. There was, however, not much evidence of careful study of the two prophets whose books were among the set portions of the Old Testament. It cannot be too strongly urged that the only key to the understanding of the Old Testament is in the knowledge of the prophets, and that candidates in the Senior Grade have reached a stage in which this should constantly be kept in view. In the New Testament sections errors in some of the papers suggest the need of directing attention to the information about the background of the New Testament, now accessible even in the simpler handbooks, on such points as the Roman system of government, contemporary religious beliefs of the pagan world, and the like.

**Junior.**—Except in the case of a few groups of papers the work in this grade was very well done. The subject had been prepared intelligently; the answering as a rule was apt and accurate. Some of the papers which reached the mark of distinction were excellent. In almost every case of failure, failure was due to want of adequate preparation.

**Preliminary.**—The answers showed keen interest in the subject, and "distinctions" were more numerous than failures. The Bible itself had been studied, and not merely textbooks of Bible history. It should be noted that the statement of facts is insufficient, unless they are directed to meet the point of a question. The Examiner regrets to find a tendency to turn the lessons of Gospel parables into worldly maxims, to the neglect of their spiritual force. Care should be taken that candidates understand the diction of the A.V.; e.g. the grammatical use of "thou" and "ye"; that "servant" does not mean "maidservant," and so forth.

**Lower Forms.**—Taking the written answers as an indicative rather than a complete statement of what the candidates know, the work in general was very satisfactory. The Gospel of St. Matthew is long, but it seemed to have been well studied throughout. Answers to the Old Testament questions were given in vigorous style, and contained little that was wrong. Composition was very good; evidently these juniors are being carefully trained to express themselves.

### English.

**Senior.**—The papers as a whole were remarkable for the small percentage that were really bad. In the Literature answers the chief fault was the fundamental fault of ignorance of the actual text of the author; no comments learned by heart can make up for this. "Romola" was too big a burden for the majority. In Grammar the weak point was parsing. The essays were in most cases good.

**Junior.**—The general level of attainment was quite satisfactory. The best portion of the work was the Composition. Several meritorious essays were shown up, and carelessness and flippancy were rarely met with. A few candidates, however, missed the point of the subjects set, and wrote e.g. about the past history of aircraft instead of its

future possibilities. Of the Literature sections, the answers to the "Tale of Two Cities" were by far the best. The stories of both the Shakespeare plays were known very well, but many of the attempts at criticism were rather thin; "The Tempest" gave a better result than the "Midsummer Night's Dream." Only a small proportion took "Woodstock," and these answered very fairly. In the Grammar paper the result was disappointing. The analysis, parsing, and formal grammar were done satisfactorily, but the questions calling for reasons for correcting sentences and the accurate meanings of words were apparently too hard for the majority. The dividing into lines of a not too difficult piece of Tennyson resulted in almost entire failure; very few knew how many syllables went to the line, or made their lines of equal length. Some attention should always be given to the metre of a poem read. There was too much tendency to avoid explanations. Very few could show how the meaning of a sentence is altered by moving the emphasis from one word to another. On the whole the Literature papers were done better than those on Grammar and Analysis.

**Preliminary.**—Most took the paper in Composition and Grammar, and showed a fair elementary knowledge. Some confusion was displayed in distinguishing between the object and the extension of the predicate. Few understood that a word is not necessarily always the same part of speech; but the cases of the nouns and pronouns mentioned in Question 3 were generally correctly stated; it was satisfactory to notice that many candidates had been taught to use the reformed nomenclature of the cases. That nomenclature recommended now in the Board of Education's Report should be regularly adopted. The answers on the comparative and superlative of "faintly," "dim," "near," and "weary" were marred by bad spelling, and the alternative form, "next," was seldom remembered.

The set books were well known, the work on Macaulay's "Lays" being perhaps the best. Candidates remembered what had been told them, but few could depend on their knowledge of the poems to describe the scenery of Italy and the excitement at Plymouth when the Armada was sighted. Only a small number of candidates were examined on "Marmion"; these generally acquitted themselves well. Contexts and allusions in both papers were known well. In "Robinson Crusoe" many who knew the book best lost marks by giving so much time to the first question that they could not complete the paper.

The essays were very unequal. While some were neatly written, well expressed, and well punctuated, a great many were disfigured by bad writing, loose syntax, and absence of stops. Some candidates gave very graphic descriptions of houses; others contented themselves with stating the number of windows, doors, and rooms. Some very interesting essays were composed on the future occupation of the writer. The one generally chosen was engineering; but they ranged from those of Prime Minister and admiral (in order to defeat Germany) to those of explorers, bank managers, doctors, farmers, typists, and shopkeepers. The adventures of the dog (the third subject set) were often told with humour and sympathy, but the least able of the candidates generally chose this for their essay, and some of the stories were wildly improbable.

**Lower Forms.**—Grammar: Generally speaking, the grammar was rather poor. Not a single candidate restored the prose order of Question 3 into absolutely correct metrical order. All blurred the last two rhyming lines, though many succeeded with the first two. In Question 6 many candidates concocted sentences which did not reveal what the required words meant.

Dictation, &c.: The spelling was far from good, but the reproduction of the matter was excellent, and the punctuation good. The handwriting appears to be somewhat improved in the general work, but the set copies are still poorly handled.

English Literature: Most took the paper on "Macaulay." There was more evidence than usual of an interest in and a careful study of the subject selected, and many very creditable papers were sent in. But in far too many cases the subject had been dealt with perfunctorily and unintelligently. Candidates usually find great difficulty in substituting words of their own for those of the author. Punctuation needs attention.

### English History.

**Senior.**—The work showed on the whole some improvement on previous examinations, both in knowledge of the subject and in style of answers. Among those who passed, a great many wrote thoughtful answers and showed good knowledge in some portions of their papers. Many failures were due to inattention to the wording or limitations of some questions, so that the answers were not to the point. For instance, in a question on our colonial gains in the French wars of A.D. 1793-1815, nearly all who selected this question wrote about Wolfe and Clive. In a question on the origin of the House of Commons as a separate body, nearly all gave an account of the origin of Parliament, and failed to notice the point of the question. In dealing with the Industrial Revolution during the latter half of the eighteenth century, very few dealt with the period named.

Instead of giving a definite account of the circumstances leading to the American Declaration of Independence some wrote a general account of the struggle after the Declaration.

**Junior.**—The average work was better and a larger proportion passed than usual. Very few could write intelligently about the beginnings of the House of Lords or the House of Commons, and history teachers might very well try and supplement the dry statements of the textbooks on this subject. The Industrial Revolution was often written about as if it were a revolt of the working classes. Very slight knowledge of Colonial history in the nineteenth century was shown. Chronology needs attention.

**Preliminary.**—A fair knowledge of the leading features of the various periods was displayed, and the work of many candidates was sound and promising. Those who selected the latest period had not the same grasp of the subject as those who studied the early history—a proof that the nineteenth-century history is hardly suitable for young students. Some papers showed traces of dictated notes—a fatal method of teaching history, especially at this stage. Arrangement of answers, spelling, and punctuation need attention.

### Geography.

**Senior.**—The chief points to be noticed in the answers are as follows:—In the case of the contoured map, candidates too frequently placed the two mountains in small areas on opposite sides of the map, leaving most of it not contoured, with the result that the river, usually without tributaries, had no fall for the greater part of its course. Though many attempted to draw a net for a map of England, using a conical method of projection, only three had any correct idea of how to go to work. Many made a sailor determine his latitude and longitude by the compass, while a group of nineteen candidates made him measure the distance in miles of his position from the Equator and the first meridian, and calculate them from these data. Many attempted the question on the origin of the Alps, and also that on natural regions, entirely from "the light of nature." Candidates should be warned against answering questions of which they have been taught nothing while neglecting questions about which they have learnt something. A little more accurate knowledge is required on permanent winds and weather charts. Attempts to draw maps of Belgium and of the districts in Asia where our soldiers are at present fighting were not often successful. The question on productions brought out the general ignorance of some candidates: thus, several said nitre was a plant, one candidate stating that it and sulphur required a hot climate, while several others said it wanted a wet one. Smoke, fire, lather, and stone still figure as typical volcanic products.

**Junior.**—These candidates appear to have been above the average, or—what is even more gratifying—the improvement in geography, which is a marked feature of recent years, is still making way. The set maps were done more carefully, the physical geography better correlated with the political, and the general knowledge more advanced than is usual amongst the Juniors. Many candidates, however, ignored the instructions at the head of the paper. The filling-in of the outline maps was as usual a perfectly safe test as to the quality of the rest of the paper. This is interesting in view of the fact that this kind of question is sometimes decried as being too closely akin to those of the despised "memory" type to be satisfactory. Of the four sections, Africa was perhaps the best done. The contour map of Section D was, as a rule, satisfactory, but there were some lamentable failures here. Many of the contour maps, too, were shown up without a scale of miles. The chief lapses in the rest of the various sections were confined to such details as the forgetting that climate (Question A 3) is a question of rainfall as well as of temperature, that in comparing one river with another (Questions A 4, B 10 b, and C 10 b) or one country with another (C 6) it is necessary to know something about both of them, that the Sudan is not the Sahara (B 6), that the tsetse fly does not sting (B 8), that "corals" are not "insects" (D 7), and that the White and Blue Niles are not really distinguished by their colours (D 10).

**Preliminary.**—These papers were not very satisfactory. A large number of candidates started badly with the initial question—an outline map of the British Isles to be filled in with certain names—and never recovered themselves afterwards. Indeed, a similar outline map was better done on the whole by the Lower Form candidates. The other British questions were answered too generally and too inaccurately to receive many marks. Of the special subjects, Section B, Europe, was more favoured and gave better results than did Section C, The British Empire. There was much inaccuracy in both sections, especially in points of elementary knowledge, such as the meaning of a "river basin" and the expression an "extreme" climate. There was a great deal of very indifferent writing and spelling, and the "English" throughout was below the normal standard of this grade.

**Lower Forms.**—The type of question most favoured, and accordingly most successfully answered, was that involving a short

descriptive answer—an applied definition (Question 2) or an explanation (Questions 3 and 8) or a simple cause (Question 4); the least satisfactory was anything requiring a longer and more essay-like attempt. This is only natural, considering the ages of the candidates. Nevertheless, one looked for better answers on the effect of physical features on railway communications in certain well defined regions of the British Isles. The connexion between physical and economic geography should not be too difficult for even very young boys and girls, and is certainly interesting enough to catch and arrest their attention. The filling-in of the outline map was on the whole good. The most conspicuous error was a result of the inaccurate mentality which inserts the name of a river, a mountain, a town without anything beyond the name to indicate locality, or which impartially draws its rivers surmounting ranges of hills or flowing from seashore to seashore.

### Arithmetic.

**Senior.**—The paper was not a hard one for those who had any knowledge of arithmetic, the only general failure among the better candidates being in the question on the metric system. But there was a very large amount of hopelessly bad work. Noticeable among the weaker papers was the failure to understand Questions (1), (5), (6), and the vague ideas as to the number of square yards in an acre.

**Junior.**—On the whole the work was badly set out. In many cases the working was not shown, and some candidates did not seem to know whether the working was an integral part of the sum or merely a means to an end. For instance, Question 3 was one in which the working is the sum, and should have accompanied the question and shared its tidiness. Very few realized that, with a degree of accuracy stated, contracted methods were inferred, and with that few there was great uncertainty as to how many figures should be retained; the Italian method was used by three or four candidates only. Among the few who started Question 10 there was a confusion between 20 ft. square and 20 square feet.

**Preliminary.**—Inaccuracy in working out results when right methods were employed was far too frequent. There was improvement in the manipulation of vulgar and decimal fractions, and the work generally was orderly.

**Lower Forms.**—This paper was on the whole well done, and calls for no special comment. As regards Question 9, young candidates need continual reminders that what the examiner wants is not merely a statement of results, but especially to see how those results are obtained. When, however, nothing is given but a cloud of figures put down carelessly and without regard to order, it is next to impossible to trace the connexions amongst them.

### Algebra.

**Senior.**—Factorization was weak. The first simplification was usually done in a heavy manner, all the fractions being at once taken together, instead of first in pairs. The surd simplification was often done correctly, but a good many made mistakes, though most took it in hand the right way. There were a number of good answers to the questions on equality of ratios and the rider on it, but the question on the thickness and diameters of the two coins was very seldom done correctly. A few obtained a correct solution of the ratios problem, but as a rule mistakes were made, though the fact that it was a problem in A.P. was generally recognized, and some of the answers were quite good and well explained. In the question on geometric progressions, many confused  $(\frac{4}{3})^n$  with  $\frac{4}{3}$  of 4", showing that they did not really understand what they were writing. The graphs as a rule were not good, chiefly from thick and shaky lines. This is a pity, for a little extra pains would have made quite good answers, there being very few absolute failures. The tank problem (Question 3) was an easy one, but few correct answers were obtained.

**Junior.**—The general standard attained was somewhat unsatisfactory. Mistakes in sign in multiplication, in subtraction, and especially in connexion with brackets, were frequent. More attention should be paid to these very important elementary ideas before pupils are taught the more difficult processes. The property of divisor and quotient as factors of the dividend was not generally understood even by those who quoted the Remainder Theorem to obtain their results, and in fractions there was a great deal of improper cancelling of terms from numerator and denominator which were not factors of them. The L.C.M. work was frequently unsound both in the direct applications and in the simple equation. Many of the attempts were spoiled by careless reading of the questions.

**Preliminary.**—Attention to signs, denominators, and correct cancelling, and to neatness of work is much required, particularly in some schools, and the candidates need considerable practice in solving simple problems.

### Geometry.

**Senior.**—The practical geometry was generally well done, the chief fault being that too small a scale was frequently used. In

Question 2 many candidates drew only one triangle. In Question 3 the common tangents were often drawn by guess, without construction. The fourth question was misread by about 20 per cent. of the candidates, a circle through  $A B$  and  $C$  being drawn. The straightforward bookwork portion of the theoretical geometry was well done, but the riders were poorly done on the whole, though there were a few candidates of exceptional merit.

**Junior.**—A large number of the candidates had no knowledge either of logic or of geometry. The unevenness of the knowledge shown at different centres was a very noticeable feature. One whole block of candidates would get good marks and the next block would nearly all fail. Candidates should realize that something more than a knowledge of the elementary constructions of practical geometry is required for this grade of examination, and that if they are required to obtain a numerical answer by calculation it is insufficient to give an approximate answer obtained from a scale-drawn diagram. A proof of an easy particular case cannot be accepted as demonstrating the truth of a general theorem, nor does measurement from a scale-drawn diagram constitute a proof. A matter of lesser importance is that the scales to which diagrams are drawn should always be clearly stated, and that if a definite scale is laid down in the question it should be adhered to by the candidate.

**Preliminary.**—Only about 20 per cent. of the candidates could be said to have any grasp of the elements of the subject. Most had no idea of the meaning of a proof, and either wrote down statements derived from the appearance of the figure or assumed in their "proofs" the properties they were attempting to prove. The following recommendations to teachers may be helpful. After having pursued the prescribed course of study the general results should be collected together and pupils given (1) in triangles the various sets of conditions under which two triangles are congruent and also the conditions which do not necessarily lead to congruency; (2) in parallels, the conditions under which lines are parallel and the areal properties of triangles and parallelograms between the same parallels; (3) in parallelograms, the various properties of the figure, carefully distinguishing between the definition and the properties derived from it. A great help to the clear appreciation of geometrical principles lies in the proper setting out of the work. When propositions are written out in "essay" form the pupil naturally finds it more difficult to follow the points of the proof, and the method of "steps" with each statement on a separate line, as adopted in many textbooks, appears to be preferable.

**Lower Forms.**—The easier constructions were done with neatness and accuracy by the majority of the candidates. Few candidates could solve the problem, and none could construct a parallelogram equal to a quadrilateral.

### Trigonometry.

The candidates, on the whole, were able to calculate by logarithms, knew the definitions, and made reasonable attempts at finding heights.

### Mensuration.

**Senior.**—Most answers were far from satisfactory. A few sent up good sets, partly spoiled by long calculations in certain cases.

### Mechanics.

**Senior.**—About half who took this paper had a good working knowledge of the fundamental principles of the science.

**Junior.**—Few candidates took the paper. Few showed up satisfactory work. The rest had little knowledge of the most elementary principles, and had clearly made no serious study of the subject.

### Book-keeping.

**Senior.**—The definitions were poorly done showing a lack of knowledge of terms. Questions 2 and 4 were generally ill attempted, while the arithmetical calculation required (interest on B/E) was very badly done. Most made a good attempt at Question 5.

**Junior.**—The Cash Book was generally well done, but bad arithmetical calculations in very many cases spoiled the Bought and Sold Books. The books were done, but the candidates had not been sufficiently practised in working out the invoices. They should be taught practical book-keeping, and not expect all figures to be given. The journalising was poor. The ledger, when attempted, was fair only. While the definitions in Part B were poorly done, the alternative question (B/E) was in most cases excellent.

**Preliminary.**—The Cash Book was generally well done. The Journal was fair, the entries required for "discounting bills," "rent due," and "interest on capital" being those most usually ill done. The Ledger was very fair. The answers to the definitions were poor. It is not sufficient to know how to enter items; candidates should understand the meaning of the terms they use, and so obtain an intelligent knowledge of the subject.

### French.

**Senior.**—There were indications in the work that most of the candidates had gone through a careful course of study. The outstanding weakness was an inattention to style and accuracy. In writing English the candidates were content with a translation so bald as to be meaningless. In writing French the sentences were very frequently spoilt by words incorrect in number, gender, person, or tense.

**Junior.**—While many of the papers give evidence of sound instruction on the part of the teachers, the general characteristics are uncertainty and weakness in elementary work. This comes apparently from vagueness of aim. If it were more generally understood that what the pupils are attempting to reach is such a knowledge of the elementary forms and vocabulary of the language as would allow them both to understand simple unseen passages and to express themselves on quite ordinary topics in well constructed but uncomplicated sentences, it would be clearer to all what road must be followed and what stages must not be missed. The language forms on which attention should be concentrated are those required for (1) making statements, (2) asking questions, (3) giving commands, positively and negatively. All matters concerned with subordination of thought (except the simplest, such as relative clauses) can be reserved for a later stage. With the forms mentioned should be combined the usual accidents, from which all exceptional and useless forms should be omitted. If the work were shortened and concentrated thus, time and effort would be saved and could be devoted to extending the vocabulary and to giving more practice in using French. We might then hope to have fewer candidates unable to turn affirmative sentences into the interrogative (Question 3), or giving up such attempts as "A mon frère donné nous un livre?" &c.; fewer, too, unable to answer the questions in No. 6 properly, and even to use the verbs of which they have an example in the question. Moreover, if these suggestions were followed, the translation into French and the free composition would not contain so much that is simply transliterated English.

**Preliminary and Lower Forms.**—The candidates showed much good work, the weak points being as usual, want of accuracy in vocabulary and concords. Some attempted the phonetic transcripts, but none used any of the recognized symbols, merely putting down the utterly inadequate English figured pronunciation. Phonetic transcripts have now been advocated for a good many years by all competent authorities; it is time for all schools to fall into line.

### Welsh.

**Senior.**—Many of the candidates were deficient in their English as well as their Welsh, and needed more practice in the reading and translation of ordinary Welsh books. The grammar was faulty and deficient. The one good feature was the essay, which was generally written in good easy Welsh, though marred by incorrectness in spelling. Welsh should be as seriously studied as any other modern language. Instead of that, a popular usage of it, undisciplined by study, is taken as all that is necessary.

**Junior.**—The work was uniformly good. The translations, taken as a whole, showed knowledge of distinctive idioms and expressions. The spelling and phrasing at times were too colloquial.

**Preliminary.**—The work was uniformly good. If the promise of this class could be brought to fruition it would render splendid results in the higher and more difficult stages.

### Latin.

**Senior.**—There was a large proportion of unsatisfactory papers both in Caesar and unprepared work in lieu of set books. The translation of both prepared and unprepared work was often very weak, and the same may be said of the grammar and translation of sentences into Latin. The few candidates who took Virgil and Cicero were of a higher average merit.

**Junior.**—The results were fairly satisfactory, except at a few centres where, owing probably to a depleted school staff, insufficient time had been given to the subject, and total failures were very numerous. About half the candidates translated the passages from the set books creditably; a few renderings were excellent. There was, however, a very large number of thoroughly weak papers. The answers to the questions on subject-matter were on the whole satisfactory. The number of candidates taking unprepared translation in lieu of set books was larger than usual. The drift of the prose passage was often understood, but the renderings were not sufficiently faithful; the verse was seldom attempted with success. The obligatory unprepared passage was not well done, but very few failed in it who had obtained good marks for the rest of their work. The drilling in grammar seemed to have been careful. The knowledge of accidents was adequate, the parsing very fair, and the questions on syntax answered creditably. About 20 per cent. of the candidates showed a good knowledge of ordinary constructions and idioms in translating the short English sentences into Latin, and four of these

obtained nearly full marks. It was disappointing to find so many who had done well in grammar making bad blunders in accidents and disregarding primary rules of syntax. In the additional paper on composition and unprepared translation several candidates showed intelligence and promise, but the general work was not good.

**Preliminary.**—Grammatical knowledge was still very defective. No real progress is possible without accurate knowledge of regular accidents.

**Lower Forms.**—There were no very excellent papers written, but a larger percentage of candidates did fairly well, and utter failures were fewer than in recent years. There was much bad spelling, which indicates insufficient practice in written work, and generally it is clear that not enough attention is paid to an accurate knowledge of elementary accidents.

### Light and Heat.

**Senior.**—Many of the candidates were unable to draw a diagram showing the images formed by two plain mirrors set at 60°, or even to show the graphical construction used to determine the position of the images formed by a convex lens. The question on the construction of an alcohol thermometer was answered badly. The ice point was usually determined by means of a mixture of ice and salt, and the method of determining the boiling point in steam was almost invariably described. The idea of heat as a form of energy seems not to be taught; in a senior course it should come first in relation to heat and temperature.

**Junior.**—None seemed to have any idea of what an image is or how a plane mirror forms one. Very few candidates seem to have seen the construction of a mercury thermometer. The very simple calculation on specific heat in Question 8 was beyond the powers of most, and the replies to Question 10, on the heating of the water in a kettle, were most disappointing. Conduction and convection were not mentioned, and the majority of the candidates seemed to think that the inside of the top of the kettle should be kept bright, otherwise, of course, the water would get dirty!

### Magnetism and Electricity.

**Senior.**—Mistakes in the measurement of electric current in ohms and testing for magnetic properties by an electroscope were common.

**Junior.**—The mariner's compass is not well known. In dealing with problems like Question 5 diagrams showing the various charges produced are needed. The galvanoscope was often described correctly, but there was no good diagram illustrating its construction.

### Physiology.

The papers show the same difference between the standards of the Senior and Junior papers which has been so marked a feature of the last examinations. The Junior papers were not only very much better relatively, but in many cases were absolutely better than the Senior papers. The Junior papers have been improving steadily for some years, and show evidence of really good and sound teaching in many centres and of receptive students. On the other hand, the Senior papers were poor, and the impression left after reading them was that the candidates in the greater number of cases had had little or no teaching and had done no serious study for themselves.

### Botany.

The work of the better candidates showed a clear improvement on that of former years, along the lines recommended in previous reports, but there is still much to be done before the general average can be regarded as even moderately satisfactory. In many schools this subject is evidently thoroughly neglected.

### Drawing.

The examiners desire to draw the attention of teachers to the practice—which has again become prevalent in all grades and in all subjects—of "lining in"; that is to say, of merely going over the original lines of the drawing without adequate care or reference to the example—frequently with a much too heavy or wiry line. Thus, any character or subtlety in the first drawing is in a large measure obliterated, and the grace and beauty frequently found in the primary sketch quite destroyed. This practice not only involves a waste of time which might have been devoted to correction and refinement of the first drawing, but costs marks.

The very last difficulty to be mastered by most candidates in drawing from models is the apparent convergence ("vanishing") of receding parallel lines. Demonstration from a big photograph print or diagram of some architectural subject, with flank rapidly and front slightly receding (or *vice versa*), ought to convince all pupils as to this fact of perspective. Many show poor appreciation of proportion in the ellipse, together with still poorer appreciation of its form. As a help, freehand drawing from large diagrams of round objects (such as a glass tumbler, barrel, &c.) is suggested for juniors.

**Senior.**—Drawing from Models: Subject to the strictures above,

the aspect of the bulk is satisfactory. Proportion between the several objects in the group was well observed on the whole.

**Drawing from Memory:** The object set (a carpenter's brace) seems to have stimulated the curiosity of the examinees in a valuable way. A high proportion, including many of the feebler folk, looked carefully for the features which constituted the brace an effective working tool and represented them with considerable success. This is a position which is hopeful for the future. At the top was a fair number of papers of fine character as records alike of facts and appearances.

**Junior.**—The general remarks which preface this report apply most forcibly in this grade. The number of drawings in all subjects apart from "lining in" was deplorable.

There is a strong presumption that large numbers of candidates who had previously done fairly well in the Preliminary grade of drawing from the flat entered again without further preparation on the speculative chance of getting through, but in many cases their equipment was inadequate for this grade. The example was not a difficult one, and the proportion of good papers was low.

**Drawing from Models:** Proportion was unusually well observed, very erratic presentations in this respect being relatively few. The position in which the plates were put was by no means easy, but a very fair proportion of candidates made representations ranging from passable to excellent. On the other hand, there has been something of a *débâcle* in respect of the board. The apparent rise from front to back should be from an eighth to a fourth of the extreme width, but the attempts in many cases showed a ratio up to or even exceeding three-fourths of the width, the drawings in these cases being virtually distorted plans. A few candidates added useful shading, but others put in darks that had no sense at all. There is, however, a leaven of really good work in this grade, amounting to about 20 per cent.

**Drawing from Memory:** It has recently been reported that a proportion of candidates chose easy views "to avoid difficulties; but it should be understood that high marks are avoided at the same time." This is emphatically true of junior candidates.

**Preliminary.**—**Drawing from the Flat:** In general the teaching appears to be good, the more satisfactory drawings being fairly numerous, while even the weaker ones give evidence of more system than formerly obtained in the methods used. Proportion and swing of curve were (for the most part) at least respectable, and a fair number of drawings showed appreciation of somewhat subtle forms.

**Drawing from Models:** The drawings submitted were fairly satisfactory and in some cases quite good. The following advice may be usefully given:—Aerial measurement, vertically and horizontally, at arm's length (with the thumbnail on the pencil) for comparing apparent height with width will greatly assist in securing an effect of flatness in circular as well as rectilinear surfaces. The apparent rise of a receding line should be tested by holding the pencil horizontally so that it seems to touch the near end, the extremity of the pencil being slipped out exactly under the more distant end of the line (or, if the line extends to the right of the near point, the thumbnail slid along it till it is under the further point). This makes, aerially, a right-angled triangle whose base and (apparent) altitude combine to give the (apparent) inclination of the hypotenuse.

**Lower Forms.**—The example set was designed to test candidates' powers of drawing a simple scroll and arranging thereupon a few leaf-like forms. Up to the limits required for rudimentary drawing the average was satisfactory. Rather more than 25 per cent. were quite good.

### Political Economy.

**Senior.**—Some papers showed knowledge of principles and practical application. In others old illustrations from Adam Smith showed that teachers had not kept abreast of current thought on the subject.

### Domestic Economy.

The schools sending in candidates had made the subject one of definite interest. The candidates took most of the work quite seriously, and had undoubtedly been very well taught.

A vote of thanks to the Chairman for presiding concluded the proceedings.

## THE COLLEGE OF PRECEPTORS.

### MEETINGS OF THE COUNCIL.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 28th of September, 1918. Present: Mr. R. F. Charles, Vice-President, in the Chair; Mr. Bain, the Rev. J. O. Bevan, Mr. Brown, Mr. Cholmeley, Dr. Dickinson, Miss Frodsham, Mr. Hawe, Mr. Hay, Miss Lawford, Mr. Maxwell, Mr. Pendlebury, Miss Punnett, Mr. Rushbrooke, Mr. Starbuck, the Rev. Canon Swallow, and Mr. Thornton.

The Council received with deep regret the news of the death of the Right Rev. Bishop Mitchinson, who had been a member of the College for nearly fifty years, and who was at one time a member of the Council.

The Secretary reported the receipt of the following letter from the Ministry of National Service:—

Ministry of National Service,

Westminster, S.W.1.

July 31, 1918.

SIR,—I am directed to reply to the letter of the 19th inst., signed on behalf of the College of Preceptors and by the Chairman on behalf of the Private Schools Association, and to inform you that the position of teachers at private schools, not recognised by the Board of Education, has recently been under the consideration of this department. Instructions have now been issued that no man who is now whole-time engaged as a teacher of general educational subjects, whether, literary, technical, or scientific, in any school which was established before the War, and which provides a general education to boys or girls, and who was engaged as a teacher (not necessarily as a head master or at the same school) before the War, is for the present to be called up for service, if he falls within the following classes, namely:—

A. Teachers of any Grade born in or before the year 1872.

B. Head masters born in or before the year 1881 who are in Grade 2 or Grade 3.

C. Assistant masters born in or before the year 1877 who are in Grade 2 or Grade 3.

Masters who are not protected under the above have, of course, the right of making application for exemption to the tribunals, in accordance with the existing tribunal regulations.—I am, Sir, your obedient servant,

F. J. TUCKER,

for Director-General of Recruiting.

Letters were submitted from teachers now engaged in military service asking that time spent in military service might be taken into consideration in relation to the regulation which requires a certain period of teaching experience in the case of candidates for the College diplomas. The Dean was empowered to deal with each application of that kind on its merits.

Diplomas were granted to the following candidates, who had satisfied the prescribed conditions:—Licentiatehip—Raymond Leslie Callow; Associateship—Thomas Joseph Downes, Alfred Victor Evans, Brook Senior.

The Secretary reported an increase in the number of entries for the September Professional Preliminary Examination as compared with the corresponding examination for last year.

The following persons were elected members of the College:—

Miss M. Bennell, B.A. Lond., A.C.P., Crouch End High School and College, N.8.

Mr. F. T. Brooks, L.R.A.M., A.R.C.M., A.T.S.C., 27 Thistlewaite Road, Clapton, E.5.

Mr. A. L. Hill, A.C.P., 2 Brecon Villas, Springfield Road, Windsor.

Mr. R. J. D. Smith, A.C.P., 68 Marlborough Street, South Shields.

Mr. E. T. Williams, A.C.P., Nook, Gronant Road, Prestatyn, North Wales.

The following books had been presented to the College since the last meeting of the Council:—

By the CAMBRIDGE UNIVERSITY PRESS.—Reddaway's *Macaulay's History of England*, Chapter III.

By W. HEFFER & SONS.—Pussy's *Lectures Françaises Phonétiques*.

By MACMILLAN & CO.—Fowler's *English Exercises for Middle Forms*, Part I; Roe's *Tales from Indian History*.

By the OXFORD UNIVERSITY PRESS.—Bryant and Hughes's *Map Work*; Freeman's *Virgil Aeneid VI*; Gough's *Spenser's Faerie Queene*, Book V; Hughes's *Carlyle's Past and Present*; Thornaby Jones's *Plautus Menacchmi*; Miles and Smith's *Matthew Arnold's Essays in Criticism*.

By RIVINGTONS.—Massard and Durno's *French Grammar*; Massard's *French Exercises*.

By the UNIVERSITY TUTORIAL PRESS.—Allen's *Shakespeare's Antony and Cleopatra*; Bradshaw's *Social History of England*.

Calendar of National University of Ireland.

Calendar of St. Andrews University.

Calendar of Glasgow University.

Calendar of Birkbeck College.

Calendar of University of Manitoba.

A MEETING of the Council was held at the College of Preceptors, Bloomsbury Square, W.C., on the 26th of October, 1918. Present:—Sir Philip Magnus, President in the chair; Prof. Adams, Dr. Armitage-Smith, Mr. Bain, Mr. Barlet, Mr. F. Charles, Mr. R. F. Charles, Mr. Cholmeley, Dr. Dickinson,

Miss Frodsham, Mr. Gregory-Taylor, Mr. Hardie, Mr. Maxwell, Mr. Morgan, Mr. Pendlebury, the Rev. C. J. Smith, Mr. Starbuck, Mr. Thornton, and Mr. Whitbread.

The following resolution was adopted:—"That this Council is of opinion that the benefits of any scheme for the superannuation of teachers should apply to all efficient teachers." A special Committee was appointed to deal with the matter.

Miss Crookshank, Mr. Dymond, Mr. Rawlinson, and Mr. White were re-elected members of the Council.

Mr. F. E. Butcher, L.C.P., Fernside, Limes Hill, Tenterden, was elected a member of the College.

The following books had been presented to the College since the last meeting of the Council:—

By the OXFORD UNIVERSITY PRESS.—Fraser's *La Victoire par les Couleurs*, &c.; Hussall's *France Medieval and Modern*; Kittson's *Language Teaching*; Papillon and Haigh's *Virgil Aeneid X*; Petrie's *Introduction to Roman History*, &c., and *Latin Reader*.

Calendar of Aberdeen University.  
Calendar of Edinburgh University.  
Calendar of Liverpool University.  
Calendar of University College, Cork.  
Calendar of University College, London.  
Calendar of Royal College of Surgeons of England.

## RECENT EVENTS.

### THE TEACHERS REGISTRATION COUNCIL.

THE Third Triennial Period of the Teachers Registration Council began in July, and the members assembled for the first time in September last. The new Council is composed as follows:—

#### UNIVERSITY TEACHERS' GROUP.

The Hebdomadal Council of the University of Oxford—The Very Rev. Dr. T. B. Strong.  
The Council of the Senate of the University of Cambridge—Mr. W. Durnford.  
The Senate of the University of Durham—Prof. F. B. Jevons.  
The Senate of the University of London—Sir Gregory T. Foster.  
The Council of the Victoria University of Manchester—Prof. J. J. Findlay.  
The Council of the University of Birmingham—Prof. E. de Selincourt.  
The Council of the University of Liverpool—Prof. E. T. Campagnac.  
The Council of the University of Leeds—Prof. B. M. Connal.  
The Council of the University of Sheffield—Prof. J. A. Green.  
The Council of the University of Bristol—Prof. J. Wertheimer.  
The University Court of the University of Wales—Principal Sir Harry Reichel.

#### ELEMENTARY TEACHERS' GROUP.

National Union of Teachers—Mr. W. D. Bentliff, Miss I. Cleghorn, Miss E. R. Conway, Mr. H. Pearson, Mr. G. Sharples, Mr. W. B. Steer, Miss J. F. Wood.  
National Association of Head Teachers—Miss E. F. L. Goodwin, Mr. J. W. Iliffe.  
National Federation of Assistant Teachers—Mr. W. T. Kenward, Miss E. Phillips.

#### SECONDARY TEACHERS' GROUP.

Head Masters' Conference—Mr. M. J. Rendall.  
Head Masters' Association—Sir John McClure.  
Head Mistresses' Association—Miss F. M. A. Gadesden, Miss E. R. Gwatkin.  
Assistant Masters' Association—Mr. A. A. Somerville.  
Assistant Mistresses' Association—Miss E. S. Lees.  
Association of Preparatory Schools—Mr. J. S. Norman.  
Private Schools Association—Mr. S. Maxwell.  
College of Preceptors—Mr. W. G. Rushbrooke.  
Teachers' Guild—Miss M. E. Robertson.  
Froebel Society—Miss L. James.

#### SPECIALIST TEACHERS' GROUP.

Association of Technical Institutions—Mr. F. Wilkinson.  
Association of Teachers in Technical Institutions—Mr. P. Abbott.  
National Society of Art Masters, Art Teachers' Guild, Royal Drawing Society—Mr. H. B. Carpenter.  
Royal Academy of Music, Royal College of Music, Union of Graduates in Music (Incorporated), Union of Directors of Music in Secondary Schools, Incorporated Society of Musicians, Guildhall School of Music, Royal College of Organists—Dr. H. W. Richards.  
National Shorthand Association (Incorporated) Teachers' Section, Society of Pitman's Certificated Teachers of Shorthand, Associa-

tion of Book-keeping Teachers, Incorporated Society of Commercial Teachers—Mr. A. Nixon.

Association of Teachers of Domestic Subjects—Miss M. E. Marsden.  
National Association of Manual Training Teachers, Educational Handwork Association—Mr. H. Turville.

Incorporated Gymnastic Teachers' Institute, British College of Physical Education, Ling Association, National Society of Physical Education—Mr. G. M. Campbell.

Union of Teachers of the Deaf on the Pure Oral System, National College of Teachers of the Deaf, College of Teachers of the Blind—Mr. A. J. Story.

Smith Training College of the Royal Normal College for the Blind—Miss M. M. R. Garaway.

Training College Association (with which is amalgamated the Teachers' Training Association)—Prof. John Adams.

At its first meeting the Council unanimously elected Dr. Michael Sadler as Chairman for the period 1918-21. It also passed a resolution congratulating the Minister of Education on the passing of the Education Act, and another welcoming in general terms the proposals for the State Superannuation of Teachers.

The number of applicants for admission to the Register is now 23,000, and during recent months the progress has been very marked. Up to the middle of October there was an increase of nearly 2,000 applications as compared with the corresponding part of 1917.

#### ORDER OF THE BRITISH EMPIRE.

MR. R. F. CHOLMELEY, Head Master of Owens College, Islington, and a member of the Council of the College of Preceptors, has been admitted to the Order of the British Empire, and is therefore entitled to be described as O.B.E. We understand that this new distinction is giving equal gratification to Mr. Cholmeley's friends and to others.

#### REGULATIONS FOR THE TRAINING OF TEACHERS.

THE Board of Education (Welsh Department) announce that an opportunity has been taken to revise as a whole the provisions relating to the preliminary education and training of candidates for the teaching profession, and to recast them in a shorter and clearer form. It is hoped that this revision will enable the Board to introduce some simplification of procedure and to make some reduction in the returns at present required.

#### DEATH OF MR. F. H. DALE, C.B., CHIEF INSPECTOR OF ELEMENTARY SCHOOLS.

We regret to have to record the death of Mr. F. H. Dale, the Chief Inspector of Elementary Schools since 1913. He was educated at St. Paul's School, obtaining a Scholarship at Balliol, where he obtained high distinction in classics, carrying off every possible University and College prize. In 1896 he was elected to a Fellowship at Merton College, and after a short period of service on the staff of Borough Road Training College he joined the Board of Education. His work there has been marked by a rare judgment and knowledge of affairs. Always accessible and kindly, his friendship was valued by his colleagues, and his generous help was welcomed by all who had to meet him in conferences or elsewhere. His death at the early age of forty-six removes one who had already done great service for education, and was expected to do still more.

MANUSCRIPT WRITING.—For some years past attempts have been made to popularize manuscript writing and to introduce it into the schools. The subject was discussed at the L.C.C. Teachers Conference in 1913, with the result that this method of writing was adopted in several London schools with highly gratifying results both as regards speed and legibility. In 1916, at the April and November meetings of the Child Study Society several well known educational experts read papers dealing with the teaching and aims of Manuscript Writing, and these papers were subsequently published in *Child Study* for June 1916 and March 1917. Up to the present no books of this style of writing suitable for children have been available. The House of Cassell have placed on the market a copybook at 2d. net which should find a ready sale among the numerous teachers interested in the subject.

## OVERSEAS.

## A NEW YORK SCHOOL.

By ERNEST POOLE.

(Rewritten from a Chapter of the Author's novel,  
"The Family.")

It was one of the poorest streets in the teeming city of New York. Tall, dirty tenements rose on each side. But one sunny April morning, just before nine o'clock, I saw this street gay with crowds of children, torrents of bobbing hats, and ribbons, frocks and blouses, shirts and breeches—vivid reds and yellows and blues. It was deafening with joyous cries, a shrill incessant chatter-chatter, piercing yells and shrieks of laughter. Children, swarms of children, children of all sizes passed me: clean and dirty, smiling, scowling, hurrying, running, pummelling, grabbing, whirling each other round and round, till the very air seemed quivering with wild spirits and new life!

The school was close in front of them. An enormous building of brick and tile wedged into a disordered mass of tenements, shops, and factories, it had been built around a court shut out from the street by a high steel fence. I squeezed into the gateway, through which a shouting, punching mob of urchins was now pushing in; and soon from a balcony above I looked down into the court, where out of a wild chaos order was appearing. Boys to the right and girls to the left were forming in long sinuous lines, and three thousand faces were turned towards the building. In front appeared the Stars and Stripes. Then suddenly I heard a crash from underneath the balcony, and looking down I saw a band made up of some thirty or forty boys. Their leader, a dark Italian lad, made a flourish, a pass with his bâton, and the band broke into a blaring storm—an uproarious, booming march. The mob below fell into step, and line after line in single file the children marched into their school.

"Look up! Look all around you!" I heard the principal's voice in my ear. And as I looked up from the court below I gave a low cry of amazement. In hundreds of windows all around, of sweatshops, tenements, factories, in tier upon tier of fire escapes and even upon the roofs above, silent watchers had appeared. For this one moment in the day the whole congested neighbourhood had stopped its feverish labour and become an amphitheatre with all eyes upon the school.

I had a strange confusing time. In her office, in a daze, I sat and heard the principal with her two assistant principals, her clerk and her stenographer, plunge into the routine work of the day. What kind of school teacher was this? She seemed more like the manager of some buzzing factory. Messages kept coming constantly from classrooms, children came for punishment, and on each small human problem she was passing judgment quickly. Meanwhile a score of mothers, most of them Italians with coloured shawls upon their heads, had straggled in and taken seats, and one by one they came to her desk. For these women, who had been children in peasant huts in Italy, now had children of their own in the great city of New York, and they found it very baffling. How to keep them in at night? How to make them go to the priest? How to feed and clothe them? How to live in these tenement homes, in this wild din and chaos? They wanted help and they wanted advice. The principal spoke in Italian, but turning to me she would translate from time to time.

A tired, scowling woman said: "My boy won't obey me. His father is dead. When I slap him he only jumps away. I lock him in and he steals the key; he keeps it in his pocket. He steals the money that I earn. He says I'm from the country." And a flabby, anxious woman said: "My girl runs out to dance halls. Sometimes she comes back at two in the morning. She is fifteen and she ought to get married. But what can I do? A nice steady man who never dances comes sometimes to see her, but she makes faces and calls him a fatty; she dances before him, and pushes him out and slams the door. What can I do?"

"Please come and see our janitor, and make him fix our kitchen sink!" an angry little woman cried. "When I try to wash the dishes the water spouts all over me!"

A truant officer brought in two ragged, frightened little chaps. Found on the street during school hours, they had to give an account of themselves. Sullenly one of them gave an address far uptown, ten miles away. They had not been home for a week, he said. Was he lying? What was to be done? Somewhere in the City their homes must be discovered.

And this was part and parcel of the daily work in school. Still dazed, disturbed but curious, I sat and watched and listened, while the bewildering demands kept crowding in upon the school. I went to a few of the classrooms and found that reading and writing, arithmetic, and spelling were being taught in ways which I had never dreamed of. I found a kindergarten class, a carpenter shop and a printing shop, a sewing class, and a cooking class in a large model kitchen. I watched the nurse in her hospital room; I went into the dental clinic, where a squad of fifty urchins were having their teeth examined; and out upon a small side roof I found a score of small invalids in steamer chairs, all fast asleep. It was a strange, astounding school! The principal spoke of a mothers' club and a neighbourhood association; and I learned of other ventures here, the school doctor, the nurse, and the visitor endlessly making experiments, delving into the neighbourhood for ways to meet its problems.

"How many children are there in the public schools of New York?" I asked.

"About eight hundred thousand," was the reply.

I reached home limp and battered from the storm of new impressions. I had thought of a school as a simple place, filled with little children—mischievous at times, perhaps, and some with dirty faces, but still with minds and spirits clean, unsoiled as yet by contact with the grim spirit of the town. Instead of that I had been disturbed and thrilled by the presence all around me of something wild, barbaric, dark, compounded of the city streets, of surging crowds, or rushing feet. But I could still hear that band. And behind its blaring crash and din I had felt the vital throbbing of a tremendous joyousness, of gaiety, fresh hopes and dreams, of leaping young emotions like deep buried bubbling springs bursting up resistlessly to renew the fevered life of the town!

And I thought: "In this strenuous chaotic seething life of ours there are many forces working ceaselessly for a deeper and richer and wider democracy, more justice and more freedom, more true feeling and clear thinking for every man and woman and child. But of all such forces none compares to this tremendous growing power of our American public schools."

## VOCATIONAL GUIDANCE IN THE UNITED STATES.

By JOHN M. BREWER, of the State Normal School,  
Los Angeles, California.

EDUCATION in the United States has always been practical in the sense that it is intended to help children live their daily lives more intelligently. Ten years ago a group of Boston people wished the schools to aid the children to understand the complexities of the occupational world and fit themselves for making the inevitable decisions necessary to take their places as self-supporting and effective citizens. Accordingly teachers were instructed concerning many occupations, the advantages of each, the disadvantages, the requirements for success, remuneration, desirable preparation, and the relation of the occupation to life. Other cities all over the country took up the work, but it was soon found that a more comprehensive programme for vocational guidance was needed. Such plans are now being worked out, and they include six general features, outlined as follows:

1. The school work must be improved to give the child a better foundation on which to build his career. Thus, every boy and girl in a democracy must be given some knowledge of economics and sociology so that he can become an intelligent voter, protect himself from exploitation, understand some of the principles of effective co-operation, and find out the basic principles on which occupational relationships rest. The studies of the child must aid him to analyse and solve his present and future problems. It is becoming evident that the child's education must be broad; he must, of course, study book subjects, but he must also have some elementary practice in mechanical exercises, in gardening, in commercial opera-



tions, and in the co-operative activities represented by pupil self-government and student activities.

2. The more common occupations should be studied so that the child may have the benefit of a comprehensive survey as a basis for choice. This survey is made in many schools through geography, civics or language, but in a growing number there is a separate class for the study of occupations, sometimes called the "life-career class." Not alone has this study an individual value, but it is also important as showing the interdependence of people and the bonds of sympathy which unite us to people in all kinds of callings all over the world.

3. After the enlightenment of a broad . . . school programme, together with a survey of occupations, the child is better fitted to think about his own choice. This choice may be made by the process of elimination, each child studying several occupations until his interest centres on one. Although vigorous attempts have been made to find short cuts based on physical and mental tests of various kinds, on the whole the selection of one's occupation is a matter of study and individual decision. Advice will help if offered by one who knows the person and the vocations.

4. After the choice is made the child is ready for vocational education. During the past few years marvellous progress has been made in this field, and recent stimulus has come through the aid furnished the states by the national government. Much vocational education, especially in the trades, is being carried on under a part-time arrangement, that is, half the time in school and the other half in the shop. This enables the boy or girl to earn money to continue studying longer, and gives a more intelligent and practical education than could either the school or shop alone.

5. Beginning work is difficult for the boy or girl, because no satisfactory way has been found to bring job and worker together, and because the worker is so seldom instructed in his new duties. Many progressive schools try to gather and disseminate knowledge about openings and to supervise the early experiences of young workers. In many factories and stores special officers are given the duty of hiring and teaching the new workers, making transfers and promotions, caring for their welfare, and otherwise improving the personnel of the establishment. Municipal, state, and national employment bureaux and exchanges are gradually tending to supplant the privately owned employment agency.

6. This war has shown that the working experiences of all people must be made to contribute to their development and progress, and that it is unsafe in a democracy to allow industry to crush men's initiative or to throw them on the scrap heap. Accordingly employment managers are being trained, plans for co-operation between management and men tried, foremen instructed how to lead and teach instead of boss, and many establishments are making a serious effort to guarantee a satisfactory career and an American standard of living to every worker.

The vocational guidance movement is one of the biggest efforts in American education to-day. It is concerned with the progressive improvement of schools and industrial conditions, and with helping each child to make his vocational decisions in a manner beneficial to himself and to society.

**MANCHESTER GRAMMAR SCHOOL WAR MEMORIAL.**—A Committee of old boys, with Lord Sumner of Ibsstone as President, and Sir John Bradbury, K.C.B., Secretary of the Treasury, as Treasurer, is appealing for a sum of at least £20,000 to commemorate the Old Boys—more than 4,000 in number—who have served in the fighting forces in this war, over 400 of whom have given their lives. The objects of the fund are: (a) To assist in the upbringing of the children, sons or daughters, of any Old Boys who have fallen or been disabled; (b) to erect a permanent and worthy memorial in the school; (c) to issue a Book of Remembrance; (d) to provide new and enlarged accommodation for the teaching of science, having regard to the demands foreshadowed by the report of science teaching recently published. "We cannot think," say the Committee, "of any better War Memorial to those who have fallen than in helping the school thus to train more efficiently those who must take their places in building the new order of the future." The Committee invite proposals for commemorative scholarships some of which have been already founded. Donations should be sent to Sir John Bradbury's colleague in the treasurer-ship, Mr. R. T. Hindley, William Deacons Bank, Manchester.

## PUBLICATIONS RECEIVED.

### EDUCATION.

- Comparative Education. By Peter Sandiford. Dent, 8s. 6d. net.  
 Welsh Education. By Perrie Williams. Constable, 5s. net.  
 The Passman. By R. L. Archer. Black, 3s. 6d. net.  
 The Doctrines of the Great Educators. By R. R. Rusk. Macmillan, 5s. net.  
 Learners as Leaders. By H. Spenser Wilkinson. Longmans, 1s. 6d. net.  
 Living Water. By Harold Begbie. Headley Bros., 2s. 6d. net.  
 Natural Science and the Classical System in Education. By Sir Ray Lankester, K.C.B., F.R.S. Heinemann, 2s. 6d. net.  
 Religion and Religious Teaching. By E. T. Campagnac. Cambridge University Press, 3s. net.  
 Public School Christianity. By E. F. Duggan. Society for Promoting Christian Knowledge, 1s. net.  
 Examinations and their Relation to Culture and Efficiency. By P. J. Hartog, C.I.E., M.A., B.Sc. Constable, 3s. 6d.  
 The W.E.A. Education Yearbook. Workers' Educational Association.  
 Man and Machine Power in War and Reconstruction. By Capt. J. W. Petavel, R.E. (retired). University of Calcutta.  
 The New Teaching. By John Adams, M.A., B.Sc., LL.D. Hodder & Stoughton, 10s. 6d. net.  
 The Playwork Book. By Ann Macheth. Methuen, 3s. 6d. net.  
 The Twin Ideals: An Educated Commonwealth. Vols. I and II. By James W. Barrett, K.B.E., C.B., C.M.G., M.D., M.S., F.R.C.S. Eng. Lewis.

### CLASSICS.

- The New Latin Primer. By J. P. Postgate, M.A., Litt.D. Cassell.  
 Virgil: Aeneid VI. By C. E. Freeman. Clarendon Press, 1s. 9d.  
 Virgil: Aeneid X. By T. L. Papillon, M.A., and A. E. Haigh, M.A. Clarendon Press, 2s.  
 A Latin Reader. By A. Petrie, M.A. Oxford University Press, 3s. 6d.  
 An Introduction to Roman History. Literature, and Antiquities. By A. Petrie, M.A. Oxford University Press, 2s.  
 T. Macci Plauti Menaecium. By P. Thoresby Jones. Clarendon Press.  
 Classical Association Proceedings, Vol. XV. John Murray, 2s. 6d.  
 The Year's Work in Classical Studies, 1917. By Stephen Gaselle, M.A., C.B.E. John Murray, 2s. 6d.

### MODERN LANGUAGES.

- France: Medieval and Modern. By Arthur Hassall, M.A. Clarendon Press, 5s. net.  
 Easiest French Reader. By Marc Ceppi. G. Bell, 1s. 6d. net.  
 France the Apostle and the Ethics of the War. By Paul Hyacinthe Loyson. University of London Press, Ltd., 3s. net.  
 Translation from French. By R. L. Graeme Ritchie, M.A., and James M. Moore, M.A. Cambridge University Press, 6s. 6d. net.  
 Lectures Françaises Phonétiques. By Paul Passy, Docteur ès Lettres. Heffer, 1s. 3d. net.  
 Nouveaux Récits Héroïques. By M. Charles Guyon. Edited by Marc Ceppi. Bell, 1s. 9d. net.  
 A French Accuracy Notebook. By E. Allison Peers, M.A. Dent.  
 Victor Hugo and his Poetry. By William Henry Hudson. Harrap, 1s. 6d. net.  
 Russian Accentuation. By E. G. Underwood, B.A., B. ès L., B.Sc. Blackie, 3s. 6d. net.  
 Selections of Russian Poetry. Edited by B. A. Rudzinsky and Stella Gardiner, M.A. Introduction by Sir Donald Macalister. Blackie, 2s. 6d.  
 A Russian Notebook. By E. G. Underwood, B.A., B. ès L., B.Sc. Blackie, 3s. 6d. net.  
 A Russian Vocabulary. By E. G. Underwood, B.A., B. ès L., B.Sc. Blackie, 2s. 6d. net.  
 Trozos de Historia. By Forrest Eugene Spencer, M.A. Ginn.  
 Novela Americana.—María. By Jorge Isaacs. Edited by Dr. Ralph Hayward Keniston, Ph.D. Ginn.  
 Theory and Practice of Language Teaching. By E. Creagh Kittson, B.A., B. ès L. Clarendon Press, 4s. net.  
 Schritt für Schritt. By Hanna M. Oehlmann. Ginn.  
 Modern Language Teaching. Vol. XIV, Nos. 3 and 4. Edited by J. G. Anderson. Black, 1s. 6d. net.

The Modern Language Review. Vol. XIII, Nos. 2 and 3. Edited by J. G. Robertson, G. C. Moore Smith, and J. Fitzmaurice-Kelly. Cambridge University Press, 5s. net.

## ENGLISH.

- English for Technical Students. By F. F. Potter. Pitman, 2s. net.
- George Meredith. By J. H. E. Crees. Blackwell, 6s. net.
- Studies in Literature. By Sir Arthur Quiller-Couch. Cambridge University Press, 10s. 6d. net.
- Matthew Arnold: Essays in Criticism. By C. A. Miles and L. Smith. Clarendon Press, 3s. 6d. net.
- Carlyle, Past and Present. By A. M. D. Hughes, M.A. Clarendon Press, 3s. 6d. net.
- Essays on Goldsmith by Scott, Macaulay, and Thackeray. Selections from his works by G. E. Hadow and C. B. Wheeler. Clarendon Press, 2s. 6d. net.
- Macaulay's Life of Johnson. By John Downie, M.A. Blackie, 1s. 6d. net.
- Johnson and Goldsmith and their Poetry. By W. H. Hudson. Harrap, 1s. 6d. net.
- Tales from Indian History. By A. S. Roe. Macmillan, 1s. 6d. net.
- Norman's English Grammar. By J. S. Norman, M.A. Yearbook Press, 1s. 6d. net.
- Spenser's Faerie Queene. Book V. By A. B. Gough, M.A. Clarendon Press, 3s. net.
- The Coming of Arthur and the Passing of Arthur. By Lord Tennyson. With Introduction and Notes by David Frew, B.A. Blackie, 9d. net.
- The Senior Tropical Reader. By Sir Francis Watts, K.C.M.G., and the Rev. C. H. Branch, B.A. Blackie, 2s.
- Texts for Students (No. 2).—Selections from Matthew Paris. Society for Promoting Christian Knowledge, 9d. net.
- Texts for Students (No. 3).—Selections from Giraldus Cambrensis. Society for Promoting Christian Knowledge, 9d. net.

## HISTORY.

- A History of Everyday Things in England: Part I. By Marjorie and C. H. B. Quennell. Batsford, 8s. 6d. net.
- A Social History of England. By F. Bradshaw, M.A. University Tutorial Press.
- A History of England. By H. O. Arnold-Forster. Cassell, 7s. 6d. net.
- The Story of the People of Britain: Book I. By Mary Sarson. Cambridge University Press, 2s.
- The Story of the People of Britain: Book II. By Mary Sarson. Cambridge University Press, 2s. 3d.
- The Story of the People of Britain: Book III. By Lucy Hanson. Cambridge University Press, 2s. 6d.
- The Story of the People of Britain: Book IV. By Lucy Hanson. Cambridge University Press, 2s. 9d.
- An Elementary History of India. For Junior Classes. By Michael Prothero. Blackie, 1s. 6d. net.
- The Citizen Reader. By the Right Hon. W. E. Forster. Cassell.
- Macaulay's History of England: Chapter III. Edited by W. F. Reddaway, M.A. Cambridge University Press, 2s. 3d. net.
- A First History of England. By M. W. Keatinge, M.A. Black, 3s. 6d. net.
- Helps for Students of History.—No. 1: Episcopal Registers of England and Wales. By R. C. Fowler, B.A. Society for Promoting Christian Knowledge, 6d. net.
- Helps for Students of History.—No. 2: Municipal Records. By F. J. C. Hearnshaw. Society for Promoting Christian Knowledge, 6d. net.
- Helps for Students of History.—No. 3: Medieval reckonings of Time. By R. L. Poole, M.A. Society for Promoting Christian Knowledge, 6d. net.
- Helps for Students of History.—No. 4: The Public Record Office. By Charles Johnson, M.A. Society for Promoting Christian Knowledge, 6d. net.
- Journal of the Historical Association*. Vol. III, Nos. 9, 10, and 11. Edited by Prof. A. F. Pollard, M.A. Macmillan, each 1s. net.

## GEOGRAPHY.

- Map Work. By V. Seymour Bryant and T. H. Hughes. Clarendon Press, 5s. net.
- South America. By Nellie B. Allen. Ginn.
- History's Background. Book III: The British Isles. By J. S. Townsend, B.A., and T. Franklin, A.C.P. Macmillan, 2s. net.
- Macmillan's Geographical Exercise Books.—VII: Physical Geography. With Questions by B. C. Wallis, B.Sc. 1s. 6d. net.

Contouring and Map Reading. By B. C. Wallis, B.Sc. Macmillan, 2s.

## RELIGION.

- The Book of Deuteronomy in the Revised Version. With Introduction and Notes by Sir George Adam Smith. Cambridge University Press, 6s. 6d. net.
- How to Read the Bible in the Twentieth Century. By Dr. Sophie Bryant. Dent, 3s. 6d. net.
- The New Testament for Schools. By Canon Morley Stevenson, M.A., and C. W. Bailey, M.A. Dent, 3s. net.
- Murby's Larger Scripture Manuals.—II Samuel (revised version). With Introduction, Maps, and Notes. By G. W. Wade, D.D., and J. H. Wade, M.A. 3s. 6d. net.
- Murby's Smaller Scripture Manuals.—II Samuel (revised version). With Introduction, Maps, and Notes. By G. W. Wade, D.D., and J. H. Wade, M.A. 1s. 6d. net.
- Texts for Students.—Nos. 4 and 5: A Translation of the Latin Writings of St. Patrick. By Newport J. D. White, D.D. Society for Promoting Christian Knowledge, 6d. net.

## MATHEMATICS AND SCIENCE.

- Differential Equations. By H. Bateman, Ph.D. Longmans, 16s. net.
- Numerical Trigonometry. By P. Abbott, B.A. Longmans, 5s. net.
- An Elementary Course in Differential Equations. By E. J. Maurus, M.Sc. Ginn.
- Selwyn's Metric Conversion Tables. By W. Erskine Donnett, 2s. 6d. net.
- Matrices and Determinoids (Vol. II). By C. E. Cullis, M.A. Cambridge University Press, 42s. net.
- An Introductory Treatise on Dynamical Astronomy. By H. C. Plummer, M.A. Cambridge University Press, 18s. net.
- American Journal of Mathematics*. Edited by Frank Morley. Johns Hopkins Press.
- Elements of the Electromagnetic Theory of Light. By Ludwik Silberstein, Ph.D. Longmans, 3s. 6d. net.
- Magnetic Measurements and Experiments. By A. Risdon Palmer, B.Sc. Murby, 1s. 6d. net.
- Electrical Experiments. By A. Risdon Palmer, B.Sc. Murby, 1s. 6d. net.
- A Complete Course of Volumetric Analysis. By William T. Boone, B.Sc. Blackie, 3s. 6d. net.
- The Future of Pure and Applied Chemistry. Presidential Address by Prof. Wm. Jackson Pope at Annual Meeting of Chemical Society.
- The Science of Health and Home-making. By E. C. Abbott, M.A. Bell, 3s. 6d. net.
- Mathematical and Science Papers. Edited by Terry Thomas, B.Sc. Arnold, 1s. 3d. net.
- Technology* (Vol. IX, 1915). The Journal of the Manchester Municipal College of Technology.

## NATURE STUDY.

- Kingsway Series.—The Teacher's Book of Nature Study (Vol. III). Evans, 4s. 6d. net.
- Nature Stories to tell Children. By H. Waddingham Secrs. Harrap, 3s. 6d. net.

## MUSIC.

- Peasant Dances and Songs of Many Lands. By Mrs. C. W. Kimmins. Evans.
- The Laureate Song Book: Part I. Adopted and composed by Thomas F. Dunhill. E. Arnold, 3s.
- Barnett House Papers.—No. 3: The Needs of Popular Musical Education. By Sir W. Henry Hadow, D.Mus. Oxford University Press, 6d.

## NOT CLASSIFIED.

- The Kingsway Series.—The Teacher's Book of Story Lessons. Evans, 5s. net.
- A Manual of Personal Hygiene. By George D. Bussey. Ginn.
- How to Become a Woman Doctor. By Emily L. B. Forster. C. Griffin & Co., 3s. net.
- The Royal Navy, 1815-1915. By Admiral the Marquess of Milford Haven, P.C., G.C.B., LL.D. Cambridge University Press, 2s. 6d. net.
- Food Problems. By A. N. Farmer and Janet Rankin Huntingdon. Ginn.
- Food Gardening. For Beginners and Experts. By H. Valentine Davis, B.Sc. Bell, 1s. net.
- War Addresses of Woodrow Wilson. With Introduction and Notes by Arthur Roy Leonard, M.A. Ginn.
- Economy of Energy. By Eustace Miles, M.A. Sampson Low, 5s. net.

# PELMANISM AND PEACE.

By ARTHUR F. THORN,

Author of "Richard Jefferies and Civilization," "Social Satires," &c.

THE truth that civilization has been strained almost to breaking point by the War will not be denied by those who are able to recall the cataclysmic events of the past four and a half years. Nothing less than a revolution has taken place in society, but its progress has been too gradual for immediate realization; the spectacular horrors of modern warfare have largely distracted the public consciousness from the social changes which have come about as a result of world conflict, but when peace comes these things will need to be appreciated in their true perspectives. The future will consist mainly of social problems that will demand the concentrated mental effort of every individual brain. Vital national issues directly affecting the lives of the people will demand serious consideration and successful treatment, not only by a few men of genius, but by the people themselves. There will be a vacuum in the social atmosphere that will draw all mentalities into its vortex, and if those mentalities are insufficiently equipped for the strain which will be put upon them, then the wisest plans of the minority will prove ineffectual.

How few are able to grasp mentally the significance of the present moment, or to visualize the intensely dramatic possibilities of the near future? How few are able to perceive that the War has, in the sense of destruction, set civilization back a century, and that it will be absolutely necessary to repair the wreckage as soon as possible after peace is declared? The emotional reaction of joy that will inevitably succeed the birth of peace will, for a time, subordinate every other public emotion. One can quite clearly visualize a condition of happy chaos that will laugh in the face of serious thought and be quite unable to appreciate the fact that grave danger still threatens civilization; that nothing short of collective intelligence and collective thinking will assure a sane future for democracy. The future needs thought as the human body needs food; it needs dynamic ideas and ideals, it needs effectively applied mental science, and it needs human understanding. The failure of the past to secure to the people a general high standard of living and social security which might leave man free to become aware of his higher mental self; this failure has been due to the absence of collective thought—the failure, in fact, of the average undeveloped mind. Let us examine this question closely. Great ideals and schemes for the betterment of mankind have been conceived and expressed by thinkers whose sole motive was the uplifting of their fellow men. They had no axe to grind—men like Ruskin, William Morris, Tolstoi, Emerson, and many others, whose life work was directed towards the elevation of mankind. These great men were not in themselves failures; they expressed their ideas very clearly; it is humanity that has failed, not the men of genius who have pointed a way to emancipation. Why have these mental pioneers been unable to produce a full and satisfactory result? Why has humanity failed to utilize the ideals of its great teachers? There is no excuse for humanity; *humanity has consistently refused to think; it has neglected its mind; failed to realize the importance of ideas, and, in so doing, has allowed the paralyzing forces of ignorance to overwhelm it.* False dignity cannot point a flaw in this argument; it is as clear as the sun in mid-heaven.

Thought, rightly directed and intelligently applied to the complex problems of human life, can alone lift the race beyond the devastating effects of mental apathy and intellectual inertia. We have neglected our brains; we have failed to apprehend the infinite power of mind, and we suffer in consequence. Then, it will at once be said, education is also a failure. What has education been doing all these years? What is wrong with our educational system that the average person is not, in the highest sense of the word, educated? The answer is, that educationists have been much too anxious to provide a utilitarian education; an education purposely designed to fit in with conventional ideas of life and with things as they are. Educationists have not properly appreciated the fact of individual psychology. Conventional education may

impart much valuable technical knowledge, and, at the same time, fail to draw out those vital qualities of personal initiative and individual thought which are alone able to develop the pupils' highest potentialities. The result of such education is not a mind alive to the colour and joyous possibilities of life, but a mind encumbered with a certain mechanical arrangement of facts that are, within limits, quite useful, but which are also narrowly restricted, and do not as a rule enable the individual to become intimate with the possibilities of his or her own unique personality.

The whole problem of the future, in which it is generally admitted that reconstruction shall be the most important task, is a problem which involves the mental response of the people to the idea of reconstruction in all its phases. People in all classes of society will need to think and analyse for themselves; they will have to discuss national affairs and bring their minds to bear intelligently upon the various aspects of social reconstruction. They will have to be mentally awake not only to their own personal interests, but also to the interests of others. The future will demand a clarified perception of right values and sane ideals; it will need clear, energetic brains and sensitive imaginations—mental qualities which do not develop without systematic exercise and rightly directed interest and concentration. The need for the healthy activity of these mental faculties exists increasingly, and the Pelman System of Mind and Memory Training has evolved side by side with this need. The Pelman System of mental education is nothing more nor less than a proved developer of every healthy and progressive activity of the human mind. There Training more likely to stimulate the latent powers of the unworld appear to be no other system of Mind and Memory developed brain and prepare it for the intense intellectual battles of the future. The Pelman System invariably produces that requisite mental vitality and keen perception that can alone prove successful in a world fighting for existence with ideas. The Pelman System is more scientific and more certain of its ground than any other system which claims to provide an incentive to thought and a stimulus to imagination. It has psychology for its basis, whereas conventional education regards psychology as a mere branch of mental science, and does not normally include it in the popular curriculum. This oversight has caused the failure of conventional education just as the recognition of the psychological basis of mental life has proved the success of the Pelman System.

Briefly, then, the coming of peace will demand collective thinking; it will demand the serious consideration of, and creation of, ideas; it will demand intelligence. Nothing less than efficiently educated brains will be qualified to deal with those supreme national issues which must affect the race generally. Nothing short of national mental education will be of any practical value in the enormous task of social reconstruction. Pelmanism will play a much greater part in the shaping of our national future than many of us imagine. The world cannot become safe for the people and for posterity until each individual unit in society fully realizes the possibilities of their own particular mentality and its power over the conditions of life which form its environment. The hopes which mental education holds out for the future are stupendous. There is no limit to the happy possibilities of the future if only humanity will collectively realize the divine potentialities of thought, and awaken to the necessity of creating a condition of human life which shall bless the children of to-morrow and justify the sacrifice and sorrow of to-day.

\* \* \*  
 "Mind and Memory" (in which the Pelman Course is fully described, with a Synopsis of the lessons) will be sent, gratis and post free, together with a full reprint of "Truth's" famous report on the Pelman System, and a form entitling readers of the EDUCATIONAL TIMES to the Complete Course for one-third less than the usual fees, on application to the Pelman Institute, 374 Pelman House, Bloomsbury Street, London, W.C.1.

## G. BELL & SONS, Ltd.

### MATHEMATICS.

**A First Course in the Calculus.** By W. P. MILNE, M.A., D.Sc., Mathematical Master at Clifton College, Bristol, Examiner in Mathematics, University of St. Andrews, and G. J. B. WESTCOTT, M.A., Head Mathematical Master, Bristol Grammar School, formerly Scholar of Queen's College, Oxford, and University Mathematical Exhibitioner. Crown 8vo, 3s. 6d. *[Ready this month.]*

The first part of this First Course is devoted to the Differential Calculus, with applications to Rates, Maxima and Minima, and Geometry. The second half deals with the processes of Integration in their application to Areas, Volumes, Centres of Gravity, Moments of Inertia, and Centres of Pressure.

**Statics.** By R. C. FAWDRY, M.A., B.Sc., Head of the Military and Engineering Side, Clifton College. 4s. 6d. Also Part I, Third Edition, 3s.; Part II, 2s. 6d.

**Dynamics.** By R. C. FAWDRY, M.A., B.Sc., Part I, Second Edition, 3s.; Part II, *Ready in Autumn*, 2s. 6d.

"Mr. Fawdry has performed his task with the sure touch of one who is familiar with all the difficulties which beginners of this subject experience."—*School World*.

**Commercial Arithmetic and Accounts.** By A. RISDON PALMER, B.A., B.Sc., and JAMES STEPHENSON, M.A., M.Com., B.Sc. (Econ.), both of the Regent Street Polytechnic.

*Now Ready.*—Part I, Third Edition, 2s. 6d. net; with Answers, 3s. net. Part II, Second Edition, 2s. 6d. net; with Answers, 3s. net. Parts I and II in one volume, 4s. net; with Answers, 5s. net. Answers separately, Part I, 6d. net; Part II, 1s. net. Parts I and II, 1s. 6d. net.

"It almost makes one wish one were a modern child, so that one could be educated on such a book."—*Nature*.

**A Shilling Arithmetic.** By J. W. ROBERTSON, M.A., B.Sc., Mathematical Master, Robert Gordon's College, Aberdeen, and Lecturer at Aberdeen Technical College. Fifth Edition, 1s. 6d. net; with Answers, 2s. net.

"Deserves the attention of the teacher. . . Carefully devised and arranged original examples. . . Not overloaded with text. . . There is a useful set of forty test papers."—*Nature*.

Messrs. BELL issue standard text-books of  
**Arithmetic, Algebra, Geometry, and Trigonometry**  
by Messrs. PENDLEBURY, BAKER and  
**BOURNE, BORCHARDT and PERROTT, &c.**  
For details and prices please apply to York House.

### FRENCH.

#### LATEST PUBLICATIONS.

**A Matriculation French Free Composition** for Middle and Higher Forms. By F. A. HEDGCOCK, M.A., D. ès L., French Master at University College School, London, and H. LUGUET. On novel lines for Matriculation Standard. Illustrated. Crown 8vo, 2s. 6d. net.

**Nouveaux Récits Héroïques.** A New War Reader, containing "Les Canadiens Héroïques," "Les Enfants Héroïques de 1914," and "La Guerre des Tanks." Edited by MARC CEPPI. Illustrated by French Artists. With or without Full Vocabulary. 1s. 9d. net.

"There is no doubt that these tales will be read with absorbed interest by all the children who are at all capable of doing so. The last story, 'La Mort du Tank,' is exciting enough for any guide, scout, or cadet."—*Times Educational Supplement*.

**Easiest French Reader.** By MARC CEPPI, Whitgift School, Croydon. Printed in large, clear type for small children. Illustrated, with exercises. With or without Full Vocabulary. 1s. 6d. net.

"... educationally sound. . . These little sketches are full of interest."—*Times Educational Supplement*.

**Jean-Robert Flambard, potache.** A French Boy at School and in the Field. By M. A. DELANY, Professeur au Lycée de Tours. Illustrated. Crown 8vo, 1s. 6d. net; or with Vocabulary and Notes, 2s. net.

"This account of a French lycée is delightful."—*The Journal of Education*.

**Flips et Compagnie.** By MARC CEPPI. Illustrated Stories of Animal Life. With or without Vocabulary and Questionnaire. 1s. 6d. net.

#### TWO WAR READERS.

**C'est la Guerre!** Stories of the Great War. By MARC CEPPI. Fully Illustrated, with or without Vocabulary, 5th Edition, 1s. 6d. net.

**Récits Héroïques.** By CHARLES GUYON, Inspecteur d'Académie Honoraire. Edited, with Questionnaire and Vocabulary, by MARC CEPPI. With 16 Illustrations. With or without Vocabulary. 4th Edition. 1s. 6d. net.

#### Gasc's French Dictionaries.

New editions with Military Supplements.

Gem, 1s. 6d. net.

Pocket, 5s. net.

Concise, 4s. 6d. net.

Standard, 12s. 6d. net.

YORK HOUSE, PORTUGAL ST., LONDON, W.C. 2.

BOOKS  
FOR  
TEACHERS



ART  
&  
HANDWORK

**HANDWORK AND GEOGRAPHY.** By G. PICKERING, F.G.S., Head Master of the Gurney Pease Memorial School, Dartington; and J. B. ROBINSON, F.R.G.S., Principal of the Great Yarmouth Summer School. With a Foreword by J. A. GREEN, M.A., Professor of Education in the University of Sheffield.

Most of this book is a handy guide, with numerous useful exercises to all the outdoor work which lies on the borderland between Mathematics and Geography, and forms an elementary introduction to Surveying and Geodesy. The second part is on similar practical and useful lines, and will be especially useful to those who wish to teach their pupils a little Astronomy. The models suggested are simple and eminently useful.

Part I, demy 8vo, 102 pp., 83 illustrations, 2/6 net.

Part II, demy 8vo, 140 pp., 112 illustrations, 3/- net.

**HANDWORK AND PRACTICAL ARITHMETIC.** By GEO. F. JOHNSON, Editor of "Educational Handwork," Inspector of Handwork, Liverpool Education Committee. With an Introduction by J. A. GREEN, M.A., Professor of Education in the University of Sheffield.

The work is divided into seven parts, the whole forming a continuous treatise on the fundamental principles of Arithmetic, Geometry, and Mensuration. The first four parts are contained in the first volume, and the last three parts in the second volume.

Demy 8vo, illustrated; vol. I, 128 pp., 3/- net. Vol. II, 106 pp., 2/6 net.

**SIMPLE LESSONS IN COLOUR. I.—COMMON OBJECTS.** By HERBERT A. RANKIN, Art Master, Silver and Bronze Medallist.

A Practical Manual suitable for all who would master the elementary principles of colour as applied both to animate and inanimate objects. Demy 8vo, cloth, 160 pp., 36 full-page coloured plates, 5/- net.

**SIMPLE LESSONS IN COLOUR. II—FLOWERS.** By the same Author.

In demy 8vo, cloth gilt, 184 pp., with 40 full-page coloured plates. Price 5/- net.

**PENCIL DRAWING.** By the same Author.

This Manual is addressed especially to teachers learning the art of teaching drawing, and should prove of great assistance in removing practical difficulties, and also give considerable insight into the principles underlying the rules and conventions of the subject.

In demy 8vo, cloth gilt, 153 illustrations, 220 pp. Price 5/- net.

**PASTEL WORK.** By the same Author.

The plates chosen to illustrate the scheme in this manual are of such articles as can easily be obtained at any time of the year.

In demy 8vo, cloth, 160 pp., with 32 full-page colour plates. Price 5/- net.

**PASTEL WORK (FLOWERS).** By the same Author.

The developments necessary in the application of colour to plant life are fully described. A seasonal course of nature work with crayons has been fully provided for.

In demy 8vo, cloth, 188 pp., with 36 beautiful full-page coloured plates. 5/- net.

**THE TEACHING OF COLOUR.** By the same Author.

The primary aim of the present volume is to present colour problems, especially in the observational exercises, in as simple a manner as possible.

In demy 8vo, cloth gilt, 178 pp., with 55 beautiful plates in colour and black and white. 5/- net.

**BOOK-BINDING AS A HANDWORK SUBJECT.** By J. HALLIDAY, Handwork Master, County Technical Secondary School, Workington; Lecturer in Handwork, Cumberland County Council; Member of the Staff, Brighton Summer School, &c. With a Foreword by Canon H. D. RAWNSLEY, Hon Secretary of the Secondary Schools Association, &c.

Demy 8vo, cloth, 74 pp., with 58 illustrations and diagrams. Price 2/- net.

**WOOD, WIRE AND CARDBOARD.** By J. G. ADAMS and C. A. ELLIOTT. With a Foreword by R. HUDSON, M.A., Principal of St. Mark's Training College, Chelsea, S.W.

Demy 8vo, cloth, 116 pp., with 62 black and white illustrations, 2/6 net.

Full catalogue and special leaflets gladly sent by

SIR ISAAC PITMAN  
AND SONS, LTD.

1 AMEN CORNER,  
LONDON, E. C. 4.

SOME OF OUR BOOKS FOR  
**HISTORY**

McDOUGALL'S  
**MODERN TIMES**—The Empire and the World since 1789  
A Positively Brilliant Book for pupils from 14 to 17, 2s. 6d.

McDOUGALL'S **HISTORICAL READERS**  
On the Concentric System  
Junior—Book 1 (Std. 1) ... 1s. 2d. Introductory (Std. 4) ... 1s. 6d.  
" " 2 (Std. 2) ... 1s. 3d. Preparatory (Std. 5) ... 1s. 9d.  
" " 3 (Std. 3) ... 1s. 5d. Complete (Std. 6) ... 2s. 6d.

McDOUGALL'S  
**BRITAIN BEFORE THE UNION** (Stds. 4 & 5) 1s. 9d.  
**BRITAIN AFTER THE UNION** (Stds. 5-7) 1s. 9d.

McDOUGALL'S **ROMANCE OF HISTORY**  
A very handsome and attractive series  
1. Tales of Old Time ... 8d. nett 4. The Brave Days of Old ... 1s. 6d.  
2. Stories of Former Days 8d. nett 5. Tales from Welsh Legend 10d. nett  
3. Tales of Famous People 10d. nett 6. Paths of Empire ... 1s. 9d.

McDOUGALL'S **LITTLE DRAMAS OF HISTORY**  
History taught by the Dramatic Method  
Books 1 & 2 ... Each 8d. nett Book 3 ... Each 10d. nett

McDOUGALL'S  
**LITTLE BOOKS OF WORLD HISTORY**  
1. The Wars of the Cross 4. Belgium and Holland  
2. The Great Story of India 5. The Turks in Europe  
3. How Italy became a Nation 6. Before the Great War  
7. Four Dreamers of World Power Each—Cloth, 9d.

**OUTLINES OF BRITISH HISTORY**  
Paper, 6d.; Cloth, 8d.

SOME OF OUR BOOKS FOR  
**ENGLISH**

McDOUGALL'S **LESSONS IN ENGLISH**  
Book 1. Paper 3d.; Cloth 5d. Book 4. Paper 5d.; Cloth 7d.  
" 2. " 3d.; " 5d. " 5. " 5d.; " 7d.  
" 3. " 3d.; " 5d. " 6. " 5d.; " 7d.  
" " " 3d.; " 5d. " 7. Paper 5d.; Cloth 7d.  
Each Book (except 7) has a corresponding Teacher's Book.

McDOUGALL'S **CONCISE ENGLISH COURSE**  
A particularly good and comprehensive book on English with a commercial basis. Cloth Boards, 1s. 6d.

McDOUGALL'S **COMPLETE GRAMMAR**  
Well known and widely used, and wherever used greatly appreciated. A thoroughly good book. Cloth Boards, 1s. 6d. nett

**SHAKESPEARE WITHOUT NOTES**  
All the Greater Plays given unabbreviated. Well printed on good paper. Bound in Limp Cloth. Each 5d. nett

**SUMMARY OF ENGLISH GRAMMAR**  
Cloth, 8d. nett

**EXERCISES IN CORRECTING GRAMMATICAL ERRORS**  
Cloth, 4d.

**AIDS TO COMPOSITION**  
A Book of Skeleton Essays, &c. Paper, 3s.

McDOUGALL'S **SPELLING BOOKS**  
JUNIOR ... Paper 4d.; Cloth 6d. SENIOR ... Paper 4d.; Cloth 6d.  
SENSIBLE ... Paper 3d.; Cloth 5d.

SOME OF OUR BOOKS FOR  
**GEOGRAPHY**

McDOUGALL'S **REGIONAL GEOGRAPHIES**  
With splendid Orographical Maps  
The World ... 2s. nett Europe ... 8d.  
The British Isles ... 8d.

McDOUGALL'S **EARTH KNOWLEDGE**  
A Series of Regional Lines  
1. First Notions, &c. ... 5d. 5. EUROPE ... 8d.  
2. The British Isles ... 6d. 6. THE EMPIRE ... 8d.  
3. Europe, America, Asia, &c. 8d. 7. ENGLAND AND WALES 8d.  
4. Asia, The British Isles ... 8d. 8. SCOTLAND ... 8d.

McDOUGALL'S  
**SCHOOL ATLAS** (Photo Relief) 10d. nett; with Index, 1s. nett  
**JUNIOR ATLAS** Paper 5d. nett; Boards 7d. nett  
**OROGRAPHICAL ATLAS OF THE BRITISH ISLES**  
6d. nett; Boards 8d. nett

YOUR INQUIRIES ARE SOLICITED FOR ANY BOOK ON ANY SUBJECT YOU MAY REQUIRE.

**McDougal's Educational Co., Ltd.,**  
8 FARRINGTON AVENUE, London, E.C.4, and EDINBURGH.

**The Educational Times**

AND  
**JOURNAL OF THE COLLEGE OF PRECEPTORS.**  
Sixty-eighth Year of Publication.

SCALE OF CHARGES FOR ADVERTISEMENTS.

WHOLE PAGE—Ordinary	£4 10 0	Position	£5 10 0
HALF PAGE	" 2 10 0	"	" 3 0 0
QUARTER PAGE	" 1 10 0	"	" 1 15 0
PER INCH in broad column (half width of page)	0 7 0		
NARROW COLUMN (one-third page)	... 2 0 0		

General Scholastic Advertisements (Colleges, Schools, Classes, Tuition, &c.), 3s. 6d. for 6 lines, or 4s. 6d. the inch.  
Situations Vacant and Wanted—30 words or under, 2s.; each additional 10 words, 6d. (For 1s. extra, Replies may be addressed to the Publishing Office, and will be forwarded post free.)  
Discounts on a series of insertions:—Three insertions, 5 per cent.; Six, 10 per cent.; Twelve, 20 per cent.

All communications respecting Advertisements and Subscriptions should be addressed to THE EDUCATIONAL TIMES, 31 Museum Street, London, W.C.1.  
Communications intended for the Editor should be addressed to THE EDITOR OF THE EDUCATIONAL TIMES, 31 Museum Street, London, W.C.1.

**THE SALARIES REPORT.**

THE following is the Summary of Conclusions and Recommendations contained in the Report of the Departmental Committee on Salaries in Secondary Schools.

INTRODUCTORY.

The problem of fixing salaries payable to teachers in institutions for higher education and of determining the periodical increases to which they should be liable is comparatively narrow, and from some points of view exceedingly technical. But even when, as in the present case, it is separated from the question of the amounts of the salaries, and the sources from which they should be raised, it depends for its solution on considerations that cover the whole field of education, and therefore affect the life of every individual in the country, and have a direct bearing on our national life as a whole. Thus, while we hope that we have kept within our bounds, we have been fully conscious of the importance of the duties allotted to us. A national system of education may be indefinitely divided and subdivided; but it must always be regarded as an organic unity, the welfare of which depends on the welfare of every recognizable division or sub-division. All education depends on teachers, by whatever name they are called, and the teachers engaged in higher education occupy at least as important a position as any members of the teaching profession. Secondary schools, for example, will always have a great influence on the teaching in elementary schools, while the great number of pupils for whom they provide instruction will, if their course of tuition is wisely directed, enable them to exercise a more extensive influence on the education of the country at large than even the Universities. Their function in the national system is to educate those who are to take leading positions in the commerce, industry and public service of the country, to all of whom the kind of education described as secondary is a prime necessity; and the efficiency of the whole system of higher education depends upon the proper performance of this function. In these circumstances it is a matter of grave importance that, even before the war, there was a marked deficiency in the provision for higher education as regards accommodation and teachers; and this deficiency, it must be remembered, affects pupils who are to a great extent selected on account of exceptional promise. Nor is it only a question of accommodation and teaching, for in the course of our inquiry it has been brought home to us that the teaching services are experiencing increasing difficulties in attracting

a reasonable share of the young men and women who give evidence of outstanding ability.

We have assumed that hereafter these difficulties will be remedied—that is, that the conditions of the teachers' employment will be such that the higher education service will attract a greatly increased number of young men and women, possessing as high qualifications as those required for any other service in the country, who will have made use of opportunities for instruction and training which do not now exist. This assumption implies a change in the financial conditions of the service which the Prime Minister's Committee on the position of science in our educational system\* have described as a "revolution." We have no reason to question the suitability of the phrase; we have indeed assumed that the change so described will affect the questions of salary which we have to consider. The description is justified by the fact that the pecuniary resources at present available for higher education have neither been on a scale sufficient to produce the desired result, nor been allocated on a system elastic enough to suit the very diverse needs of individual schools. Further than this we need not go, as we are not asked to consider the sources from which the amounts required for the improvement of existing salaries should be provided, and we prefer therefore not to treat of the matter generally. But we have no doubt that a very great increase of salaries is necessary, and that it cannot be provided unless there is a substantial increase in the Exchequer contributions in aid of higher education, and a considerable change in the methods by which Exchequer aid is at present distributed.

The subject of our inquiry being the principles which should determine the fixing of salaries for teachers in four different kinds of institutions, namely, secondary schools, technical schools, schools of art and training colleges, we have thought it advisable to begin by touching on a few salient characteristics of each of these.

#### SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS.

##### SECONDARY SCHOOLS.

###### *General.*

1. We consider that the advantages of a scale of salaries for assistant teachers in secondary schools outweigh the disadvantages, and that the latter can be avoided by introducing a proper degree of elasticity in the application of the scale. The main end is to satisfy the reasonable expectations of the kind of men and women who are wanted in the service, and for this purpose there must be, apart from promotion to headships, prospects of financial advancement in the form of posts of special responsibility open to those who render specially valuable service.

2. We recommend that a minimum initial salary for teachers of the graduate class in all secondary schools in receipt of public money should be fixed by the Central Authority, and we further recommend that a minimum amount be prescribed at a later stage in the teacher's career.

3. We recommend that the scale of a secondary school should be so arranged that teachers will receive a substantial salary at the age of 32 or 33, with increments continuing up to the age of about 42 or 43. We suggest that the normal arrangement should be that increments should occur annually, and that £10 may be a convenient minimum.

4. We recommend that increments should be automatic, subject to reasonable conditions being fulfilled as to the quality of the service rendered, and provision to this effect should find a place in the contract made between an Authority and a teacher, wherever the latter is employed on a scale. The Authority alone is responsible for the non-payment of an increment. An increment should not be withheld till the person to whom it is normally due has had any charges made against him fully explained, and has had every reasonable opportunity of making his defence against them before the proper body.

5. The salaries of both men and women must be adequate. Equality of pay for the two sexes would, in existing circumstances, lead to one being underpaid or the other overpaid. We hope that school authorities will lead the way in recog-

nizing any changes that may occur in women's economic position. We should be glad to see the salaries of the two sexes in the first few years of service approximate as closely as possible; in present social and economic conditions differences in the latter stages of service seem to be inevitable.

6. Each Authority should decide for itself how far to allow for abnormal cost of living in any district.

###### *Assistant Teachers of the Graduate Class.*

7. We consider that, as a rule, teachers in secondary schools, other than teachers of special subjects, should be graduates of a University or possess qualifications equivalent to graduation. The possession of a high degree, or other special qualification of a scholastic character, may be recognized by placing its holder at a point on the scale above that which he would otherwise occupy.

8. We regard professional training as a highly valuable qualification, and recommend that one year's post-graduate training should count as two years of service in fixing the initial position of a teacher on the scale.

9. It is desirable that teachers should be able to move from school to school and from area to area without undue loss of credit for past services, and this applies particularly to teachers at an early stage in their career. We recommend that in fixing the place of a new teacher on a scale a year's experience should count as a year of service up to ten years. But any rule framed for this purpose must be as elastic as possible.

10. If residence involves additional duties, compensation, either in money or in kind, or in reduction of teaching hours, should be given to the holder of a resident post.

11. We recommend that in framing a scale no distinction in salary should be made on the basis of the subject taught. Outside competition may make it necessary for economic reasons to attract a teacher from a competing employment, but this should generally be done by placing him at a point on the scale higher than he would otherwise occupy.

12. We are of opinion that there are no educational reasons why the size of a school should, in itself, lead to a difference in the salaries paid to the assistant staff. We hope that salary scales will not be so arranged as to suggest that the quality of the teaching expected in a small school is inferior to that expected in a larger one. We should be sorry to see distinctions made in the scales of secondary schools on the basis of differences in the character of the schools. Differences in the financial resources of different schools necessarily lead to differences in salaries; but we consider it important that new financial arrangements should be made to enable the poorer and smaller schools to fare better in the competition for good teachers than is possible under present circumstances.

13. Heads of departments and assistants performing special duties should be remunerated by additions to their salary. This may be provided for in several ways. We deprecate any addition to the normal scale that is not accompanied by the discharge of definite functions.

14. We consider that where an Authority or governing body offers a high rate of pay it may, under certain conditions, properly undertake a review of a teacher's past service at a comparatively advanced point on the scale, to see if he deserves to proceed further. We deprecate any rule being made as to the proportion of the teachers who should pass such a review.

15. The period of probation on first appointment should be normally for one year, in which case it will not affect the teacher's place on the scale. If probation is required in the case of a teacher who has had experience in another school it is probable that a shorter period will be sufficient.

###### *Teachers of Special Subjects.*

16. Teachers of special subjects, which include art, music, physical exercises, domestic subjects, handwork, and commercial subjects, should be on the normal scale if their formal qualifications or their merits as teachers entitle them to be treated as graduates. The new Teaching Certificate of the Board of Education for teachers of art, and the Full Associateship of the Royal College of Art endorsed with a Teaching Certificate may be considered as formal qualifications equivalent to graduation. We hope that in other subjects

\* Report of the Committee appointed by the Prime Minister to inquire into the Position of Natural Science in the Educational System of Great Britain [Cd. 9011], 1918, Paragraph 73.

formal qualifications deserving the same recognition may be established in the near future. If a teacher of special subjects is not placed on the normal scale it is reasonable that his remuneration should be fixed by a scale. A teacher whose services prove to be exceptionally valuable should have a prospect of coming on the normal scale.

#### *Head Masters and Head Mistresses.*

17. The salaries of head masters and head mistresses should generally be fixed by personal scales. The period should be short, perhaps five years; the total increase should be considerable; we incline to the view that the increments should be annual. This should not preclude the possibility of an increase of salary in special cases; and where exceptional services to the school are contemplated a promise that an increase of salary will be considered at a later period may be useful. In the absence of a scale there should be an undertaking that an increase of salary will be considered within some definite period.

18. There is no reason why the salary of a head master or head mistress should bear any definite relation to that of an assistant, except that it should be considerably higher than that which any assistant in the school can reach. The two principal matters that should be taken into consideration in fixing the salary of a head master or head mistress are the size of the school and the character of the work required to be done in the school.

19. We deprecate the system by which a head or an assistant makes a profit by providing for boarders.

20. We recommend that payment of a head by capitation fees should be discontinued, but this can only be done gradually.

#### *Grace Terms.*

21. The scale should show that power is reserved to grant leave of absence, without loss of remuneration or prospects, for purposes of study or research, to teachers who have completed a certain term of service.

#### JUNIOR TECHNICAL SCHOOLS.

22. In junior technical schools we recommend that full-time assistant teachers who are graduates, or who have qualifications equivalent to graduation, should be paid on a scale which should be the same as that of a secondary school; others should be placed on personal scales appropriate to their qualifications and the nature of their responsibility. Artisan teachers should be paid as in technical schools. Head teachers should be paid as though they were head teachers in secondary schools of the same size and of a similar leaving age. If the junior technical school forms part of a larger institution, and the status of the head is that of a head of department, his salary should be arranged accordingly.

#### TECHNICAL SCHOOLS AND EVENING CLASSES.

23. In technical schools we recommend that full-time assistant teachers of senior and advanced students, who are graduates or have qualifications equivalent to graduation, should be paid by scale at as high a rate at least as is paid in secondary schools; the age at which, and the increments by which, they reach their normal maximum should be similar to those obtaining in secondary schools. There will be exceptional cases in which higher remuneration will be necessary.

24. Where a teacher's qualifications consist of long works experience and high technical knowledge, the question of salary may be determined by what will induce him to leave his occupation, and this consideration may affect the arrangement as well as the amount of his salary; otherwise we consider that the character of the scale should be similar to that of a secondary-school teacher.

25. The initial salaries of artisan teachers will be settled in the main by the competition with industry. Apart from this we suggest a personal scale. The possibility of promotion to the second of the above groups of teachers should always be open to the artisan teacher of suitable qualifications.

26. Heads of departments should be paid by a short, steep scale. There should be a substantial increase in remuneration when an assistant becomes head of a department.

27. Principals should be paid according to a short, steep

scale, the amount depending on the size and character of the institution.

28. The qualifications and circumstances of part-time teachers vary so much that we cannot lay down any principles for fixing the amounts of their salaries. In order to retain the services of a teacher who is doing good part-time work it may be advantageous to increase his salary two or three times at intervals of two or three years.

29. We see no particular advantage or disadvantage in the terminal or sessional method of paying part-time teachers as compared with the system of payment by the hour or by the meeting. A sessional payment may, however, be a more convenient arrangement if a scale for part-time teaching is contemplated.

#### SCHOOLS OF ART.

30. Teachers in schools of art who hold the Full Associateship of the Royal College of Art, endorsed with a teaching certificate, or the Board's new Teaching Certificate for Teachers of Art, should be dealt with like full-time assistant teachers in technical schools who are graduates or hold similar qualifications. Other holders of the Full Associateship and holders of the Art Master's Certificate should be dealt with individually according to their merits and placed on personal scales; very many of them will deserve the treatment accorded to the graduate class. Teachers who have made some progress towards obtaining a full teaching qualification or have obtained the Associateship of one of the schools of the Royal College should be treated like non-graduate teachers in secondary schools. The experienced artist or craftsman who becomes a full-time teacher should be placed on a personal scale. The treatment suggested for full-time artisan instructors in technical schools is appropriate for instructors of a similar type in schools of art.

31. The salaries of principals of schools of art and of the heads of art departments in technical schools are subject to the observations we have made in relation to principals and heads of departments in technical schools.

#### TRAINING COLLEGES.

32. We recommend that lecturers in training colleges should be paid according to scales. A possibility of interchange between the lecturers in colleges and the teachers in schools is desirable. This would be promoted by a co-ordination of their scales; thus, for example, the emoluments of ordinary posts in colleges, while more attractive than those of ordinary posts in schools, might be approximately equal to those of higher posts in schools. The scale for training college lecturers should be framed so as to attract not only teachers of some experience, but teachers of exceptional merit.

33. We recommend that principals of training colleges should have personal scales, short and steep in character. In fixing the salary of a resident principal, allowance should be made for the extended duty and heavy responsibility involved by residence.

#### TRAINING SCHOOLS FOR INTENDING TEACHERS OF DOMESTIC SUBJECTS.

34. Full-time lecturers in training schools for intending teachers of domestic subjects should be paid according to a scale reaching a normal maximum at the same age as that provided in other scales. The scale should be such as to attract good teachers from schools. The principles that apply to graduate lecturers in a training college should apply to graduate lecturers in a training school.

#### APPLICATIONS OF NEW SCALES TO EXISTING TEACHERS.

35. In placing an existing teacher on a new scale it should be borne in mind that the process of placing him at the point appropriate to the length of his service must not be too long drawn out; the teachers whose cases are most urgent, in particular those with a long record of good service at low salary, should have priority in respect of the date or the amounts of advances which are given; there should be no avoidable delay in giving to every teacher some immediate and substantial instalment of any intended advance.

36. In making scales, personal or general, for non-graduate teachers, though there may be good reasons for making the

normal increments in their scales the same in any one school, it is not necessary that they should all proceed to the same maximum, or that the salaries at which they are placed on their new scales should be regarded as made up of a common initial salary with allowances at a uniform rate in respect of their years of service.

The Report is signed by the Chairman, Sir Harry L. Stephen, and by all the members. Dr. Brackenbury and Mr. Reynolds submitted each a reservation.

## TEACHERS AND THE WHITLEY REPORT.

"Give me the schools of the world and I would make a millennium in half a century." So says the hero of Mr. Wells's latest novel. And Lord Sydenham said not long ago that those who remembered the simple kindly people of the Southern German States forty or fifty years ago must have been astonished at the radical change the War had revealed. "The utilization of a large system of education for political purposes has," he argued, "enabled the ruling classes of Germany to Prussianize the whole country within two generations. . . . The lesson we derive from this sad experience is that the power wielded by education is enormous for evil, but it must be equally powerful for good, properly handled."

Mr. Fisher's Act has gone a long way towards providing a national system of education for England. The power wielded by the Education Authorities, central and local, will indeed be powerful for good when the Act comes into force if only, as Lord Sydenham said, it is properly handled.

In Universities the education is directed by Senates, Boards of Faculty, and Boards of Studies. In those great private institutions that we know as "public schools," and in other less distinguished private schools, the education is directed by head masters, under the influences of conferences or associations of head masters, and more or less subject to the requirements of the Universities. In short, it is the teachers—or some of them—who control the education given in autonomous educational institutions. Governing bodies help with administration and finance, but with education they commonly concern themselves very slightly, if at all.

On the other hand, teachers have hitherto exercised but little influence on the public educational systems of this country. But, if the public Authorities that control this education are to exercise their growing power to the best advantage, they can hardly do so without the increasing help of the teaching profession. The Teachers Registration Council—"representative of the teaching profession"—was established in 1912. During its short life it has rendered valuable service to English education by preparing a register of teachers and by providing a teachers' parliament. But if the teaching profession is to take an effective part in directing a new national system of education, it can best do so by co-operating with the existing Authorities on the lines indicated by the Whitley Report. The initiative will probably have to come from the teachers. The Teachers Registration Council can provide their side of the "Joint Industrial Council," but provincial councils of teachers are needed to provide their side of the "District Councils."

Accordingly a new step has been taken by the formation of the first provincial council, representative of the teaching profession in Lancashire and Cheshire. The council consists of two representatives of each of the Universities—Manchester and Liverpool—and of the teachers' associations\* in these counties. The constitution adopted provides for at least three

\* Associations sending representatives to the first meeting of the council are, besides the two Universities:—The Head Masters' Association (Twelfth Division); the Head Mistresses' Association (Lancashire, Cheshire, and North Staffs); the Association of Technical Teachers' Institute (Lancashire Branches); the Assistant Masters' Association (Lancashire, Cheshire, and Westmorland); the Assistant Mistresses' Association (Lancashire, Cheshire, and North Staffs); the National Union of Teachers, (a) Cheshire Branch, (b) Lancashire Branch; the National Art Masters' Society (Lancashire Branch); the Private Schools Association (Lancashire Branches); the Association of Teachers of Domestic Subjects (Lancashire Branches); the Music Teachers' Association (Manchester and District Branch).

meetings each year of representatives of all grades of teachers. "so that they may become more fully acquainted with each other's work and their mutual relations to problems of general educational importance." "They will thus," the constitution goes on to state, "have the opportunity of stating their aims, the special difficulties that confront them in their respective spheres of work, and their view of their own position in an educational scheme. It is hoped that such a body will become sufficiently well informed to give collective weight to expressions of individual needs and also to develop a common educational policy based on the experience of the teachers themselves."

It is anticipated that other provincial councils will be quickly set up elsewhere. Their establishment throughout the length and breadth of England will not only enable the teachers to exercise a profoundly beneficial influence upon the organization of local education, but will also be the means of securing a greater measure of life and liberty for the teaching profession. Many other advantages are likely to result from the formation of such federal councils.

First, their work may well be complementary to that of the Teachers Registration Council, and they may form the avenues through which that council may receive and disseminate information. They may, in fact, serve as intermediaries between the national council on the one hand and local councils—corresponding to the "Works Committees" of the Whitley Report—representative of the teaching profession in any one local education authority's area. With the help of these local councils the provincial bodies may very materially assist in securing that executive effect is given to the decisions of the national council.

Second, provincial councils representing teachers from many different types of school and college, as well as from several different local education authorities' areas, will be able by their advice to facilitate the co-ordination of education throughout a wide district. The provision of the continuation schools required by the new Education Act, the organization of an adequate scholarship system affording equal opportunities of advancement to boys and girls of equal ability in whatever part of England they happen to have been born, and the supply and training of teachers are problems that suggest themselves in this connexion.

Third, provincial councils will, through their committees, be able to investigate particular educational problems far more effectively than teachers have found it possible to do in occasional short conferences. Moreover the taint of expediency or self-interest which has sometimes characterized the work of individual teachers' associations will be absent from a federation possessing as wide an outlook as that of the provincial councils in question.

In short, these provincial teachers' councils, of which the first met in Manchester on Saturday, October 26, should have a unique opportunity of helping Mr. Fisher and the local education authorities first to provide, and then properly to handle, a national system of education that will develop a population *Al* not only in body, but also in mind and spirit.

"JULY 18.—In the school established in Newgate there were some time ago some sixty or seventy boys, who had been convicted of various crimes, some of whom were then under sentence of death. There were but few of them who could either read or write, and not more than two or three who had been brought up in parochial schools, in connexion with the National Society. A clergyman who interests himself in the present proceedings for the reformation of early depravity was desirous to ascertain the character of their respective parents, and was accordingly induced to call upon them, which he did in different parts of the metropolis. So far from meeting with anything like ill-usage, which he had in some measure anticipated, those with whom he conversed, on the contrary, treated him with respect, and when he mentioned the pains that were taken with their children in prison, they seemed to be impressed with a strong feeling of gratitude. Most of the parents talked without any reserve on their past and present mode of living, and acknowledged that, almost without any exception, they existed by depredation and plunder, and were persons who, having no value for religion themselves, were content that their children should live without any in the world, and who even, in some instances, trained up and educated their offspring in the same schemes of wickedness and deeds of infamy which they daily practised on the public."—(From the "Times" of 1818.)



# MACMILLAN & CO.'S BOOKS.

Fourth Edition, thoroughly revised.

**An Elementary Treatise on Curve Tracing.** By PERCIVAL FROST, Sc.D., F.R.S. Fourth Edition. Revised by R. J. T. BELL, M.A., D.Sc., Lecturer in Mathematics, University of Glasgow. 12s. 6d. net.

**Solutions of the Examples in "A Treatise on Differential Equations."** By A. R. FORSYTH, Sc.D., LL.D., Math.D., F.R.S. 10s. net.

**Elementary Engineering Papers for Naval Cadetships (special entry) 1913-1917.** Edited by R. M. MILNE, M.A. 1s. 8d. net.

**Alternating Current Electrical Engineering.** By PHILIP KEMP, M.Sc. Tech. (Vict.), A.M.I.E.E. Illustrated. 17s. net.

*The Times.*—"Designed to cover the syllabus for the Grade II (A.C.) Paper of the City and Guilds examination; and may be used for the B.Sc. examinations in electrical engineering, supplemented by more specialized treatises."

**A Textbook of Physics for Use of Students of Science and Engineering.** By J. DUNCAN, Wh.Ex., M.I.Mech.E., and S. G. STARLING, B.Sc., A.R.C.Sc. 15s.

Also in Parts:—**Dynamics, 5s.; Heat, Light, and Sound, 6s.; Magnetism and Electricity, 4s.; Heat, 3s. 6d.; Light and Sound, 3s. 6d.**

*The Electrician.*—"We have no doubt that this treatise will prove of the greatest help to students of either of the types indicated in the title page."

**Practical Chemistry for Intermediate Classes.** By H. B. DUNNICLIFF, M.A., B.Sc., F.C.S. 5s.

**Alcohol and Life: A Manual of Scientific Temperance Teaching for Schools.** By J. A. HUNTER, M.B. Illustrated. Sewed, 1s.

Also in Three Parts:—Part I, Alcohol and the Living Cell. Part II, The Effects of Alcohol on Body and Brain. Part III, The Effects of Alcohol on the Individual, the Family, and the State. 4d. each.

*Education.*—"As part of their needful character-training children should be afforded every opportunity of acquiring knowledge relating to the action of alcohol on the human system. . . Various diagrams and illustrations help to make the book not only instructive but also interesting to the young and growing mind."

## W. & A. K. JOHNSTON'S MAPS, &c.

### WALL ATLAS OF EUROPEAN HISTORY.

**An Entirely New Series of History Maps.**

Designed to show at a glance the Chief Political Changes and National Movements from the **FORMATION of the ROMAN EMPIRE to the BEGINNING of the GREAT WAR, 1914.** 24 Maps. Size 40 x 30 inches. Cloth, Rollers, and Varnished. 7s. 6d. net each.

Or any Six Selected Maps mounted as a Wall Atlas, on Cloth and fastened together on one Roller with Metal Rims, 42s. net.

*Detailed Prospectus, containing List of Maps, &c., post free on application.*

### "IMPERIAL" SCHOOL WALL MAPS.

16 Maps in Series. 72 by 63 inches. Cloth and Rollers, Varnished, 27s. 6d. net.

### LARGE SCHOOL WALL MAPS.

36 Maps in Series. 50 by 42 inches. Cloth and Rollers, Varnished, 14s. net each.

### SMALL SCHOOL WALL MAPS.

22 Maps in Series. 34 by 28 inches. Coloured, Cloth and Rollers, Varnished, 6s. net each.

### BATHY-OROGRAPHICAL WALL MAPS.

50 by 42 inches. Mounted on Cloth, Rollers, and Varnished, 14s. net.

Each Series includes Africa, America, Asia, Europe, England, Scotland, &c.

\* \* \* Complete List post free on application.

### The Doctrines of the Great Educators.

By ROBERT R. RUSK, M.A. (Glasgow), B.A. (Cambridge), Ph.D. (Jena). 5s. net.

CONTENTS.—Plato. Quintilian. Elyot. Loyola. Comenius. Milton. Locke. Rousseau. Pestalozzi. Herbart. Froebel. Montessori.

### Tales from Indian History.

With Introduction, Notes, &c. By A. S. ROE, author of "Stories from Chinese History," &c. Illustrated. 1s. 6d.

[*English Literature for Secondary Schools.*]

### English Exercises for Middle Forms.

By J. H. FOWLER, M.A. Part I. 2s. 6d.

*The Schoolmistress.*—"The book is exceedingly useful, and should be valuable to teachers of middle forms."

### Essentials of Practical Geography.

By B. C. WALLIS, B.Sc. (Lond.), F.R.G.S. With Maps and Illustrations. 4s. 6d. [*Practical Modern Geographies.*]

*The Journal of Education and School World.*—"This is an excellent book. . . Altogether Mr. Wallis's new book should undoubtedly not only stimulate the self-activity and initiative of the taught, but also save the time and energy of the teacher."

### The Pupils' Class-Book of Geography.

**Europe.** By ED. J. S. LAY, author of "Constructive Work," &c. With Maps. Sewed, 1s.

*The Scottish Educational Journal.*—"This little book is one of a capital series of simple textbooks on geography suitable for senior classes and supplementary."

### Contouring and Map-Reading.

By B. C. WALLIS, B.Sc., F.R.G.S. Sewed, 2s.

\* \* \* Suitable for Schools and Officers' Training Corps.

### Macmillan's Geographical Exercise Books. Physical Geography.

With Questions by B. C. WALLIS, B.Sc. Sewed, 1s. 6d.

### History. The Quarterly Journal of the Historical Association.

Edited by Professor A. F. POLLARD, M.A., Litt.D. Price 1s. net. Annual Subscription, post free, 4s. 6d. net.

CONTENTS FOR OCTOBER.—The Origins of France, Prof. F. M. Powicke; An Italian Historian, H. M. Beatty, LL.D.; The Teaching of History in South African Schools, Alan F. Hattersley; Historical Revisions: VIII, "No Taxation Without Representation," A. F. Pollard.

### HISTORY'S BACKGROUND.

By J. S. TOWNSEND, B.A., and T. FRANKLIN, A.C.P., A.R.S.G.S.

With Maps. 6s. net; or Books I-III, 2s. net each.

### Book I.—EURASIA, including the Mediterranean Region.

### Book II.—The AMERICAS and the Growth of the British Empire. From Elizabethan Times to the Present Day.

### Book III.—THE BRITISH ISLES.

Correlated with History to the Present Day.

### OROGRAPHICAL ATLAS of the WORLD

10 by 7½ inches. With Index to 6,000 places. Stiff Boards, Cloth Back, or in Limp Cloth, 2s. net.

WITHOUT INDEX, 1s. 6d. net. Tough Paper Covers, 1s. net.

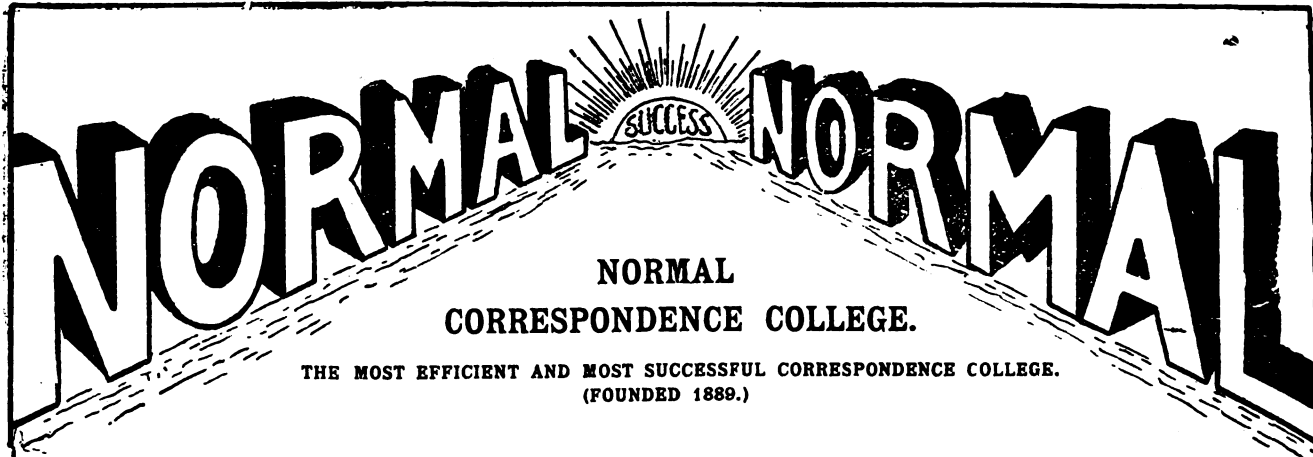
### OROGRAPHICAL HAND MAPS for

**Test Purposes.** Varying tints of brown, green, and blue. 16 in Set. 1d. net each.

### THE "NEW ERA" SCHOOL ATLAS.

10 by 7½ inches. Bound in Limp Cloth, with 24-page Index. 1s. 9d. net; with 8-page Index, 1s. 4d. net; without Index, 1s. 3d. net. Bound in Strong Paper Covers, with 8-page Index, 1s. 1d. net; without Index, 1s. net.

MACMILLAN & CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.2.



## NOTES ON CORRESPONDENCE TRAINING.

### POSSIBILITIES.

Correspondence Training places the possibility of preparation for higher qualifications before every student in the land. Preparation is given for Certificate, Preliminary Certificate, L.L.A., A.C.P., L.C.P., Froebel, Degree Examinations, Languages, Science and Art, Matriculation, Oxford and Cambridge Locals, &c., &c. These and many others are placed within reach of all by the NORMAL CORRESPONDENCE COLLEGE.

### ADVANTAGES.

Correspondence training for qualifications neither demands attendance at College for long, set hours, nor does it interfere with the pupil's work or residence. It is within the reach of all—even of those in the most far-away villages—enabling them to qualify for better appointments. The training of the NORMAL CORRESPONDENCE COLLEGE, given by an expert staff of tutors, is so clear, systematic, and thorough that success is assured to the diligent student.

### THE RESULTS.

Correspondence training for higher qualifications has enabled thousands of students, student-teachers, and teachers to obtain good appointments and promotion. More than 5,000 Distinctions and Honours have been won at Public Examinations by Pupils of the NORMAL since 1907, and what the NORMAL has done for thousands it will do for you. The call of the future is for qualified teachers. Prepare now to improve your position by becoming a student of the NORMAL.

Write to-day for "THE NORMAL GUIDE TO SUCCESS," which will be sent free to readers of "The Educational Times."

### EXAMINATIONS FOR WHICH THE NORMAL PREPARES.

College of Preceptors.  
A.C.P. and L.C.P.  
Professional Preliminary.  
County Council Scholarships.  
Pupil Teachers.  
Preliminary Certificate.

Certificate.  
Oxford Locals.  
Cambridge Locals.  
Froebel.  
L.L.A.  
Central Welsh Board.

Matriculation.  
Degree Examination.  
Languages.  
Music.  
Science and Art.  
Other Qualifying Exams.

Single Subjects.—A pupil may join the Normal for instruction in any single subject.

## **NORMAL CORRESPONDENCE COLLEGE,**

47 Melford Road, East Dulwich, London, S.E.22, and 110 Avondale Square, London, S.E.1.

# THE COLLEGE OF PRECEPTORS. CERTIFICATE AND LOWER FORMS EXAMINATIONS MIDSUMMER, 1918.

## PRIZES.

[Bracketing of names denotes equality.]

### SENIOR.

#### General Proficiency.

- |  |  |
|--|--|
| 1. Dunn, E. S.<br><i>(Iabister Prize.)</i> | St. Joseph's College, Dumfries.          |
| 2. Hall, T. B.<br><i>(Pinches Prize.)</i>  | Osborne High School, West Hartlepool.    |
| 3. Lamb, F. C.<br><i>(Hodgson Prize.)</i>  | Sir Josiah Mason's Orphanage, Erdington. |

#### English Subjects.

- |                 |                                       |
|-----------------|---------------------------------------|
| 1. Still, G. A. | University School, Rochester.         |
| 2. Hall, T. B.  | Osborne High School, West Hartlepool. |

#### Mathematics.

- |                |                                       |
|----------------|---------------------------------------|
| 1. Dunn, E. S. | St. Joseph's College, Dumfries.       |
| 2. Hall, T. B. | Osborne High School, West Hartlepool. |

#### Modern Foreign Language.

- |                        |                              |
|------------------------|------------------------------|
| 2. Huggard, Miss B. M. | Clarendon School, Southport. |
|------------------------|------------------------------|

#### "Taylor-Jones" Prize for Scripture History.

- |           |                                      |
|-----------|--------------------------------------|
| Biron, H. | Alexander House School, Broadstairs. |
|-----------|--------------------------------------|

#### "Miss Mears" Prize for Domestic Economy.

- |                        |                                    |
|------------------------|------------------------------------|
| Mathews, Miss B. C. L. | The Friends' School, Mountmellick. |
|------------------------|------------------------------------|

### JUNIOR.

#### General Proficiency.

- |                  |  |
|------------------|--|
| 1. Wright, F. C. | St. Aloysius' College, Highgate.       |
| 2. Brunning, E.  | St. Joseph's College, Beulah Hill.     |
| 3. Crowley, F.   | Marist Brothers' College, Grove Ferry. |
| 4. Clark, E. L.  | Hawkesyard College, Rugeley.           |

#### "Soames" Prize for Scripture History.

- |                         |                                 |
|-------------------------|---------------------------------|
| Cockburn, Miss M. I. D. | Canaan Park College, Edinburgh. |
|-------------------------|---------------------------------|

### PRELIMINARY.

#### General Proficiency.

- |                         |   |
|-------------------------|---|
| 1. Pim, Miss M. E.      | The Friends' School, Mountmellick.                        |
| 2. Halliday, Miss E. F. | The Friends' School, Mountmellick.                        |
| 3. Inglis, Miss A.      | St. Joseph's Convent Boarding School, Castris, St. Lucia. |
| 4. Swabey, Miss H.      | St. Joseph's Convent Boarding School, Castris, St. Lucia. |

The following is a list of the Candidates who obtained the FIRST and SECOND PLACES in each Subject on SENIOR PAPERS. (Only those who obtained Distinction are included.)

- |   |   |  |
|---|---|--|
| <p><i>Scripture History.</i></p> <p>1. Biron, H. Alexander House School, Broadstairs.</p> <p>2. Furic, Miss A. M. St. David's Convent, Brecon.</p> <p><i>English Language.</i></p> <p>1. Hall, T. B. Osborne High School, West Hartlepool.</p> <p>2. Phillips, Miss J. K. The Hiatt Ladies' College, Wellington Salop.</p> <p><i>English History.</i></p> <p>1. Alcece, Miss U. St. Joseph's Convent Boarding School, Castris, St. Lucia.</p> <p>2. Timberlake, Miss M. E. Gartlet School, Watford.</p> <p><i>Geography.</i></p> <p>1. Still, G. A. University School, Rochester.</p> <p>2. Benjamin, H. B. Taplow Grammar School.</p> <p>3. Ryan, Miss M. E. Dominican Convent School, Launceston.</p> <p><i>Arithmetic.</i></p> <p>1. Hall, T. B. Osborne High School, West Hartlepool.</p> <p>2. Lamb, F. C. Sir Josiah Mason's Orphanage, Erdington.</p> <p><i>Algebra.</i></p> <p>1. Burrows, E. A. Private tuition.</p> <p>2. Potts, D. St. Joseph's College, Dumfries.</p> <p><i>Geometry.</i></p> <p>1. Burrows, E. A. Private tuition.</p> | <p><i>Book-keeping.</i></p> <p>1. Munnier, E. Marist Brothers' College, Grove Ferry.</p> <p>2. Ewen, C. I. St. Joseph's College, Dumfries.</p> <p><i>Mensuration.</i></p> <p>1. Dunn, E. S. St. Joseph's College, Dumfries.</p> <p>2. Gardner, Miss K. W. H. Intermediate School, St. Edward's Road, Gosport.</p> <p><i>French.</i></p> <p>1. Furic, Miss A. M. St. David's Convent, Brecon.</p> <p>2. Lewis, Miss M. H. Private tuition.</p> <p><i>German.</i></p> <p>1. Fletcher, Miss A. M. Private tuition.</p> <p>2. Huggard, Miss B. M. Clarendon School, Southport.</p> <p><i>Italian.</i></p> <p>1. Pace Cilia, J. Private tuition.</p> <p><i>Spanish.</i></p> <p>1. Penna, Miss R. Loreto Conv., Europa, Gibraltar.</p> <p>2. Ramage, Miss E. Loreto Conv., Europa, Gibraltar.</p> <p><i>Latin.</i></p> <p>1. Fletcher, Miss A. M. Private tuition.</p> <p>2. Burrows, E. A. Private tuition.</p> <p><i>Light and Heat.</i></p> <p>1. Frame, J. W. Taunton School.</p> <p>2. Sayers, H. M. Sevenoaks School.</p> | <p><i>Magnetism and Electricity.</i></p> <p>1. Burrows, E. A. Private tuition.</p> <p><i>Chemistry.</i></p> <p>1. Frame, J. W. Taunton School.</p> <p><i>Botany.</i></p> <p>1. Alcece, Miss U. St. Joseph's Convent Boarding School, Castris, St. Lucia.</p> <p><i>Drawing.</i></p> <p>1. MacConnell, J. St. Joseph's College, Dumfries.</p> <p>2. Nugent, T. P. St. Joseph's College, Dumfries.</p> <p><i>Music.</i></p> <p>1. Ramage, Miss E. Loreto Conv., Europa, Gibraltar.</p> <p>2. Phillips, Miss J. K. The Hiatt Ladies' College, Wellington, Salop.</p> <p><i>Political Economy.</i></p> <p>1. Wall, B. J. St. Aloysius' College, Highgate.</p> <p><i>Shorthand.</i></p> <p>1. Franklyn, Miss K. M. Warner's College, Richmond.</p> <p>2. Wall, B. J. St. Aloysius' College, Highgate.</p> <p><i>Domestic Economy.</i></p> <p>1. Mathews, Miss B. C. L. The Friends' School, Mountmellick.</p> <p>2. Reynolds, Miss F. E. Private tuition.</p> |
|---|---|--|

## ADDITIONAL LIST OF SUCCESSFUL CANDIDATES AT THE HOME CENTRES.

### BOYS.

#### SENIOR.

##### Pass Division.

- |                  |                       |
|------------------|-----------------------|
| Farish, T. G. d. | Dulwich College, S.E. |
|------------------|-----------------------|

#### JUNIOR.

##### Honours Division.

- |                        |                  |
|------------------------|------------------|
| Robinson, C. G. W. ch. | Private tuition. |
|------------------------|------------------|

##### Pass Division.

- |                    |  |
|--------------------|--|
| *Forge, C. C.      | Ongar Grammar School.                        |
| *Caesens, R. g.    | Linton House School, Holland Park Avenue, W. |
| *Blackford, A. sh. | Ongar Grammar School.                        |
| *Roberts, F. W. d. | Ongar Grammar School.                        |
| *Korkis, C.        | Ongar Grammar School.                        |
| *Gardner, S. E.    | Private tuition.                             |

James, D. B. a.w.

Costello, W. G.  
Pearce, W. C.

Larking, F. H. C. s.

Moore, J. f.

### PRELIMINARY.

#### Honours Division.

The Grammar School, Pencader.

#### Pass Division.

St. Mary's, Alnwick.  
Tellisford House School, Bristol.

### GIRLS.

#### JUNIOR.

##### Pass Division.

Private tuition.

### PRELIMINARY.

#### Pass Division.

Intermediate School, Ballyclare.

LIST OF SUCCESSFUL CANDIDATES AT COLONIAL CENTRES.

N.B.—The small italic letters denote Distinction in the following subjects respectively:—

- |                         |                 |                       |                                |                          |
|-------------------------|-----------------|-----------------------|--------------------------------|--------------------------|
| a. = Arithmetic.        | du. = Dutch.    | h. = History.         | m. = Mechanics.                | s. = Scripture.          |
| al. = Algebra.          | e. = English.   | he. = Hebrew.         | ma. = Magnetism & Electricity. | sc. = Elementary Science |
| b. = Botany.            | f. = French.    | i. = Irish.           | ms. = Mensuration.             | sh. = Shorthand.         |
| bk. = Book-keeping.     | g. = Geography. | it. = Italian.        | mu. = Music.                   | sp. = Spanish.           |
| ch. = Chemistry.        | ge. = German.   | l. = Latin.           | p. = Political Economy.        | ta. = Tamil.             |
| d. = Drawing.           | gm. = Geometry. | lo. = Logic.          | ph. = Physiology.              | t. = Trigonometry.       |
| do. = Domestic Economy. | gr. = Greek.    | lt. = Light and Heat. | phys. = Elementary Physics.    | w. = Welsh.              |

The signs \* and † prefixed to names in the Junior and Preliminary Lists denote that the Candidates were entered for the Senior and Junior Grades respectively.

In the addresses, Acad. = Academy, C. or Coll. = College, Coll.S. = Collegiate School, Comm. = Commercial, Conv. = Convent, Elem. = Elementary, End. = Endowed, Found. = Foundation, H. = House, Hr. = Higher, Inst. = Institute, Int. = International, Inter. = Intermediate, Poly. = Polytechnic, Prep. = Preparatory, P.T. = Pupil-Teachers, S. = School, Sec. = Secondary, Tech. = Technical, Univ. = University.

BOYS.

SENIOR.

Pass Division.

- Vella, E. Private tuition  
 Posso, H. J. a. Line Wall College, Gibraltar  
 Buhagiar, R. Private tuition  
 Bovell, O. E.  
 St. Joseph's Inter. S., Lacytown, Georgetown  
 Noom, P. B. Richmond College, Cape Coast  
 Chin, D. The Coll. School, Brickdam, Georgetown  
 Appah, E. H. Richmond College, Cape Coast  
 Zoonoo, S. G. A. Richmond College, Cape Coast

JUNIOR.

Honours Division.

- Ossorio, J. Line Wall College, Gibraltar  
 Denny, C. T.  
 St. Joseph's Inter. S., Lacytown, Georgetown  
 Ebejer, G. a. al. it. Private tuition  
 Barry, P. s.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Markin, D. K. G. d. Richmond College, Cape Coast

JUNIOR.

Pass Division.

- de'Lemos, R. g.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Pisani, N. a. it. Private tuition  
 Sobers, W. G.  
 St. Anne's Anglican S., East Bank, Demerara  
 Langtry, H.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Robless, S. L. f.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Lartson, E. O. d. Richmond College, Cape Coast  
 Barry, M.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Mann, M. S. Richmond College, Cape Coast  
 Lynce, J. s.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Pace, Ciliaj. it. Private tuition  
 Edinboro, B. C.  
 The College School, Brickdam, Georgetown  
 Freeman, L. A. s.  
 St. Joseph's Inter. S., Lacytown, Georgetown  
 Deane, C. W. s.  
 The College School, Brickdam, Georgetown  
 Coates, Hubert  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Coates, Henry  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Quayson, J. W. Richmond College, Cape Coast  
 Scarder, H. C. Private tuition

SENIOR.

Pass Division.

- Alece, U. h. b. do.  
 St. Joseph's Convent Boarding S., Castries  
 Hamagge, E. s. p. u. a.  
 Loreto Convent, Europa, Gibraltar  
 Peña, R. f. s. p. Loreto Convent, Europa, Gibraltar  
 Cox, S. e. St. Joseph's Convent Boarding S., Castries  
 379 Norris College, Rangoon  
 397 Norris College, Rangoon

JUNIOR.

Honours Division.

- Prudhomme, J. s.  
 St. Joseph's Conv. Boarding S., Castries  
 Sammut, C. g. Private tuition  
 Osbourne, A. s.  
 St. Joseph's Conv. Boarding S., Castries

- Schwartz, O. Bourda Wesleyan School, Georgetown  
 Sackey, E. A. s. Richmond College, Cape Coast  
 Daddie, E. A. Richmond College, Cape Coast  
 Bissestour  
 St. Joseph's Inter. S., Lacytown, Georgetown  
 Aidoo, J. S. s. Richmond College, Cape Coast  
 George, J. Abeokuta Grammar School  
 Christiani, L. C. St. Joseph's High S., Georgetown  
 Koombson, A. Richmond College, Cape Coast  
 Singh, E. A. The Coll. S., Brickdam, Georgetown  
 (Ajayi, G. O. Abeokuta Grammar School  
 (Ashley, R. A. Abeokuta Grammar School  
 Oluyinka, H. P. Abeokuta Grammar School

PRELIMINARY.

Honours Division.

- Nathan, B. A. e. a. al. d. Richmond Coll., Cape Coast  
 Pastina, A. s. al. d.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Bertun, M. a. al. f. s. p. Line Wall Coll., Gibraltar  
 Agbottor, E. N. s. e. a. al. d.  
 Richmond Coll., Cape Coast  
 Nicholas, F. s. al.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang

PRELIMINARY.

Pass Division.

- Wettinger, J. Private tuition  
 Brown, C. s.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Man-Son-Hing, O. L. Private tuition  
 Deheer, A. d. Richmond College, Cape Coast  
 Biney, E. C. s. Richmond College, Cape Coast  
 Daniel, J. E. Richmond College, Cape Coast  
 Bruce, E. E. Richmond College, Cape Coast  
 Hutt, J. W. The Second Grade S., Georgetown  
 Smith, James O. Abeokuta Grammar School  
 Jimmo, G. A. Abeokuta Grammar School  
 Condua, A. A. s. a. Richmond College, Cape Coast  
 Sampson, G. E. F. Richmond College, Cape Coast  
 Louis, F.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Peterson, C. s.  
 St. Joseph's Junior Novitiate, Pulo-Tikus, Penang  
 Vella, N. s. a. Private tuition  
 Ferdinand, J. W. D.  
 St. Joseph's Inter. S., Lacytown, Georgetown  
 Fisher, F. O. Abeokuta Grammar School  
 Gullin, V. C. a. The Coll. S., Brickdam, Georgetown  
 Jones, R. A. The Second Grade School, Georgetown  
 Ying, W. E.  
 St. Joseph's Inter. S., Lacytown, Georgetown

GIRLS.

JUNIOR.

Pass Division.

- Cother, M. f. Loreto Convent, Europa, Gibraltar  
 Freeman, W. L. St. Joseph's Inter. S., Georgetown  
 Discombe, D. Loreto Convent, Europa, Gibraltar  
 Tabone, L. Private tuition  
 Joyce, A. M. g. Brampton, Mandeville, Jamaica  
 Galea, C. s. Private tuition  
 Escollery, M. I. Brampton, Mandeville, Jamaica  
 Correia, R. S. St. Joseph's High S., Georgetown  
 Peña, A. s. p. Loreto Convent, Europa, Gibraltar  
 Stoute, G. I. Private tuition  
 403 al. Norris College, Rangoon  
 Jordan, C. Victoria R.C. School, Demerara  
 Borg, M. T. Private tuition  
 Camacho, L. C. St. Joseph's High S., Georgetown  
 Kingston, A. A. St. Joseph's High S., Georgetown  
 Douglas, M. C. St. Joseph's Inter. S., Georgetown  
 376 Norris College, Rangoon

PRELIMINARY.

Honours Division.

- Inglis, A. s. h. al.  
 St. Joseph's Conv. Boarding S., Castries  
 Swabey, H. s. h. f.  
 St. Joseph's Conv. Boarding S., Castries  
 Borman, A. s. h. d.  
 St. Joseph's Conv. Boarding S., Castries  
 Palmer, A. s. d.  
 St. Joseph's Conv. Boarding S., Castries  
 Auguste, L. d.  
 St. Joseph's Conv. Boarding S., Castries  
 Myers, M. s. al.  
 St. Joseph's Conv. Boarding S., Castries  
 Borman, D. s.  
 St. Joseph's Conv. Boarding S., Castries  
 Browne, G. f. s. p. Loreto Convent, Europa, Gibraltar  
 Serrano, L. s. p. Loreto Convent, Europa, Gibraltar  
 Sampson, J. s. Brampton, Mandeville, Jamaica  
 Greenough, D. E. s. a. Brampton, Mandeville, Jamaica

**GIRLS, PRELIMINARY, PASS—continued.**  
 Bagetto, P. *f.sp.* Loreto Conv., Europa, Gibraltar  
 Mallet, P. M. St. Joseph's Conv. Boarding S., Castries  
 Orrett, R. T. Brampton, Mandeville, Jamaica  
 Elliott, A. K. e. Victoria R. C. School, Demerara  
 Corsi, C. *sp.* Loreto Convent, Europa, Gibraltar  
 Aguilar, E. G. a. Brampton, Mandeville, Jamaica  
 Lawrence, O. s.  
 St. Joseph's Conv. Boarding S., Castries  
 FitzPatrick, K. I.  
 The Collegiate S., Brickdam, Georgetown  
 DeHeer, A.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Bart-Plange, K.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Hutton, D.  
 Wesleyan Girls' High School, Cape Coast Castle

Ooran, E.  
 Wesleyan Girls' High School, Cape Coast Castle  
 O'lumide, F. I. Abeokuta Girls' School  
 d'Abreu, O. M. P. Victoria R. C. School, Demerara  
 Gordon, C. E. a. Brampton, Mandeville, Jamaica  
 Ambaah, J. N.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Manful, G. A.  
 Wesleyan Girls' High School, Cape Coast Castle  
 881  
 Norris College, Rangoon  
 Acquah, M.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Anah, R.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Waldon, M. A. The Second Grade S., Georgetown  
 Dare, M. R. A. St. Stephen's Scotch S., Georgetown  
 898  
 Norris College, Rangoon

Coleman, F.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Whyte, I. A. Private tuition  
 Halm, L. R.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Clarke, E. A.  
 St. Joseph's Intermediate School, Georgetown  
 Durant, C. Bourda Wesleyan School, Georgetown  
 Obadina, F. Abeokuta Girls' School  
 Roach, L. C.  
 St. Joseph's Intermediate School, Georgetown  
 Acquah, J. E.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Gardiner, N.  
 Wesleyan Girls' High School, Cape Coast Castle  
 Pitt, E. Wesleyan Girls' High S., Cape Coast Castle  
 Dottin, S. E. Agricola Wesleyan S., Demerara

LOWER FORMS EXAMINATION.

BOYS.

Akoni, J. K. Abeokuta Grammar School  
 Ali, E. A. Abeokuta Grammar School  
 Andrews, C.  
 St. Joseph's Inter. School, Lacytown, Georgetown  
 Blewett, M. Line Wall College, Gibraltar  
 Cortes, H. Line Wall College, Gibraltar  
 Culatto, B. Line Wall College, Gibraltar

Faria, A. The Second Grade School, Georgetown  
 Felipe, L. Line Wall College, Gibraltar  
 Lardoux, H. Line Wall College, Gibraltar  
 Marin, C. Line Wall College, Gibraltar  
 Matthews, A. Albertain English School, Georgetown  
 Risso, J. Line Wall College, Gibraltar  
 Rodrigues, F. O. A. St. Joseph's High S., Georgetown

Savignon, W. Line Wall College, Gibraltar  
 Scaniglia, H. Line Wall College, Gibraltar  
 Stoby, T.  
 Wortinaville Roman Catholic School, Georgetown  
 Tavares, F. Line Wall College, Gibraltar  
 Thornton, T. Line Wall College, Gibraltar  
 Worrell, S. H. 92 Smyth Street, Georgetown

GIRLS.

Andrews-Speed, M. Loreto Conv., Europa, Gibraltar  
 Auguste, M.  
 St. Joseph's Convent Boarding School, Castries  
 Belotti, A.  
 Loreto Convent, St. Francis Xavier's, Gibraltar  
 Bouty, E.  
 St. Joseph's Convent Boarding School, Castries  
 Cabral, O. I. St. Joseph's High School, Georgetown  
 Cooper, E. Loreto Convent, Europa, Gibraltar  
 Correia, M. C. St. Joseph's High School, Georgetown  
 D'Aguiar, D. Ursuline Convent, Georgetown  
 Danino, L. Loreto Convent, Europa, Gibraltar  
 D'Costa, N. B. Brampton, Mandeville, Jamaica  
 deFreitas, C. A. St. Joseph's High School, Georgetown  
 Dinnoulin, M.  
 Loreto Convent, St. Francis Xavier's, Gibraltar  
 Field, D. L. St. Stephen's Scotch School, Georgetown  
 Field, M. O. St. Stephen's Scotch School, Georgetown

Forslaw, A. Ursuline Convent, Georgetown  
 Franker, L. Ursuline Convent, Georgetown  
 Franker, R. Ursuline Convent, Georgetown  
 Gomes, L. Ursuline Convent, Georgetown  
 Gomes, O. Ursuline Convent, Georgetown  
 Gonsalves, E. Ursuline Convent, Georgetown  
 Grech, A. Loreto Conv., St. Francis Xavier's, Gibraltar  
 Gunter, M. E. Brampton, Mandeville, Jamaica  
 Hares, N. Ursuline Convent, Georgetown  
 Hendriks, M. S. S. Brampton, Mandeville, Jamaica  
 Hills, D. Ursuline Convent, Georgetown  
 Hill, D. Albertain English School, Georgetown  
 Leila, I. Agricola Wesleyan School, Demerara  
 Linsell, E. Loreto Convent, Europa, Gibraltar  
 Lopez, M. Y. Brampton, Mandeville, Jamaica  
 Marfó, I. Loreto Convent, Europa, Gibraltar  
 McVane, H.  
 St. Joseph's Convent Boarding School, Castries

MorenoRusso, A.  
 Loreto Convent, St. Francis Xavier's, Gibraltar  
 Newsam, A. G. St. Joseph's High School, Georgetown  
 Richardson, S. A. St. Joseph's High S., Georgetown  
 Richmond, M.  
 St. Joseph's Convent Boarding School, Castries  
 Roda, E.  
 Loreto Convent, St. Francis Xavier's, Gibraltar  
 Rodrigues, A. V. St. Joseph's High S., Georgetown  
 Rodrigues, I. F. St. Joseph's High S., Georgetown  
 Samuel, V. L. Brampton, Mandeville, Jamaica  
 Schwartz, E. E. Agricola Wesleyan School, Demerara  
 Sharp, F. B. Brampton, Mandeville, Jamaica  
 Skeete, E. S. Private tuition  
 Smith, C. E. St. Joseph's High School, Georgetown  
 Steel, N. D. Brampton, Mandeville, Jamaica  
 Waldron, D. L. St. Joseph's High School, Georgetown

THE COLLEGE OF PRECEPTORS.

PROFESSIONAL PRELIMINARY EXAMINATION. — SEPTEMBER, 1918.

PASS LIST.

THE Supplementary Examination by the College of Preceptors was held on the 3rd, 4th, and 5th of September in London and at eleven other local centres, viz., Birmingham, Blackburn, Bristol, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, Manchester, Newcastle-on-Tyne, Nottingham. The following candidates obtained Certificates:—

SENIOR.

Pass Division.

Cartwright, L. M. *l.ch.*  
 Johnson, E. N.

Matthews, E. R. *al.*  
 Pain, T. C.

Rushton, W. A. H. *al.*

JUNIOR.

Honours Division.

Bernstein, P. *e.a.al.*  
 McClements, S. *al.ch.*

Paxton, C. D. *e.a.al.ge.*  
 Stokes, A. H. *e.a.al.ge.*

Walker, J. *al.*  
 Whittaker, Miss M. *e.h.al.*

Pass Division.

Baxter, Miss S. M.  
 Beales, R. R.  
 Beevers, W. R. a.  
 Benton, S. B. *al.*  
 Benton, W. F. D. e.  
 Boston, Miss E. A. I.  
 Bradley, J. V. *al.*  
 Brooks, G. P.  
 Butterworth, R.  
 Cameron, Miss B. L. h.  
 Chadwick, B. *al.*  
 Chatterton, J. R. B.  
 Clay Beckett, Miss K. D.  
 Coleman, S. M. *a.al.*

Cryer, Miss E. B. *al.*  
 Dauber, J. A. G.  
 Dean, Miss A. G.  
 Dingley, G. S. *al.*  
 Domb, P.  
 Dunn, Miss F. A.  
 Ellis, R. W.  
 Gee, R. V.  
 Gladstone, G. A. E.  
 Griffiths, C. C. *al.*  
 Harvey, F. J.  
 Hawke, M.  
 Hervey, W. A.  
 Hill, A. C. *al.*

Hotchkis, J. P. *a.al.phys.ch.*  
 Howarth, S. *al.ch.*  
 Jenkins, J. L. G. a. *al.*  
 Jones, Miss G.  
 Karnofsky, Miss R. *al.*  
 Lee, A. *al.*  
 Manson, G.  
 Marshall, J.  
 Martin, H. W. *al.*  
 Meyer, Miss S. J. *f.*  
 Molineux, A. L. *al.*  
 Moore, R. A. S. a.  
 Nicholl, C. H.  
 Nott, S. C. *e.al.*

Parker, S. J.  
 Pepperdine, R.  
 Place, C. E.  
 Prosser, O. L. *al.*  
 Ritblat, M.  
 Roberts, A. N. R. *e.al.*  
 St. Johnston, C. H. *al.*  
 Seltman, J. F. G.  
 Simpson, G. L. *al.*  
 Tetley, H. R. *f.*  
 Tyssen, W. H. A. D. a.  
 Wayte, A. P. e.  
 Whittaker, Miss E. *al.*  
 Wood, S. *al.*

N.B.—The small italic letters denote distinctions in the following subjects respectively:—

a. = Arithmetical.  
 al. = Algebra.  
 ch. = Chemistry.

e. = English.  
 f. = French.  
 ge. = German.

h. = History.  
 lt. = Light and Heat.  
 phys. = Physics.

# THE COLLEGE OF PRECEPTORS

INCORPORATED BY ROYAL CHARTER

BLOOMSBURY SQUARE, LONDON, W.C.1.

## LECTURES FOR TEACHERS

Forty-sixth Annual Series: Second Course.

### CURRENT CHANGES IN EDUCATION

By JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P.,

Professor of Education in the University of London.

Whether we like it or not, we are faced with certain important changes in educational theory and practice that must seriously affect the life and work of professional teachers. It is the purpose of this course to indicate these changes, to explore their effects and to suggest means of meeting the demands they will make on those whose duty it is to carry on the education of the country. However drastic the coming changes, the present system will not be entirely swept away. It will, therefore, be the business of the lecturer to correlate what is with what is to be, and to illustrate the changes in English education by what is going on in the schools of other countries where similar developments are taking place under somewhat different conditions. He will make a point of keeping the lectures in as close touch as possible with the practical and the practicable.

#### SYLLABUS.

I. (Oct. 3.) *The Limits of Possible Change.*—Implications of "transition time," "parting of the ways" and similar phrases; the Heraclitean flux; stability underlying the flux; determining influence of the past; the possibilities of educational evolution: changes from within the profession and from without: real changes and apparent changes: dangers of love of change as such: present restlessness of the profession: its causes and probable consequences: the limitations and responsibilities of the individual teacher.

II. (Oct. 10.) *Changes in Organization.*—Rearrangement of responsibilities between Heads of schools and school governors: recognition of the school as an organism: corresponding need for organization to be determined from within: loosening of tradition: diminishing importance of curriculum in determining organization: the staff hierarchy: form-master *versus* specialist: increasing complexity of the interaction of sides, sets, houses and other units of organization: the striving after simplicity.

III. (Oct. 17.) *School Buildings.*—Evolution of our present school architecture, elementary and secondary: the psychology of the corridor and the glass door: hall and classroom: Wirt's revolt against "a seat and a desk for each pupil": limitation of classroom accommodation: correlation between teaching and school structure: peripatetic teaching: over-emphasis on stone and lime: teacher's power of manipulating school space: tendency towards less permanent school buildings: changing views about school sites.

IV. (Oct. 24.) *The New Discipline.*—Various meanings of the term *discipline*: discriminated from *organization*: undue emphasis on one aspect of discipline: basis of teacher's authority: nature of power of control: the "discipline master": so-called "free" discipline: the Montessori ideal: the Prussian: discipline evolved among the pupils themselves: self-government: relation to prefect system and to honour system: the new discipline combines the ideals of control and training.

V. (Oct. 31.) *Changed Social Function of the School.*—School ceasing to be an institution apart: it is gradually being assimilated as part of the general social system: school as social centre: civic correlation in Gary system: increasing use of school buildings for general social purposes: implications of the nursery schools and the "motherly person": extension of corporate spirit to the elementary schools: development of the "common school" ideal, and the results that must necessarily follow.

VI. (Nov. 7.) *The New Views on Play in Education.*—In some ways a reversion to an older type of education: two directions (a) towards systematized play in schools, (b) towards a lighter way of dealing with school subjects, as in Mr. Caldwell Cook's *The Play Way*: in organized games play becomes work: play is no longer a subsidiary matter: contrast between public schools and others: playgrounds contrasted with playing fields: controversy about teaching play: place of play in the school curriculum: function of the play-master.

VII. (Nov. 14.) *Changes in Curriculum.*—Nothing specially new in fact of change here: curriculum always in a state of flux: origin and development of current curriculum: the principle of balance: "knife and fork studies": cultural studies: the immanence of Formal Training: the present revolt against "bookishness": danger of too strong recoil: the boy-scout ideal: the vocational ideal: claims of the modern social reformer: the curriculum as a datum in the teacher's problem: his freedom within the limits set by the educational authority.

VIII. (Nov. 21.) *Changes in Methods of Instruction.*—New view of the nature of instruction: information-mongers: standardizing of methods: pure didactics going out of favour: growing preference for the various dialectic methods: strange recrudescence of lecturing in the teaching of certain school subjects: increased recognition of the pupil's point of view: paleo-centrism does not imply neglect of subject-matter, but a demand for proper correlation: new methods marked by a recognition of the organic unit of knowledge.

IX. (Nov. 28.) *Changes in the Use of Textbooks.*—Origin of textbooks: at first purely logical, taking no account of reader's special needs: textbook held teacher in bondage: revolt against book as supreme authority: its function as an adjunct to teaching: relation of pupil's class-notes to the textbook: pupil as textbook maker: attempts at standardizing textbooks by associations of teachers: need for various types to meet different cases: anomalous position of private publishers dominating the production of textbooks.

X. (Dec. 5.) *Changes in Class Manipulation.*—Class hitherto always taken for granted: economic justification for teaching by classes: class always of the nature of a compromise: the "death knell of class teaching": positive advantages of class teaching: distinction between a class as a teaching unit and as an organization unit: modern tendency to emphasize the organization aspect: resulting compromise of combining the two aspects, with an increasing bias towards private coaching of individuals organized into suitable groups.

XI. (Dec. 12.) *Changes in Examination and Inspection.*—Origin and development of school examinations: double test (a) of pupils, (b) of teachers: police aspect of examination and inspection: examinations are being supplanted by inspection: examinations used for two tests (a) for attainments, (b) for capacity: increased demand for tests of intelligence: development of the practical and oral examination: co-ordination of examination results with the school record: demand for the training of examiners and inspectors.

XII. (Dec. 19.) *The New Teacher.*—Types of teacher must change with the new developments: two conflicting movements (a) towards more definite professionalism, (b) towards the ideal of social service: increasing solidarity of the teaching craft: effects of increased complexity of professional training: the development of *arcana*: the "direct teacher" and the educational middle-man: the type of personality the public will insist upon having in its teachers: inevitable rise in social status: place of the "great" teacher in the immediate future.

#### FEEES FOR ADMISSION.

Half-a-guinea for the whole Course. Two shillings for a single Lecture.

\*.\* Members of the College have free admission to the Course.

## THE MODERN GEOMETRY OF THE TRIANGLE.

By WILLIAM GALLATLY, M.A.

"In this publication are presented some of the more important researches on the subject which have been undertaken during the last thirty years. The novel and interesting theorems, some British, but mostly from French and German sources, will widen the outlook of our mathematical instructors and lend new vigour to their teaching."

Second Edition, 124 pages, price 2s. 6d. (by post 2s. 9d.)

SPECIMEN PAGES AND SYNOPSIS FREE.

FRANCIS HODGSON, 89 FARRINGDON ST., E.C. 4.

(Catalogue of Educational Publications free.)

# SAVE ENVELOPES, PAPER, and MONEY.

## The Economy Envelope Labels

provide a means by which all may help in the National War-Economy Campaign. Old envelopes may be used again, and again, and again.

Send 1/- for a sample 100, or 9/- for 1000, to:—

F. H. VALLANCEY, Publisher,  
89 FARRINGDON STREET, LONDON, E.C. 4.

## A SELECTION FROM METHUEN'S EDUCATIONAL LIST

Announcement List and Catalogues sent on application.

- THE PLAY-WORK BOOK.** By ANN MACBETH, author of "Needlecraft." With 114 Illustrations. Crown 8vo. **3s. 6d.** net.
- OLD TESTAMENT HISTORY FOR USE IN SCHOOLS.** By the Rev. W. F. BURNSIDE, M.A., Head Master of St. Edmund's School, Canterbury. 8th Edition. Crown 8vo. **5s.** net.
- JUNIOR ENGLISH.** By F. J. RAHTZ, M.A., B.Sc. Senior Lecturer at Merchant Venturers' Technical College, Bristol. 15th Edition. Crown 8vo. **2s. 3d.**
- HIGHER ENGLISH.** By F. J. RAHTZ, M.A., B.Sc. 12th Edition. Crown 8vo. **6s.**
- A CLASS-BOOK OF EASY DICTATION AND SPELLING.** Selected by Canon WILLIAMSON, B.A. 12th Edition. Fcap. 8vo. **1s. 6d.** [*Beginner's Books.*]
- A CLASS-BOOK OF DICTATION PASSAGES.** Selected by Canon WILLIAMSON, B.A. 21st Edition. Crown 8vo. **2s. 3d.** [*Junior School Books.*]
- ENGLISH LITERATURE.** By F. J. RAHTZ, M.A., B.Sc. 3rd Edition. Crown 8vo. **3s. 6d.**
- A JUNIOR FRENCH PROSE.** By R. R. N. BARON, M.A., Modern Language Master at Cheltenham Grammar School. 8th Edition. Crown 8vo. **3s.** [*Junior School Books.*]
- STEPS TO FRENCH.** By A. M. M. STEDMAN, M.A. 12th Edition. 18mo. **1s.**
- FIRST FRENCH LESSONS.** By A. M. M. STEDMAN, M.A. 13th Edition. Crown 8vo. **1s. 6d.**
- FRENCH VOCABULARIES FOR REPETITION.** Arranged according to subjects. By A. M. M. STEDMAN, M.A. 16th Edition. Fcap. 8vo. **1s. 6d.**
- A SHORT HISTORY OF ROME TO THE DEATH OF AUGUSTUS.** By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 3 Maps and 4 Plates. 16th Edition. Crown 8vo. **6s.**
- EASY STORIES FROM ENGLISH HISTORY.** By E. M. WILMOT-BUXTON, F.R.Hist.S. 8th Edition. Crown 8vo. **1s. 9d.** [*Beginner's Books.*]
- A JUNIOR HISTORY OF GREAT BRITAIN.** By E. M. WILMOT-BUXTON, F.R.Hist.S. 4th Edition. Crown 8vo. **3s. 6d.**
- THE INDUSTRIAL HISTORY OF ENGLAND.** By H. DE B. GIBBINS, Litt.D., M.A. With Maps and Plans. 23rd Edition. Crown 8vo. **5s.**
- EUROPE AND THE EMPIRE.** Six Ages of European History. Edited by A. H. JOHNSON, M.A., Fellow of All Souls College, Oxford. With Maps. Crown 8vo. **6s.** each.
- The Dawn of Medieval Europe, 476-918.** By J. H. B. MASTERMAN, M.A. **The Central Period of the Middle Age, 918-1273.** By B. A. LEECH. **The End of the Middle Age, 1273-1453.** By E. C. LODGE. **Europe in Renaissance and Reformation, 1453-1660.** By M. A. HOLLINGS, M.A. **The Age of the Enlightened Despot, 1660-1789.** By A. H. JOHNSON, M.A. **The Re-making of Modern Europe, 1789-1878.** By J. A. R. MARRIOTT, M.A.
- MAKERS OF EUROPE.** Outlines of European History for the Middle Forms of Schools. By E. M. WILMOT-BUXTON, F.R.Hist.S. With 12 Maps. 16th Edition. Crown 8vo. **5s.**
- INITIA LATINA.** Easy Lessons on Elementary Accidence. By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 16th Edition. Fcap. 8vo. **1s. 6d.**
- FIRST LATIN LESSONS.** By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 15th Edition. Crown 8vo. **2s. 6d.**
- EASY LATIN PASSAGES FOR UNSEEN TRANSLATION.** By A. M. M. STEDMAN, M.A. 17th Edition. Fcap. 8vo. **2s.**
- LATIN EXAMINATION PAPERS IN MISCELLANEOUS GRAMMAR AND IDIOMS.** By A. M. M. STEDMAN. 17th Edition. Crown 8vo. **3s. 6d.** KEY (8th Edition), issued to tutors and private students only, **6s.** net.
- LATIN VOCABULARIES FOR REPETITION.** Arranged according to subjects. By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 19th Edition. Fcap. 8vo. **2s.**
- EASY EXERCISES IN ALGEBRA FOR BEGINNERS.** Containing 3,500 Original Problems. By W. S. BEARD. 3rd Edition. Crown 8vo. With Answers, **2s. 6d.**; without Answers, **2s. 3d.**
- EASY EXERCISES IN ARITHMETIC.** Containing 5,000 Examples. By W. S. BEARD. 9th Edition. Fcap. 8vo. **1s. 9d.** KEY, **1s.** net. [*Beginner's Books.*]
- A TEXTBOOK OF INORGANIC CHEMISTRY.** By G. SENTER, D.Sc., Ph.D., Lecturer at Birkbeck College, author of "Outlines of Physical Chemistry." With many Diagrams. 4th Edition. Crown 8vo. **8s. 6d.** [*Textbooks of Science.*]
- THE COMPLETE SCHOOL CHEMISTRY.** By F. M. OLDHAM, M.A., Senior Chemistry Master at Dulwich College. With 125 Illustrations. 12th Edition. Crown 8vo. **7s. 6d.** [*Textbooks of Science.*]
- OUTLINES OF PHYSICAL CHEMISTRY.** By G. SENTER, D.Sc., Ph.D., Lecturer in Chemistry at Birkbeck College. With many Diagrams. 6th Edition. Crown 8vo. **7s. 6d.** [*Textbooks of Science.*]
- ELEMENTARY EXPERIMENTAL SCIENCE. Physics,** by W. T. CLOUGH, A.R.C.S., Head of the Physics and Electrical Engineering Department, East Ham Technical College; **Chemistry,** by A. E. DUNSTAN, D.Sc., F.I.C. With 2 Plates and 154 Diagrams. 17th Edition. Crown 8vo. **4s.** [*Junior School Books.*]
- ELECTRIC LIGHT AND POWER.** By F. E. BROOKS, B.Sc. (Lond.), Head of the Department of Physics and Electrical Engineering, Leicester Municipal Technical School, and W. H. N. JAMES, A.R.C.S., A.M.I.E.E., Lecturer in Electrical Engineering, Municipal School of Technology, Manchester. With 17 Plates and 230 Illustrations. 5th and Revised Edition. Crown 8vo. **6s. 6d.** [*Textbooks of Technology.*]

**METHUEN & CO., Ltd.,**  
36 Essex Street, Strand, W.C. 2.

## BLACKIE'S LIST.

### HISTORY.

#### THE GROUNDWORK OF BRITISH HISTORY.

By **GEORGE TOWNSEND WARNER, M.A.**, Master of the Modern Side in Harrow School; and **C. H. K. MARTEN, M.A.**, Assistant Master at Eton College. With **Maps, Diagrams, Time Charts, &c.**, and **Full Index.** Complete **6s.** net. In **Two Parts, 4s.** net each: Part I, 55 B.C.-1603; Part II, 1603-1911. In **Three Sections, 3s.** net each: Section I, B.C. 55-A.D. 1485; Section II, 1485-1714; Section III, 1714-1911.

#### A BRIEF SURVEY OF BRITISH HISTORY.

By **GEORGE TOWNSEND WARNER, M.A.** With 16 full-page Illustrations, Maps, Plans, Summaries, Notes, &c. **2s.** Synopsis, **6d.**

#### EUROPE SINCE NAPOLEON.

By **ELIZABETH LEVETT**, Tutor in Modern History, St. Hilda's Hall, Oxford. With 10 Maps (2 in colour). **3s. 6d.** net.

#### THE MAIN STREAM OF EUROPEAN HISTORY.

By **Rev. FREDERICK HARRISON, M.A.**, Senior History Master, Rutherford College, Newcastle-upon-Tyne. **2s.**

#### A SUMMARY OF BRITISH HISTORY.

By the **Rev. EDGAR SANDERSON, M.A.**, late Scholar of Clare College, Cambridge. A clearly arranged, briefly put epitome. With **Appendices, 1s.** net.

#### BRITAIN AND HER NEIGHBOURS.

With Pictorial Time-Charts in red and black, and a series of facsimiles of famous paintings in colour, and many illustrations in black and white. Maps, Appendixes, &c. In **Six Books.**

#### HEROES OF THE EUROPEAN NATIONS.

From early Greece to Waterloo. By **A. R. HOPE MONCRIEFF.** With 12 full-page Illustrations. **1s. 6d.**

#### INDUSTRIAL HISTORY AND ECONOMICS. TILLAGE, TRADE, AND INVENTION.

An Outline of Industrial History. By **GEORGE TOWNSEND WARNER, M.A.** **2s.** net.

#### LANDMARKS IN ENGLISH INDUSTRIAL HISTORY.

By **G. TOWNSEND WARNER, M.A.** **6s.** net.

### GEOGRAPHY.

#### BLACKIE'S ELEMENTARY REGIONAL AND PRACTICAL GEOGRAPHIES.

By **DAVID FREW, B.A.**, Author of "Object Lessons in Geography and Science." **10d.** each.

#### LANDS AND THEIR STORIES.

A new Series, providing a complete correlated course of History and Geography. Lavishly illustrated in colour and in black and white from famous paintings and original drawings. In **Seven Books.**

#### MAN ON THE EARTH.

A Course in Geography. By **LIONEL W. LYDE, M.A.**, Professor of Economic Geography, University College, London. Fully illustrated. **2s.**

### FRENCH.

#### BLACKIE'S LONGER FRENCH TEXTS.

From Modern French Literature. Printed in large, clear type, with brief Notes, Exercises, Phrase-list, and Vocabulary. Fcap. 8vo. **9d.** each.

#### BLACKIE'S LITTLE FRENCH CLASSICS.

Representing all important French Authors from Montaigne to Bourget. Fcap. 8vo. **5d.** each.

#### LE LIVRE ROUGE.

A First Book of French in Coloured Pictures. By **E. MAGEE**, Edgbaston High School for Girls, Birmingham. With many full-page Coloured Pictures and other Illustrations. Fcap. 4to. **2s.**

#### LE LIVRE BLEU.

A Second Book of French in Coloured Pictures. By **E. MAGEE**, With sixteen full-page Coloured Pictures and many other Illustrations. **2s. 3d.**

WRITE FOR COMPLETE EDUCATIONAL CATALOGUE.  
**BLACKIE & SON, LTD., 50 OLD BAILEY, LONDON, E.C.4.**

## REVIEWS.

*Joan and Peter. The Story of an Education.* By H. G. Wells. (9s. net. Cassell.)

We may suppose that Mr. Wells was aware that his publishers on this occasion would make a 50 per cent. advance in the price of 6s., which has come to be the standard price for a novel. Honest man as he is, Mr. Wells appears to have determined that the story of Joan and Peter should be long enough to excuse the addition. Herein we think his honesty played the traitor to his judgment, for his story might well have been compressed with advantage. His desire to tell us everything about the antecedents of every character in the work, his somewhat petulant discourses on that untidiness of the English mind which he has so often deplored, and his didactic garrulousness all make the narrative very tedious in parts. Instead of going forward to his destination he insists on showing us what he can do on the aeroplane wings of his Muse. He loops the loop, side-slips, executes bewildering nose-dives into fresh environments, and leaves us somewhat dazed when we make a safe landing on the seven hundred and forty-eighth page.

Joan and Peter are related, and we are told enough of their parentage to enable us to understand the strain from which they come. Peter's mother, Dolly, is a charming young woman, married to Arthur Stubland, a dabbler in the arts and an amateur in life. Joan is the daughter of Dolly's brother, a journalist with a weakness for drink. Oswald Sydenham is Dolly's cousin, and in due course he becomes the guardian of Joan and Peter, after Peter's parents have been drowned off the coast of Italy and after the children have undergone some experiences under the joint wardenship of their father's sisters, rather advanced ladies, and his aunt, Lady Charlotte Sydenham, a most excellently drawn type of the orthodox Victorian dame—"everything she wore had been decorated and sewn upon, and her chequered skirts below were cut out by panels and revelations of flounced purple." Lady Charlotte abducts the children from their own home and the easy discipline of their advanced aunts in order to place them under strict supervision by way of preparing them to become like herself, models of middle-class orthodoxy.

We have a picture of the very worst kind of private school for boys, whence Peter runs away to rejoin his aunts. Meanwhile Oswald Sydenham has returned from Africa and empire building, and he arrives in England to find that he is legally the sole guardian of the children. Hence we are brought to the educational record of Joan and Peter, whereon Mr. Wells spends much care, taking the opportunity of expounding his own views as to the defects of our school system without giving us anything considerable in the way of constructive ideas. Nevertheless, as always, Mr. Wells succeeds in placing his probe in the weak spots of our educational system. Here is a short passage on the kindergarten as understood by a blind disciple of the system:

Miss Mills was an enthusiast for the kindergarten. She began teaching Joan and Peter queer little practices with paper mats and paper pattern folding and the stringing of beads. As Joan and Peter had been doing such things for a year or so at home as "play," their ready teachability impressed her very favourably. All the children who fell under Miss Mills got a lot of kindergarten, even though some of them were as old as nine or ten. They had lots of little songs that she made them sing with appropriate action. All these songs dealt with the familiar daily life—as it was lived in South Germany fourscore years ago. The children pretended to be shoemakers, foresters, and woodcutters and hawkers and cowherds and masons and students wandering about the country, and they imitated the hammering of shoes, the sawing of stone, or the chopping down of trees, and so forth. It had never dawned upon Miss Mills that such types as these were rare objects upon the Surrey countryside.

The last sentence of this extract probably contains the heart of Mr. Wells's educational doctrine, and its full exposition will be awaited with interest. He appears to hold that education is a process of explaining the world, and that every part of instruction should be made significant for the pupil. The world to be explained is that in which the child is living at the moment. Hence comes the bitter comment which Mr. Wells showers upon the traditional curriculum. He makes

Oswald Sydenham declare that it is much more necessary for Peter to know something about Lord Salisbury (this is in 1902) than about Cicero. He concluded that

education in the public schools of Great Britain was not a forward-going process, but a habit and a tradition, that these classical schoolmasters were saying "nothing like the classics" in exactly the same spirit that the cobbler said "nothing like leather," because it was the stuff they had in stock. These subjects were for the most part being slackedly, tediously, and altogether badly taught to boys, who found no element of interest in them; the boys were, as a class, acquiring a distaste and contempt for learning thus presented, and a subtle, wide demoralization ensued.

There is altogether too much of truth in this to leave us quite comfortable, and such solace as we may find is supplied by Mr. Wells himself through the mouth of Mr. Mackinder, the Head Master of White Court Preparatory School. This passage is too long to quote, but it should be read and pondered over by everybody who is interested in education. Mackinder points out how the schoolmaster is "severely conditioned," though he seems to be free:

Oswald began to realize for the first time the eternal tragedy of the teacher, that sower of unseen harvests, that reaper of thistles and the wind, that serf of custom, that subjugated rebel, that feeble, persistent antagonist of the triumphant things that rule him.

This is excellent as an apology, but Mr. Wells appears to us to give far too little weight to the fact that the world as it now is, which he rightly regards as a thing of supreme moment to be explained to children, cannot be explained properly in and by itself. It is not a separate creation, but a growth. When we set out to explain Lord Salisbury, for example, we cannot do it properly without some knowledge of Cicero, inferior as Cicero may have been in Mr. Wells's view.

It is the ever-present difficulty in education that the system is controlled by adults who have not grown up in the educational sense at all, but remain where they were in their own schooldays. There is no excuse for this mental inertia among schoolmasters, and Mr. Wells points out that "few teachers in upper and middle-class schools in England in those days knew even the elements of their business." Mackinder speaks of the difficulties he encountered in his attempts to get any pedagogic science or training. "This is the most difficult profession in the world," he said, "and the most important. Yet it is not studied; it has no established practice; it is not endowed. Buildings and institutions are endowed, but not teachers. And in Great Britain, in the schools of the classes that will own and rule the country, 99 per cent. of the work was done by unskilled workmen, by low-grade, genteel women and young men."

All this is painfully true, and the only remedy is to build up a real profession of teaching, avoiding meanwhile any undue dependence upon State machinery.

Mr. Wells has written a book with many passages of rare beauty and interest. His description of Peter's first flight in an aeroplane is a thing to marvel at. It should be read to all schoolboys. The educational passages should be made the basis of another book, about half as long as the present one, with a full description of the author's educational aims and of the methods he recommends. We assure Mr. Wells that schoolmasters do not resent helpful criticism, but they are naturally inclined to be a little restive under the lash of a literary layman.

*A History of Everyday Things in England. Part I.* Written and illustrated by Marjorie and C. H. B. Quennell. (8s. 6d. net. Batsford.)

At last we have the very history book that teachers have long sought. It is entitled "A History of Everyday Things in England," is written and illustrated by Marjorie and C. H. B. Quennell, and is published by B. T. Batsford, Ltd., London. In place of the usual dry textbook chronicle of the doings of kings and queens, of wars and battles, we have here a most interesting and successful attempt to set forth the mode of life of the people during the five centuries following the Norman Conquest. The subsequent period is to be dealt with in a later volume, but the present one is complete in itself, and should find a place on the shelves of every school library. This hackneyed phrase of commendation has a special justification as far

(Continued on page 158.)



# CASSELL'S NEW EDUCATIONAL WORKS

## A HISTORY OF ENGLAND.

By the late Rt. Hon. H. O. ARNOLD-FORSTER.

New and Revised Edition to 1918 by Mrs. Arnold-Forster.

*Extra Crown 8vo. With Maps and 250 Illustrations, 7s. 6d. net. Also in 2 Parts, 4s. net each.*

Since the first publication of this well-known History, twenty years ago, over 50,000 copies have been sold. From time to time some slight alterations have been made, but in this revised edition of the chapters dealing with the Victorian Age have been rearranged and extended and others have been added, bringing the story as far as possible down to our own times.

At present it is not possible to add to this new edition the chapters on the Great War, which it must eventually include; but the causes which led to hostilities, and the reasons which brought Great Britain and the Allies into it, are fully told.

## THE CITIZEN READER.

By the late Rt. Hon. H. O. ARNOLD-FORSTER.

Completely Revised Edition, with new Illustrations, by Mrs. Arnold-Forster. *Crown 8vo, cloth, 2s. net.*

Throughout his life Mr. Arnold-Forster looked forward in faith to the growth of a closer sense of relationship and interdependence between the various parts of the great Commonwealth of British nations that we call the Empire. During recent years the growth of this feeling of unity between the Mother Country and the Dominions has made great progress, as the events of the War have shown. The joint responsibilities of the Commonwealth have increased a hundredfold, and it becomes more needful than ever that we should make ourselves responsible and well-informed citizens.

The changes that have taken place in the years that have passed since Mr. Arnold-Forster's death in 1909 have made it necessary to revise and add to almost every chapter in this book, such alterations being essential if a book of this nature is to have continued life and usefulness.

## THE NEW LATIN PRIMER.

By Prof. J. P. POSTGATE, M.A., Litt.D.

*Professor of Latin in the University of Liverpool,*

*With the Co-operation of C. A. VINCO, M.A.*

*55th Thousand. Entirely New and Revised Edition. Crown 8vo, 216 pages, cloth, 3s. net.*

The object of this Grammar is to provide in a concise and readily comprehensible form such information as would be required by all but advanced students of Latin. While the main features of the book have been left undisturbed, its details have been carefully scrutinized and numerous improvements in presentation, expression, and illustration introduced in this new edition. A Supplementary Section has been added on the Changes of Verbs in Composition, and at the request and for the convenience of teachers a full alphabetical index to the same.

*By the same Author (17th Thousand).*

### THE FIRST LATIN PRIMER.

*112 pages. Crown 8vo, cloth 1s. 6d. net.*

## CASSELL'S SCRIPT WRITING COPY BOOK.

*Size 11 inches by 7 inches. 3d. net.*

For some years past attempts have been made to popularize "Manuscript Handwriting," and to introduce it into the Schools.

The subject was discussed at the L.C.C. Teachers' Conference in 1913, with the result that this method of writing was adopted in several London Schools with highly gratifying results, both as regards speed and legibility.

In 1916 at the April and November meetings of the Child Study Society, several well-known educational experts read papers dealing with the teaching and aims of manuscript writing, and these papers were subsequently published in "Child Study." The two papers read by Dr. Kimmins, Chief Inspector of Schools, L.C.C., give an interesting account of the development of this style of writing in this country and America, together with details of tests given by himself to 4,408 children in London Schools.

Up to the present no book on this style of writing, suitable for children, has been available, so CASSELL'S SCRIPT WRITING COPYBOOK, now issued at 3d. net, should supply this want and have a very wide sale.

Send for Cassell's Revised Educational Catalogue.

THE HOUSE OF CASSELL, La Belle Sauvage, E.C.4.

# DAVID NUTT'S PUBLICATIONS.

### BOOKS FOR THE STUDY OF FRENCH.

**CALAIS (A. J.).** *The Wellington College French Exercise Book.* With full Vocabulary. New edition revised. Cloth. 3s. 6d. Key supplied only to teachers. Cash 5s. net.

— *Exercises on the longer Syntax,* adapted to EVE and DE BAUDISS'S French Grammar. 101 pp. Cloth. 2s.

— *French Phrase Book,* containing a selection of expressions and idioms, with their English equivalents. 172 pp. 2s. 6d. net.

**DESHUMBERT (M.).** *Alphabetical French-English, English-French List of Technical Military Terms for Military Students.* Brought up to date by E. RUF, Professor of French at the Royal Military College, Sandhurst; and A. NOBLETT, Instructor at the Royal Military College, French Master at Wellington College. Revised Pocket Edition. 1918. 3s. 6d. net.

**EVE (H. W.) and BAUDISS (F. de).** *The Wellington College French Grammar.* Seventeenth edition, revised and enlarged. 6s. net.

— *Exercises on the French Verbs.* 2s. 6d. net.

— and **MATTHEWS (J. H. D.).** *Exercises to accompany the French Grammar.* Eleventh edition. Cloth. 2s. 6d. net.

**BRENNAN, Hugh, M.A.** (Lecturer on Russian at the University of Glasgow). *Sidelights on Russia.* 2s. 6d. net. (Just published.)

**KENLEY (William Ernest).** *Lyra Heroica.* A Book of Verse for boys, selected by W. E. H. School edition, with Notes. 3s. 6d. net.

— *A Book of Verses.* Seventh edition. Cloth. 3s. 6d. net.

— *London Voluntaries and other Verses.* Third edition. 130 pp. 3s. 6d. net.

— *Poems* (comprising "A Book of Verses" and "London Voluntaries," in one volume). Thirteenth edition. 6s. net.

**MATTHEWS (J. H. D.).** *French Selections for translation at sight.* Cloth. 2s. 6d. net.

**NOBLETT (A.) and RUF (H.).** *Essentials of French Grammar.* For the use of Army and Civil Service Candidates. Crown 8vo. 98 pp. 2s. 6d. net.

**PAYEN-PAYNE (de V.).** *French Idioms and Proverbs.* A companion to Deshumbert's Dictionary of Difficulties. Sixth revised and enlarged edition. 276 pp. Cloth. 3s. 6d. net.

**QUEENELL (O.).** *L'Heure de Conversation.* 1s. 6d. net.

### ITALIAN.

**MARIOTTI (L.).** *Italian Grammar.* Revised by A. GALLENGA. Cloth. 3s. 6d. net.

### PORTUGUESE.

**WALL (C. E.).** *A Practical Grammar of the Portuguese Language.* 5s. net. Key. Cash 2s. 6d. net.

### GERMAN.

**EVE (H. W.).** *A School German Grammar.* Seventh edition. Cloth. 6s. net.

— *A Short German Accidence and Minor Syntax,* abridged from the above. Cloth. 3s. net.

— and **F. de BAUDISS.** *First German Exercises.* 3s. net. Key (for Teachers only). Cash, 5s.

— and **F. de BAUDISS.** *Second German Exercises.* 8vo., 1907. 140 pp. 3s. net.

### GENERAL LITERATURE.

**KENLEY (William Ernest).** *Hawthorne and Lavender, A Lyric Sequence, and other Poems.* Small demy 8vo. 6s. net.

**DRINKWATER (J.).** *Poems of Men and Hours.* Crown 8vo. 2s. 6d. net.

— *Poems of Love and Earth.* Crown 8vo. 2s. net.

— *Cromwell.* 5s. net.

**JACOBS (J.), and J. D. BATTEN.** *Fairy Tales of the British Empire.* English Fairy Tales. Complete edition. 6s. net. Children's edition. Seven full-page plates and numerous Illustrations in text. 3s. 6d. net.

### ARABIC, OPTIC, GAELIC, HEBREW, RUSSIAN, AND OTHER LANGUAGES.

**WILLMORE (J. Selden).** *The Spoken Arabic of Egypt* (in roman type). Crown 8vo. xviii, 450 pp. Roan. New edition in preparation. Probable price, 15s. net.

— *Key to the exercises in above.* Second edition. 6s. net.

— *Handbook of Spoken Arabic,* comprising a short Grammar and an English-Arabic Vocabulary of current words and phrases. Third edition, revised and enlarged. 110 pp. Cloth. 3s. 6d. net.

**MODERN GREEK.—GARDNER (Mary).** *A Short and Easy Modern Greek Grammar,* with Grammatical and Conversational Exercises, Phrases, and Vocabulary. 6s. net.

**HEBREW.—ADLER (M.).** *First Steps in Hebrew Grammar.* With Exercises and Vocabularies. Square demy 8vo. New edition in preparation. Probable price, 5s. net.

— *Student's Hebrew Grammar,* with Exercises and Vocabularies. New edition in preparation. Probable price 7s. 6d. net.

**RUSSIAN.—MEARS (Lieut. A.).** *An English-Russian and Russian-English Military Vocabulary.* Cloth. 5s. net.

*More English Fairy Tales.* Children's edition. viii, 214 pp. Seven full-page plates and numerous Illustrations in text. 3s. 6d. net.

*More Celtic Fairy Tales.* Children's edition. viii, 217 pp. Seven full-page plates and numerous Illustrations in text. 3s. 6d. net.

*Indian Fairy Tales.* Complete edition. Nine full-page plates and numerous Illustrations in text. 6s. net.

**WILDE (Oscar).** *The Happy Prince and other Tales.* Illustrations by WALTER CRANE and JACOB HOOD. 5s. net.

LONDON: DAVID NUTT, c/o SIMPKIN, MARSHALL, HAMILTON, KENT & CO., Ltd., London, E.C.4.

as this book is concerned, for teachers have always been handicapped in their efforts to make history teaching vivid and real, owing to the fact that the necessary material for the purpose was scattered through many expensive volumes. Architecture, shipbuilding, dress, furniture, farming, and other daily pursuits are all parts of history, and they happen to be those which make the strongest appeal to the young. Now these are precisely the matters on which it is difficult for a busy teacher to obtain accurate and detailed knowledge. There is another point in which this book excels; indeed, it may be described as the central or characteristic feature of the writer's purpose. It is that careful attention is given to the construction of things. Thus an excellent drawing of a medieval windmill is seconded by another, equally good, which shows how the mill worked. Similarly the actual structure of buildings is carefully explained and illustrated. Nothing better can be imagined for those teachers who are striving to link up the teaching of literature and history with handwork. The book is a perfect mine of material, and the ingenious teacher will have no difficulty in seeing how best it may be utilized.

A word of special praise should be given to the drawings, plain and coloured. Many of these are the work of Mrs. Quennell, and they serve to give reality and meaning to the life of our forefathers. Especially pleasing are the coloured drawings of costumes, and these, we imagine, will be found useful in designing dresses for school plays and entertainments. For example, any of the historical plays of Shakespeare can be "dressed" accurately by copying the examples given in this book, and the colour scheme, as indicated by Mrs. Quennell, will give a stage picture singularly pleasing to the eye.

In this book the whole life of the Middle Ages is brought before us. It was a life full of the beauty of craftsmanship, permeated with religious sentiment, and very simple in its outline as compared with the complexities of our industrial and social system. There were many dark places, it is true, but no designation could be more absurd than the common phrase, the Dark Ages, as applied to the five centuries immediately following the Norman Conquest.

At any rate, Mr. and Mrs. Quennell have seen that the period had much of gaiety and beauty. They believe that honest handicraft is a source of joy to the workman and to those who use what he has made, and in depicting the Middle Ages in this beautiful book they have rendered a service to all teachers.

## ::: DENT'S NEW BOOKS. :::

### HOW TO READ THE BIBLE IN THE TWENTIETH CENTURY.

By SOPHIE BRYANT, D.Sc., Litt.D.

Price 3s. 6d. net.

For teachers and pupils of Secondary Schools as well as for the home and the Sunday School of the modern type.

*Times*:—"The book makes frank use of the results of modern criticism, while its reverent handling of the Scriptures must impress everybody. We are sure its value will be recognized."

### THE NEW TESTAMENT FOR SCHOOLS.

By Canon MORLEY STEVENSON, M.A.,  
and C. W. BAILEY, M.A.

264 pp. Cloth, Crown 8vo. Price 3s.

This volume consists of two parts, the first dealing with the life of Christ by means of a synoptic treatment of the Gospels, the second with the history of the Early Church as told in the Acts of the Apostles and the Epistles. "The Old Testament for Schools" is now so well known and so highly appreciated that this later volume is ensured a hearty reception.

J. M. DENT & SONS, Ltd., Bedford Street, W.C. 2.

*Theory and Applications of Finite Groups.* By G. A. Miller, H. F. Blichfeldt, and L. E. Dickson. (17s. net. New York: John Wiley. London: Chapman & Hall.)

In the above-named treatise on Group Theory we see another very important addition to the lengthy series of valuable mathematical textbooks produced in the course of recent years by Professors in American Universities. As teachers the authors have had excellent opportunities of becoming conversant with the needs of students and consequently of acquiring special qualifications as lucid exponents of the subject under consideration. The work possesses interesting individual characteristics to which it is useful to invite attention. The writers in collaborating have striven by mutual influence and conjoint labour on the treatise as a whole to produce a volume essentially reflecting the white light of their ideas in combination. Nevertheless the specialized knowledge of each in distinct branches of the theory discussed has been allowed free play in the successive "Parts" of the treatise, each of which is primarily due to one author. Prof. Miller devotes himself to the consideration in Part I of Substitution and Abstract Groups. Naturally Abelian and prime-power groups occupy an important position in his text, and readers will find much of the author's original work in the subject, more especially in the later chapters. Part I is by far the lengthiest section of the entire volume, and forms about one half of it. In Part II the Professor of Mathematics in Stanford University deals with the theory of Linear Groups. Here again there are original contributions due to the author's independent investigations and research and the prominent aims of the text are excellent, namely, comprehensiveness within the scope of the work and simplicity of treatment. Part II is more particularly the production of the Professor of Mathematics in the University of Chicago, Prof. L. E. Dickson, and by this well-known writer we find set forth Galois' theory of Algebraic equations and a discussion of numerous applications of Finite Groups, some of the problems treated being of great classical and historic interest. The work is suitably dedicated to the celebrated Camille Jordan.

*Combinatory Analysis.* Vol. II. By Major Percy A. MacMahon, F.R.S., D.Sc., LL.D. (18s. net. Cambridge University Press.)

The first volume of Major MacMahon's "Combinatory Analysis" has already been noticed in these columns, and the two volumes together exhibit a series of exceptionally important and valuable investigations in this branch of higher

(Continued on page 160.)

## CHEMISTRY FOR BEGINNERS AND SCHOOLBOYS.

3rd EDITION.

ENLARGED and ILLUSTRATED.

By C. T. KINGZETT, F.I.C., F.C.S.

(Chairman of the "Sanitas" Co., Ltd.)

In this (3rd) Edition of his valuable book Mr. Kingzett has adopted what is essentially a new method of teaching practical chemistry. This is obviously the rational method, and the new part of this book, embracing sixty pages with eighty-one illustrations, makes it the most perfect book on Chemistry for Beginners and School use yet produced.

Price 2s. 6d. net.

BAILLIÈRE, TINDALL & COX, 8 Henrietta St., Covent Garden, W.C.2.

In One Volume, 360 pages, price 2s.; and in Six Parts, 3d. each.  
Answers:—Complete in Cloth, 1s. 4d. Parts, 3d. each.

## THE LEADER ARITHMETIC

By GEORGE MERCHANT.

"The explanations are simple and clear, and exemplified in adequate variety by worked examples. The exercises are very numerous and carefully graduated. A laborious and serviceable compilation."—*The Educational Times*.  
"A useful work, including a series of carefully graduated exercises, with rules, explanations, and worked examples in the higher parts. It meets the needs of elementary, middle, and upper Schools in a marked manner."—*The School Guardian*.

SIMPKIN, MARSHALL, HAMILTON, KENT, & CO., and all Booksellers.

# MANUSCRIPT WRITING AND LETTERING

By an Educational Expert

A Handbook for Schools and Colleges showing the Historical Development and Practical Application to Modern Handwriting of several Manuscript Styles derived from Ancient Roman Letters Fully illustrated, together with Eight Collotype Plates of Writing from Manuscripts recommended as Models for Study.

Foolscap 4to (8¼ by 6¾ in.)

Price 5s. net

"This book supplies, and supplies generously, a need which has become urgent. . . . For purposes purely practical, no teacher of plain handwriting need know more than this book tells him; nor should he be content to know less. . . . Apart from the boon it confers on teachers, its beauty as a piece of printing and textual arrangement cannot fail to commend itself to the general reader."

EXTRACT FROM A REVIEW IN "THE TIMES," Oct. 10th, 1918

*On receipt of a postcard the Publisher will have pleasure in forwarding a detailed Prospectus to anyone interested in the subject.*

JOHN HOGG, 13 PATERNOSTER ROW, LONDON, E.C.4

## MASON'S SCRIPTURE MANUALS.

IN these Manuals each chapter and verse of the Bible has been taken in order, and Questions similar to those set in the Oxford and Cambridge Local, the Pupil Teachers', and Diocesan Examinations carefully selected in every chapter, together with numerous Explanatory Notes collated from various commentaries. After each question, the answer is either given in full, or the number of the verse or verses in which it occurs.

The following Manuals are already published:—

	s.	d.
The Four Gospels ... .. each	0	9
The Acts of the Apostles ... ..	1	6
Genesis and Exodus ... ..	1	6
Joshua and Judges ... ..	1	0
Samuel I ... ..	0	9
Samuel II ... ..	0	9
Kings I ... ..	0	9
Kings II ... ..	0	9
Jeremiah ... ..	0	9
Ezra, Nehemiah, Esther, and Haggai ... ..	0	9
Corinthians II ... ..	0	9
The Church Catechism ... ..	0	9
Morning and Evening Services and Litany	1	6

A Catechism on the Ten Commandments, with one hundred Practical Questions specially adapted for Children of all Religious Denominations in Elementary Schools. Price 4d.

Euclid (Book I) made easy for Young Beginners. Price 1s.

JAMES GALT & CO., MANCHESTER.  
SIMPKIN, MARSHALL & CO., LONDON.

## SOME EDUCATIONAL BOOKS FROM SIDGWICK & JACKSON'S LIST.

### THE YOUNG WAGE-EARNER, and the Problem of his Education.

Essays and Reports edited by J. J. Findlay, with the Committee of the Uplands Association.

Pp. xiv, 212. 3s. 6d. net.

\*.\* A collection of essays by experts dealing with the present position as regards the education of the adolescent, and the way in which this will be affected by the new Education Bill.

### AN ADVENTURE IN EDUCATION.

By J. H. Simpson.

Pp. x, 208. 3s. 6d. net.

\*.\* Describes a very remarkable experiment in the educative effect of self-government upon one of the lower forms of a Public School. A book which is causing much discussion in all genuinely progressive educational circles.

### CHILD TRAINING:

### Suggestions for Parents and Teachers.

By Mrs. Arthur H. D. Acland.

Pp. x, 180. 2nd Impression. 3s. 6d. net.

SIDGWICK & JACKSON, LTD.

mathematical analysis. A large portion of the text is the outcome of original research and discovery on the part of the author, and the whole presents to the reader on the one hand a wealth of new ideas and on the other a novel treatment of much already existing theory. Expositions belonging to the latter category of information have undergone very wide generalization. The exact effect, as regards both nature and degree, which the new treatise will have on the trend of theory of numbers, it is of necessity impossible to forecast, but there can be no doubt that it will be very considerable and will live; further, there can be no real question as to whether the author's discussion of "Partitions," a branch of the theory which he has developed on entirely fresh lines, will arouse the keen interest of every mathematician pursuing this subject.

*Hydrodynamics.* Fourth Edition. By Horace Lamb, M.A., LL.D., Sc.D., F.R.S. (24s. net. Cambridge University Press.)

Prof. Horace Lamb's treatise on the above branch of mathematical physics is too well known, and stands on too high a plane, for its fourth edition to need review in the usual acceptance of the word. In fact, if we carefully compare the latest issue of the work with the third edition, bearing date 1906, we find that the changes which the text has undergone are so clearly suggested in the preface that all that is necessary at this stage of the book's career is to sum up very briefly the author's notes contained in that preface. The work then remains substantially the same, but has been subjected to revision, whilst some small portions have been rewritten, some additional matter has been introduced, and in some cases minor omissions have been made. In discussing velocity-potential, the author adheres to the variations from precedent which he saw sufficient reason to adopt in his second edition, and which he is still of opinion are amply justified by physical arguments. He has made a further deviation from customary usage in connexion with the consideration of vorticity.

## GENERAL NOTICES.

### EDUCATION.

*The W.E.A. Education Yearbook.* (16 Harpur Street, Red Lion Square, W.C.1.)

The Yearbook of the Workers' Educational Association is a new venture which is not intended primarily to supply information as to detail, but to stimulate the development of thought on educational questions. A characteristic preface is supplied by Mr. Bernard Shaw, who appears to think that education is largely in the hands of pedagogic Neros. Apart from this nonsensical introduction, the rest of the volume is of some value.

*Public School Christianity.* By E. F. Duggan. (1s. S.P.C.K.)

In a pamphlet of some sixty pages Mr. Duggan urges the importance of making religion a vital part of school life. He quotes with commendation the following passage: "Childhood is full of a rudimentary mysticism. I have seen children at the Eucharist still and wondering in the silent minutes which should follow always the Consecration, before organ or voice intrude upon our adoration. Children feel the atmosphere of the Presence, and their inarticulate silence is as welcome to Him as their shrill hosannas."

### ENGLISH.

*English for Technical Students.* By Frederick Felix Potter.

(2s. net. Pitman.)

This little volume is an attempt to meet the needs of those adult students who require instruction in the preparation of essays and examination questions. It is admirably devised for the purpose in view, giving in the earlier chapters some extremely useful hints as to the pitfalls in spelling and punctuation and passing on to the choice of the right word and the difficulty of expressing one's meaning exactly. Useful sections on reading for information and the preparation of summaries and abstracts lead up to hints on the writing of an essay. The whole forms a very useful handbook.

*Macaulay's Life of Johnson.* Edited by John Downie, M.A.

(1s. 6d. net. Blackie.)

Mr. Downie has prepared a very useful handbook to Macaulay's well known essay. A biographical introduction is followed by a chronological table of Johnson's life, and the text is followed by a number of carefully prepared explanatory notes.

(Continued on page 162.)

### ECONOMY IN MAP BUYING.

## BACON'S MODERN MAPS

Size, 30 by 40 inches.

A selection of **FOUR, OR MORE**, of the following 136 fully coloured Maps will be supplied at 5s. 6d. per Map, MOUNTED ON CLOTH, CUT-TO-FOLD, with METAL EYELETS FOR PINNING UP, IN A STRONG CLOTH-COVERED CASE. A case holding four Maps measures 13×11×1 inches.

16 Contour Maps of Continents, Countries, &c. ....	} 5s. 6d. each Map.
55 Rainfall, Isotherms, Vegetation, and Commercial Maps of Continents, British Isles, &c. ....	
22 Political Maps of Continents and Countries. Bold lettering	
21 Bold Feature Political Maps of Continents and Countries. Small lettering, invisible to class ....	
8 Photo Relief Maps of Continents, &c. ....	
8 Railway, Industrial, and Physical Maps of England, Scotland, and Ireland ....	
5 Scripture Maps—Canaan, Palestine, Bird's-Eye View of Holy Land, St. Paul's Journeys, and Wanderings of the Israelites ....	

Not less than **FOUR** Maps at price quoted.  
Send a post card for our Catalogue containing complete lists of above.

**TENPENNY CONTOUR ATLAS.** 32 General Maps, with Index and 4 Special Local Maps. Eight editions, with Local Maps covering England, Wales, and Scotland.

**THE MAP AND ITS STORY.** A Physical and Economic Atlas, containing 44 Coloured Maps with explanatory letterpress to each. Size 10 by 12 inches, 1s. 3d. net.

**HALFPENNY OUTLINE CONTOUR HAND MAPS FOR COLOURING.** Continents, Countries, River Basins, and Principal English Counties. Specimen free on application.

**EDUCATIVE GEOGRAPHY.** A practical Teachers' Handbook dealing with Elementary Surveying, Model Making, Map Making, &c. 1s. net.

C. W. BACON & CO., LTD., 127 STRAND, LONDON, W.C.2.

## NELSON'S Educational Publications.

EXCELLENT LITERATURE.  
MAXIMUM VALUE.

READERS and CLASS BOOKS  
SUITABLE for EVERY GRADE.

LITERATURE.

GEOGRAPHY.

HISTORY.

POETRY.

ARITHMETIC.

CONTINUOUS READERS.

Write for the REVISED SCHOOL LIST and  
CATALOGUE of CONTINUOUS READERS.

Educational Dept., Parkside Works, Edinburgh.

# HARRAP'S PUBLICATIONS

## HARRAP'S INTRODUCTORY ALGEBRA

By WILLIAM FARQUHARSON, M.A., Daniel Stewart's College, Edinburgh. Crown 8vo, 172 pages, with Answers, 2s. net. Also without Answers, 1s. 9d. net.

From the *Principal of a Preparatory School*:—"Farquharson's *Algebra* is first-rate, and I shall put an order through in due course. I hope the book will have the success it deserves, for of the large number of elementary Algebras I have perused in my search for something suitable for beginners, this is the only one that appears to have realized and provided for the extraordinary difficulty of the subject for small boys."

## AN INTRODUCTION to the HISTORY of SCIENCE

By Dr. WALTER LIBBY, M.A. With Eight Illustrations. Crown 8vo, 304 pages, 5s. net.

## POLITICAL ECONOMY

By CHARLES GIDE, Professor of Political Economy in the University of Paris. Authorized Translation by C. H. M. ARCHFIELD, M.A., made under the direction of the late Prof. WM. SMART, M.A., LL.D., Glasgow University. Demy 8vo, 780 pages, 15s. net.

This important translation was in preparation for nearly three years, and this has enabled the translator to incorporate the extensive revisions by the author in the Third French Edition which has recently appeared. The book is independent of the same author's *Principles*, and is designed for more advanced students.

## A HISTORY OF ECONOMIC DOCTRINES

From the time of the Physiocrats to the Present Day. By Prof. CHARLES GIDE, University of Paris, and CHARLES RIST, University of Montpellier. Translated from the Second Revised and Augmented Edition of R. RICHARDS, B.A., University College, Bangor, under the direction of the late Prof. WM. SMART, Glasgow University. Demy 8vo, 720 pages, 15s. net. This very important work has been welcomed as the first serious history of political economy in English.

## PROBLEMS OF SUBNORMALITY

By S. E. WALLACE WALLIN. Demy 8vo, 500 pages. 15s. net. A New work of first importance to child-welfare workers, physicians, sociologists, teachers of special classes, and inspectors of schools. The educational, social, preventive, and eugenic questions involved in the problem of subnormality are thoroughly discussed.

## HARRAP'S ILLUSTRATED HISTORY OF ENGLAND SERIES

Complete in Eight Volumes.

Each containing from 150 to 200 carefully chosen illustrations. Crown 8vo, School Edition, strongly bound in cloth. Prize Edition, with frontispiece in colour, price 3s. 6d. net each.

Send for Educational List.

## SPANISH

N.B.—A New Descriptive List of all Books in Spanish will be sent on application.

## A FIRST SPANISH COURSE

By Profs. E. C. HILLS and J. D. M. FORD. With Exercises and Vocabularies. Crown 8vo, 340 pages, 4s. net. Key, for Teachers only, 5s. 3d. net. This easier course is designed for much younger pupils than the Author's previous work.

## SPANISH COMMERCIAL CORRESPONDENCE

A Reader, Manual, and Composition Book, by A. F. WHITTRM, Harvard University, and M. J. ANDRADE. With full Vocabularies and Index. Crown 8vo, 330 pages, 4s. 6d. net. (In the Press.)

## THE SPANISH-AMERICAN READER

By ERNESTO NELSON. With full Notes and Vocabulary. Crown 8vo, 370 pages, 4s. 6d. net. Suitable for second year students in schools and for evening classes.

## LIBRO DE LECTURA PARA PRINCIPIANTES

Edited by E. MAURER, Reading School. With Vocabulary and Exercises. Small Crown 8vo, limp, 160 pages, 2s. net.

## PEQUEÑO VOCABULARIO

By ALBERT A. MERRAS, Ph.D. Size 5½ by 3 inches, 72 pages, limp cloth, 8d. net.

This book contains classified lists of two thousand Spanish words, with English equivalents.

## RUSSIAN

## HARRAP'S PRACTICAL RUSSIAN GRAMMAR

By R. T. CURRALL, M.A., George Watson's College, Edinburgh. Part I. With Phonetic Transcript, Exercises in the Russian Handwriting, and Vocabulary. 272 pages. Crown 8vo, 6s. net.

## A RUSSIAN PRONOUNCING VOCABULARY

With an Introduction on Russian Pronunciation. By R. T. CURRALL, M.A., George Watson's College. Size 5½ by 3 inches, 128 pages, limp cloth, 1s. net.

Classified lists of more than two thousand words, with phonetic Transliteration.

London: GEORGE G. HARRAP & CO., LTD.

Directors: GEORGE G. HARRAP, G. OLIVER ANDERSON.

2 & 3 Portsmouth St., Kingway, London, W.C.2

# A SELECTION FROM A. & C. BLACK'S HISTORY PUBLICATIONS

By H. L. BURROWS, M.A.

## THE STORY OF ENGLISH INDUSTRY AND TRADE

With Thirty-six Illustrations. 2s.

This volume presents in an attractive form a branch of English History which has not hitherto received the attention its importance merits, but which is now beginning to be widely studied. The book is intended for use as a reader and textbook for the upper classes of primary schools, and the lower and middle forms of secondary schools.

By EUGÈNE L. HASLUCK, B.A., F.R.Hist.S.

## AN INTRODUCTION TO THE HISTORY OF ENGLAND

With fifteen Sketch Maps. 3s.

This volume aims at delineating in clear outlines the main threads of our History, and at enabling the student to grasp the essential lines on which England has developed as a State. For these purposes a continuous chronological order has been abandoned, and where two or more distinct threads of development run through a long period, these have been dealt with separately in different chapters. This book will prove, it is hoped, a satisfactory textbook for use in the upper forms of schools, and a good knowledge of the contents of this volume should be sufficient for the purposes of the London Matriculation Examination.

By M. W. KEATINGE, M.A., D.Sc.,

Reader in Education in the University of Oxford; and N. L. FRAZER, M.A., Head Master of Ilkley Grammar School.

## DOCUMENTS OF BRITISH HISTORY

In One volume. Price 5s. Or in Six Sections. Limp Cloth. Price 1s. each.

Sec. I. A.D. 78-1216. Sec. IV. A.D. 1603-1715.  
II. A.D. 1219-1399. V. A.D. 1715-1815.  
III. A.D. 1399-1603. VI. A.D. 1815-1900.

These Documents, with the exception of Section VI, are reprinted from "A History of England for Schools," by the same authors.

## ENGLISH HISTORY ILLUSTRATED FROM ORIGINAL SOURCES

From earliest times to A.D. 1665. With 36 Illustrations.  
1066-1216. With 35 Illus. 1485-1603. With 31 Illus.  
1216-1307. With 21 Illus. 1603-1660. With 33 Illus.  
1307-1399. With 14 Illus. 1660-1715. With 29 Illus.  
1399-1485. With 28 Illus. 1715-1815. With 11 Illus.

Price 2s. 6d. each.

The plan of this series is so laid that interest in the textbook or in the teacher's words is stimulated by supplementary reading, and sufficient premises are given to allow of a reasonable and reasoning deduction. The extracts are taken from contemporary authors, or are themselves contemporary documents, and have been chosen to illustrate as fairly and as vividly as possible the really important events of the period, and to explain the motives of the chief actors.

By M. W. KEATINGE, M.A., D.Sc.,

Reader in Education in the University of Oxford.

## A FIRST HISTORY OF ENGLAND

With 130 Illustrations. 3s. 6d.

Or in two half volumes at 2s. each.

This history is suited for boys and girls from nine to twelve. Its main features are the large number of pictures, upon which to a great extent the narrative is based, the attention paid to social and industrial history, exercises on the pictures, and references for the teacher or the pupil to illustrative material for each episode. Summaries are included.

A. & C. BLACK, Ltd.,  
4, 5, & 6 Soho Square, London, W.1.

*Essays on Goldsmith by Scott, Macaulay, and Thackeray.* By G. E. Hadow and C. B. Wheeler, M.A. (2s. 6d. Clarendon Press.)

This volume has the merit of being designed on novel lines, since it contains three critical essays on Goldsmith by writers of eminence, and thus affords interesting material for the study of criticism. The editors have supplied a valuable introduction and notes, and the volume will be of service to boys and girls in the senior forms of secondary schools.

*Spenser's Faerie Queene.* Book V. By Alfred B. Gough, M.A. (3s. net.)

The Clarendon Press has produced a very dainty volume containing Book V of Spenser's poem, prefaced by a scholarly introduction and followed by a very full vocabulary with explanatory notes. A useful chronological table gives information as to the historical events referred to in the poem.

*Johnson and Goldsmith and their Poetry.* By William Henry Hudson. (1s. 6d. net. Harrap.)

In keeping with the object of the series to which it belongs, this little volume provides a critical estimate of the poetical works of Johnson and Goldsmith, with a series of chosen examples linking up the life story of the poet and directing attention especially to his personality as expressed in his work. The volume is beautifully printed and will be welcomed by teachers and students of literature.

*Tales from Indian History.* By A. S. Roe. (1s. 6d. net. Macmillan.)

This paper-covered volume forms part of the series of works on English literature for secondary schools, and contains a selection of stories taken from Indian History, and told in a vivid fashion likely to appeal to pupils. A useful introduction serves to place the stories in proper perspective in relation to the history on which they are based.

#### CLASSICS.

(1) *Virgil: Aeneid VI.* Edited by C. E. Freeman. (1s. 9d. Clarendon Press.) (2) *Virgil: Aeneid X.* Edited by T. L. Papillon and A. E. Haigh. (2s. Clarendon Press.)

Two extremely useful editions, containing valuable introductions and explanatory notes, and produced in the excellent style for which the Clarendon Press is justly approved.

*Roman History, Literature, and Antiquities.* By A. Petrie. (2s. Clarendon Press.)

This little volume is a companion to Mr. Petrie's "Latin Reader." It is a sketch in outline of Roman history, with an account of the constitution, religion, army, and legal system of Republican Rome. Maps and illustrations add to the value of the book.

*The New Latin Primer.* By J. P. Postgate, with the co-operation of C. A. Vince. (Cassell.)

This is practically a new edition of this well known textbook, which has been entirely revised and reset. In its new form the work will be even more useful than hitherto in the lower forms of schools.

#### MODERN LANGUAGES.

*Lectures Françaises Phonétiques.* Par Paul Passy. (1s. 3d. Heffer.)

In this little book of French readings the author gives a list of phonetic symbols, followed by a selection of extracts printed therein for the use of pupils learning by the phonetic method.

*Nouveaux Récits Héroïques.* By M. Charles Guyon and Georges Thomas. Edited by Marc Ceppi. (1s. 9d. Bell.)

Mr. Marc Ceppi, of Whitgift School, has prepared this excellent series of tales of the Great War, designed to serve as a reader for schools. The stories deal with the exploits of the Canadians, the heroism of children, and the use of Tanks in the battlefield—all likely to be interesting to boys and girls in these times.

*Easiest French Reader.* By Marc Ceppi. (1s. 6d. Bell.)

Mr. Ceppi has also prepared a collection of fairly long stories, which are adapted to beginners by reason of the simple language used and the careful graduation of grammatical difficulties.

#### HISTORY.

*A First Story of England.* By M. W. Keatinge. (3s. 6d. Black.)

Dr. Keatinge has written a history book on new lines. In a rapid survey of events he lays special stress on economic conditions, and various happenings are described as they would appear to ordinary folk of the period. Beginning with a description of the Manor of Oakwood, he traces the fortunes of the descendants of the original dwellers thereon, and thus provides a picture of life in England at successive periods. A large number of excellent illustrations add to the value of the book, which is especially suitable to young children.

*The Story of the People of Britain.* By Mary Sarsen and Lucy Hanson. In Four Parts. (2s., 2s. 3d., 2s. 6d., 2s. 9d. Cambridge University Press)

In these four volumes the authors have dealt with the history of England from B.C. 55 to the opening of the War with Germany. Each volume is designed to make a special appeal to pupils of the age for which it is planned. Thus the first volume deals with persons rather than causes, while the second treats of the beginnings of our political life. The books are excellently printed in a type which is suitable for children.

#### GEOGRAPHY.

"History's Background."—*The British Isles.* By J. S. Townsend and T. Franklin. (2s. W. & A. K. Johnston.)

This forms part of a series of historical geography readers intended to provide companion reading to the geography and history textbooks. The aim is to show the influence of geographical conditions on historical developments. The treatment followed is, in our opinion, far too detailed for the senior pupils in elementary schools or the junior pupils in secondary schools, for whom the authors say the book is designed. Used with discrimination by a teacher, the volume will furnish material for excellent lessons, linking up history and geography.

"Geographical Exercise Books."—No. 7: *Physical Geography.* (1s. 6d.) *Contouring and Map-Reading.* (2s.) Both by B. C. Wallis. (Macmillan.)

These are two excellent books for class use, giving exercises in recording the facts of physical geography and in the use of maps. They will be found especially valuable for members of the Officers' Training Corps.

#### MATHEMATICS AND SCIENCE.

*Numerical Trigonometry.* By P. Abbott. (5s. Longmans.)

Mr. Abbott has produced a book which is obviously the work of a skilled teacher. He has adopted the title "Numerical Trigonometry" as covering not only the scope of the volume, but also as indicating the method of treatment. This is designed to relate trigonometry with algebra more closely than hitherto, and in this Mr. Abbott has been very successful. A number of useful examples and solutions add to the value of the books.

**RELIGIOUS KNOWLEDGE.** *The Books of the Bible for College of Preceptors' Examinations, 1919, are included in Murby's New Scripture Manuals. These Manuals are being universally praised.*

#### MURBY'S NEW SCRIPTURE MANUALS (with Text).

*LARGER Manuals.*

By G. W. Wade, D.D., and J. H. Wade, M.A.

II SAMUEL (R.V.) ... net 3 6

By Charles Knapp, D.D.

ST. MATTHEW (*publication postponed*) ... net 2/6  
ST. MARK ... net 2/6  
ST. LUKE ... 3/-  
THE ACTS ... 3/-

*SMALLER Manuals.*

By G. W. Wade, D.D., and J. H. Wade, M.A.

II SAMUEL (R.V.) ... net 1/6

By Charles Knapp, D.D.

ST. MATTHEW ... net 1/6  
ST. MARK ... 1/6  
ST. LUKE ... 1/6  
THE ACTS: Vol. I (i-xvi) ... 1/6  
" Vol. II (xvii-xxviii) ... 1/6

THOMAS MURBY & CO., 6 Bouverie Street, E.C. 4.

**SANITAS**

**DISINFECTANTS**  
For SCHOOL USE.

A leaflet on School Disinfection will be sent post free on application to—

The "SANITAS" Co., Ltd.,  
Limehouse, London, E. 14.

Disinfectant Manufacturers by  
Appointment to H.M. the King.



# DUSTLESS and HYGIENIC SCHOOLS

On all School, Laboratory, Library, &c., Floors and Linoleums of every description

USE

# FLORIGENE

(Regd.)

(BRITISH MADE.)

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" **ALLAYS** the **DUST** and **DIRT** for **2 TO 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods—which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

**These sanitary, labour-saving, and economic advantages are NOT attained by sweeping-powders or any mechanical or other method.**

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

**The "DUST-ALLAYER" Co., 4 Vernon Place, Bloomsbury Square, London, W.C.1.**  
 Contractors to the Admiralty, War Office, H.M. Office of Works, Colonial Gouts., L.C.C., &c.



## New Books for the Study of SPANISH.

### SPANISH SELF-TAUGHT AND GRAMMAR WITH KEY,

By **ANDRÉS J. R. V. GARCÍA**, Principal of the Garcia School of Languages,

For learning the language by the natural method. Containing selected and classified Vocabularies, Phrases, Idioms, and Conversations with the **Phonetic Pronunciation** of all the words. A progressive and practical course of instruction in the Accent, Punctuation, Capitals, &c., the Declensions, Verbs. Thirty-five Lessons, consisting of clearest stated Rules of Grammar, Exercises for Translating into Spanish, Reading Exercises in Spanish and Alphabetical English-Spanish Vocabulary of words used in the Exercises. Key to the Exercises.  
 326 pp.; Green Cloth, 5s. 6d. net. Separately—Red Cloth, 4s. net each. **KEY—Blue Wrapper, 9d. net.**

### SPANISH AND ENGLISH COMMERCIAL CORRESPONDENCE.

By **ANDRÉS J. R. V. GARCÍA**, Principal of the Garcia School of Languages, and **W. Chevob-Maurice, A.I.L., London.**

Containing Phrases and Letters, Opening Phrases, Closing Phrases, Enquiries relating to Goods, Orders, and their Execution. Shipping Correspondence—Instructions for forwarding Goods, &c. Insurance, Announcements, Letters of Introduction, Complaints and Claims. Commercial Terms—Spanish-English, English-Spanish. Commercial Abbreviations. Demy 8vo, 128 pp. Fawn Cloth, 2s. 6d. net. Fawn Wrapper, 1s. 3d. net.  
 Write for Prospectus and Catalogue No. 7 post free.

LONDON: E. MARLBOROUGH & CO., PUBLISHERS, 51 OLD BAILEY, E.C. 4.

**SCHOOL, CLASSICAL, MATHEMATICAL, AND SCIENTIFIC BOOKS.**

Always a large Stock of Second-hand Books at about half prices.

ESTABLISHED 1854.

Keys and Translations.

SCHOOLS SUPPLIED.

BOOKS BOUGHT.

**J. POOLE & CO.,**  
 104 Charing Cross Road,  
 LONDON, W.C.

Telephone No.: 1646 Gerrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

**EDUCATIONAL BOOKSELLERS**

## Messrs. W. HEFFER & SONS, Ltd., BOOKSELLERS, CAMBRIDGE,

regret that owing to the shortage of paper, they will be unable to issue their usual Catalogue of School and College Text Books this year. They trust, however, that Head Masters, Head Mistresses, Teachers, and Librarians of School Libraries will apply to them for any books which may be required.

CATALOGUES OF GENERAL INTEREST WILL BE ISSUED PERIODICALLY. APPLICATIONS INVITED.

N.B.—A list of school books offered at cheap prices in numbers is now ready.

## BOOKS. NEW OR SECOND-HAND.

Orders promptly Dispatched.

Inquiries from readers of "The Educational Times," at home or abroad, will receive the personal attention of

**JOHN DAVIS** (Successor to THOMAS LAURIE),  
 13 Paternoster Row, London, E.C. 4.

Just Published. Demy 8vo. 232 pages, cloth. Price 7s. 6d. net.

## THE FRENCH REVOLUTION IN ENGLISH HISTORY.

By **Philip Anthony Brown, M.A.**, New College, Oxford.  
 With an Introduction by **Professor Gilbert Murray.**

London: **CROSBY LOCKWOOD & SON**, 7 Stationers' Hall Court, E.C.

## VISCOUNT BRYCE, O.M.,

in his Preface to "Dawn in Palestine," by William Canton (S.P.C.K., 1s. 3d. net), writes:—"The cordial goodwill and active help of Britain and America will be given to any plan for the benefit of a country every hill and valley of which has associations that touch us,—a country whence have come influences than which none have done more to mould the thought and life of all mankind."

For the benefit of Palestine a

### GREAT WORK OF MERCY AND RECONSTRUCTION

has been done by the

#### Syria and Palestine Relief Fund

(The Central British Fund giving relief to all in need in Palestine).

"The work of the Relief Fund is most efficient and of very considerable importance. Large sums of money can be expended, not only with the greatest possible benefit to the people for whom the Fund administers, but to the general advantage of the whole countryside."—

CHIEF BRITISH RED CROSS COMMISSIONER in report endorsed by General Allenby.

The Fund now has

#### OVER 1000 DESTITUTE CHILDREN,

many of them orphans, under its care in orphanages at Jaffa and Jerusalem, and is preparing to meet the still greater needs of the

#### STARVING CHILDREN OF SYRIA.

---

### A YOUNG PEOPLE'S CAMPAIGN

has been inaugurated as an EVIDENCE OF FRIENDSHIP from the children of Great Britain to the boys and girls of the Holy Land.

#### AIM.

To give the children a greater knowledge of Palestine, its history and people, and through their quickened interest to raise a worthy contribution for the relief of the orphans and children of Syria and Palestine.

---

Information regarding Lesson Notes, Pictures, and Literature available gladly given to Teachers from

## SYRIA AND PALESTINE RELIEF FUND,

110 VICTORIA STREET, WESTMINSTER, LONDON, S.W. 1.

(Registered under the War Charities Act, 1916.)







ET  
10  
ET  
v. 71  
w. d.

Edue,  
UNIVERSITY OF LONDON LIBRARY

# THE EDUCATIONAL TIMES

A REVIEW OF IDEAS  
AND METHODS.

Founded 1847.



New Series. Vol. 1. No. 1.  
Old Series. Vol. 71. No. 669.

JANUARY, 1919.

{ Price Sixpence Net;  
By post, Eightpence.

THE  
**TEACHERS' REGISTRATION  
COUNCIL.**

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47 Bedford Square,  
London, W.C. 1.

THE  
**COLLEGE OF PRECEPTORS.**  
Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

**LECTURES FOR TEACHERS.**

A Course of Twelve Lectures on "Educational Psychology," by Professor John Adams, will begin on Thursday, the 6th of February, at 6 p.m.

Members of the College have free admission to the Course. The Syllabus and particulars concerning membership may be obtained from the Secretary.

**MEMBERS' MEETING.**

A Meeting of Members and their friends will be held on Friday, the 21st of February, at 6 p.m., when Professor H. Bompas Smith will deliver a Lecture on "The Standpoint of Educational Psychology."

THIS ISSUE OF THE  
**EDUCATIONAL TIMES**

CONTAINS:

A Criticism of Eurhythmics;

An Address on Vocational  
Training,  
by Professor Dewey;

Essays on The Bond of Intellect, and on The Dullness of Educational Writings, with a Survey of the Month.

The SUPPLEMENT deals with the January Education Conferences.

**UNIVERSITY OF ST. ANDREWS.**

**L.L.A. DIPLOMA FOR WOMEN.**

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.



**THE ASSOCIATED BOARD  
OF THE R.A.M. AND R.C.M.**  
FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).**  
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the March-April Examinations close Wednesday, February 5th, 1919 (or with extra fee, February 13th.)

**SCHOOL EXAMINATIONS (Syllabus B).**

Held throughout the British Isles three times a year, viz., March-April, June-July, and October-November. Entries for the March-April Examinations close (with extra fee), February 6th, 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,

14 & 15 Bedford Square, London, W.C. 1.

Telegrams: "Associa, London."

**LONDON COLLEGE OF MUSIC.**  
(Incorporated.)

GREAT MARLBOROUGH STREET, LONDON, W. 1.

Patron: HIS GRACE THE DUKE OF LEEDS.

Dr. F. J. KERN, Mus. Bac. Cantab., Principal.

G. AUGUSTUS HOLMES, Esq., Dir. Exams.

**EXAMINATIONS, LOCAL AND HIGHER.**

The NEXT EXAMINATION for Certificates in PIANOFORTE, ORGAN, VIOLIN, SINGING, ELOCUTION, THEORY, &c., will be held in London and at over 400 Local Centres in DECEMBER (last day of entry, NOVEMBER 15).

The Higher Examinations for the Diplomas of Associate (A.L.C.M.) and Licentiate (L.L.C.M.) are held in APRIL, JULY, and DECEMBER; and for the Diplomas of Associate in Music (A.Mus.L.C.M.), Licentiate in Music (L.Mus.L.C.M.), the Teachers' Diploma and Fellowship in JULY and DECEMBER.

NEW LOCAL CENTRES may be formed, also SCHOOL CENTRES. The Secretary will supply all particulars.

Attention is directed to the Regulations regarding awards in Medals and Book Prizes.

SYLLABUS, with Annual Report and Forms of Entry, may be had of the SECRETARY.

In the Educational Department students are received and thoroughly trained under the best Professors at moderate fees.

Lessons in Pianoforte, Violin, Singing, Elocution, Harmony and Counterpoint; Modern 3-manual Organ; Courses of Training for Teachers.

A. GAMBIER HOLMES, Secretary.

# NORMAL

NORMAL CORR. COLLEGE  
(FOUNDED 1889.)

**EXAMINATIONS**  
**FOR WHICH THE NORMAL**  
**PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Froebel. L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	---

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO-FORTE METHOD. EAR TRAINING AND SIGHT SINGING FROM SOL-F-A AND STAFF.

TRAINING CLASSES FOR MUSIC TEACHERS  
and STUDENT TEACHERS are held at the  
Wigmore Hall Studios, Wigmore Street, W.1, by  
Miss SCOTT GARDNER and Miss MARGARET  
KNAGGS, A.R.C.M., on Wednesdays and Saturdays.  
—Write for Syllabus to either teacher at the studio.

## JOINT SCHOLASTIC AGENCY, LTD.

9 Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee  
representing the following leading Educational  
Associations:—

HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.

ASSOCIATION OF ASSISTANT MASTERS.

Registrar: Mr. E. A. VIRGO.

**The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.**

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,  
14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C. 1.  
Under the management of a Committee appointed  
by the Teachers' Guild, College of Preceptors,  
Head Mistresses' Association, Association of  
Assistant Mistresses, and Welsh County Schools  
Association.

**THIS Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.**

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:  
11.30 a.m. to 1 p.m., and 3 to 5 p.m.  
Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.  
When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

### POSTAL TUITION

For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.,

FREE GUIDE  
on application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNIZED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A.  
London, M.A. Sheffield, Girton College, Moral  
Sciences Tripos, Cambridge Teachers' Training  
Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diplomas and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salusbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C. 2.

Telegraphic Address:—

Scholastique, Westrand, London."

Telephones:—7021 Gerrard.

### Scholastic.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

### Assistant Mistresses.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

Messrs.

## TRUMAN & KNIGHTLEY, LTD.

Educational Agents,

158 to 162 OXFORD STREET,  
LONDON, W.1.

Directors:

B. A. TRUMAN.

JAMES HEARD, B.A.

(Trinity College, Cambridge).

Telegrams—"TUTORESS, PHONE, LONDON."  
Telephone—Museum 1136.

*This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.*

### A.—EMPLOYMENT DEPARTMENT.

#### (i) ASSISTANT MASTERS & TUTORS.

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

#### (ii) ASSISTANT MISTRESSES.

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

#### (iii) LADY MATRONS AND HOUSE-KEEPERS.

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

### B.—SCHOOL TRANSFER DEPARTMENT.

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

*No charge is made to Purchasers.*

*All communications and inquiries are treated in the strictest confidence.*

### C.—PUPILS' DEPARTMENT.

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

*Full particulars will be forwarded on application.*



**THE LONDON SCHOOL  
OF  
DALCROZE EURHYTHMICS**  
(DALCROZE SCHOOL OF EURHYTHMICS, LTD.)

**23 STORE STREET, W.C.1.**

*In the Training Course the Term begins on January 22nd.*

**PROSPECTUS ON APPLICATION.**

**CLASSES**

to suit the convenience of Teachers are held in the  
**LONDON DISTRICT**, and in **BINGLEY, BOURNEMOUTH,  
BRIGHTON, BRISTOL, BIRKENHEAD, DURHAM,  
EDINBURGH, EXETER, GEE-CROSS, HULL,  
KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL,  
MANCHESTER, NEWCASTLE-ON-TYNE,  
NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH,  
READING, SHEFFIELD, SOUTHAMPTON,  
SOUTHEND-ON-SEA, SUNDERLAND, TAUNTON,  
TUNBRIDGE WELLS.**

*Details on Application to*

**The Dalcroze School of Eurhythmics, Ltd.,  
23 STORE STREET, LONDON, W.C.1.**

Telegrams: EURHYTHM, LONDON.  
Telephone: MUSEUM 2294.

PERCY B. INGHAM, B.A.  
DIRECTOR.

**The London School of Dalcroze Eurhythmics**  
(DALCROZE SCHOOL OF EURHYTHMICS, LIMITED)

**23 STORE STREET, W.C.1.**

January 1919.

Telephone: MUSEUM 2294 (10-1; 3-5).

**DEMONSTRATIONS**

will be held in the

**Princes Theatre, Shaftesbury Avenue, W.C. 1**

**On Friday, January 24th at 8 p.m. and Saturday,  
January 25th at 10.45 a.m., lasting about 1½ hours.**

The PROGRAMME on each day will consist of

**Children's and Students' Work in  
Rhythmic Movement.**

Unless prevented by unexpected difficulties of continental travel

**MONSIEUR DALCROZE**

will LECTURE and conduct the DEMONSTRATIONS.

Tickets may be obtained in advance from the School only.

**Reserved:—Stalls 10/6, 7/6, and 5/-.**

**Dress Circle 7/6, 5/-, and 3/-.**

**Pit Stalls 2/6.**

**Unreserved:—Pit 1/6; Gallery 1/-.**

Schools and Educational Bodies applying before January 17th for ten or more Stalls, or Dress Circle Seats, will be allowed a discount of 10%.

**Special terms for admission to the Gallery of Parties of ELEMENTARY SCHOOL CHILDREN on application.**

**The Incorporated**

**GYMNASTIC TEACHERS' INSTITUTE.**

Offices: 25 Chaleroft Road, Lee, London, S.E. 12.

FOUNDED 1897.

*The Institute is a Recognized Examining Body for Teachers of Physical Training.*

**Examinations** are held for **Membership** in the **British System of Gymnastics** and for **Educational Gymnastics** in the **Swedish System** in February, May, and December, and for **Fencing Examinations** are also held for the **Elementary School Teachers' Certificate for Physical Training.**

The **Handbook** of the Institute, containing full particulars of the Examinations, will be forwarded on application to the Secretary, Mr. T. WILLIAMS.

**Education Committees, Schools and Colleges requiring qualified Teachers for Physical Training should apply to the Secretary.**

**THE TOBIAS MATTHAY**

**PIANOFORTE SCHOOL**

**96 Wimpole Street, London, W.1.**

For instruction under his teachers, and under his supervision, on the lines laid down in "The Act of Touch," "First Principles of Pianoforte Playing," "Some Commentaries," "Relaxation Studies," "Child's First Steps," "The Forearm Rotation Element," and "Musical Interpretation," &c.

**OPEN TO PROFESSIONALS AND AMATEURS  
AND ALSO TO CHILDREN.**

The Staff consists of Professors of great experience and of platform reputation, and all trained by the Founder. Branches at Bournemouth, Bristol, Edinburgh, Liverpool, Manchester, Woking; and also at Johannesburg, S.A. Preparers in other localities. Special Short Courses (for Teachers and others) during Vacation and Term times.

**THE TEACHING OF TEACHING.**

LECTURE-LESSON CLASS by Mr. Matthay, on the practical teaching of Technique and Interpretation, the diagnosis and correction of faults, musical analysis and synthesis, &c., on alternate Wednesdays, at 7 o'clock. JUNIOR DEPARTMENT: Special inclusive Course with or without Aural Training Classes, &c.

For further particulars write

Mrs. EDWARD H. COLE, Secretary.

# A SELECTION OF MODERN TEXT-BOOKS FROM MR. MURRAY'S LIST.

## CLASSICS.

(By Professors WALTERS and CONWAY.)

Greek: Deigma. A First Greek Book ... ..	4s.
Latin: Limen. A First Latin Book. Fifth Edition, 60th Thousand ... ..	3s.
Autē Limen. For Younger Beginners ... ..	2s.
Ad Limen. For more advanced Study ... ..	3s.

(By Sir WM. SMITH.)

Initia Graeca, Part I: A complete Elementary Greek Course ... ..	4s.
Principia Latina, Pt. I: A complete Elementary Latin Course ... ..	4s.
(Keys to most of the above books can be obtained by Teachers.)	
Smaller Latin-English Dictionary ... ..	9s.
First Latin-English Dictionary ... ..	3s.
Classical Atlas, New Edition ... ..	7s. 6d. net.
Smaller Classical Dictionary (Revised) ... ..	9s.

## ENGLISH.

(Based on the New Terminology.)

Morgan's English Grammar, 32nd Thousand ...	2s.
Kitchener's English Composition, 17th Thousand	2s.
O'Grady's Matter, Form, and Style, 10th Thousand	3s.

(By Professor WEEKLEY.)

The Romance of Words ... ..	3s. 6d. net.
The Romance of Names ... ..	3s. 6d. net.
Surnames ... ..	6s. net.

(By Professor WYLD.)

A Short History of English ... ..	7s. 6d. net.
The Growth of English ... ..	4s. net.

Edmunds's Story of English Literature, 3 vols. ...	4s. each.
Student's History of English Literature ... ..	9s.
Boas's Shakspeare and his Predecessors ... ..	6s. net.

## AGRICULTURE.

(By Sir DANIEL HALL, F.R.S.)

The Soil ... ..	5s. net.
Fertilizers and Manures ... ..	5s. net.
The Feeding of Crops and Stock ... ..	5s. net.

Auld and Ker's Practical Agricultural Chemistry	6s. net.
Edwardes's Ker's Chemistry of the Garden ...	2s. net.
Fream's Elements of Agriculture ... ..	7s. 6d. net.

## COMMERCE, &c.

Abbott's Commercial Theory and Practice ...	4s.
Warren's Commercial Knowledge ... ..	3s. net.
Poole's Commercial French. In 2 Parts ... ..	3s. each.
Hein's Commercial German: Part I, 4s.; Part II	5s.
Armitage Smith's Principles of Taxation ... ..	3s.

## MODERN LANGUAGES.

Poole's Grammaire Élémentaire ... ..	3s.
Poole and Lassimonne's Textes et Questions: Part I, 2s.; Part II ... ..	3s.
Draper's Middle Method German Course ... ..	3s.
Magnus's Concise Russian Grammar ... ..	6s. net.
De Arteaga's Practical Spanish: Pt. I, 4s.; Pt. II	5s.
Balshaw's Spanish Reader ... ..	3s. 6d.
Smith's Italian Principia, Part I, Grammar, &c. Part II, Reader ... ..	4s.

## HISTORY.

Jenks's Government of the British Empire ...	7s. 6d. net.
Fletcher's England. In 4 vols. ... ..	7s. 6d. each.
Thatcher and Schwill's General European History	10s. 6d.
Lodge's Modern Europe ... ..	9s.
Introductory History of France ... ..	3s.
Smith's Smaller Rome and Greece ... ..	4s. each.
Hardwich and Costley White's Old Testament History. In 5 periods ... ..	2s. 6d. each.
Menzies' History of Religion ... ..	5s. net.

## SCIENCE, &c.

Halliburton's Physiology. Fourteenth Edition. Revised, with an Appendix on War Diet ...	16s. net.
Thomson's Study of Animal Life ... ..	6s. net.
Rogers's Junior Chemistry ... ..	4s.
Russell's Volumetric Analysis ... ..	2s. 6d. net.
Leonard and Salmon's Exercises on Physics ...	1s. 6d.
Clinton's Electric Wiring ... ..	3s.
Benson's Rudiments of Handicraft ... ..	1s. net.

## MATHEMATICS.

Consterdine and Barnes's Practical Mathematics	2s.
Pressland's Arithmetic ... ..	3s.
Langley's Algebra: Part I, 2s.; Part II ... ..	3s.
Layng's Geometry ... ..	3s. 6d.
Andrew's Geometry ... ..	3s. 6d.

## MISCELLANEOUS.

Mill's Realm of Nature ... ..	5s. net.
Minshall's Elocution ... ..	1s. 6d. net.
Brackenbury's Primer of Psychology ... ..	2s. net.
Jones's Primer of Logic ... ..	2s. net.
Rapport's Primer of Philosophy ... ..	1s. 6d. net.
Shedlock's Art of Story Telling ... ..	5s. net.
Norwood and Hope's Higher Education of Boys in England ... ..	12s. 6d. net.

*Full Particulars of any of the above on application.*

**WRITE FOR CATALOGUE.**

**JOHN MURRAY, 50a Albemarle St., London, W.1**

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

JANUARY 1919.

19624  
59  
221

## CONTENTS.

	PAGE
Notes and Comments ... ..	5
Vocational Education in the Light of the World War. By John Dewey. ( <i>To be continued.</i> ) ... ..	7
Eurhythmics: a Criticism ... ..	8
The Bond of Intellect ... ..	11
A Tribute to Dr. E. A. Abbott ... ..	12
Art Teaching in Wales. Report by Mr. Fred Richards ... ..	12
Subjects and Methods ... ..	13
Chronicle of Education ... ..	14
Secondary School Teachers' War Relief Fund ... ..	14
Personal Notes ... ..	14
Education Abroad ... ..	15
Schools, Colleges, and Universities ... ..	16
Blue Book Summary ... ..	18
Association News ... ..	20
Literary Section:—	
Books and the Man: The Alleged Dullness of Educational Writers. By Silas Birch ... ..	22
Reviews and Notices ... ..	22
Publications Received ... ..	26
Supplement:—	
The January Conferences... ..	33

[Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.]

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued on the fifteenth of each month.

### PRICE.

The price per copy is Sixpence net. By post Eightpence. Subscription for one year, including postage, Seven Shillings. Subscription for three years, including postage, One Pound.

### ADVERTISEMENT RATES.

Whole Page ... £5 5s. Od. | One Quarter Page.. £1 10s. Od.  
One Half Page ... £2 15s. Od. | One Eighth Page... 17s. 6d.

Per inch, narrow column ... 6s. Od.

Posts Vacant or Wanted (30 words or under) ... 2s. Od. } Prepaid.  
Each additional 10 words... 6d. }

Special arrangements for series and position pages.

### ADDRESS.

Letters to the Editor and Books for Review should be addressed to— THE EDITOR, THE EDUCATIONAL TIMES, 31 Museum Street, London, W.C.1.

Letters concerning Subscriptions and Advertisements should be addressed to—

H. F. W. DEANE & SONS THE YEAR BOOK PRESS, LTD., Publishers of THE EDUCATIONAL TIMES, 31 Museum Street, London, W.C.1.

## NOTES AND COMMENTS.

### Our New Issue. Monthly Publication.

WITH this number the EDUCATIONAL TIMES begins a new series, taking up afresh the running which the journal has maintained for over seventy years. Amid the current discussions on reconstruction, it is perhaps not unfitting that educational periodicals should also seek a new form and a renewed purpose. This is our aim, and we hope that the journal will retain the support of its old friends while gaining many new ones. Instead of maintaining longer the war-time practice of quarterly issues, it has been decided to resume forthwith the monthly publication, and full particulars will be found in our prospectus. It is our hope that a place may be found for a journal which seeks to offer monthly a concise survey of the chief events in the educational world and to treat these events in their relation to social progress in general. Education is not an isolated thing, but an integral part of the efforts of men and women to secure a fuller life for themselves and their children.

\* \* \* \*

### Mr. Fisher and the Board.

SOMETHING akin to consternation was evident at the earlier Conference meetings this year when it was whispered that Mr. Fisher would probably be "promoted" when the new Government was formed. We are told that the rumour was not without foundation, and that strong pressure was exerted to secure his removal. Various meetings of teachers passed resolu-

tions, and some even sent telegraphic messages to urge the Prime Minister to keep Mr. Fisher at the Board of Education, and at one meeting Mr. Fisher himself declared that he could not regard any transfer from his present post as "promotion." Yet the use of this word is justified by reason of our strange custom of paying to the official head of our nation's schools as a salary only two-fifths of the sum paid to the master-in-chief of our workhouses. Until this anomaly is removed we shall always find the office of President of the Board of Education regarded as a mere passage-way for aspiring politicians. Fortunately Mr. Fisher is not only a politician, but an educationist as well, and it may be hoped that in remaining at the Board of Education he is carrying out one of his own injunctions concerning holidays—"Stay where you are happy."

\* \* \* \*

### A Notable Departure.

THE Head Masters' Conference has always been regarded as a somewhat awe-inspiring body, with a flavour of respectable antiquity derived from its self-imposed relationship with Oxford and Cambridge. It has even been suggested that, like some other worshipful bodies and persons, it has deliberately remained frigid lest any melting should involve complete deliquescence. We have never shared these views, so derogatory of a noble and well paid body of men, but we nevertheless welcome the announcement that the Conference has recently held a joint meeting with the Incorporated Association of Head Masters. The combined deliberations of the two bodies were evi-

dently very fruitful, judging from the published report. Perhaps the most surprising chord of the novel harmony was the decision that an Arts degree ought to be obtainable without any examination in Greek or Latin. When this proposal is adopted the term "B.A." will have little or no definite meaning, unless it is accompanied by an abbreviation showing the branch in which it was gained. Having embarked on the production of graduates who are entitled to describe themselves as B.Sc. (Eng.) or B.Com. or B.Lit., we might now consider the desirability of returning to the simple practice of awarding a B.A. to every student who has passed the first grade in any faculty of any University. The detailed specification might be disclosed only when necessary.

\* \* \* \*

### The Continuation Schools.

In his address to the Head Masters' Association, Mr. Spurley Hey, Director of Education for Manchester, made the depressing statement that "there could be little or no real educational relationship as between that growing body of adolescents who were passing through secondary schools and that large mass of adolescents who would shortly begin their march through the day continuation schools." Our view is that there ought to be the fullest possible relationship between the two classes of schools and between the teachers and pupils working in them. A better name for the new institutions would be "Part-time Senior Schools," since they are no more continuation schools in the proper sense of the term than are any other schools for adolescent pupils. It will be a great mistake to divide our young people into two separate classes, having no relationship with each other. The secondary schools are quite properly urging that their pupils should start at the age of thirteen or earlier, and if Mr. Spurley Hey's view is correct these children will become a select class, the future rulers and administrators, while to their less fortunate fellows will be assigned the humbler tasks for which they will be prepared in establishments carefully insulated from the main current of secondary education proper.

\* \* \* \*

### Organization of Schools.

It is hardly to be supposed that this arrangement will find favour among working people, among whom the best minds and most enlightened opinion are eager for knowledge, not primarily as an industrial asset, but most of all as a means of enjoying a fuller life. If they cannot obtain this for themselves they will seek it for their children, and their demand cannot be resisted. In our opinion it may best be met by an arrangement based on a frank recognition of the fact that the kind of schooling for all children up to the age of eleven should be approximately uniform in character, beginning with the nursery or nursery school and passing on to the junior school. Then might follow the middle school up to the age of fourteen or fifteen, followed by the senior school, whole time or part-time, up to the age of eighteen. For the present the middle school period might end at fourteen, leaving the senior school to cover the period from fourteen to sixteen. Nursery schools and junior schools might be staffed solely by women, leaving the men free to deal with boys and youths in the middle and senior schools.

The term "secondary school" has no longer any educational significance, since it is commonly used to indicate nothing more than a social difference.

\* \* \* \*

### Demobilization of Teachers.

THE question of demobilizing those soldiers and sailors who are not required as part of the Army of Occupation is apparently being handled with a want of good sense which is surprising even those who had imagined that nothing could surprise them in such matters. Perhaps the unique character of the present muddle is due to the combined or assorted efforts of the fourteen departments which are said to be concerned. Ineptitude is not merely multiplied by fourteen. It is raised to the fourteenth power and becomes something so colossal as to be grotesque. Meanwhile heads of schools are left wondering as to when their men will be released. Men of the greatest value to our educational work are interned in offices or taking instruction courses to train cadets who will never be enrolled. One man is supervising laundries, while another is waiting on an officers' mess.

\* \* \* \*

### Army Education.

MEANWHILE the Army, under the vigorous superintendence of Colonel Lord Gorell, is said to be educating itself with the utmost ardour. Forms are passing to and fro, which is the military symbol of activity. We hear of one received at a school but recently which informed the schoolmaster that there were so many shorthand textbooks and mechanical drawing books available and asked him to say at once how many were required. There had been no preliminary warning, and nobody had the least idea how many soldiers wanted to study these branches of learning. But the form was sent off and military etiquette was saved. A number of men have been sent to Oxford to receive an intensive course of training in teaching. About one-third of the first lot were already trained teachers in civil life.

\* \* \* \*

### Mr. P. A. Barnett.

THE retirement of Mr. P. A. Barnett from the inspecting staff of the Board of Education should not pass unnoticed. When the true story of the development of the training of teachers in England comes to be written it will be found that its main features are due to the foresight and zeal of Mr. Barnett. At Borough Road Training College nearly thirty years ago he instituted a system of three-year courses and University studies, thereby rescuing the more able students from the soul-destroying aridity of the old-fashioned syllabus prescribed by the Government in those days. He also paved the way for the establishment of teachers' training departments in the Universities and for some years acted as Chief Inspector of Training Colleges. In this post he was able to influence many colleges and their teachers, and his visits were always welcomed. Great regret was felt when he was transferred to another branch at the caprice of a commonplace political President of the Board, whose conscience was Nonconformist in repute but singularly conformable in reality. During the war Mr. Barnett has lost his only son, a scholar of Balliol and a young man of most brilliant promise.



## VOCATIONAL EDUCATION IN THE LIGHT OF THE WORLD WAR.

By JOHN DEWEY,

Professor of Philosophy, Columbia University,  
New York.

### WARS AND EDUCATION.

FOR several hundred years every great war has been followed by a very general educational readjustment that has been one of the valuable by-products of war. The religious wars of the seventeenth century were the precursors of the organization of general education of youth throughout Europe. The defeat of Germany by Napoleon was the basis of the national general educational scheme of Germany. It was after the Napoleonic wars that Lord Brougham made the first proposal for universal compulsory and public education in England, and anyone who has followed the discussions in England at the present time knows that the war has given a very great stimulus to the movement towards national education in Great Britain.

### THE INTELLECTUAL FACTOR.

The war looks like a war of physical resources, a war of material, a war of ammunition, munitions, with the factories behind them, a war of foods, a war of transportation—a war generally of the effective organizations and mobilizations of the physical and material resources of the various nations at war; a struggle of ships and railways, of farms and factories; but, just in the degree in which the war has become more and more a war of the organization of materials, munitions, food, and transportation, it has been made clear that effective production and mobilization of all of these things is absolutely dependent upon the underlying human capacity, upon inventive, organizable, energetic human resources.

“The man behind the gun” has always been a significant phrase, and the present war has simply shown that “the man behind the gun” includes the women in our homes, the men on the farms and in the factories; and that this strain on the material side comes back, after all, to a question of human morale and of our capacity and training. It is significant that an English newspaper, whose sub-title is “a journal of practical trade and finance,” has been led by the emergencies of the war to say that the true wealth of England consists not in capital, but in the labour, industry, skill, intelligence, and experience of man. If this lesson of the war is fully learned, it is the lesson upon which educational reconstruction and reorganization after the war must go on—it must go on with a view to greater liberation of human power.

### RIGHT TRAINING FOR WAR.

Now, I am speaking particularly of the bearing of this possible and necessary educational reconstruction

upon vocational education. In the light of the emergencies, the stress and the strain revealed by the war, it sometimes seems to me that some more comprehensive and fundamental realignment is demanded. Even the military aspects of the war have shown that the most fundamental training which is necessary for the successful military achievement must be found in the development of industrial efficiency, of industrial resourcefulness, and the adaptability of social co-operation in those national aims where enduring and enthusiastic loyalty is necessary.

Is it not, then, absurd to go on thinking of a universal training for a universal service—as if it could be exclusively, or even primarily, a military training for war service? The only really universal training which we could adopt for the war would be the training for a social service, because the only universal service is social service.

The plans which have been advanced in the past for universal training are in substance, with a slight modification, stereotyped, imitation systems which have been built up under alien European conditions. These schemes, which refer to our own conditions, do not exhibit imagination, courage, nor an understanding of the peculiar needs and the peculiarities of American life. It is interesting to see the number of persons, many of themselves educators, who, having been impressed with the military efficiency of Germany, seem to be intent upon Germanizing our own system of education, calling for methods of discipline and of teaching which will produce docility: a kind of fixed arrangement of superior and inferior skill in giving orders and in taking them. Technical specialization is a characteristic of the German educational system both in and out of the army, developing training for instinctive obedience and respect for authority as authority, irrespective of the ends and aims for which it is exercised. It is possible to secure a social organization in our own country only along the lines that are in harmony with our own tradition and our own distinctive purposes.

### REORGANIZATION: FOUR ESSENTIALS.

Approaching the post-war problem, what I have to say has to do, then, with preparing for the reorganization after the war. I would bear it out that the war has brought us a large physical plant which may be and which ought to be used, after the war is over, for constructive and educational purposes. The existence of these large cantonments and buildings and various resources will certainly be employed after the war as an argument, and a strong argument, for forcing upon the reluctant but practical-minded people some system of military training unless it can be shown to be still more usefully employed, more usefully available, in other directions.

Our cantonments, the equipment of physical and mechanical facilities which the war has been creating, furnish, then, a considerable part of the background of the scheme of vocational education which I have sketched. It is meant to include the youth of the country of the same ages. It ought to be truly universal, applying to young women as well as young men. Now upon this physical basis that we have spent millions of dollars in securing, an education should be built which comprises the four essentials of

preparation for a vocation, namely: physique, economic efficiency, social competency, and a trained capacity for the consumption and for the employment of labour. A thoroughgoing solution of the economic and industrial problem from the labour point of view in this country is a national scheme of socialized education applying to the youth between the older ages, just as we have already made our elementary system universal and conscriptive.

#### PHYSICAL TRAINING.

It is not necessary to speak of the first of these elements—the need of a sound physique. The war enforces that as it does so many other things. A sound physique in a population is not merely an element designed for the success and happiness of an individual, but it is a fundamental social asset. If the war had not made it clear that no nation can afford to neglect systematic attention to the physical condition of its citizens, the same lesson has been impressed in a score of other ways through the campaigns against consumption, against contagious sexual diseases, while the rapid spread of the movement against the drink evil has centred in a recognition again of the undermining of health from a social point of view. While, however, all of the lessons in methods of training which the war has produced should be utilized, as well as all other expert knowledge in physical training and culture, it must be noted that the military system not only neglects the future mothers of the nation, but is fatally defective in that it begins by rejecting and eliminating precisely that portion of the male population—from 40 to 50 per cent.—which is already most imperatively in need of the physical training.

#### EFFICIENCY TRAINING.

By the second element, economic efficiency, I mean industrial training in its stricter sense. The plan that we already have can, if imaginatively and wisely used, be made the basis for instruction in agriculture, various kinds of farming, various forms of productive industry, manufacturing, distribution, household management of different forms. The aims should not, of course, be immediate, highly specialized efficiency that is so immediate and so specialized as to limit future growth or to predestine individuals to occupy simply a particular niche. It should be aimed, rather, at a discovery of personal aptitude to practise familiarity with the fundamental processes of industry, and should be devoted to the development of as much initiative, as much variety, as is possible. Moreover, the industries and the education that go with them should be organized from the beginning on a productive—socially productive—basis, not merely to reduce the expense, but even more than that—to cultivate the self-respect which comes to individuals when they know that they are doing work which is of actual practical use, financially measured. What we need in this industry, organized on a productive basis, would be to have the education devised so as to meet actual social needs, productively measured instead of being based in exercises which have been invented to be repeated simply in the hope of sooner or later getting a certain amount of education.

[To be continued.]

## EURHYTHMICS: A CRITICISM.

By "MUSICUS."

[The writer of the following article is a well known teacher of music. His views should not be taken as those of *The Educational Times*.—EDITOR E.T.]

#### "METHODS" AND "SYSTEMS."

THIS is an age of educational "Methods" and "Systems," if not of method and system. The desire to try experiments in teaching, laudable as it may be, has its dangers, because it is not sufficiently recognized that an experimenter, if his conclusions are to be valid, should be a person of a logical habit of mind, patient in inquiry, ready to eliminate ruthlessly all extraneous factors, and cool enough to prevent his enthusiasm from influencing his critical faculties. Too many of the new-fangled systems pander to the cherished notion of unsuccessful teachers, that their failure to secure the results expected can be immediately remedied by the adoption of the latest "Method," which they study only perfunctorily, try for quite a short time, conclude that it is a fraud, and then adopt the next fad. One ought to state at the outset that, in speaking of eurhythmics, there is no intention of classing this system amongst the useless fads. It is just because one recognizes that its author has grasped firmly some vital principles which had been to some extent overlooked that it is advisable, for the sake of the system itself, that free criticism should be applied. A glance at school advertisements shows that the system has attracted much attention. But has every principal who professes to adopt it examined it critically, or does he or she introduce it into the prospectus with the desire of appearing up to date?

#### THE CLAIM OF EURHYTHMICS.

It requires some temerity to criticize a system which has received the imprimatur of so many eminent authorities. M. Dalcroze, in the authoritative exposition of the system, denies absolutely the right of anyone to pass a definite judgment on his methods who has not undergone the special training upon which he lays stress. By "definite judgment" he probably means adverse criticism, for the high authorities who bestow a benediction on the scheme do not seem to have taken a course in eurhythmics, or at any rate they do not say so. It was a happy thought to invent the word "eurhythmics"; "rhythm" is a fashionable word just now, especially in artistic circles. Eurhythmicians—this is the inelegant term they have invented for themselves—are not unduly modest in their claims. Prof. Sadler asserts that the Dalcroze system "has shown its value as a factor in general education," and that "musically and physically the results are equally wonderful." This may be true in particular cases,

but one would require some very definite evidence before accepting it as a universal fact.

All the apologists of the system are careful to emphasize their fear lest it should be regarded merely as a delightful form of physical training. Now if they were content to express the fact that eurhythmics provides splendid exercise for the body, no one except the most bigoted exponent of Swedish drill would venture to quarrel with them. But the eurhythmicians will not have it so; they claim that their pupils are taught to "realize" music itself in terms of bodily movement. This is a bold assumption, and the main point I wish to examine is whether the bulk of the best music is in need of, or is suited for, such realization. There is undoubtedly a great deal of music—some good, much of it bad—in which rhythm of the type which will bear translation into terms of bodily movement does predominate over the melodic and harmonic elements. March and dance tunes, the Finale of Beethoven's "Seventh Symphony," or the Scherzo of the "Ninth" furnish examples. But does it require "a half-hour's lesson three times a week, begun at the age of six," to enable a listener to appreciate such music? In fact, this movement—rhythm—instinctive as it is, seems to demand much less formal training than the rhythm of hearing, that which must be apprehended through the ear and not through the limbs—the rhythm, for example, which pulsates through the slow movement of Beethoven's "Ninth Symphony." It is not the case that the reason why so much fine music is unappreciated by the masses is because they will try to nod their heads or move their feet to it, and when they find that they cannot make their movements square with the music are thereupon disappointed and become apathetic? The truth is that the rhythm of hearing, as distinct from the rhythm of movement, has become more and more a feature of modern music, and to lay almost exclusive stress upon the latter appears a retrograde step. Movement-rhythm can almost be left to itself; rhythm of hearing requires considerable training before it can be adequately apprehended.

#### MUSIC OR GYMNASTICS?

As regards the eurhythmic movements themselves, it may be admitted that they are cleverly devised and are, as a rule, pretty to look at. But it is not easy to discover how the spectacular element helps towards the appreciation of the music. Music is apprehended through the ear, not through the eye, and not a few people prefer to hear the music of "Scheherazade" in a concert-room without the distraction of the ballet which it is designed to accompany. One cannot help suspecting that most of those who enthuse over eurhythmic demonstrations are more obsessed by the spectacle than by the educational value of the *mise-en-scène*.

The claim is made that eurhythmics develops

mental concentration, and no doubt it does. Some of the complicated exercises do strain the attention to such a degree that it is a question whether the pupil has any to spare for the music itself. The whole point is whether the mind is concentrated on something of value. The acquisition of the power of mental concentration over some considerable period of time is, in these days of shuttlecock curricula, badly in need of being stressed, but it is to be hoped we are past the age when the object upon which attention had to be focused was regarded as of no importance.

What one would wish to be more clear about is whether the claim put forward by eurhythmicians—that eurhythmics is an immensely powerful addition to the resources of musical performers and audiences—is really justified. If this claim is correct, then surely a performer who has been through the course—a course demanding much time—ought to play or sing much more rhythmically than before. Now such evidence as one has been able to collect, making due allowance for prejudice, does not warrant this assertion; and, if this is so, there seems to be little of value in the system except on the physical training side. Instances will probably be adduced in which the system has proved beneficial in stimulating the rhythmic sense. But, if eurhythmics is as potent as its admirers claim, then it ought to be effective in practically every case; this is denied by many teachers who have advised their pupils to test the value of the course. Personally I have an open mind on the matter, but it may be accepted as a fact that only a minority of teachers would take upon themselves the responsibility of recommending their pupils to spend two hours a week on eurhythmics.

#### IMPROVISATION AND SIGHT-SINGING.

Then as to the music which the pupils are supposed to realize in terms of bodily movement. With M. Daleroze himself at the piano there can be no question as to its quality. He has a perfect genius for improvisation, and accompanies all the movements, even the simplest, with music which is extraordinarily good. But, then, M. Daleroze is not ubiquitous, and it would be most unreasonable to expect that all his deputies could make equally good music. This seems to me a weak spot in the system, although it is only fair to state that improvisation is demanded only from those who intend to become teachers of the system. From the official handbook we learn that "it may not be realized by all people that everyone can be taught to play original music. There are cases in which the pupil is not naturally musical and has had no previous knowledge of piano-playing, but has learnt to improvise sufficiently well to give a good lesson in rhythmic gymnastics." This is an extraordinary claim, for the number of professional musicians who can improvise music worth listening to, especially when a fixed

rhythm is prescribed and a class is to be supervised at the same time, is extremely limited. Can any system whatever train a person "not naturally musical" to accomplish this really difficult task? Emphatically no, and anyone who has seen eurhythmic work carried on under the direction of anyone but the very best of the Dalcroze staff knows that the so-called improvisation will not pass muster as real music at all. Probably the musical taste of the pupils is not much vitiated thereby, because their attention is so occupied by the movements that they have but little to spare for the "music." We are told that "when the student has mastered only the chords of the tonic, dominant, and sub-dominant, quite charming little pieces can be played with these chords alone." We have heard some of these "charming little pieces," and desire no more of them.

As a "side-show," M. Dalcroze teaches sight-singing, using the fixed *doh* in a peculiar way. This is in opposition to all the best opinion in England, which is convinced that the movable *doh*, as applied to staff notation, is by far the most rational method and leads most quickly to the desired end. I have seen many Dalcroze demonstrations and have never heard the students sing the scales anything like so well in tune as they are sung in an ordinary elementary school. M. Dalcroze would be well advised to drop this section of the syllabus entirely, or to recast it radically.

#### CHARMING DEMONSTRATIONS.

These criticisms will doubtless appear ungracious to those who have been impressed by the fascinating spectacle afforded by the eurhythmic demonstrations. They will point to the pretty effect of a Bach Fugue or Beethoven Scherzo when translated into "plastics." But even here one may be forgiven for expressing the opinion that it cannot improve the musical taste of the pupils to hear the Fugue or Scherzo played at less than half its proper speed in order to fit in with the prescribed movements. If eurhythmics is to commend itself to musicians, music must be the first, not a subordinate, consideration. If the music has to be distorted in order to be realized in terms of eurhythmics, then clearly that music is diminished in effect by being associated with movements.

Naturally, eurhythmicians are ready to produce plenty of evidence that students who have taken the whole course have progressed musically. Quite so; but how much effort has it cost them? The *minimum* time expected to be devoted to eurhythmics is an hour and a half per week, and "these lessons can quite well be taken from playtime." Heaven forbid! Play is too much organized already. Now if the hour and a half were allotted to the class teacher, in addition to the time normally devoted to music-class work, I contend that it would be much better spent in some kind of "musical appreciation" work, in which

formal instruction in rhythm would not be neglected, but would by no means occupy the whole period of the lessons. Rhythm, even in its widest sense, is only one ingredient of music; melody and harmony are of equal importance. And what about the cultivation of the art of singing—using effectively the finest of all musical instruments, and one possessed by every child? If eurhythmics is to be introduced into the already overcrowded curriculum, what is to suffer? We are not going to sacrifice the children's playtime, neither can we afford to allow eurhythmics to take the place of singing, aural culture, or musical appreciation work. Call it—*pace* Mr. Dalcroze—"physical exercise," and let it take the place of Swedish drill if you like, then most musicians would welcome the change.

#### BODILY RHYTHM AND MUSICAL RHYTHM.

To sum up, it appears that the bond uniting eurhythmics and music is weaker than is generally admitted. Only a small number of musical compositions are suitable for realization in terms of bodily movement; any attempt to interfere with works of another type will serve no artistic purpose. The closest point of contact between eurhythmics and musical education seems to occur in the earliest stages in which the grammar of musical rhythm is taught by means of stepping, time-beating, and so forth. There is nothing inherently novel about this, but the movements devised by M. Dalcroze are more graceful than those formerly practised. This section of the work can be heartily approved, although some of the exercises are particularly complicated. All will agree with M. Dalcroze that a musical curriculum which limits its aims to the provision of a horde of soloists, whose sole title to recognition is the acquisition of an extraordinary technique, has little to do with real education; but whether there is much to choose between facility in performing intricate bodily movements and abnormal digital and vocal dexterity is a matter of opinion.

If attention has been directed in this article rather to the failings than the virtues of eurhythmics, it is not because the former predominate, but because the latter have been so extensively boomed by uncritical enthusiasts who have fallen under the spell of the magic personality of M. Dalcroze. What will happen to the system when his guidance has to be withdrawn is difficult to foresee. He is one of those horn teachers who would make any system work well. It is stated that "the Dalcroze system is in process of development; indeed, so long as its discoverer is engaged in actual teaching, it cannot be said to have reached its final form." This open-minded attitude leads one to think that eurhythmics in a modified form will yet play a useful part in modern education, even if this be of a more humble character than its devotees are at present ready to accept.

## THE BOND OF INTELLECT.

THE war has revealed the strength of this nation; it has also disclosed some sources of weakness. Let us investigate one of these sources of weakness—viz. the defective cultural relations existing between this and other countries. One hundred years ago we had in full measure the sympathy and goodwill of certain nations which in the present war have shown themselves—through large and influential sections of their populations—hostile to us, and which have, on the other hand, lavished sympathy, practical assistance, and encouragement on Germany, to whose crimes they appear to be wilfully and perversely blind. Other causes have no doubt operated; but there is quite abundant evidence to show that the principal cause of the estrangement of these nations from us and of their attachment to Germany has been the fact that, whereas formerly—through the seventeenth, eighteenth, and the early part of the nineteenth century—these nations were partners in a common culture with the Western nations, England and France, they have been attracted in the course of the nineteenth century within the orbit of German culture. It is true this attachment has not affected the issue; but it has prolonged the war and has been terribly costly to the Western Powers in blood and treasure.

There is, indeed, no lack of evidence to support the view (1) that close cultural relations unite nations and knit ties of sympathy between them that lead to political connexions and effects of the utmost consequence; (2) that the cessation of cultural relations leads to political estrangement.

Let us take one or two items of evidence in support of this view. The day after the Germans entered Helsingfors, *Hufvudstadsbladet* published an article entitled "Germany and We." The writer, having referred to the long-standing commercial relations between Finland and Germany, proceeds as follows:

But it was not solely in the domains of commerce that relations were made at an early date between our people and the Germans; the German Universities drew young Finlanders seeking education, and many of our men of note in the intellectual sphere laid the foundation of their knowledge in the high schools of Germany. Our religion, the Lutheran, we received from Germany, and in the Thirty Years' War Finns fought on German soil for the holy cause of liberty of faith. During the course of centuries our people received a constant stream of cultural impulses and knowledge from Germany. Our scholastic system is in its elements built on the foundations of German pedagogy, and the majority of our learned men have prosecuted their studies in German seats of learning.

It has been remarked that Helsingfors University is practically a German institution, and the men trained in Helsingfors University—politicians, jurists, doctors, journalists, clergy, and teachers—have been the pillars of Germanism in Finland. The commercial and industrial community have inclined to the Entente, but were powerless to prevent the pro-German intellectuals from concluding a commercial agreement with Germany, which involved the economic ruin of Finland.

It may be said that the article in *Hufvudstadsbladet* was inspired by Germany or was written under German influence. Let us, then, take the testimony of a Swedish writer, K. S. Ossiannilssen, who is strongly anti-German and pro-Entente. In *Vem Har Rätt I*

*Världskriget* he reminds the Swedes of their ancient friendship with England, and asks if they have forgotten the help and support their nation has received from England from time to time. He proceeds:

Why does Sweden hate England? Real causes are apparently non-existent. Prussia has committed a hundredfold worse aggressions against us, but continues to enjoy the goodwill which England has lost. Why does Sweden hate England? Why does Sweden despise what she does not know? For hundreds of years our study-routes (*studievägar*) have been principally southward. We study every change in Berlin's physiognomy, and but few travel to London. Forsooth, the Wilson boats are no equivalent for the Sassnitz ferry. We read German literature so closely that we knew every German farce, and that *Unter Hindenburgs Fahnen* is published for Swedish State schools where German is the language which is taught most thoroughly, or from the first to the sixth class. From Germany we have had Sweden's most popular book, the Catechism.

Yes, the land which has given us Shakespeare, Bunyan, "Gulliver," "Robinson Crusoe," Cowper, Burns, Byron, Shelley, Keats, Dickens, Thackeray, Tennyson, Browning, Kipling, Swinburne, Meredith, Hardy, Galsworthy, Wilde, Shaw, Carlyle, Carlyle, Darwin, Spencer, Huxley, in order to exemplify but one *genre*—the highest—of cultural activity, that land is now so forgotten in Sweden that we let the American, Jack London, prevent us from seeing England's great ones. England is in Sweden so completely unknown that all stories are believed, every slander finds ears, if only it blackens John Bull and comes to us from Prussia.

In a popular novel, "Livet maa Leves," published in Denmark some years ago, one of the characters, a lady of Danish descent, born and bred in Northern Schleswig, is reproached by her husband, a Dane, for her Danish Chauvinism. She indignantly refutes the charge. The wrong done by Germany to Denmark, she says, is as nothing when weighed in the balance with the benefits that Denmark has derived from German culture. She delivers a glowing panegyric on that culture, and concludes with a mild regret that great Germany should have grudged to little Denmark the narrow slip of Danish territory in North Schleswig.

In Estland Germany has exploited to the full the services rendered by her scholars to the Esthonian language and literature, as in China she exploits the learning of Faber, the greatest of living students of Chinese.

Even in Ireland, where, however, there has probably been no real sympathy in any class with Germany's cause during the war, it would be idle to deny that Germany has derived some sentimental advantage from her cultural prestige and from the interest taken by German scholars in the Irish language.

Again, in South America, Germany has had many sympathizers, and that although South America's fundamental civilization is Latin. But, as a writer in the *North American Review* pointed out some years before the war, Germany brought to South America her scientific culture, and did not appear there, as in this writer's opinion England had done, simply as a trading nation. The writer approved Germany's example and urged the United States to improve upon it and to establish American influence in South America on a foundation of the closest cultural relations.

If we have overlooked or neglected our cultural relations with other nations, this is a defect in our national organization for which a remedy should be sought. France, we may add, is taking measures to render her culture accessible to the whole world.

C.

## A TRIBUTE TO DR. E. A. ABBOTT.

"Men need not be envied who, in the voyage of their lives, are not silently conscious in meditative hours of their working days of some high figure who first placed chart and compass in their hands—both in respect of civil conscience for the day and definite thoughts of history, progress, perfectibility, and the rest."

VISCOUNT MORLEY—"Recollections."

ON the occasion of his eightieth birthday, December 20 last, Dr. Abbott was presented with an address of congratulation and goodwill signed by nearly four hundred of his former pupils and other friends. We take the following passages from the address:—

"On this your eightieth birthday we, the undersigned, desire, on behalf of your old pupils, the readers of your books, and your friends generally, to take the opportunity of expressing to you our high respect and affection, and our grateful sense of the debt which we and many others owe, in some cases to your personal guidance and influence, in others to the teaching of your books, and in all to the inspiration of your example as a single-minded and disinterested seeker after truth.

"We call to mind that the period of your head mastership was one of signal prosperity in the history of the City of London School. Yourself a classical scholar of the finest Cambridge type, you maintained and enhanced the reputation which the school had won under your predecessor as a place of classical education. At the same time it was due to your enlightened zeal as an educational reformer that the City of London School led the way among the public schools of the country in treating the English language and English literature as subjects of serious study for pupils of all ages.

"Not the least part of the stimulus which your pupils owe to you was the knowledge that their teacher was also a student. We may be permitted to offer our hearty congratulations upon the completion of the monumental work entitled 'Diatessarica,' in which you have given to the world of Biblical scholarship the final result of your patient and unremitting labour for the last twenty years. We wish to record with special gratitude that the habit of studying for yourself frankly and fearlessly, and carrying the process of open-minded inquiry as far as it will go, has always been conspicuous in your contributions to theology. Your writings have always been marked by the same resolute candour and thoroughness in investigation, the same spirit of profound reverence, and the same conviction of the inestimable value of the religious fact to be investigated.

"In wishing you all happiness during the evening of your life, we desire to signify our hope that you may have the satisfaction of witnessing the progressive acceptance of the ideals for which you have so long and steadfastly laboured."

Among those who signed the address were the Archbishops of Canterbury and York, the Bishop of London, Mr. Asquith, Mr. Balfour, Viscount Bryce, Mr. Fisher, the Heads of many Colleges at Oxford and Cambridge, Lord Curzon, Lord Moulton, Mrs. Humphry Ward, the head masters of many schools, and a number of other men and women distinguished in the fields of literature, science, or public service.

Mr. S. C. ROBERTS's "Story of Dr. Johnson," illustrated by contemporary portraits and engravings, will shortly be published by the Cambridge University Press. It aims at being an introduction to Boswell's "Life," and the author hopes, by means of a small book in which Boswell constantly speaks for himself, to win new readers for him amongst schoolboys and others who have not come under the spell of the greatest biography in the language.

## ART TEACHING IN WALES.

Report by Mr. Fred Richards.

THE Central Welsh Board last year asked Mr. Fred Richards, the well known artist, to visit the intermediate schools of Wales and prepare a report on the teaching of art. The report is now published by the Central Board, and may be obtained from its offices in Cardiff. In every respect the document differs from the ordinary official publication, save only that it is bound with wire in a manner somewhat inconvenient for handling. Its contents, however, are written with a vivacity and conviction all too rare in Government reports. The note of enthusiasm is never absent, and it will, we hope, be caught by the art teachers in England no less than by those for whom it is primarily intended.

The report falls into two parts, the first dealing with the condition of art in Wales and the second with the place of art in Welsh intermediate schools. There are also appended notes on School War Memorials, the Art Master and Civic Life, and books of reference for art teachers. On each of these matters Mr. Richards has something to say which is in the highest degree helpful and significant. The arrangement of the first two sections is in itself full of meaning, suggesting that the art of a nation is an inseparable part of its life. He affirms that no nation can be truly happy if its labours consist chiefly in supplying raw material for the craftsmen of other countries. In Wales there are practically no manufactures. Hence the people live among imported surroundings, often ugly and cheap and never expressive of any national feeling. As a result the general perception of beauty is dulled, the desire for it languishes, and the people tolerate the defacement of beautiful natural surroundings by squalid towns with ugly buildings, and grotesque advertisements are permitted on the railways and roads. Mr. Richards tells us that such surroundings are fatal to art, since art is not mere drawing or painting. It is, as Prof. Lothaby says, "the right way of doing the right things; and the evidence thereof is beauty." To teach this during the impressionable years of youth is the function of the art teacher, who must be helped by the community, as he in turn can help the community to attain the beautiful.

Applying these broad principles to the art teaching in the thirty schools which he visited, Mr. Richards finds too many evidences that art is still regarded as an "extra." He urges that there is a fatal lack of co-operation between the elementary school, the intermediate school, and the art school. We suggest that this lack and its results extend to all branches of Welsh education and the proper remedy is to bring all forms of education into proper working relationship with each other. It is clearly wasteful to have the three grades of education carried on under three different authorities. One controlling body, exercising helpful and sympathetic supervision over all kinds of education in the Principality, and ready to recognize the claims of private effort, could speedily develop a truly national system. As things are, Mr. Richards finds that few of the schools pay proper attention to art training, either directly or indirectly. The direct training suffers from the want of qualified teachers, the indirect from the prevalence of ugly school buildings, poor pictures, and inartistic wall decorations. It is suggested that a few good pictures hung on walls which are not always coloured in "bathroom green" are better than the existing practice. The relation between art and other subjects should be closer than at present. It was found that sewing, embroidery, and handwork were often taught independently of the art class, and that the drawing of diagrams in botany was sometimes excellent in schools where the general art work was poor. The moral of this is that drawing and painting should be taught in connexion with structure and purpose, and not merely as a matter of vision and execution.

On school war memorials, some timely counsel is offered, and we hope that it will be noted, since some of the projects for such memorials are grotesquely unworthy. J.

*“THE HIGH”--OXFORD  
WITH SOME VERSES*

BY

*FRED RICHARDS, A.R.E.*

*THE EDUCATIONAL TIMES*

*Had I the gift of song  
I'd tune my lute to Isis.*

*. . . . .  
My notes should praise  
Her spires and towers.  
I'd sing of lawns  
And college halls,  
Of 'questered close  
And tortuous ways  
And patterns that  
Her turrets make  
Against the sky ;  
But for the street  
They call "The High"  
My choicest note  
Aloud I'd cry.*

*. . . . .  
For one brief day  
I'd take the dons  
Away from all  
Their musty books,  
Those cloistered dons  
O'er steeped in lore  
About the past,  
About "Before" ;  
Those dons who live  
To love the dead,  
While all around  
Is life instead ;  
Whose chief delight  
Seems but to strip  
The wrappings off  
The mummied yore.  
Methinks they oft  
Do nothing more.*

*I feel impelled  
To shout aloud  
"To-day ! To-day !  
Steeped in the sun  
That gilds afresh  
With new desire  
The city lives  
While you expire."*

*. . . . .  
I'd take them up  
On Magdalen top  
And let their gowns  
Wave in the breeze,  
Wave to the sky  
Above them blue,  
Wave to the town  
Beneath them, too.  
. . . . .  
Then would they feel  
Its magic power,  
And sweet advice  
The gods would give—  
"Learn from your books,  
But learn to live.  
The city cries  
Aloud to you—  
See what the hand  
Of man can do,  
Go ye and build  
A city, too ! "*

*Fred Richards.*

*From the top of  
Magdalen Tower*





MADE BY THE GIFT OF MISS  
FRANCIS DICKINSON TO BISHOP

THE HIGH - OXFORD (from the Top of Magdalen Tower) Full Size

W. Richardson

**THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS**



## SUBJECTS AND METHODS.

### Practical Education in Secondary Schools.

THE Head Master of Oundle School, Mr. J. W. Sanderson, is well qualified to speak on the subject of practical education, since at Oundle the sixth form in engineering is larger than the sixth in classics. Addressing the members of the Technical Institute, he advocated the introduction of studies allied to industrial work. The life of the school should not be too widely separated from the working life of the community, and the teaching of natural science in schools should be based on its application to industrial and social life.

He was of opinion that the larger kinds of experimental work could be done both in elementary and secondary schools. Every large school ought to have an experimental laboratory and a standardizing laboratory, a miniature of the National Physical Laboratory. Chemistry might be treated in a similar way. In addition to some of the standard chemical operations a school might undertake such work as the extraction of by-products from coal tar, the manufacture of liquid air, and the analysis of metals. These larger tasks would be more interesting and inspiring than the natural science usually taken. They would rouse the imagination of the pupil and excite his inventive powers. With apparatus, or rather plant, of this practical kind the masters and boys could undertake together some work in the testing of materials and in elementary forms of research.

Biology he regarded as an indispensable subject, since it touched all parts of social life. It should rank with mathematics and languages as a study, and should be something very different from the so-called nature study now in vogue—a mere travesty of biology born of a desire for cheapness. The proper study of biology called for expenditure, but for nothing beyond the powers of a modern city. Such a city should provide its schools with a biological laboratory, aquarium, vivarium, and garden. These would provide opportunity for studying the subject on a broad basis, and much valuable work could be done in the way of agricultural surveys, analysis of soils, experiments on crops, extraction of fat and sugar, and other real tasks.

For practical work it was necessary to have a large and well fitted workshop. There the boy could learn something of the craftsman's skill and gather something of the craftsman's pleasure in his work. He could learn to be exact in his work and could find an opportunity of developing whatever skill of a mechanical or inventive character he possessed. This would demand a well finished school works, with a machine shop, a small foundry, a carpenter's shop, an engine house, and a smithy.

The school ought not merely to be a place where a boy came to learn lessons. Too much time was often spent in what might be termed tool sharpening, without learning the use of the tools. Mathematics, languages, and the elements of natural science were largely tools. Only a limited number of boys could employ those tools in an independent way. The school would produce a few mathematicians, a few great classicists, a few students of philosophy, but the greater number would turn their inventive faculties to other subjects. There ought also to be formed a literature department. The aim should be to establish a real literary workshop, organized on the plan of a museum, including a large hall for library, an art room, a language section, and another for geography, ethnology, and philosophy. Some of the work at least should bear upon the questions of the day or those of the immediate future, so that boys might go out into the world with their minds attuned to the inquiries and progress and changes of the time.

### An Open-air School for Plymouth.

THE Plymouth Education Committee has issued a pamphlet describing the work of an open-air school opened at Little Efford in September last. The aim of the project is thus set forth by the Committee:—

“It is the desire of the Plymouth Authority to establish and maintain an important place in this preventive and remedial work, for not only do they realize that ‘whatever you would have appear in a nation's life must first be put into its schools,’ but also that the sole hope and prospects of a delicate child must often rest almost entirely in the hands of an Education Authority.”

The open-air day school at Little Efford represents only the initial stage in the realization of this policy. The institution is established in a healthy situation, commanding admirable views of the Plym estuary. It provides accommodation for fifty boys and fifty girls, whose education is conducted as much as possible under open-air conditions. Four large classrooms have been erected in the grounds. They will open either at full length or sectionally upon all sides except the north. No school work is taken in the house, which is utilized for administration, dining accommodation, medical inspection, and as a residence for the head mistress and certain members of the staff who have elected to live on the premises. Up to the present the age limits of children admitted are from eight to fourteen years, but it is the hope of the authority that later the open-air facilities will be available for children of all ages. Admissions are in the hands of the school medical officer, who has each child under his constant supervision. No child is admitted who is suffering from tuberculosis or other infectious disease, the only cases regarded as suitable being those of children affected by general debility, anæmia, malnutrition, mild nerve or heart disorders, or those convalescent from serious sickness.

### Should we Teach German?

IN a recent issue the *Liverpool Journal of Commerce* contained an article on this question from the business man's point of view. After dealing with the arguments that public sentiment is opposed to the teaching of German, that German may become the instrument of renewed propaganda, that German is the vehicle of the pernicious views of Treitschke and Bernhardt, the writer urges that no man or woman of real intelligence need fear the infection of ideas or timidly refuse to hear the other side in a case.

On the commercial value of German, he says:—“Commerce calls for a study of German. The German language is the medium of speech and commercial intercourse in countries other than Germany. German is the spoken language through Austria. It is the language of commerce. German is a ready alternative to the Magyar in Hungary. In Russia, throughout the central and western provinces, it finds favour as the spoken and written language more so than the national tongue. If, therefore, we as a commercial nation desire to establish commercial relations with that vast German-speaking population in the heart of Europe, we must instruct our youth in the study of the language intensively, more so than in the past, when we were at the disadvantage of having too many ‘cheap’ German clerks in our midst, and so rendered an extensive outlay in education unprofitable to the student. If British commerce is to penetrate into and seek to displace German commerce in Europe, or in any part of the globe, a perfect knowledge, technical and commercial, of German is a first essential to success.”

MR. J. A. PALMER is about to resign the post of Secretary for Education in Birmingham. He has served the former School Board as Clerk and the present Committee as Secretary for a period of twenty-one years.

## CHRONICLE OF EDUCATION.

- 21 Nov., 1918.—Royal Assent given to the School Teachers (Superannuation) Act, 1918. (See Blue Book Summary.)
- 14 Dec.—General Election. The Right Hon. H. A. L. Fisher, President of the Board of Education, elected, with Sir Martin Conway, to represent the combined English Universities of Birmingham, Bristol, Durham, Liverpool, Manchester, and Sheffield. Majority, 478. Total poll, 2,627.
- 24 Dec.—Draft of Statutory Rules and Orders in connexion with the School Teachers Superannuation Act, issued by the Board of Education with the consent of the Treasury. To be cited as the School Teachers Superannuation Rules, 1919. (See Blue Book Summary.)
- 1 Jan., 1919.—Opening meeting of the Conference of Educational Associations at University College, Gower Street, London. Address by the President of the Board of Education on "The Art of Keeping Alive." Chairman, Mr. Augustine Birrell. (See Supplement.)
- 2 Jan.—Joint Session of the Head Masters' Conference and the Incorporated Association of Head Masters in the Guildhall, London.
- 6 Jan.—Annual Meeting of the Association of Directors and Secretaries for Education at the County Hall, London. Address by the President, Mr. W. A. Brockington, Director of Education for the County of Leicester.
- 11 Jan.—Announcement of new Ministry. Mr. H. A. L. Fisher reappointed as President of the Board of Education, with Mr. Herbert Lewis as Parliamentary Secretary.

## SECONDARY SCHOOL TEACHERS' WAR RELIEF FUND.

THIS registered war charity, originally promoted by the I.A.A.M., is managed by a committee elected by the various associations representing secondary education. The benefits of the fund are open to all secondary-school teachers, irrespective of sex or membership of any association, and their dependents. The fund has been maintained up to the present by guaranteed subscriptions, donations, and proceeds from concerts, dramatic performances, and other functions organized at various schools.

Valuable and much-needed help has been given from the fund to many families who would otherwise have suffered great hardship. Every case of need brought to the notice of the committee has, so far, received adequate help. The following is a brief summary of the present position of the fund:—

- Deaths recorded, 320.
- Cases fully inquired into, 63.
- Emergency grants made, 36.
- Cases in which regular allowances have been made, 38.
- Annual commitment in allowances only, £508.
- Capital required to maintain these allowances for twenty years on the basis of a 4 per cent. annuity, £6,670.
- Subscriptions received (November 1918), £7,354.
- Capital in hand (November 1918), £6,337. 10s.
- Estimate of number of teachers in secondary schools serving, 2,750.

So far the fund has not been called upon to help disabled school teachers, but many claims may be expected when these men are finally disbanded from the Army. No estimate is possible as to what sum will be required, but it is hoped that subscriptions will continue until sufficient capital has been secured to meet all requirements.

## PERSONAL NOTES.

MR. WALTER DURNFORD, recently elected Provost of King's College, Cambridge, in succession to Dr. M. R. James, has been awarded the Grand Cross of the Order of the British Empire. Sir Walter, as he may now be styled, was for many years a successful and popular Eton master, leaving to become Vice-Provost of King's. In Cambridge he has taken an active part in University and municipal life, serving on many academic bodies and acting as Mayor of the borough for two years. He is a member of the governing body of Eton College and represents the University of Cambridge on the Teachers Registration Council, of which body he is the Honorary Treasurer.

BRIGADIER-GENERAL G. H. GATER has been unanimously appointed by the Lancashire Education Committee to the post of Director of Education, in succession to Dr. Lloyd Snape. General Gater was educated at Winchester and New College, where he obtained second-class honours in modern history and a diploma in education. For about nine months he was in the office of the Oxfordshire Education Committee, and he went from there in May 1912 to be Assistant Director of Education for Nottinghamshire. When war broke out he at once applied for a commission, and was made a second lieutenant. He has had 3½ years' active service in Gallipoli, Egypt, and France, has twice been wounded, and has been awarded the D.S.O. and bar. He is about thirty-two years of age.

THE HONOURS LIST.—Sir L. Amherst Selby-Bigge, Permanent Secretary to the Board of Education, has been made a Baronet, while Mr. H. W. Orange has received a knighthood, Mr. Oates and Mr. Barker being made Companions of the Bath. All four recipients of honours are presumably receiving well deserved recognition for their services in connexion with the Education Act and the Superannuation Act. In the list issued on January 2 the names of several educationists appear. Amongst those receiving the C.B.E. are Mr. Alfred Eichholz, M.D., Senior Assistant Medical Officer, Board of Education; Mr. James Clerk Maxwell Garnett, Principal of the Municipal College of Technology, Manchester; and Mr. Herbert John Simmonds, O.B.E., Assistant Secretary to the Board of Education and Secretary to the Advisory Committee of the Military Service (Civil Liabilities) Committee. The O.B.E. has been conferred upon Mr. George Tanner Chivers, Head Master of the Dockyard School, Portsmouth; Mr. Samuel Glynne Jones, Assistant Inspector, Board of Education; Miss Kate Manley, Woman Inspector of Domestic Subjects under the Board of Education; Mr. James Edward Singleton, Sub-Inspector, Board of Education; and Mr. James Cameron Smail, M.B.E., Organizer of Trade Schools under the Education Committee of the London County Council.

THE LATE MR. G. W. S. HOWSON.—It is with great regret that we announce that Mr. George William Saul Howson, Head Master of Gresham School, Holt, Norfolk, died at Holt on Tuesday, January 7. Mr. Howson belonged to a family of schoolmasters. Son of Mr. W. Howson, Head Master of Penrith School, and a grandson of the Rev. J. Howson, who was Second Master at Giggleswick School, he was educated at the latter school, from which he proceeded to Oxford in 1879 as a scholar of Merton College. He obtained a First Class in the Final Honours School of Natural Science in 1883 and took his M.A. degree in 1886. After serving as an assistant master, first at Newton College and afterwards in Uppingham School, he was appointed Head Master of Gresham School in 1900. Under him the school made rapid progress, especially in science teaching. Mr. Howson was a keen sportsman, his favourite pastimes being riding, fives, and trout fishing. He was a member of the Cavendish Club, and unmarried.

## EDUCATION ABROAD.

"Let us conceive of the whole group of civilized nations as being for intellectual and spiritual purposes one great confederation bound to a joint action and working towards a common result; a confederation whose members have a due knowledge both of the past out of which they all proceed and of one another."

—MATTHEW ARNOLD.

### The Intellectual Entente.

The above-quoted passage is especially appropriate just now, for the one chief note in educational development abroad, as at home, is a desire to establish permanent intellectual relations between the civilized races of the world. The progress of the movement is summarized in the report of the Entente Committee of the Royal Society of Literature. An Anglo-Swedish Society has been formed under the auspices of the Committee, and its inaugural meeting was held in October last, when suggestions were framed for the co-operation of the two countries in educational work. Earlier in the year the Committee had arranged, with the assistance of the British-Italian League, a visit to British Universities of a delegation of professors from the Universities of Italy. This visit has already begun to bear fruit, both in the development of Italian studies in this country and in the recent establishment of English Chairs in Italy; in the University reforms in that country, instituting post-graduate courses for foreign students; even in the remodelling of medical education in Italy. Before the war the French Government had given their support to educational institutes, directly associated with French Universities, established in London, Madrid, and Florence for the express purpose of making French life and culture better known, and a scheme is on foot for the establishment of similar British institutes in Paris, Brussels, and Rome.

### The Study of Russian.

In 1917 a Russo-British Bratsvo, or Fraternity, was formed, and the annual conference of this body was held early in January at 26 Chester Square, S.W., under the chairmanship of Prof. Burrows, of King's College.

Prof. W. J. Sedgefield, of Manchester University, submitted a scheme for a school of higher Russian studies. He urged that, unless the study of Russian was at once organized on a national basis, this country would not hold its own in Russia during the future. He suggested that the proposed school should be independent, while maintaining close relations with Universities which had departments of Russian. The aim was to supplement the work of these departments by providing courses of advanced study, facilities for research in Russian subjects, and by rendering accessible to British students the work done by Russian specialists in the various branches of learning. The dissemination of information about Russia and the furnishing of such expert knowledge as was required by Government departments would be included in its work. The discussion on these proposals turned mainly on the question of the desirability of setting up a new and independent school, on the one hand, or of enlisting the efforts of the various Universities. Sir Paul Vinogradoff thought that the best plan was to develop the project already started at King's College and make it a national enterprise, aided by the Universities of Oxford and Cambridge.

### Overseas Teachers' Conference.

The London County Council are arranging a special educational programme for the League of the Empire Conference, from February 8 to February 22, for the soldier teachers now here from the overseas Dominions. Demonstrations will be given on the newest methods of London education, and the schools visited will range from an infant school to the Poly-

technics. The trade schools, a central school, and certain special schools will be inspected.

The opening meeting of the Conference will be on February 8, at 3 p.m. A series of visits to places of historic and other interest not usually open to the public will also be arranged in connexion with the Conference. Any oversea teachers who wish to take part in the Conference are invited to send their name and address to the Hon. Secretary, League of the Empire, 48 Catherine Street, Buckingham Gate, Westminster, S.W.1.

### A Medical Entente.

The presence among us of many distinguished American doctors has led to the establishment, through the efforts of Lord Eustace Percy and Captain Sorapure, of an Inter-Allied Fellowship of Medicine, with Sir William Osler as its first President and Sir Arbuthnot Lane as its Treasurer. Sir William is a living embodiment of the Entente between ourselves and America, while Sir Arbuthnot Lane has won great honour among our French allies. Advanced courses of study following graduation have already been arranged in Paris, and it is intended to establish similar courses in London. A free interchange of graduate students is thus possible. The heads of the Dominion and American Army Medical Corps are granting special leave extending over several months, according to length of service, for the purpose of enabling Army medical officers to follow a course of study in this country. The work, which has always bound together the members of the medical profession in all countries, is thus being strengthened, and it is to be hoped that the new Fellowship of Medicine will become truly international.

### The New Prussian Education.

The revolution in Germany appears to have been followed promptly by active steps in the direction of school reform. A prominent Socialist (Herr Hänisch) became the Minister for Education, with responsibilities in the matter of the relations between Church and State and in regard to all forms of learning. He set about his task with great vigour, and pronounced, in less than a month, a comprehensive statement of reform. Religion and clerical influence are wholly excluded from the schools. Unsectarian moral teaching is ordered. Teachers are endowed with the right of self-government, a boon which is perhaps lessened by the fact that the pupils are to have the same right. History teaching is to be purged of Chauvinism, and the long-talked-of *Einheitschule*, or common school for all classes and social grades, is to become a reality. The former autocracy of the *Rektor* is abolished, and teachers are encouraged to discuss their work and offer suggestions on educational policy. A list is to be prepared of vigorous persons likely to infuse energy into the administration. The leaving examination from the secondary schools will be reformed and the number of examinations cut down. A number of the royal castles are to be appropriated as training colleges, boarding schools, and museums. Physical drill is no longer to have a military bias. Teachers are to be released from the Army forthwith, and all who have been punished for their political or religious views are to be reinstated. Experienced teachers are to be appointed to local inspectorships, and a teacher has been appointed as Advisor to the Ministry of Education. University professorships are thrown open to Socialists. A scheme of national high schools is to be established, linking up with existing schools, and the technical high schools are to be reorganized. Teachers in Universities are to have an improved financial standing and their freedom of opinion is to be secured.

If these sweeping changes are carried out we shall have reason to regard Prussia as having one of the most enlightened systems of education in Europe. Certainly the changes proposed by the new Minister embody many of the reforms which we in England have long sought and only partially attained.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### University of Manchester.

At a meeting of the Council of the University, the Vice-Chancellor reported that during his tour in America he had met Mr. Albert Kingsbury, a Philadelphia man of business, who felt that he owed so much in his business to the scientific researches of the late Prof. Osborne Reynolds that he wished to endow in his memory a Scholarship or Fellowship in the University where his researches were conducted. Mr. Kingsbury had accordingly presented the sum of £2,000 to the University of Manchester for the endowment of an Osborne Reynolds Scholarship or Fellowship.

This, said the Vice-Chancellor, is a remarkable example of the way in which American business men realize the debt which they owe to pure science, and also of the manner in which University endowments appeal to their imagination as having a claim upon their business profits. There is scarcely an American University in which abundant examples of this spirit may not be found. It would be gratifying if more British manufacturers would show that they also realize the service rendered to industry by the Universities.

### Manchester College of Technology.

THE Manchester Education Committee have decided to press strongly for a substantial increase in the annual maintenance grant paid by the Board of Education in respect of the work carried on at the Municipal School of Technology. The attention of the President of the Board of Education, it is proposed, should be drawn to the necessity for an extension of the buildings of the college in order to provide for further facilities for advanced technological and research work. The Manchester Education Authority is already in possession of a site which could be utilized for the purposes of carrying out the proposed extensions, which are estimated to cost approximately £200,000. It has also been resolved that, whilst the Education Committee agree to submit these proposals to the President of the Board at once, no specific application be made to the President of the Board of Education for an actual building grant for University work until (a) a consultation has been held concerning the scheme between Manchester University representatives and representatives of the Manchester Education Committee; (b) a scheme of extension of the buildings of the Manchester Municipal College of Technology has been approved by the Education Committee and the City Council; and provided that such application does not confer upon the proposed extension any priority of commencement in comparison with the requirements of other branches of the Committee's educational scheme.

### The Universities' Parliamentary Representatives.

THE results of the University elections for members of Parliament are as follows: Cambridge returned its old members, Mr. Rawlinson (2,034) and Sir Joseph Larmor (1,986); the Independent candidate, Mr. W. C. D. Whetham, receiving 1,229 votes, and the Labour candidate, Mr. J. C. Squire, 641. Mr. Squire forfeits his deposit of £150, as he did not secure one-eighth of the votes recorded. For the Welsh University, Mr. Herbert Lewis was elected with 739 votes as against 176 recorded for Mrs. Mackenzie, who ran in the Labour interest. The London University result showed that Sir Philip Magnus retains the confidence of the electors, as he came out on top with 2,810 votes. Mr. Sidney Webb followed closely with 2,141. The votes for the other candidates were as follows: Somerville, 885; Herringham, 715; Nordon, 210. The combined English Univer-

sities result was remarkable from the fact that Sir Martin Conway, who was lowest of the four candidates in the first count of direct votes, on the allocation of the alternative votes, under the proportional representation scheme, was elected member with Mr. H. A. L. Fisher, who, as was generally expected, headed the poll.

### The University of London and Teachers.

THE Higher Education Committee of the London County Council have recommended the following scheme of training to meet the needs of University war students who intend to become teachers. Clauses (1) to (6) are to be submitted to the University of London and the Board of Education for approval, and Clause (7) will also be submitted to the Board:—

(1) By "war student" is meant any man or woman student whose normal course of training has been rendered impossible by war service.

(2) A candidate for the shortened course mentioned below will have to satisfy the University that he is intellectually capable and the college that he is fitted by character and *ingenium* to be trained as a teacher. The "special cases" referred to in the next paragraph concern men who have really good capacity and have had a satisfactory education, though they have not happened to fulfil the technical matriculation requirements.

(3) It is assumed that in every case the matriculation or its equivalent has been already passed, but in special cases exemption should be granted if the Board of Moderators for Matriculation are convinced that at least matriculation standard has been reached. It is proposed, however, that any special demand, such as the inclusion of Latin, should be waived in the case of war students at intermediate and final stages.

(4) The intermediate examination generally should be resolved into an interview of the candidate by a Board of Moderators, who shall have power to pass for the final course such candidates as give evidence of fitness for the work.

(5) In the academic course for the Science or Arts degree, the University should accept a full two-years' course instead of a three-years' course, on the condition that, in addition to the two years of academic work, the candidates follow a recognized course of pedagogical instruction lasting not less than three months, and in addition devote a period of not less than six weeks to practical training in schools, which may be taken during the long vacation of the academic course.

(6) On the side of professional training, the following two sections set out the proposals which the Board of Education are asked to accept:—

(a) The training period may be either before or after the academic period of two years; but there are overwhelming reasons for having it, wherever possible, after rather than before. Everything depends on the date at which war students can take up the work.

(b) In the case of those who take the professional before the academic course, the period must include not less than the final three months of the University session. In the case of the others it must include not less than the complete term following the term in which the final examination is held—i.e. it would include the remainder of the autumn term in which the finals are held and the whole of the succeeding spring term.

(7) In the case of war students who cannot afford a University course, but who have academic attainments accepted as satisfactory by the college Board of Examiners, the college could provide a one-year professional course, beginning at any date, and the Board of Education should be asked to recognize such a course by granting a full teaching certificate to all who complete it satisfactorily and pass an examination by the college Board of Examiners on which the Board of Education is represented.

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

## PROSPECTUS OF NEW SERIES.

THE EDUCATIONAL TIMES, founded in 1847, and until recently the official organ of the College of Preceptors, has been transferred to fresh hands. It will be carried on in future as an independent magazine appearing on the 15th of each month. The new series will begin on the 15th of January, 1919.

Under the new owner and editor the EDUCATIONAL TIMES will not be controlled by any institution or association of teachers, nor will it be bound to support any particular doctrine or teaching method. It will be completely independent and will seek to offer to its readers full and impartial information on all progressive movements in education at home and abroad. The Editor is assured of the help of well-known writers of authority, and no effort will be spared to make the EDUCATIONAL TIMES at once indispensable and interesting.

### SPECIAL FEATURES.

Among the special features of the EDUCATIONAL TIMES will be:—

1. **Notes and Comments**, dealing with current events.
2. **Articles** on education and on social questions relating thereto.
3. **Chronicle of Education**, giving a diary of events for ready reference.
4. **Blue Book Summary**, giving the chief points of all official publications relating to education and allied topics.
5. **Personal Notes**.
6. **Subjects and Methods**. Special articles on the curriculum, with notes on teaching method and advice as to textbooks.
7. **Schools, Colleges, and Universities**. A record of news.
8. **Association News**, recording the doings of educational societies.
9. **Education Abroad**. Notes on the educational systems and teaching methods of other countries, with news of current events.
10. **Reviews**. All important works on education and social philosophy will be reviewed with care, and textbooks intended for students and for school use will receive special attention. Essay reviews and notices signed by the writers will be a feature of this section, which will include also reviews of works of fiction and of books suitable for school libraries or prizes.

Supplements will be issued frequently, each dealing with a chosen topic or important event.

### PRICE.

The price per copy is Sixpence net. By post Eightpence.  
 Subscription for one year, including postage, Seven Shillings.  
 Subscription for three years, including postage, One Pound.

### ADVERTISEMENT RATES.

Whole Page ...	£5 5s. 0d.	Per inch, narrow column	6s. 0d.	} Prepaid.
One Half Page ...	£2 15s. 0d.	Posts Vacant or Wanted		
One Quarter Page ...	£1 10s. 0d.	(30 words or under) ...	2s. 0d.	
One Eighth Page ...	17s. 6d.	Each additional 10 words	6d.	

Special arrangements for series and position pages.

### ADDRESS.

Letters to the Editor and Books for Review should be addressed to—

THE EDITOR, THE EDUCATIONAL TIMES,  
 31 Museum Street, London, W.C.1.

Letters concerning Subscriptions and Advertisements should be addressed to—

H. F. W. DEANE & SONS THE YEAR BOOK PRESS, LTD.,  
 Publishers of THE EDUCATIONAL TIMES,  
 31 Museum Street, London, W.C.1.

## BLUE BOOK SUMMARY.

### Pensions.

THE School Teachers (Superannuation) Act, 1918, has now been issued, and also the Statutory Rules and Orders which govern its working. Both documents are obtainable from the Government Stationery Office. Together they furnish a pensions code which may be summarized as follows:—

1. The Act comes into operation on April 1, 1919. Teachers eligible by service who retire after that date will be entitled to receive the new pensions.

2. The minimum retiring age is sixty, although a gratuity may be granted before that date in cases of breakdown.

3. The full pension is earned by thirty years of recognized teaching service, but a woman who retires on marriage, informs the Board within three months, and later returns to teaching, need only serve twenty years.

4. The sum received on retirement is made up of two parts—viz. an annuity and a cash payment. The annuity is reckoned by taking the average annual salary during the last five years of service. One-half of this amount, or one-eighth for every year of recognized service—whichever is the less—will be paid in quarterly instalments. The cash payment is one and a half times average salary, or one-thirtieth thereof for every year of recognized service, whichever is the less. This amount is paid to the teacher in a lump sum on retirement. Thus a teacher whose average annual salary during the last five years of thirty-six years' service is £400 may retire at sixty with a pension of thirty-six eightieths of £400, or £180, paid quarterly, and he will receive also a cash payment of thirty-six thirtieths of £400, or £480.

5. A teacher who breaks down in health may receive a gratuity of one-twelfth of the annual salary for each year of recognized service.

6. The legal representatives of a teacher who dies in recognized service after not less than five years of such service may receive a gratuity of an amount equal to the average salary or to the sum which might have been paid to the teacher as a disablement gratuity had he broken down in health and not died. The greater of these two amounts will be payable in such cases. No death gratuity will be paid in respect of teachers who are over sixty at the date of the beginning of the Act or of those who have not satisfied the Board as to their physical fitness.

7. The teaching service which entitles to pension or gratuities must be of the nature described in the Act and Rules. Briefly it may be said that all service in grant-aided schools will count, provided that the service is above the pupil teacher stage. This brings in the "uncertificated" teacher and the teacher of special subjects. Service in other than grant-earning schools will count as recognized service only under certain conditions, the most important of which is that the school must not be carried on for private profit. It must be open to inspection by the Board and be shown to be efficient, must have a governing body and a trust deed or scheme, must accept the Board's nominees on the governing body up to three in number, must show that its resources are insufficient to maintain a satisfactory pension fund of its own, and must be ready to satisfy "such other conditions as may be prescribed as necessary or desirable for securing the public interest." This last phrase is elucidated in the Rules, wherein it is laid down that the governing body must make suitable and reasonable arrangements approved by the Board for co-operating in the public system of education by admitting as day pupils or boarders either pupils nominated by Local Education Authorities or pupils nominated by governing bodies of schools in receipt of grants from the Board in order that they may receive the type of advanced or special education advantageous to them. Such nominated pupils are to pay fees no greater than those of other pupils, no higher standard of entrance attainment is to exacted, nor are they to be refused on grounds of religious

belief. Further, the governing body must be ready, if requested by the Board, to admit graduates for courses of training in teaching and to permit teachers from other secondary schools to visit the school for the purpose of gaining enlarged experience. Finally, the governing body shall furnish such returns and information as the Board require.

8. Under the conditions just described, a school which is not grant-aided may rank as a place for recognized service, and of the period qualifying for a pension at least ten years must be spent in recognized service. The Board takes power under the Act to count for pension purposes any employment, whether as a teacher or otherwise, which the Treasury, on the Board's recommendation, may agree to include. But ten years of recognized service is indispensable.

9. Schools not now grant-aided which become grant-aided before April 1, 1924, will be recognized service schools.

10. The war service of teachers counts for the Board's pension, and absence on sick leave counts also up to one year, under certain conditions laid down in the Rules.

F.

### Education Conferences and Local Authorities.

It has sometimes happened that Local Education Authorities have wished to send representatives to conferences on education, but they have been unable to pay the expenses out of public funds. Under the Act of last year the necessary power was given, and the Board have issued Statutory Rules and Orders (1918, No. 1600) containing the necessary regulations as follows:—

(1) A council having powers under the Education Acts may subject as herein provided make reasonable payments for actual travelling expenses and subsistence in accordance with the scale adopted by the council concerned to persons nominated by the council to attend a meeting or conference held for the purpose of discussing the 'promotion and organization of education or educational administration.

(2) The expenses defrayed by a council under the said section and incurred by them in paying subscriptions towards the cost of or otherwise in connexion with any one meeting or conference (exclusive of expenses incurred in connexion with the attendance of persons nominated by the council at the meeting or conference) shall not exceed, except with the sanction of the Board of Education—

(a) the sum of two guineas; or

(b) a sum calculated according to the population of the area in respect of which the council has powers under the Education Acts as ascertained by the last preceding census at the rate of two shillings per thousand of that population; whichever of these sums is the greater.

(3) A council having powers under the Education Acts may pay as a yearly subscription to any association or body which holds or organizes meetings or conferences for the purpose of discussing the promotion and organization of education or educational administration a sum not exceeding ten guineas if the population of the area of the council as ascertained by the last preceding census exceeds twenty thousand and a sum not exceeding five guineas if the population as so ascertained does not exceed twenty thousand.

### Average Attendance.

In Circular 1084 the Board announce that from April 1 next the average attendance in each department of a public elementary school will be reckoned for the twelve months ending on March 31 each year. No attendance may be reckoned for children under three years of age or over the age limit provided by the Code.

The sum of the average attendance of all the departments in the area will form the average attendance in public elementary schools maintained by the authority, and the substantive grant for elementary education to the authority will be calculated, so far as it depends on average attendance, upon that sum.

### Release of Teachers.

The Board have issued a circular (1073b) to Local Authorities, with schedules on which are to be set down the names of teachers in the forces. The Board undertake to try to secure the early release of such men, but are not in a position to give any indication of the date by which individual teachers will be released.



# MILLS & BOON'S NEW BOOKS.

MILLS & BOON will be happy to receive applications for Specimens from Heads of Schools and Teachers of special subjects. New Educational Catalogues sent post free.

## ENGLISH GRAMMAR, WITH ANALYSIS AND PARSING.

By H. G. SMITH, B.A., Senior English Master, King Edward's School, Camp Hill, Birmingham; and G. H. BALL, M.A., Head Master, King Edward's School, Camp Hill, Birmingham. Second Edition. 1s. 6d. net.

## ENGLISH COMPOSITION, INCLUDING PRÉCIS AND PARAPHRASE.

By H. G. SMITH, B.A., and G. H. BALL, M.A. Second Edition. 1s. net.

These books have been written with a view to providing a course in English Grammar and Composition suitable for use in secondary schools. They aim at explaining the fundamental rules of the language and making clear the difficulties which teachers of Latin and French experience in imparting a knowledge of their subjects to young boys.

The above two books are issued in one volume entitled "English Grammar and Composition," and form a three years' course in English. 2s. net.

## POETRY FOR BOYS.

By STANLEY MAXWELL, M.A. Second Edition. 1s. 6d. net.

A collection of poems of established literary merit printed in bold type.

"Such is the superiority of Mr. Maxwell's collection over every other similar kind of work we are acquainted with that not the least apology is due for its appearance. The selections have been made with a fine discernment of what will appeal to the interest of boys."—*Secondary Education*.

## FRANÇOIS CHANTREY: DONKEY BOY AND SCULPTOR.

By HAROLD ARMITAGE. Illustrated. 1s. net.

A wholly delightful readers for pupils of 10 to 12.

## EXERCISES IN FRENCH FREE COMPOSITION FOR UPPER CLASSES.

By R. R. N. BARON, M.A., French Master, Cheltenham Grammar School. 185 Exercises. Sixth Edition. 1s. 6d. net.

## A REFORM FIRST FRENCH BOOK.

Especially written for the use of Adult Students. By J. STUART WALTERS, D. ès L. Illustrated. Second Edition. 1s. net.

## DIRECT METHOD FRENCH TEXTS

Edited by R. R. N. BARON, M.A.

**TRISTAPATTE ET GORET, Etc.** Crown 8vo. 1s. net.  
"The five simple stories contained in this book have been taken from the 'Livres roses Larousse.' Each is divided into short sections, and to each section there is an 'Exercice,' consisting of a set of French questions on the text, questions on grammar and vocabulary, and a subject for free composition."—*School World*.

**PIERRILLE.** By JULES CLARETIE. Crown 8vo. Third Edition. 1s. 6d. net.

A delightful idyll of peasant life, filled with dramatic incident, and true to nature in every detail. Edited for upper forms.

"Well edited, with brief but adequate notes in French."—*The Journal of Education*.

**TAMANGO and JOSE MARIA LE BRIGAND.** By PROSPER MÉRIMÉE. Crown 8vo. Second Edition. 1s. net.  
TAMANGO is also issued separately in limp cloth, at 4d. net.

"A dramatic but fascinating story, well printed, with excellent exercises, notes in French, and a short account of the author."—*The A.M.A.*

**LA BELLE NIVERNAISE.** By ALPHONSE DAUDET. Crown 8vo. Fourth Edition. 1s. 6d. net.

"The editor has done his work well. The exercises are carefully arranged."—*The A.M.A.*

**BUG JARGAL.** By VICTOR HUGO. Crown 8vo. 2s. net.

"This story, written when the author was a schoolboy of sixteen, has been well edited for school use, for which it is very suitable. The Notes and Vocabulary are in French, and are arranged as they occur, not alphabetically. The exercises are particularly good, and include a sufficient amount of word-formation."—*Modern Language Teaching*.

**CARTE DE GRAMMAIRE.** By Miss L. E. THEEDAM, The Godolphin and Latymer School, Hammersmith. 6d. net.

A concise résumé of French accidence, written in French and intended to be used in connexion with Reform French Textbooks and readers, by pupils of Junior and Middle School forms.

## AN INTRODUCTION TO HEAT.

By ARTHUR R. LAWS, B.Sc., and GEORGE W. TODD, B.A., D.Sc., Science Masters at the Royal Grammar School, Newcastle-on-Tyne. With 106 diagrams. 2s. 6d. net.

The main idea underlying it is that boys are gifted with a large amount of curiosity, and that, when they once realize that there is something behind many of the phenomena of everyday life, they are prepared to take a good deal of trouble to satisfy their inquisitive instincts.

## OUTLINES OF APPLIED PHYSICS.

By H. STANLEY, B.Sc., Lecturer in the Merchant Venturers' Technical College, Bristol. With 75 diagrams. 2s. 6d. net.

"In the main a series of examples in theoretical physics, for not only are there numerous numerical exercises at the end of each chapter, but more than four hundred of a miscellaneous character at the end of the book. The book will probably be found quite useful."—*Nature*.

## FIRST SCHOOL BOTANY.

By E. M. GODDARD, B.Sc., Science Mistress, Girls' Secondary School, Colchester. With 207 diagrams. Second Edition. Crown 8vo. 2s. 6d. net.

"An excellent combination of practical exercises and clear explanations, illustrated by good bold outline drawings. The pupil who works conscientiously through the physiological experiments, and laboratory and field observations described in this small volume, will have won something better than examination successes."—*Nature*.

The book covers the syllabus of the Oxford and Cambridge Junior Local Examinations.

## AS YOU LIKE IT.

Ed. by C. R. GILBERT, M.A. With Notes. 1s. net.

## THE MERCHANT OF VENICE.

With revised Text, Questions, Notes, and Appendixes. By G. H. BALL, M.A., and H. G. SMITH, B.A. 1s. net. Text only, 6d. net.

"The chief feature of this edition is the series of appendixes which is admirably contrived. Notes, suggestions for character study, and essay writing thereon, short expositions of all outstanding features of interest, and a set of examination papers, old and new, are provided, and are of invaluable help to the earnest student. The text is in good plain type."—*Times*.

## A NEW SCHOOL ALGEBRA.

By W. J. WALKER, M.A., Head Master of Woodhouse Grove School, Apperley Bridge, Bradford. Second Edition. In two volumes, each 2s. net with or without Answers. Complete in one volume, with or without Answers, 4s. net.

"There are plenty of mental or oral questions and test papers. The type is large, and most left-hand pages begin with a new exercise. The examples are for the most part original and are carefully arranged."—*Mathematical Gazette*.

## PREPARATORY ARITHMETIC.

By F. C. BOON, B.A., Principal Mathematical Master at Dulwich College. Second Edition. With Answers, 1s. 6d. net; without Answers, 1s. net. Answers separately, 6d. net.

A revised and enlarged edition of this well known book. A large number of new examples have been added, and the few misprints in the first edition corrected.

## A FIRST SCHOOL CHEMISTRY.

By F. M. OLDHAM, B.A., Senior Science Master at Dulwich College. With 71 Illustrations. Tenth Edition. 3s. net.

## GRAPHS IN ARITHMETIC, ALGEBRA, AND TRIGONOMETRY.

By W. J. STAINER, B.A., Head Master of the Municipal Secondary School, Brighton. With 120 diagrams. 2s. 6d. net.

## LATIN EXTRACTS FOR SIGHT TRANSLATION.

With Hints to Beginners. By G. H. BALL, M.A., Head Master of King Edward's School, Camp Hill, Birmingham. 1s. net.

## THE NEW PRELIMINARY GEOGRAPHY.

By H. B. WETHERILL, M.A., Head Master of Allahabad High School. Sixth Edition. With Illustrations and 19 diagrams. 2s. net.

MILLS & BOON, LTD., 49 RUPERT STREET, LONDON, W.1.

## ASSOCIATION NEWS.

**University Teachers and Co-operation.**—The position of those teachers in Universities who are not professors or heads of departments calls for the immediate attention of the authorities. For about a year past there has been in existence a Conference of University Lecturers, formed to champion the interests of its members and, in particular, to press their claims for improved salaries and pensions. The accepted theory is that a University lecturer is a mere bird of passage, destined to fly presently into the blessed haven of a professorship. In practice this theory is not valid, since there must always be a body of lecturers more numerous than the body of professors. Young men of proved ability and intellectual power are appointed as lecturers, only to find themselves after a few years in a scholastic backwater, with little or no chance of promotion and, in a modern provincial University at any rate, doomed to a choice between celibacy or genteel poverty. The honour of being on a University staff may count for something, it is true, but the chance of promotion should be greater and the salary more adequate to the teacher's quality and position. As to promotion, there is one provincial University at least which follows the strange policy of refusing, save in the most exceptional cases, to accept one of its own lecturers as a professor, on the ground that its lecturers, if they are really good men and women, should have little difficulty in securing promotion elsewhere.

The position of University lecturers may be illustrated by the fact that in one case a lecturer with nineteen years' service and a Doctor of Science degree receives only £275 a year. In another a holder of a First Class in the Historical Tripos, with thirty-two years' service, receives £150. These are bad cases, but the monetary side is not the one which can be pressed by University lecturers, who are characteristically averse from ranging themselves alongside the vigorous agitator. The salary question is bound up with that of tenure, opportunity for research, and reasonable prospect of promotion. As we have seen, the lecturer is regarded as a person for whom security of tenure is rather undesirable than otherwise, while his prospects of promotion by no means warrant the insecurity. The work of a modern University tends to become increasingly specialized, and many lecturers are virtually heads of departments. The classes are often large and the demands upon the lecturer's time are correspondingly great, so that, instead of finding opportunities for private reading and research, he is obliged to give up his leisure to correcting essays and exercises. Under these circumstances it can hardly be wondered at if the University Lecturers' Conference desires to make itself the nucleus of a strong body, representative of all branches of University teaching. What appears to be desirable, as it is certainly desired by many, is an Association of University Teachers, to include all professors, lecturers, and others who are engaged in teaching in institutions of University rank.

Hitherto the University teacher has held aloof from all professional movements. It would seem that he shrinks from being regarded as a teacher, and perhaps in some cases this diffidence is not without justification. But, apart from individual fitness, the whole progress of higher education in this country demands that there shall be a united body, able and willing to bring expert opinion to bear on questions of University development. The barriers between the Universities should be removed, and in particular the self-created isolation of Oxford and Cambridge should be replaced by a determination to take an active part in helping the country to provide more facilities for advanced study.

An association such as is contemplated should receive full support from all University teachers, and not least from those who hold positions of authority and emolument such as absolve them from any charge of self-seeking. It is folly to suppose that Oxford and Cambridge, excellent as they are, can meet the coming demand for University training.

**The Teachers Registration Council.**—Up to and including Thursday, January 9, the total number of applicants for admission to the Register was 24,537. During the year 1918 the number of applications was 4,570, as compared with 1,648 in 1917. This improved rate of progress may be ascribed in part to the conclusion of hostilities, but it is mainly due to the fact that teachers in all branches are coming to realize the supreme importance of unity among themselves. The branch of teaching work which has been throughout the most tardy in recognizing a community of interest with other teachers is the one represented by University professors and lecturers, comparatively few of whom have taken the trouble to become registered.

The Council has passed a resolution congratulating Mr. Fisher on his work in Parliament, and is now engaged in considering the Statutory Rules of the Superannuation Act, which have been submitted to it for criticism. At the end of 1920 the full Conditions of Registration come into operation, and a schedule of approved examinations is being prepared. Among others, the Higher Certificate of the National Froebel Union has been included, but only for such applicants as are shown to have taken a course of at least three years in preparation for the examination. A course of three years seems to be regarded by the Council as the least which ought to be taken by an intending teacher.

**The College of Preceptors.**—At the November meeting of the Council of the College, Sir Philip Magnus presided, and Mr. G. P. Dymond was welcomed as a new member of the Council. Mr. R. F. Charles was appointed as a representative on the Federal Council of Secondary Schools Associations and the appointment of Canon Swallow was confirmed.

The diploma of Associate was awarded to Joseph G. Walsh and O'Neil M. Renner, who had satisfied the prescribed conditions.

The Council considered the report of the Special Committee on the Future Policy of the College, and resolved to ask the Committee to continue its work, in consultation with other Committees of the College, and after considering certain suggestions, submitted by members, as to ways in which the usefulness of the College might be made known and its work extended.

Prof. John Adams was appointed to deliver a course of twelve lectures on Psychology during the spring term.

**The Association of Public School Science Masters,** hitherto confined to teachers of natural science in the public schools, has now decided to admit to membership science teachers in schools which are governed by corporate bodies. Although one of the avowed aims of the Association is "to afford a means of communication between natural science teachers in public schools themselves and between them and others engaged in teaching natural science elsewhere," this extension of the field of possible recruits is likely to increase the number and strength of the Association in a direct manner.

**The Association of Assistant Mistresses** has been invited, with other bodies, to nominate a representative to act in an advisory capacity in connexion with the Extension Board of the University of London. The representative appointed is Mrs. Jewel-Pearce, a graduate in science of the University and a mistress in the Kensington High School. Mrs. Jewel-Pearce will be invited to attend meetings of the Board for special purposes, when it is desired to consult with her concerning school examinations. A similar invitation has been received from the Joint Committee for Examinations of the University of Cambridge, and Miss M. Gardner, science mistress at Ipswich High School, has been elected as the Association's representative.

# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council of 29th February, 1912.)

---

THE

## OFFICIAL LIST

OF

## REGISTERED TEACHERS

IS MAINTAINED BY THE COUNCIL.

---

The Official List contains the names of all qualified teachers who have applied to become Registered, and have been accepted by the Council.

---

Unregistered Teachers should apply at once to

**THE SECRETARY,**  
**Teachers Registration Council, 47 Bedford Square,**  
**London, W.C.1.**

## LITERARY SECTION.

## BOOKS AND THE MAN.

**The Alleged Dullness of Educational Writings.**

"Sir, he was the bore of all bores; his subject had no beginning, middle, nor end. It was education!"

These words of Thomas Love Peacock are little known to the average man, but they express with much of truth the profound conviction of his mind in regard to all matters relating to education. Pedagogy, or pedagoguery, as it is sometimes maliciously miscalled, is a theme which fails to attract as a serious topic, although it is often the centre of a whirlpool of disconnected and half-considered opinions, such as are thrown off by busy men in their lighter moments. Even the great Milton introduces his Tractate on Education to his friend Hartlib by saying that it is "a few observations that have flowered off," and adding: "To search what many modern *Januas* and *Didactics*, more than ever I shall read, have projected, my inclination leads me not."

The modern educationist—and still more the modern "educationalist"—is prone to take himself very seriously and to import into his talk about schools and their work a strange jargon which baffles the comprehension of the ordinary man or woman. A useful adjunct to all works which profess to deal with education as a science would be a vocabulary, or glossary, of terms. It would be overbold to aim at providing an absolute and unquestioned definition of every recondite word, but the author might escape condemnation if he prefaced his list of meanings by some such phrase as, "In this work the following terms are used in the sense indicated." This would help the reader to escape the bewilderment which comes from vainly pursuing the inner significance of such words as "concentration," "correlation," "apperception," and the like.

Books on "general method" or on educational organization are often intelligible enough, but still more often are they marred by the depressing platitude. Dealing, as they do, with a restricted field of social effort, they contain vain repetitions and well worn commonplaces, since it is hardly possible to propound new truths without at the same time proposing to grasp "this sorry scheme of things entire and shatter it to bits and then remould it to the heart's desire." Works of this iconoclastic character have been written, but even they are rarely of sparkling vivacity, since the writers are usually consumed with the zeal of their own precepts. The neglected idol-breaker thereupon becomes morose and soured, and instead of attacking the old systems, he begins to attack those who believe in them, with the result that his writings are assigned to the branch of philippics rather than to that of pedagogy, and cease to be educational in any sense at all. They do not necessarily cease to be dull, however, for there is no greater bore than your bilious reformer.

Some books on education are consciously and refreshingly humorous. Many others also, but these unconsciously, and of them it may be said that the full flavour of their absurdity is not to be tasted save by one who has advanced some way towards an understanding of real education. But the peculiarity of education is that the best and most interesting things written about it are to be found in books which are not educational in purpose at all. Let the aspiring teacher study the mental operations of Tom Sawyer, Huckleberry Finn, or the boy Bevis, among others. Let the one who is uplifted in mind read the sad story of Mr. Perrin and Mr. Traill, or ponder over the fame of Orbilius. Lastly, are we not now assured that Mr. Squeers was the first to practise a great part of modern pedagogy, with its demand that schooling shall be linked up with life. "When he has learned that bottinney means a knowledge of plants, he goes and knows 'em."

SILAS BIRCH.

## REVIEWS AND NOTICES.

*The Passman.* By R. L. Archer. (3s. 6d. Black.)

Some thirty years ago there was a sort of boom among preachers in favour of the average man, and many sermons were delivered on the man of two talents. We should be glad to think that this book is the herald of a similar tribute to the passman at our Universities. In schools, the genuine blockhead competes with the quasi-genius for a place in the limelight, but the average boy slips through his course without attracting very much attention. The same is true of the Universities, and the man of broad sympathies cannot but welcome the wholesome light that Prof. Archer here sheds in dark places. The trend of our author's argument may be gathered from his sub-title, "How are our Universities to train citizens?" It must not be supposed, however, that the book is taken up wholly with economics. Its author is far too alive to the value of the humanities to fall into the error that is making such havoc of the lecture system existing at present in the British Army. The military authorities have got the excellent notion into their heads that, since the Army is being demobilized, it is necessary to do something to prepare the men to take up their civil duties again. Lectures on citizenship are accordingly being delivered on a scale that is wholesale. We do not make citizens by lecturing them on nothing but citizenship. Prof. Archer has chosen the wiser way of preparing for students a broad general culture course that forms an admirable background against which they project the limited amount of direct teaching of citizenship that he recommends. It is very encouraging to find a man steeped in the older humanities taking up an attitude that wins friends among practical men without alienating the sympathies of his academic peers. The book can be read and understood by the layman in education. It is true that the author warns his lay readers that Chapter III is rather technical and may be omitted without serious loss. We are not quite sure whether Prof. Archer has not done this thing with malice aforethought, and we shall be greatly surprised if his warning does not have just the opposite effect from that he appears to have in view. In any case the reader, lay or professional, cannot but admire the skill with which the formidable subject of formal training is handled in the very limited space that can be afforded for it. For the purposes of the book the treatment in this chapter is admirable. We cordially congratulate Prof. Archer on a most timely and enlightening book.

J. A.

*Mathematical Analysis*, Vol. II, Part I. By E. Goursat.

Translated into English by E. R. Hedrick and O. Dunkel. (Boston, &c.: Ginn & Co.)

In the first part of the second volume of his "Cours d'Analyse," Prof. Goursat discusses the theory of functions of a complex variable, and on account of its applicability to certain courses of instruction given in the American colleges, the authors of the present English translation of the original text undertook its preparation. Not only did they obtain the sanction of the French mathematician to make an English rendering, but they had the advantage of submitting the proof-sheets of their work for his approval and of obtaining his consent to the special form of publication which has been adopted as most suitable for class purposes in America.

C. M.

*Applied Mechanics.* By E. S. Andrews. (4s. 6d. net. Cambridge University Press.)

The work before us belongs to the Cambridge Technical Series, and when we regard both the able manner in which the subject-matter is treated and the special insight into the

(Continued on page 24.)

# IMPORTANT EDUCATIONAL BOOKS

Second large Edition in the Press.

## THE PLAY WAY.

**An Essay in Educational Method.**

By H. CALDWELL COOK, M.A.

Demy 8vo. Illustrated from Photographs. **3s. 6d. net.**

"The book is of the first rank, and we feel that our duty at the moment is to secure that it should be singled out for close study by all who are prepared to revise their methods when fresh light is presented."—*Journal of Education*.

## THE PEOPLE OF ENGLAND.

**A Social History for Schools.**

By STANLEY LEATHES, C.B., M.A.

Vol. I. **THE PEOPLE IN THE MAKING.**  
From the Earliest Times to the Invention of Printing.

Vol. II. **THE PEOPLE IN ADVENTURE.**  
To the French Revolution.

Each volume 320 pp., with over 100 Illustrations. **2s. 6d. net.**

"We hope that Mr. Leathes's work, besides delighting the child with its unflinching fertility of interest, may stimulate the teacher to make such methods his own. . . . The pictorial illustrations are many and well chosen."—*Times*.

## HEINEMANN'S SCIENCE MANUALS.

### INTRODUCTORY ELECTRICITY AND MAGNETISM.

By CARL W. HANSEL, B.Sc.

Over 300 Illustrations and Diagrams. Crown 8vo. **2s. 6d. net.**

A complete first course in electricity and magnetism based upon actual experiment, and embracing the recent changes and recommendations of the Board of Education's new syllabus.

### A FIRST-YEAR COURSE IN GENERAL SCIENCE.

A Combined Text-book and Note-book.

By E. A. GARDINER, M.A., F.C.S.

**2s. 6d. net.**

This book presents an experimental course of general elementary science, and is an attempt to save time for the boy and labour for the teacher. It is divided into three sections:—I, Simple measurements. II, Some Common Apparatus and Instruments. III, Properties of Water and Air.

### EXPERIMENTAL DOMESTIC SCIENCE.

By R. H. JONES, M.Sc., F.C.S.

With over 80 Illustrations and Diagrams. Crown 8vo. **2s. 6d. net.**

This book provides a suggested course for Domestic Science Schools and Girls' Schools generally, based upon the view that Science can be directly and adequately taught in the kitchen. The chief scientific principles in their application to domestic subjects are made clear by drawing upon everyday experience, and by the aid of kitchen utensils and commodities.

### EXPERIMENTAL MENSURATION.

An Elementary Text-book of Inductive Geometry.

By H. S. REDGROVE, B.Sc. (Lond.), F.C.S.

The special feature of this book is the combination instead of the usual separation of Elementary Geometry, Trigonometry, and Mensuration. It is suitable for first and second-year students of Technical Schools.

The Only Authorised Books on the Montessori Method.

## THE MONTESSORI METHOD.

By Dr. MARIA MONTESSORI.

Illustrated. **3s. 6d. net.**

In this book Dr. Montessori gives a clear explanation of her method and the principles upon which it is based.

## DR. MONTESSORI'S OWN HANDBOOK.

**A Manual for Teachers and Parents.**  
**3s. 6d. net.**

As a supplement to her larger book on the Method, Dr. Montessori has produced this explanatory manual, which is invaluable for all teachers.

A New Montessori Book.

## THE ADVANCED MONTESSORI METHOD.

By Dr. MARIA MONTESSORI.

Vol. I. **SPONTANEOUS ACTIVITY IN EDUCATION.** **3s. 6d. net.**

Vol. II. **THE MONTESSORI MATERIAL FOR CHILDREN UP TO ELEVEN YEARS.** **12s. 6d. net.**

"A contribution to scientific pedagogy such as we have not had since the institution of the kindergarten eighty years ago."—*School Guardian*.

## A COMMON-SENSE ALGEBRA.

By ASA BURNISTON, L.C.P. (Hons.).

**1s. 6d. net.** With Answers, **2s. net.**

Suitable for use in the Upper Classes of Elementary Schools, in Evening Schools, and in the Lower Forms of Secondary and Technical Schools. An extremely useful and enlightened introductory algebra.

## ELEMENTARY BUSINESS TRAINING.

By V. H. ALLEMANDY.

Crown 8vo. **1s. 6d. net.**

This book is intended for use in the Upper Classes of Elementary Schools and in Commercial and Evening Classes.

## THE BRITISH ISLES.

By A. B. ARCHER, M.A.

Illustrated. **2s. 6d. net.**

This is the first book in a new series, forming a Secondary School course in Geography, and is suitable for the Lower Middle Forms.

## AVENTURES ET MERVEILLES.

**A Simple French Reader for Junior Forms.**

By C. V. CALVERT, B.A.

Crown 8vo. 300 pp. Illustrated. **2s. 6d. net.**

## FRENCH TRANSLATION AND COMPOSITION.

By H. J. CHAYTOR, M.A., and E. RENAULT, B.A.

Crown 8vo. **2s. net.**

## SCIENCE AND EDUCATION.

Edited, with an Introduction, by Sir RAY LANKESTER.

**1s. 6d. net.**

This volume contains seven lectures which were delivered by Whewell, Faraday, Latham, Daubeny, Tyndall, Paget, and Hodgson before the Royal Institution in 1854.

NOTE.—Mr. Heinemann will be glad to hear from teachers who have manuscripts on educational matters which they desire to publish.

**LONDON: WILLIAM HEINEMANN, 20-21 Bedford St., W.C.2.**

needs of the student which has been afforded to the author by his experience in college teaching, it is fairly safe to predict that the treatise will obtain a permanent place among the standard textbooks on the subject with which it is concerned. Why is it difficult to teach and why is it difficult to learn applied mechanics? To these insistent questions the writer sought to find satisfactory answers, and, having convinced himself that the generality of textbooks in use on the subject were either, on the one hand, too mathematical in character or, on the other, too exclusively given up to the application of insufficiently discussed principles, he set himself the task of producing the present treatise—namely, one which should not make the clear explanation of fundamental laws and principles unduly subordinate to the description of experiments and their application, and which, by a free recourse to graphic methods, should obviate an excess of complicated mathematical calculations. Time will be the final judge of the degree of accuracy which Mr. Andrews has attained in his endeavour to solve the problems that presented themselves, but in any case the students' library of applied science possesses a very valuable addition in this volume. In the production of the text the Cambridge University Press maintains its high standard of excellence. The numerous diagrams also are clearly executed and reproduced. C. M.

*The Three Black Pennies.* By Joseph Hergesheimer.  
(6s. net. Heinemann.)

A story which takes the form of a record of several generations of the same family presents many difficulties of construction and incurs some risk of becoming tedious. In the play called "Milestones," Mr. Arnold Bennett has shown that this form can be used very agreeably in drama, but there the writer is greatly helped by costume and other visual aids, which enable the playgoer to apprehend differences of atmosphere in the different periods. It is a veritable triumph for Mr. Hergesheimer that he should have succeeded without such help in making vivid to a reader the change of environment of three generations of the Penny family, with a central figure in each generation in whom a trace of latent Celtic blood wells up with consequences which are duly related. We are first introduced to the family in its surroundings in an early and primitive ironworks in Pennsylvania. The forge has been a commercial success, and the elder Penny is comfortably well off. His son, Howat, is a "black" or Celtic type, and takes but little interest in the iron trade. We leave him on the point of marrying a newly widowed lady who is visiting his parents.

The second section of the story carries us forward a hundred years, and we make the acquaintance of Jasper Penny, outwardly respectable and certainly very wealthy, but yielding now and then to the temperament of the Black Penny strain. In middle life he meets Susan Brundon, a school-mistress, and seeks to marry her, but is rejected by reason of the dark passages in his earlier life. In the third section we learn, however, that Jasper did finally marry Miss Brundon, and we are introduced to their son, another Howat Penny, a man of leisure and cultivated tastes, who lives on the accumulated wealth of the Penny iron and steel business. Here the real interest shifts to the character and doings of Mariana, a wealthy American girl of the period, who is in some sense his ward, but, whereas he dwells intellectually in the atmosphere of the early eighties, she is somewhat ahead of the twentieth century. Finally, we see the end of the Black Pennies in the death of Howat, the last of his line.

The story thus outlined is finely told, with a rare distinction of style and a shrewd perception of character. Mr. Hergesheimer will take high rank among American writers of fiction and his work deserves attention, not alone by reason of his great talent as a narrative writer, but also because of the background of close thought against which his characters and their doings are depicted. This is a remarkable novel, and it should find many readers. R.

*A College Mystery.* By A. P. Baker. (3s. 6d. net. Heffer.)

In this volume Mr. Baker tells a remarkable story, which ought to attract the attention of the Psychological Research Society. It concerns an apparition which has been seen by credible and responsible persons in the Fellows' Garden at Christ's College, Cambridge. The date of these appearances is May 29, and on this date in 1917 the apparition was seen by an Army captain, while on the same day of 1918 it was seen by another officer quartered in the College. This day in May is the anniversary of the death of one Philip Collier, who was a brilliant Cambridge man and a Fellow of Christ's College in the early forties of the nineteenth century. Among his colleagues was a certain Christopher Round, a good scholar but a dull pedantic person, who was filled with jealousy towards Collier on account of his brilliance and popularity. This feeling rises to a head when Collier wins the affection of Lady Clifford and seems likely, at the same time, to obtain the University Chair of Greek, for which Round thought his claims superior.

The result of this jealousy is told by Round himself in a manuscript which he handed to his pupil Simon Goodridge under a promise that it should not be published for at least fifty years after his death. Goodridge died and left the papers unopened, and Mr. Baker now makes them public. They contain a confession by Round that he murdered Philip Collier in the Fellows' Garden of the College. The crime was never discovered, but Round lived afterwards as a recluse, seldom seen abroad, except that in the evening he walked in the Fellows' Garden, always retracing his steps when he had reached a certain point. Philip Collier died on May 29, and Mr. Baker tells us that at least four men who have lived in rooms overlooking the garden, have seen the figure of a tall, heavy, elderly man, dressed in black, with a swallow-tailed coat and high collar and stock, walking at nightfall on the lawn. The additional evidence is furnished by the two officers already mentioned.

An interesting pendant to the story is that Philip Collier, at the time of his death, was helping Dr. James Young Simpson in his early experiments with chloroform, and we are told that Collier showed symptoms which Round mistook for drunkenness. The record is completed by reprints from newspaper reports of the inquest on Collier, with some amusing comments by the coroner on the wickedness of evading the Divine purpose by seeking anaesthetics.

The most hardened sceptic on psychical matters will find this book full of interest. It contains five drawings of Christ's College by F. H. Round. R.

*A History of Everyday Things in England.* By Marjorie and C. H. B. Quennell. (8s. 6d. net. Batsford.)

The authors of this book have set out with the purpose of making clear to young readers "of public-school age" how life was carried on at the different stages of English history. The present is the first of two volumes, and carries us to the end of the fifteenth century. We may say at once that teachers and parents will find much help in the book, but they must be prepared to take a little trouble if they want their young people to get the full advantage of what the authors provide. Whether deliberately or not, the writers have grouped their work round two distinct "cores"—architecture and dress; a not unnatural distribution of labour when a man and a woman undertake an exposition of this kind. Of the two, the buildings form the more difficult part, and in particular the development of vaulting, with its assumption of a knowledge of some of the troublesome problems of descriptive geometry, will prove a stumbling block to the less seriously minded young readers. Even here, however, the authors have done their best to smooth the path of knowledge, and they have the very important advantage of being able to use the pencil as well as the pen, for the book is not merely written, but is also illustrated by its makers, who thus form the ideal combination for sound exposition. The book is really written round the illustrations, but not after the manner of the hack bookmaker, who is set

(Continued on page 26)

# DENT'S EDUCATIONAL PUBLICATIONS

## Comparative Education. A Study of the Educational Systems of Six Representative Countries.

Edited by PETER SANDIFORD, M.A., Associate Professor of Education in the University of Toronto.  
Demy 8vo, cloth. **8s. 6d.** net.

This important volume contains chapters on : United States, Germany, England, France, Canada, and Denmark.  
*Times*.—"Dr. Sandiford has produced a really useful book."  
*Athenæum*.—"A valuable contribution to contemporary educational literature."

## French Prose : From Calvin to Anatole France

Edited by W. G. RITCHIE, M.A., and JAMES M. MOORE, M.A. Crown 8vo. **4s. 6d.** net.  
Represents French Prose at its best. Suitable for upper forms and University students.

## The New Testament for Schools

Arranged and Edited by Canon MORLEY STEVENSON, M.A., and C. W. BAILEY, M.A.

Crown 8vo. **3s. 6d.** net.

The natural companion to the same Editors' "Old Testament for Schools."

## How to Read the Bible in the 20th Century.

By SOPHIE BRYANT, D.Sc., Litt.D., formerly Head Mistress of the North London Collegiate School.

Crown 8vo. **3s. 6d.** net.

For teachers and pupils in Secondary Schools as well as for the home and the Sunday School of the modern type.

## DENT'S MODERN FRENCH BOOKS

**A Rapid French Course.** By RANDALL WILLIAMS and WALTER RIPMAN. Illustrated. Crown 8vo. **3s.** net. Specially suitable for Evening Students.

**La France.** By G. GUIBILLON. Illustrated. Crown 8vo. Cloth. **3s.** net. A book on French life and ways.

**First Steps in French.** By WALTER RIPMAN. **2s. 6d.**

**Further Steps in French.** By WALTER RIPMAN. **2s. 6d.**

**Dent's First French Book.** By S. ALGE and W. RIPMAN. **2s. 6d.**

**Dent's Second French Book.** By S. ALGE and W. RIPMAN. **2s. 9d.**

**The Best French Prose.** Six Vols. Limp Cloth. Each, **5d.** net.

**The Best French Poetry.** Six Vols. Limp Cloth. Each, **5d.** net.

**Dent's Short French Readers.** With Reform Exercises. For Second, Third, and Fourth Years. Limp Cloth. Prices—**5d., 5d., and 8d.** each.

## DENT'S MODERN ENGLISH BOOKS

**An English Pronouncing Dictionary.** By DANIEL JONES, M.A. Demy 8vo. Cloth. **7s. 6d.** net.  
Based on the system of the International Phonetic Association.

**Story Tellers' Hall.** A Literary Reader for Junior Forms. Edited by Dr. RICHARD WILSON. **2s. 3d.** net.

**Treasure Trove.** A Literary Reader for Middle Forms. By the same Editor. **2s. 3d.** net.

**Coronata.** A Book of Poems. By the same Editor. **2s. 3d.** net.

**Composition through Reading.** By F. PICKLES, M.A. The Direct Method of Teaching English.

INTRODUCTORY BOOK For Junior Forms. **1s. 9d.** net. A Complete Preparatory Course.

BOOK I for Lower Middle Forms. **1s. 9d.** net.

BOOK II for Upper Middle Forms. **2s.** net.

**THE TEMPLE POETRY BOOKS.** A new graduated collection for Preparatory Schools and Lower Forms. In Eight Parts. Limp Cloth. **7d.** net.

This Series has been carefully designed to inculcate some of the higher lessons of the War, and contains many copyright pieces, including verses by Rupert Brooke, E. Wyndham Tennant, Emile Cammaerts, Sir Henry Newbolt, and other well-known writers of the present day. Each book contains 72 pages in large type, with Four Coloured Plates and several Line Illustrations.

## DENT'S MODERN GEOGRAPHY BOOKS

**HISTORICAL AND ECONOMIC GEOGRAPHY.** By HORACE PIGGOTT, M.A., Ph.D., and ROBERT J. FINCH, F.R.G.S. With numerous Maps, Diagrams, and Pictures. Two volumes have already appeared in this series, viz. : **WORLD STUDIES** (a complete general survey) and **NORTH AMERICA**, with special reference to the United States. Other volumes are in preparation.

**J. M. DENT & SONS, LTD.,**  
ALDINE HOUSE, BEDFORD STREET, W.C.2.

down with a bundle of drawings and is called upon to produce suitable letterpress. The drawings here are of the essence of the contract, and form an organic part of the original concept. The five coloured plates and the wealth of black-and-white drawings would in themselves provide an admirable armoury from which the teacher of history could draw upon for material. But the text proves to be of almost equal help, for it contains the result of careful investigation into sources. Typical contemporary records have been laid under contribution, and have been worked up into a very readable descriptive commentary not lacking in humour. The authors not only understand, but sympathize with the people of the times they deal with, and they contrive to enlist the reader's interest on the human as well as on the mechanical side. Ships and mills and castles and sieges ensure the attention of boys, while homes and kitchens and dresses and pageants will charm the girls. To the teacher will be left the attractive work of correlating the various interests, and filling in the necessary connective tissue. For the book has that quality so pleasing to the skilful teacher of providing all the essentials, while leaving room for just that amount of elaboration that satisfies the teacher's lust of explanation without exposing him to the dangers of boring his pupils.

The book is remarkably free from slips. We have noticed only two—a confusion between the left and right of the gaily coloured young man opposite page 106 and the printing of No. 11 for No. 13 on page 200.

*Living Water.* By Harold Begbie. (2s. 6d. net. Headley Bros.)

Dedicated to the Workers' Educational Association, this volume naturally adopts the sociological point of view. Mr. Begbie makes it quite clear that he is not dealing with the kind of education that concerns itself with preparing for examinations, but it is not so clear that he is free from the danger of regarding it as a means of getting on in the world—though, of course, he would not acknowledge that his idea of getting on is the same as that of the people that Ruskin condemns. For *education* Mr. Begbie would like to substitute the term *liberation*—the setting free of the spirit of man. He tells us that "democracy should not only set up a far better State school, but should destroy the middle-class school." He quotes Matthew Arnold in support of this iconoclasm, but one would have expected at least a reference to the very practical ideal represented by the *Einheitschule*. Mr. Begbie deliberately avoids all technicality in his treatment, and one of the main interests in the little volume is the problem of whether he has justified his method of dealing with an abstract problem by means of concrete illustrations. The book proper is made up of a dozen short stories—or, rather, sketches—showing up education against various differing backgrounds. "The short story with a purpose" is here on its trial, and it cannot be justly claimed that it wins its case. Let it be said at once that the present reviewer read all the stories with genuine interest. But he was conscious all the time that his interest was in education rather than in the characters as human beings. A member of the Workers' Educational Association would no doubt read the sketches with sympathetic interest. But such a reader is converted to begin with. It is to be feared that the philistine reader whom Mr. Begbie, and every promoter of sound education, wishes to reach will not be captured by these pages. Some interesting matter is thrown together in an Appendix, but the main interest of the book is in Mr. Begbie's own work, and if he cannot make his subject appeal to the selfishly indifferent reader, he may comfort himself with the reflection that nobody else can.

J. A.

*On the Urgent Need for Reform in our National and Class Education.* By Sir Harry Johnston. (9d. net. Watts.)

This is a lecture delivered at South Place Institute, and will be found useful by anyone preparing to deal with education from the platform.

## PUBLICATIONS RECEIVED.

### Education.

- Introduction to the Scientific Study of Education.* By Prof. Charles H. Judd. *Ginn*, 7s. 6d. net.  
*The Port Royalists on Education.* By H. C. Barnard. *Cambridge University Press*, 7s. 6d. net.

### Social Philosophy.

- Outlines of Social Philosophy.* By Prof. J. S. Mackenzie. *Allen & Unwin*, 10s. 6d. net.  
*My Country: a Textbook in Civics and Patriotism for Young Americans.* By Grace A. Turkington. *Ginn*, 4s. 6d. net.

### English.

- Macaulay's Essay on William Pitt the Younger.* Edited by Wm. K. Leask. *Blackie*, 1s. 6d. net.  
*Byron's Childe Harold's Pilgrimage.* Edited by David Frew. *Blackie*, 2s. net.  
*Spenser's Faerie Queene, Book II.* Edited by Wm. K. Leask. *Blackie*, 2s. net.  
*A Rapid Survey of English Literature.* By E. H. Blakeney, M.A. *Blackie*, 2s. net.  
*The New Chivalry, and other Poems.* By Rev. E. E. Bradford, D.D. *Kegan Paul*.  
*Tom Brown's School-days.* Edited by H. C. Bradby, B.A. *Ginn*, 3s. 9d. net.  
*Little Plays from Shakespeare: Midsummer Night's Dream, The Tempest.* *Evans Bros.*, 1s. net.  
*Scott's Lord of the Isles.* Edited by Wm. K. Leask. *Blackie*, 1s. 6d. net.  
*Milton's Areopagitica.* With Commentary by Sir Richard C. Jebb. *Cambridge University Press*.  
*The Corona Readers: First Reader.* By J. H. Fassett. *Ginn*, 1s. 9d. net.

### French.

- A French Grammar for Schools and Colleges.* By F. V. Massard and Chas. Durno, M.A. *Rivingtons*, 4s.  
*French Exercises.* By F. V. Massard. *Rivingtons*, 2s. 6d.  
*Matriculation French Free Composition.* By F. A. Hedgcock and H. Luguët. *Bell*, 2s. 6d. net.  
*L'Anglais pour les Français.* By A. J. de Havilland Bushnell. *Clarendon Press*, 3s.  
*Le Français des Français de France.* By J. de la Villèsbrunne. *Clarendon Press*, 2s. 6d.  
*Stories from Balzac.* Edited, with Notes and Vocabulary, by D. L. Buffum, Ph.D. *Bell*, 4s. 6d.  
*Daudet's Tartarin sur les Alpes.* By W. Peirce, Ph.D. *Bell*, 3s.  
*Prise de la Bastille.* From Michelet's *Histoire de France*. Edited by Louis A. Barbé. *Blackie*, 8d.  
*Racine: Andromaque.* Edited by E. J. A. Groves. *Blackie*, 10d.  
*Italian Grammar Self-taught.* By A. C. Panagulli. *Marlborough*, paper, 1s. 9d.; cloth, 3s.; Key, 9d.

### Spanish.

- Primeras Lecciones de Español.* By C. M. Dorado. *Ginn*, 4s. net.  
*A Spanish Reader.* By H. C. L. Balshaw. *Murray*, 3s. 6d. net.

### Russian.

- Fourth Russian Book. Part I: English-Russian Exercises.* By Nevill Forbes, M.A. *Clarendon Press*, 2s. net.

### Mathematics.

- Projective Geometry, Vol. II.* By Oswald Veblen and John W. Young. *Ginn*, 21s. net.

### Science.

- Civic Biology.* By C. F. Hodge and J. Dawson. *Ginn*, 7s. net.  
*Pioneers of Progress: Men of Science.* Edited by S. Chapman. Michael Faraday, by J. A. Crowther; Alfred Russel Wallace, by Lancelot T. Hogben; Galileo, by W. W. Bryant.

### General.

- Battles for Peace: the Story of the Great War told for Children.* By Elizabeth O'Neill, M.A. *Hodder & Stoughton*, 3s. 6d. net.  
*Fighting for Sea Power in the Days of Sail.* By H. W. Household. *Macmillan*, 2s.  
*South America and the War.* By F. A. Kirkpatrick, M.A. *Cambridge University Press*, 4s. 6d. net.  
*Low's Handbook to the Charities of London, 1918.* *Sampson Low*, 1s. 6d. net.  
*Student's Handbook to the University and Colleges of Cambridge, 1918-19.* *Cambridge University Press*, 6s. net.



A SELECTION FROM  
**METHUEN'S EDUCATIONAL LIST**

Announcement List and Catalogues sent on application.

- THE PLAY-WORK BOOK.** By ANN MACBETH, author of "Needlecraft." With 114 Illustrations. Crown 8vo. 3s. 6d. net.
- OLD TESTAMENT HISTORY FOR USE IN SCHOOLS.** By the Rev. W. F. HURNSIDE, M.A., Head Master of St. Edmund's School, Canterbury. 8th Edition. Crown 8vo. 5s. net.
- JUNIOR ENGLISH.** By F. J. RAHTZ, M.A., B.Sc. Senior Lecturer at Merchant Venturers' Technical College, Bristol. 15th Edition. Crown 8vo. 2s. 3d.
- HIGHER ENGLISH.** By F. J. RAHTZ, M.A., B.Sc. 12th Edition. Crown 8vo. 6s.
- A CLASS-BOOK OF EASY DICTATION AND SPELLING.** Selected by Canon WILLIAMSON, B.A. 12th Edition. Fcap. 8vo. 1s. 6d. [Beginner's Books.]
- A CLASS-BOOK OF DICTATION PASSAGES.** Selected by Canon WILLIAMSON, B.A. 21st Edition. Crown 8vo. 2s. 3d. [Junior School Books.]
- ENGLISH LITERATURE.** By F. J. RAHTZ, M.A., B.Sc. 3rd Edition. Crown 8vo. 3s. 6d.
- A JUNIOR FRENCH PROSE.** By R. E. N. BARON, M.A., Modern Language Master at Cheltenham Grammar School. 8th Edition. Crown 8vo. 3s. [Junior School Books.]
- STEPS TO FRENCH.** By A. M. M. STEDMAN, M.A. 12th Edition. 18mo. 1s.
- FIRST FRENCH LESSONS.** By A. M. M. STEDMAN, M.A. 13th Edition. Crown 8vo. 1s. 6d.
- FRENCH VOCABULARIES FOR REPETITION.** Arranged according to subjects. By A. M. M. STEDMAN, M.A. 16th Edition. Fcap. 8vo. 1s. 6d.
- A SHORT HISTORY OF ROME TO THE DEATH OF AUGUSTUS.** By J. WELLS, M.A., Fellow and Tutor of Wadham College, Oxford. With 3 Maps and 4 Plates. 16th Edition. Crown 8vo. 6s.
- EASY STORIES FROM ENGLISH HISTORY.** By E. M. WILMOT-BUXTON, F.R.Hist.S. 8th Edition. Crown 8vo. 1s. 9d. [Beginner's Books.]
- A JUNIOR HISTORY OF GREAT BRITAIN.** By E. M. WILMOT-BUXTON, F.R.Hist.S. 4th Edition. Crown 8vo. 3s. 6d.
- THE INDUSTRIAL HISTORY OF ENGLAND.** By H. DE B. GIBBINS, Litt.D., M.A. With Maps and Plans. 23rd Edition. Crown 8vo. 5s.
- EUROPE AND THE EMPIRE.** Six Ages of European History. Edited by A. H. JOHNSON, M.A., Fellow of All Souls College, Oxford. With Maps. Crown 8vo. 6s. each.
- The Dawn of Medieval Europe, 476-918.** By J. H. B. MASTERMAN, M.A. **The Central Period of the Middle Age, 918-1278.** By B. A. LEMS. **The End of the Middle Age, 1278-1453.** By E. C. LODGE. **Europe in Renaissance and Reformation, 1453-1660.** By M. A. HOLLINGS, M.A. **The Age of the Enlightened Despot, 1660-1789.** By A. H. JOHNSON, M.A. **The Re-making of Modern Europe, 1789-1878.** By J. A. R. MARRIOTT, M.A.
- MAKERS OF EUROPE.** Outlines of European History for the Middle Forms of Schools. By E. M. WILMOT-BUXTON, F.R.Hist.S. With 12 Maps. 16th Edition. Crown 8vo. 5s.
- INITIA LATINA.** Easy Lessons on Elementary Accidence. By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 16th Edition. Fcap. 8vo. 1s. 6d.
- FIRST LATIN LESSONS.** By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 15th Edition. Crown 8vo. 2s. 6d.
- EASY LATIN PASSAGES FOR UNSKILFUL TRANSLATION.** By A. M. M. STEDMAN, M.A. 17th Edition. Fcap. 8vo. 2s.
- LATIN EXAMINATION PAPERS IN MISCELLANEOUS GRAMMAR AND IDIOMS.** By A. M. M. STEDMAN. 17th Edition. Crown 8vo. 3s. 6d. KEY (8th Edition), issued to tutors and private students only, 6s. net.
- LATIN VOCABULARIES FOR REPETITION.** Arranged according to subjects. By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 19th Edition. Fcap. 8vo. 2s.
- EASY EXERCISES IN ALGEBRA FOR BEGINNERS.** Containing 3,500 Original Problems. By W. S. BEARD. 3rd Edition. Crown 8vo. With Answers, 2s. 6d.; without Answers, 2s. 3d.
- EASY EXERCISES IN ARITHMETIC.** Containing 5,000 Examples. By W. S. BEARD. 9th Edition. Fcap. 8vo. 1s. 9d. KEY, 1s. net. [Beginner's Books.]
- A TEXTBOOK OF INORGANIC CHEMISTRY.** By G. SENTER, D.Sc., Ph.D., Lecturer at Birkbeck College, author of "Outlines of Physical Chemistry." With many Diagrams. 4th Edition. Crown 8vo. 3s. 6d. [Textbooks of Science.]
- THE COMPLETE SCHOOL CHEMISTRY.** By F. M. OLDHAM, M.A., Senior Chemistry Master at Dulwich College. With 125 Illustrations. 12th Edition. Crown 8vo. 7s. 6d. [Textbooks of Science.]
- OUTLINES OF PHYSICAL CHEMISTRY.** By G. SENTER, D.Sc., Ph.D., Lecturer in Chemistry at Birkbeck College. With many Diagrams. 6th Edition. Crown 8vo. 7s. 6d. [Textbooks of Science.]
- ELEMENTARY EXPERIMENTAL SCIENCE. Physics,** by W. T. CLOUGH, A.R.C.S., Head of the Physics and Electrical Engineering Department, East Ham Technical College; **Chemistry,** by A. E. DUNSTAN, D.Sc., F.I.C. With 2 Plates and 154 Diagrams. 17th Edition. Crown 8vo. 4s. [Junior School Books.]
- ELECTRIC LIGHT AND POWER.** By E. E. BROOKS, B.Sc. (Lond.), Head of the Department of Physics and Electrical Engineering, Leicester Municipal Technical School, and W. H. N. JAMES, A.R.C.S., A.M.I.E.E., Lecturer in Electrical Engineering, Municipal School of Technology, Manchester. With 17 Plates and 230 Illustrations. 5th and Revised Edition. Crown 8vo. 6s. 6d. [Textbooks of Technology.]

**METHUEN & CO., Ltd.,**

36 Essex Street, Strand, W.C.2.

By Special Appointment



To their Majesties the King and Queen and  
H.M. Queen Alexandra.

**WINSOR & NEWTON,**  
Limited.

MANUFACTURERS of permanent OIL and  
WATER COLOURS and all Artists' requisites  
of the FINEST QUALITY.

PERMANENCE of COLOUR  
has been for nearly a Century  
the great outstanding feature  
of this establishment.

Full detailed catalogue may  
be obtained from any of the  
leading Artists' Colourmen  
throughout the Country, or  
from

39 RATHBONE PLACE,  
LONDON, W.1.

Established nearly a Century.



**TO-DAY**

EDITED BY HOLBROOK JACKSON

Men and Women who are engaged  
in teaching must be in touch with  
good literature if they wish to keep  
their brains well nourished and their  
ideas bright.

Holbrook Jackson's brilliant little  
Magazine provides them with the  
means of doing so.

TO-DAY is small enough to slip into  
the coat pocket. It contains the best  
work of the best writers—appears  
once a month—costs sixpence a copy  
or seven shillings a year post free.

SEND a P.C. for a SPECIMEN COPY

The TO-DAY Office,  
30 KING ST., COVENT GARDEN, LONDON, W.C.2.

# THE COLLEGE OF PRECEPTORS

## LECTURES ON EDUCATIONAL PSYCHOLOGY.

By JOHN ADAMS, M.A., B.Sc., LL.D. F.C.P., Professor of Education in the University of London.

The lectures are so arranged as to assist in the preparation for the College examinations for the Associateship, the Licentiate, and the Fellowship. But the course has as its primary object the presentation of the facts of psychology in such a way as to enable teachers to make practical applications to their life work. The purpose is not so much to impart the technicalities of pure psychology as to bring teachers into touch with such psychological principles as are proving themselves of importance in educational processes. To this end the reading of the students will be guided, and problems set for those who care to work them. Opportunity will be given for asking questions on matters relevant to the subjects dealt with in the lectures.

I. (Feb. 6.) *Aim and Methods of Psychology.*—Subject matter of psychology: two views—consciousness and behaviour: teachers' preference for behaviour: nature of consciousness and method of examining it: the ego and the non-ego: introspection: observation: relation between physiology and psychology: brain *versus* mind: classification of the branches of psychology: psychology as an aid to education: dangers of the psychological attitude in school.

II. (Feb. 13.) *The Perceptual Plane.*—The inner and the outer world: communication between them: the gateways of knowledge: sensation and the senses, general and special: pure sensation and the passage toward meaning: nature of perception: the training of the senses: the place of observation in education: common fallacies on the training of observation: the raw material of knowledge: organization of percepts: meaning and application of apperception.

III. (Feb. 20.) *The Conceptual Plane.*—Presentation *versus* representation: passage from perception to conception: the series—*sensory, percept, image, generalised image, concept*: fallacies of abstraction and generalisation: mental content: nature of ideas: ideas as forces: association of ideas: presentative activity: flash of conception: manipulation of the activity of ideas: the static and the dynamic threshold: suggestion and its manipulation in education.

IV. (Feb. 27.) *Memory.*—The basis of personal identity: retention and recall: reverie, reminiscence, and recollection: obliviscence: dated and undated memory: natural or "brute" memory: associative memory: rational memory: the training of the memory: the instalment system of memorising: mnemonics: legitimate and illegitimate: coefficients of memory: permanence of types of memory: learning by rote or by heart: cram in relation to memory.

V. (March 6.) *Imagination.*—Connexion between memory and imagination: cause of the evil repute of imagination among serious people: irrational views of teachers on the range of the imagination: imagining as opposed to imagining: clearly imaged ends: degrees of freedom of the imagination: the artistic and the scientific forms of imagination: training of the imagination: creative aspect: active and passive forms: hypothesis and invention: limitations imagination sometimes imposes upon thinking.

VI. (March 13.) *The Control of Consciousness.*—The stream of consciousness needs direction: source of control: the dominating ego: attention in relation to consciousness: focal, marginal, and sub-marginal areas: internal and external sources of control of consciousness: nisc and anisc attention: mechanism of attention—respiratory, vascular, and motor elements: the rhythm of attention: concentration and diffusion beats: the driving power of interest.

VII. (March 20.) *Instinct and Habit.*—Among conflicting views of the nature of instinct, Macdougall's is the most useful for teachers: place of instinct

in education: relation to habit: the elimination of consciousness in the development of habit: degrees of automatism in habits: relation between the upper and the lower brain: the growing point: co-ordination and accommodation: advantages and dangers of forming habits: the changing and the breaking of habits.

VIII. (May 8.) *The Unconscious and its Implications.*—Gradual recognition of the dynamic nature of the unconscious: the Titan within us: nature of the unconscious: general belief that we guide ourselves entirely by intellect: Bergson's view of the relation between intuition and intellect: conflict between the conscious and the unconscious: repressed complexes and their interference with normal life: psycho-analysis and its possible applications to educational problems.

IX. (May 15.) *Personality and Temperament.*—Individuality, personality, and character: modern demand for free development of personality: personality develops round the temperament as a nucleus: the "humours" classification: the newer classification into sensories and motors: introverts and extroverts: relation of temperament to age: modifiability of temperament: relation between teacher personality and pupil personality: teacher's sanction to manipulate temperament and personality.

X. (May 22.) *The Affective Aspect.*—Feeling is getting a much greater amount of attention from psychologists than formerly: nature of emotion: its bad reputation among philosophers: doctrine of elimination: relation of emotion to passion and sentiment: the mechanism of the emotions: the Lange-James and other theories: dangers of "transferred" emotions: relation between the emotions and the instincts: teacher's manipulation of the emotions: how far can and ought the emotions to be trained?

XI. (May 29.) *The Conative Aspect.*—Nature of will: misconceptions underlying such phrases as a "strong will", a "weak will", "breaking the will": the demonic view of the will: will as a resultant: nature and function of motives: dangers of hypostatization: possibility of training the will: temptations of the strong-willed teacher: the trouble of the undecided pupil: confusion between caprice and freedom: like other powers, the will must be trained by exercise.

XII. (June 5.) *Experimental Psychology.*—At first a branch of philosophy, psychology now claims scientific standing: accordingly experimental methods are being adopted: fundamental assumption underlying this experimental method: place of "brass instruments" with free experiments *versus* laboratory experiments: experience compared with experiment: statistical methods: correlation and other formulae: attempt to eliminate the subjective element: special experimental problems in education.

FEES: Half-a-guinea for the whole Course; Two shillings for a single Lecture. Members of the College have free admission.

# THE TECHNICAL COLLEGE,

LOUGHBOROUGH, LEICESTERSHIRE.

H. SCHOFIELD, M.B.E., B.Sc. (Hons.) Lond., A.R.C.Sc. Lond., Assoc.M.Inst.C.E., PRINCIPAL.

## DEPARTMENTS OF MECHANICAL AND ELECTRICAL ENGINEERING.

Complete Courses of Training are arranged in both Theory and Practice of Mechanical Engineering,

The Workshops of the College provide accommodation for 500 students working at the same time.

The equipment is on most modern and comprehensive lines, and comprises plant for turning, fitting, milling, grinding, automatic lathe operating and tool setting, tool and gauge making, foundry work, pattern making, drawing office work, heat treatment, viewing and testing of all kinds.

None but first-class work of a productive character is undertaken by the students, working under the skilled supervision of a fully qualified technical staff.

The complete course covers a period of five years, during which works training in all the above sections will be given, and this will be accompanied by a full theoretical course of instruction in the College Lecture Rooms and Laboratories.

Intending students should be at least sixteen years of age, and have had a good Public School or Secondary Education.

The fee is £5 5s. per term, and the next term will commence on January 14, 1919.

Boarding accommodation is provided in Hostels attached to the College, full particulars of which, together with illustrated Prospectus, will be forwarded upon application to the Principal.

W. A. BROCKINGTON,  
Director of Education.

# EDUCATIONAL WORKS.

The **YEAR BOOK PRESS SERIES** of **UNISON** and **PART SONGS** for Schools.  
**LIVING BRITISH COMPOSERS — WORDS OF LITERARY MERIT.**

UNISON AND PART SONGS by—Sir H. Parry, Sir C. V. Stanford, Charles Wood, John Ireland, Sir A. C. Mackenzie, T. F. Dunhill, Walford Davies, C. H. Lloyd, A. J. Silver, A. M. Goodhart, Donald Tovey, Basil Harwood, Walter Parratt, P. Buck, Sir F. Bridge, W. G. Alcock, &c.

Plays and their Plots—A list of Musical and other Plays suitable for Schools.—Free on application.  
 CATALOGUES ON APPLICATION. APPROVAL PARCELS.

**A SHORT HISTORY OF THE GREAT WAR.** By F. MAYNARD BRIDGE, B.A.

*[In preparation, ready in the Spring.]*

**OFFICIAL LIST OF REGISTERED TEACHERS.** Published under the authority of The Teachers Registration Council by the Year Book Press. 17,628 names of Registered Teachers, Conditions of Registration, full particulars of Council, Committees, Statistics, &c. Price 10/6 net; post free 11/-; 385 pp., cr. 4to, cloth.

**THE PUBLIC SCHOOLS YEAR BOOK.** The Official Book of Reference of the Head Masters' Conference. 6/- net; post free, 6/6.

**THE SCHOOLMASTERS YEAR BOOK.** 1919. *(In preparation)* 20/- net.

**THE GIRLS SCHOOL YEAR BOOK.** The Official Book of Reference of the Association of Head Mistresses. 6/- net; post free, 6/6.

**MEMORABILIA CARDS.** "Simple and clear Chronological Frameworks." 2d. net each, 1/6 net a dozen. 1. English History. 2. Roman History. 3. Greek History. 4. The Battles of England. 5. Explorers and Discoverers. 6. The Colonies of the Empire. 7. The Makers of English Literature. 8. Arithmetic. 9. Scripture. 10. Mythology. 11. New Testament.

**THE YEAR BOOK OF ENGLISH HISTORY.** Price 1/- net; post free, 1/2.

An admitted Success. Circular and Specimen page on application.

**LATIN VOCABULARIES FOR PREPARATORY SCHOOLS.** By S. H. J. RUSSELL, M.A. 2/- net. Words suitable for Common Entrance and Scholarship Exams. Interleaved with blank pages for additions.

NEW AND REVISED EDITION.

**NORMAN'S ARITHMETIC.** By J. S. NORMAN and F. K. NORMAN. With Answers, 3/- net; without Answers, 2/6 net.

**ADDITIONAL EXERCISES TO NORMAN'S ARITHMETIC** (old edition). Diagrams, &c., dealing with Mensuration. Crown 8vo, 12 pp., stitched. 6d. post free.

**THE TEACHING OF ARITHMETIC.** By J. S. NORMAN, 1/6 net; post free, 1/7. "Everyone who teaches Arithmetic should buy it."

**JUST PUBLISHED.—NORMAN'S ENGLISH GRAMMAR.** By J. S. NORMAN, with an Introduction by Rev. A. A. DAVID, D.D., Head Master of Rugby. 1/6 net. Specimen copy on application from Heads of Schools.

H. F. W. DEANE & SONS THE YEAR BOOK PRESS, LTD., 31 MUSEUM ST., LONDON, W.C.1.

EDUCATIONAL BOOKSELLERS

**SCHOOL, CLASSICAL,  
MATHEMATICAL,  
AND SCIENTIFIC  
BOOKS.**

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

Keys and Translations.

**SCHOOLS  
SUPPLIED.**

**BOOKS  
BOUGHT.**

**J. POOLE & CO.,**  
104 Charing Cross Road,  
LONDON, W.O.

Telephone No.: 1648 Gerrard.

**NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.**

**Messrs. W. HEFFER & SONS, Ltd.,  
BOOKSELLERS, CAMBRIDGE,**

regret that owing to the shortage of paper, they will be unable to issue their usual Catalogue of School and College Text Books this year. They trust, however, that Head Masters, Head Mistresses, Teachers, and Librarians of School Libraries will apply to them for any books which may be required.

CATALOGUES OF GENERAL INTEREST WILL BE ISSUED PERIODICALLY.  
APPLICATIONS INVITED.

N.B.—A list of school books offered at cheap prices in numbers is now ready.

**EXAMINATION PAPER**  
AS USED BY THE  
**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements. Ruled both sides.  
 Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.  
 " " " 960 " " " " 13s.

**ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.**  
 Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
 Music Paper.

*(Postage extra.) Remittance should accompany Order.*

**F. W. SHELBOURNE & CO.,** Wholesale and Retail Stationers,  
 Telephone Holborn 690. 63 HIGH HOLBORN, LONDON, W.C.1

**CAREY'S GRADUS.  
"GRADUS AD PARNASSUM,"  
WITH THE ENGLISH MEANINGS.**

Edited by the late DR. CAREY.  
 Revised, Corrected, and Augmented by a Member of the  
 University of Cambridge.  
 Post 8vo, cloth, price 7s.

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

## “AN IDEAL HISTORY BOOK.”

Each chapter treats of such subjects as General Social Conditions, Costumes, Buildings, Modes of Life, Food, Travel, Fairs and Markets, Games, and Industrial Occupations.

## A HISTORY OF EVERYDAY THINGS IN ENGLAND

Done in Two Parts, of which this is the first (1066-1499).

Written and Illustrated by

**MARJORIE and C. H. B. QUENNEL.**

Containing 200 pages, including 86 Illustrations specially drawn by the Authors and reproduced in line and half-tone, also 5 Colour Plates showing the development of Costume.

Price 8/6 net. Postage 6d. extra.

THE TIMES, dated September 26th, 1918, in a 130-line review, says:

“The goal of the authors of this very charming book is to introduce boys and girls to the life of successive ages, and so to enable them to study history, and indeed special branches of history, in such a way that the evolution of national life should appear a living thing. This we think they have achieved, and it is no mean achievement.”

THE SPECTATOR, dated November 9th, 1918, in a 100-line review, says:

“A really delightful book for big children . . . interesting and charming from cover to cover.”

THE MORNING POST, dated December 27th, 1918, in a 50-line review, says:

“The heart of John Richard Green . . . would have rejoiced at this history of everyday things and people in England which, though intended for boys and girls of public school age, ought to be read and studied by the parents of each one of them.”

The 1st edition of this remarkable book is nearly exhausted. A second large edition is in the press.

An illustrated prospectus will be sent post free on application.

London

**B. T. BATSFORD, Ltd., 94 HIGH HOLBORN,**  
And at all leading Booksellers.

## The “Britannic” Historical Geography Books.

Correlating History, Geography and Map Drawing.

\* Adopted by the London County Council.

Each Part contains 12 Maps. Facing each Map there are instructive and interesting summaries of Historical Notes, specially connected with the period illustrated by the Map.

\* Part 1. { From the Roman Invasion, B.C. 55, to the Wars of the Roses, A.D. 1485.

\* Part 2. { From the Tudors, A.D. 1485, to the Crimean War, A.D. 1855.

Part 3. EUROPEAN HISTORY, 1600 to 1914, including the Balkan Wars. Part 3 contains the following twelve maps:—

1. 1648—Map of Europe, showing Division of Territory after Thirty Years' War.
  2. 1713—Europe after Treaty of Utrecht, and showing important places in history since 1713.
  3. 1763—Europe after Treaty of Paris.
  4. Map of Paris in 1789.
  5. 1789-1796—Map of France and borders.
  6. 1802—Europe at Peace of Amiens.
  7. 1810—Map of Europe after Wagram.
  8. 1815—Map of Europe after Congress of Vienna and Treaty of Paris.
  9. 1866—Europe after Sadowa, showing Schleswig-Holstein and new German Confederation.
  10. 1871—Europe showing boundaries of German Empire, and new and complete Italian Kingdom.
  11. 1878—Europe after Treaty of Berlin.
  12. 1914—Balkan Peninsula and neighbouring States.
- Parts 1, 2 & 3, price each 5d. net.; post free, 6½d.  
The Three Parts, post free, 1s. 6d.

## A Handbook of Pictorial History.

By H. W. DONALD, Designer of Historical Illustrations.

Adopted by the London County Council.

Containing 680 illustrations from original and contemporary sources of Architecture, Arms and Armour, Antiquities, Costumes, Customs, Shipping, Heraldry, etc., with Notes and Descriptive Matter for the use of students and teachers.

Price, net. 4s.; post free, 4s. 6d.

## Story Lessons in Geography.

A Course of 24 Story Lessons in a Geographical Setting.

By MARGARET HARDIE, Author of “Seasonal Nature Lessons.”

Each Lesson contains an Introductory Story with Blackboard Illustrations; also Suggestive Matter for Expression Work in Colouring, Modelling, Reading, etc.

One Section of the Course is devoted to Story Lessons of the life, surroundings, and customs of Children of Other Lands.

Price, net, 3s. 6d.; post free, 3s. 10½d.

## Story Lessons in Plant Life.

By MARGARET HARDIE, Author of “Seasonal Nature Lessons.”

A Series of twenty-four Correlated Lessons in Plant Life, on the same lines as “Seasonal Nature Lessons,” with Blackboard Illustrations and suggestive matter for Expression work in Cutting, Modelling, etc.

Price, net, 3s. 6d.; post free, 3s. 10½d.

# CHARLES AND SON

(W. CHARLES),

LONDON: 10 Paternoster Sq., E.C. 4.  
GLASGOW: 68 Gordon Street.

**MEDICAL PRELIMINARY EXAMINATIONS.**

The  
**UNIVERSITY EXAMINATION  
POSTAL INSTITUTION**

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal,

MR. E. S. WEYMOUTH, M.A. (Lond.),

17 Red Lion Square, London, W.C. 1.

**DUTTON'S <sup>24</sup> HOUR**

DUTTON'S Shorthand has only 6 rules and 29 characters. Complete theory learned in 24 hours. That stage reached, practice quickly gives high reporting speeds. Send 2 stamps for specimen lesson to Dutton's College (DESK T. 7), Skegness.

**SHORTHAND****BOOKS. NEW OR SECOND-HAND.**

Orders promptly Dispatched.

Inquiries from readers of "The Educational Times," at home or abroad, will receive the personal attention of

JOHN DAVIS (Successor to THOMAS LAURIE),  
13 Paternoster Row, London, E.C. 4.

**BOOKS** On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

Second Hand at Half Prices. New Books at Discount Prices.

**BOOKS SENT ON APPROVAL**

Catalogues Free.

State Wants.

Books Bought.

W. & G. FOYLE, 121/123 Charing Cross Road, London, W.C. 2.

**SECOND-HAND SCHOOL BOOKS.**

Please write for Catalogue to

**GEORGE OVER,**  
Educational Bookseller, RUGBY.

**DISINFECTANTS**  
For SCHOOL USE.

A leaflet on School Disinfection will be sent post free on application to—

The "SANITAS" Co., Ltd.,  
Limehouse, London, E. 14.

Disinfectant Manufacturers by  
Appointment to H.M. the King.

**BOOKS  
FOR  
TEACHERS****ART  
&  
HANDWORK**

**HANDWORK AND GEOGRAPHY.** By G. PICKERING, F.G.S., *Head Master of the Gurney Pease Memorial School, Darlington*; and J. B. ROBINSON, F.R.G.S., *Principal of the Great Yarmouth Summer School*. With a Foreword by J. A. GREEN, M.A., *Professor of Education in the University of Sheffield*.

Most of this book is a handy guide, with numerous useful exercises to all the outdoor work which lies on the borderland between Mathematics and Geography, and forms an elementary introduction to Surveying and Geodesy. The second part is on similar practical and useful lines, and will be especially useful to those who wish to teach their pupils a little Astronomy. The models suggested are simple and eminently useful.

Part I, demy 8vo, 102 pp., 83 illustrations, 2/6 net.

Part II, demy 8vo, 140 pp., 112 illustrations, 3/- net.

**HANDWORK AND PRACTICAL ARITHMETIC.** By GEO. F. JOHNSON, *Editor of "Educational Handwork," Inspector of Handwork, Liverpool Education Committee*. With an Introduction by J. A. GREEN, M.A., *Professor of Education in the University of Sheffield*.

The work is divided into seven parts, the whole forming a continuous treatise on the fundamental principles of Arithmetic, Geometry, and Mensuration. The first four parts are contained in the first volume, and the last three parts in the second volume.

Demy 8vo, illustrated; vol. I, 128 pp., 3/- net. Vol. II, 106 pp., 2/6 net.

**SIMPLE LESSONS IN COLOUR. I.—COMMON OBJECTS.** By HERBERT A. RANKIN, *Art Master, Silver and Bronze Medallist*.

A Practical Manual suitable for all who would master the elementary principles of colour as applied both to animate and inanimate objects.

Demy 8vo, cloth, 160 pp., 36 full-page coloured plates, 5/- net.

**SIMPLE LESSONS IN COLOUR. II.—FLOWERS.** By the same Author.

In demy 8vo, cloth gilt, 184 pp., with 40 full-page coloured plates. Price 5/- net.

**PENCIL DRAWING.** By the same Author.

This Manual is addressed especially to teachers learning the art of teaching drawing, and should prove of great assistance in removing practical difficulties, and also give considerable insight into the principles underlying the rules and conventions of the subject.

In demy 8vo, cloth gilt, 153 illustrations, 220 pp. Price 5/- net.

**PASTEL WORK.** By the same Author.

The plates chosen to illustrate the scheme in this manual are of such articles as can easily be obtained at any time of the year.

In demy 8vo, cloth, 160 pp., with 32 full-page colour plates. Price 5/- net.

**PASTEL WORK (FLOWERS).** By the same Author.

The developments necessary in the application of colour to plant life are fully described. A seasonal course of nature work with crayons has been fully provided for.

In demy 8vo, cloth, 188 pp., with 36 beautiful full-page coloured plates. 5/- net.

**THE TEACHING OF COLOUR.** By the same Author.

The primary aim of the present volume is to present colour problems, especially in the observational exercises, in as simple a manner as possible.

In demy 8vo, cloth gilt, 178 pp., with 55 beautiful plates in colour and black and white. 5/- net.

**BOOK-BINDING AS A HANDWORK SUBJECT.** By J. HALLIDAY, *Handwork Master, County Technical Secondary School, Workington*; *Lecturer in Handwork, Cumberland County Council*; *Member of the Staff, Brighton Summer School, &c.* With a Foreword by Canon H. D. RAWNSLEY, *Hon Secretary of the Secondary Schools Association, &c.*

Demy 8vo, cloth, 74 pp., with 58 illustrations and diagrams. Price 2/- net.

**WOOD, WIRE AND CARDBOARD.** By J. G. ADAMS and C. A. RLLIOTT. With a Foreword by R. HUDSON, M.A., *Principal of St. Mark's Training College, Chelsea, S.W.*

Demy 8vo, cloth, 116 pp., with 62 black and white illustrations, 2/6 net.

Full catalogue and special leaflets gladly sent by

SIR ISAAC PITMAN  
AND SONS, LTD.

1 AMEN CORNER,  
LONDON, E. C. 4.

THE  
EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

32

(Founded 1847.)

Jan. 1919.

# The Art of Teaching Children

The secret of successful teaching is "Interest-Power." Interest the children and their progress will be assured. "Interest-Power" is the secret of the remarkable success which the following books have had amongst Teachers throughout the country. Each book has been written by a well known expert, possessing an intimate knowledge of the minds of young children, and of the best methods of winning and sustaining their interest.

Any of the following books will be sent on approval, for a Week's Free Examination, if you will mark with a cross (X) those Volumes you would like to inspect. Write your name and address below, post the list or send a post card to-day to—EVANS Bros., Ltd., Montague House, Russell Square, London, W.C.1, and the books will be forwarded without delay.

- .....**The Teacher's Book of Nature Study.**  
In three volumes, each containing a separate year's complete course of prepared Nature Study Lessons, classified and arranged for the Teacher's use. It meets every requirement of the practical Teacher. 4s. 6d. net each volume.
- .....**The Teacher's Book of Nature Stories**  
120 delightful stories, told in full, corresponding with the lessons given in "The Teacher's Book of Nature Study," Vols. I, II and III. The stories are full of charm and make every Nature lesson a romance.
- .....**The Kingsway Book of Geography Stories** (told in full), enables teachers to fulfil one of the greatest requirements of the Revised Suggestions. The stories reveal a new world to the pupils. 3s. 6d. net.
- .....**The Kingsway Book of Famous Explorers** (for Teachers). Stories (told in full) of great explorers. The only book which exactly fulfils the requirements of the Revised Suggestions. Teachers will find it to be invaluable. 3s. 6d. net.
- .....**The Teacher's Book of Story Lessons.**  
This unique book contains outlines of a very large number of stories specially prepared to illustrate Geography, History, Nature Study, Science and Arithmetic, together with expert guidance as to the use of the stories. A most remarkable book. 5s. net.
- .....**The Teacher's Book of Hints that Win Success.** The practical Aids, Methods and Devices, for successful teaching worked out by the most experienced Teachers. For all Schools above Infants. Eighth Thousand. 4s. 6d. net.
- .....**The Book of School Gardening.** Upon entirely new lines, by one of the greatest experts upon the subject. Every process simplified. The demand has been so great that a second edition was required the week the book was issued. 3s. 6d. net.
- .....**Classroom Experimental Science.** A new book on new lines. A complete four years' course for Elementary or Higher Grade Schools and Evening Classes. Simple apparatus. Four parts for pupils' use, or in one volume for the Teachers' use.
- .....**The Infant School Teacher's Library, The Teacher's Book of.** .....(1) Number Lessons; (2) Word Building; .....(3) Individual Occupations; .....(4) Toy-making; .....(5) Language Exercises; .....(6) Music, Dramatised Nursery Rhymes, &c.; .....(7) Bible Lessons; .....(8) Guessing Games; .....(9) Drawing Charts. 2s. 6d. net each.
- .....**The Book of School Colour Work.**  
A year's course of prepared lessons in pastel or water-colour, ready for Teacher's use. Simple, practical methods employed. Fully illustrated throughout. 4s. 6d. net.
- .....**The Book of Pencil Drawing.** An invaluable book for Teachers, containing a progressive course of prepared lessons in pencil drawing. Simple, practical methods employed. 3s. net.
- .....**Imaginative Drawing.** Enables Teachers to illustrate stories and poems rapidly and effectively, to draw scenery and objects of all kinds from memory. The book contains 26 prepared lessons in pastel or water-colour, ready for teachers to give to their pupils. 3s. 6d. net.
- .....**The Book of School Games.** The finest collection of School Games, Playground Games, Classroom Games, Geographical Games, Historical Games, Physical Exercises as Games, &c. Illustrated. 4s. 6d. net.
- .....**Peasant Dances of Many Lands.**  
Mrs. C. W. KIMMINS' latest and best work. Invaluable for Schools, play-centres and entertainments. Clear, simple directions for dancing steps, with full music. Beautifully illustrated by actual photographs. 7s. 6d. net.
- .....**Rhythmic Games.** An entirely new and original series for very young children, set to music of great composers. Based upon life in Nature. Primary Department Teachers should see this book. Illustrated. 4s. 6d. net.
- .....**British Marches for Schools.** 24 fine Marches by Mr. MARTIN SHAW. 3s. 6d. net.
- .....**Little Plays from Shakespeare.** Complete Shakespeare Plays, each skillfully adapted to be rendered as a short performance. (1) The Tempest. (2) Merchant of Venice. (3) Midsummer Night's Dream. (4) As you like it.
- .....**The First Book of the School Concert**  
**The Second Book of the School Concert. The Third Book of the School Concert.** Three remarkable books, each containing a choice selection of songs, dialogues, playlets, recitations, programmes, &c. Over 10,000 successful concerts have been based upon these books. Each 3s. net.
- .....**Shakespeare Plays with Songs and Dances.** .....(1) The Pedlar. Complete words, music, dances, &c., and songs for use throughout the year, 2s. net.; words and melody, 6d. net. ....(2) The Fools and the Fairies. From a Midsummer Night's Dream. Complete words, music, dances, &c., 3s. 6d. net. Words and Melody, 1s. net.
- .....**The Kingsway Book of Action Songs.**  
Thirty delightful songs full of life and melody and rhythm, for young children. Full instructions are given for ordinary class use and also for concerts. 3s. net.
- .....**Kingsway Book of School Songs.** (20 splendid School Songs), 3s. net.
- .....**Little Plays from Dickens.** Five Plays in one volume. 1s. Plays separately 3d. each.

Send this Form or a Post Card

To Messrs. EVANS BROS., LTD., Montague House, Russell Square, London, W.C.1.

Please send me by post the Volumes marked with a cross (X) on approval for one week.

I will forward remittance or return the books within a week. [Educational Times, Jan. 1919.]

Name (Mr., Mrs., or Miss) \_\_\_\_\_

School or Home Address \_\_\_\_\_

1919

# SUPPLEMENT to THE EDUCATIONAL TIMES

## A REVIEW OF IDEAS AND METHODS.

Founded 1847.



New Series. Vol. 1. No. 1.  
Old Series. Vol. 71. No. 669.

JANUARY, 1919.

### THE JANUARY CONFERENCES, 1919.

#### Introductory.

It is some years since the attempt was first made to bring together the many educational bodies which hold their annual meetings in London during the first week of the year. Unfortunately the project has never been completely successful, for some of the associations have never joined the rest, while others came in for a time but have now broken away again. Yet there are manifest advantages in the plan of having the associations meeting in the same building or neighbourhood, for although they conduct their business deliberations in private, the members gain much from attending joint gatherings and from meeting teachers in other branches and from other types of school.

At the Conference this year a cheerful note was evident throughout. The war was over, the Education Act and the Pensions Act were safely passed, and everybody was able to look to the future with good courage, except possibly the owners of private schools, who are consigned to a frigid region where the official eye never sees them, and the official mind pretends that they have no existence. It may be that these teachers are not greatly perturbed, since they doubtless remember that other institutions have been threatened, and some, such as the monasteries, even suppressed, only to revive, thus illustrating the fact that the English people will not easily be kept in leading strings.

The discussions covered a very wide field, and the speeches, as was perhaps inevitable, included many familiar and well worked topics. A larger element of practical counsel based on first-hand experience would have been very welcome. We ought never to forget that, when we have determined broadly the purpose of our educational system, it has still to be carried out by teachers in classrooms, confronted by children who are embarrassingly individual in their outlook and furnish us with every opportunity for the exercise of good craftsmanship in teaching.

#### Mr. Fisher's Address.

THE inaugural address delivered by the President of the Board of Education was entirely admirable. A pleasant vein of good humour, with many excellently turned phrases and a liberal measure of sound philosophy, went to the making of a thoroughly enjoyable discourse. Mr. Fisher is a disciple of Montaigne in his belief that for mankind the truest wisdom is cheerfulness. His chairman, Mr. Birrell, was a kindred spirit who made a characteristic contribution to the afternoon's gaiety when he protested against Mr. Fisher's picture of the decrepit scholar and invited him to describe the stockbroker or politician.

The main address, on "The Art of Keeping Alive," reminded us that length of years is not in itself admirable, that vigour and alertness are better than sustained existence, and that the teacher, of all people, should be most alive by reason of his calling. The ever-renewed contact with youth should help to sustain the vigour of the teacher, and should serve also to remind him of the fact that kindly sympathy and continued interest in youthful affairs furnish the elixir of life. We were warned, however, against losing touch with the affairs of our contemporaries, against becoming isolated from affairs of moment and too much immersed in the daily round of school and oblivious of great events in the world outside. A piece of practical counsel was conveyed in the reminder of the distinction between animate and inanimate knowledge, and the suggestion that the real teacher took the dead information of the textbooks and made it live for his pupils.

Finally, it was suggested that a wide diversity of private reading and a wise use of holidays were excellent means by which teachers could keep alive in the true sense. On holidays, Mr. Fisher submitted fourteen points for consideration. These will be found, duly annotated, on another page.

## SOME OF THE MEETINGS.

### The Head Masters' Conference.

The annual meeting opened at the Guildhall, London, on January 1. Dr. David, of Rugby, presided. Mr. Fletcher (Charterhouse) spoke on the proposed reform of examinations at Oxford, recommending that Responsions and the school certificate tests should be brought to a common level and that science should be taught to all pupils under sixteen, but not as an alternative to mathematics. Dr. David criticized the proposed examination for Pass Moderations, with its insistence on Latin or Greek. He desired that the examination should be arranged in three parts—viz. languages, ancient and modern; mathematics and science; English literature, modern history, political economics, and industrial economics. From each division at least one subject should be taken. The Conference asked for the immediate abolition of compulsory Greek, approved the proposal that a pass in any of the first public examinations should admit to the second, and suggested that holders of higher certificates in appropriate subjects be exempt from the first public examination. It will be noted that these proposals refer to Oxford and Cambridge. Already it is announced that on January 17 compulsory Greek was abolished at Cambridge. The Conference was told that the schools ought to adopt a simpler standard of life and prepare to receive new classes of the community.

### Incorporated Association of Head Masters.

This body met at the Guildhall on January 2 and 3. Mr. F. B. Malin, of Haileybury, succeeded Mr. W. G. Rushbrooke, of St. Olave's, as President, and delivered an address in which he foretold that the new age would be one for young men who had not taken a set mould, nor conceived of their duty in terms of book learning, but had become imbued with love of labour, of knowledge, and of their fellow-men. Resolutions were passed urging that soldier teachers and students should be released as promptly as possible, that compulsory Greek should be abolished, that greater freedom should be allowed in the choice of subjects for advanced courses, and that the Board's second recognized examination should be linked up with University and other external tests. The Association also recorded its opinion that the minimum salary for the head master of a secondary school should be £600, that capitation fees and boarding-house profits were not suitable forms of remuneration, and that qualified physical training teachers should be provided without delay. Mr. Spurley Hey gave an address on the training of adolescents, which revealed some want of sympathy with the idea of equality of opportunity for all young people. The Association also held a joint meeting with the Head Masters' Conference, an event so unique in character and importance that a full report of the resolutions is given on another page of the Supplement.

### Association of Head Mistresses.

This body held a meeting at University College, London, addressed by Mr. G. K. Devadhar, of the Servants of India Society, who spoke of the education of women in India and said that in 1916 only 5.2 per cent. men and 1 per cent. women were receiving education. He urged that a bold and liberal policy on the part of the Government was necessary to meet the growing demand for education. Mrs. Fawcett said that British women might use their new political power and help their Indian sisters; and Miss Ashworth, late Inspector of Girls' Schools in Bombay, said that education in India should be compulsory and free.

### Assistant Masters' Association.

The annual meeting of the Incorporated Association of Assistant Masters in Secondary Schools was held in the London Day Training College, under the chairmanship of Mr. S. B. Lucas, Whitechapel Foundation School, on January 1, 2, and 3. The Association numbers over 5,200 members. Lord Gainford, formerly Mr. J. A. Pease, an ex-President of the Board of Education, delivered an address in which he said, among other things, that education ought to uplift humanity. The Association passed resolutions in favour of a national minimum scale of salaries, in support of a simplified scheme of examinations, and of co-ordination between the subjects of the advanced course and those prescribed for entrance to Universities. The retiring Chairman, Mr. Birks, made a pungent attack on some features of the Education and Pensions Acts. He complained that both gave too little regard to the teaching, the former by omitting to give them a right to a voice in educational administration, the latter by its meagre provision for existing teachers. He spoke strongly in favour of Provincial Councils and *ad hoc* authorities and demanded greater security of tenure for secondary school teachers.

### Assistant Mistresses' Association.

A meeting of the Association was held at University College, London, on Tuesday, January 8. Miss Laurie, Cheltenham Ladies' College, presided, and in her address laid stress on the need for a sense of vocation among teachers. She said that many gave up the work. In 1913, 71 per cent. of the women teachers were under thirty-five, 6.7 per cent. over forty-five, and only 2.5 per cent. over fifty. She also advocated a study of educational principles, a better correlation of subjects, a fuller application of the truths of psychology, and the freer passage from one type of school to another, including those in our overseas dominions. In a paper on religious teaching, Miss J. E. Wills said that in some schools it did not exist, and in many it was inefficient. She made large demands on those who would teach the subject, asking that they should have some knowledge of Greek, Hebrew, Church History, and Comparative Religion. Miss Margaret Bondfield, Organizing Secretary of the National Federation of Women Workers, told the Association that the working man was better educated in a certain sense than members of other classes. She said that he desired full opportunity for his talented child. Teachers knew too little of the conditions of industry and of the



life for which they were preparing their pupils. She added that the educated classes had diffused dishonest literature in the election, and demanded that teachers should explain such terms as "Pacifist," "Socialist," "Bolshevist," and that Socialist economics should be taught, with other theories, in the schools. It is evident that Miss Bondfield knows no more of the working conditions of school life than teachers know of factory life.

#### **The Training College Association.**

Miss Winifred Mercier, Principal of Whitelands College, delivered her Presidential address to the Association on Friday, January 3. She pointed out that every Franchise Act had been followed by educational development, and that democracy and education were interdependent. On the changes in the training colleges, she said that the Government certificate tended to stereotype the teachers, and suggested that the colleges might become affiliated to Universities and provide a higher type of education, even for those students who did not take a degree course. They should also be places of training for social service. Mr. George Lansbury addressed the Association on "The Task of Teachers," warning them against getting into grooves, and pleading for more human relations between teacher and pupil. Schools were not counting-houses. He thought prize-giving and examinations were bad, as giving children a wrong idea of education. He would have controversial subjects taught frankly from the teacher's own point of view, but he did not want dogma on things about which there were clear differences of opinion. He desired a less rigid uniformity of curriculum.

#### **Association of Science Teachers.**

Prof. F. W. Oliver, in an address to this Association on Monday, January 6, urged that the Universities should not teach the elements of science, but should leave these to the schools, where, under the new conditions, they might be properly taught. Overlapping would thus be avoided. The expense of science teaching had hindered progress, and he suggested the formation of a Consultative Committee to prevent duplication of teaching and apparatus. This suggestion was adopted. Several speakers urged the importance of treating science as a part of the education of all children, for the purpose of showing the relation between school and everyday life.

#### **Catholic Teachers' Federation.**

The ninth annual Conference was held at Birmingham on Friday, January 3, Mr. W. Merrick, of Salford, being the President for the year. Speaking of the application of the Whitley scheme to education, he said that a Teachers' National Council would exercise a profound influence on educational development. As Catholics they welcomed the prospect of a more sympathetic consideration for their just claims, and he urged the need for greater provision of Catholic secondary schools and the removal of restrictions on grant-earning in such schools. At present Catholics suffered because the supply of Catholic schools was inadequate, and the Bishops issued an injunction every year forbidding them to send their children to municipal secondary or technical schools.

#### **The Teachers' Guild.**

On Thursday, January 2, Colonel Lord Gorell, Deputy-Director of Staff Duties (Education), described the new scheme for the education of men on military service. He said that the public did not understand the importance and magnitude of this work. They had three million students, now gradually being brought under a comprehensive scheme of study, with due co-ordination between the Armies. The aim was to help men to realize themselves more fully and to take up later those employments for which they were best fitted. Short courses to train teachers had been instituted at Oxford and Cambridge. Army educational certificates of three grades had been instituted, with others, which most of the Universities were willing to accept as a matriculation test. The great majority of the men desired training in technical subjects, and this was being supplied. Prof. F. J. C. Hearnshaw also addressed the Guild, taking as his subject "National and International Ideals in the Teaching of History." He said that our present ideal is a communal one, as distinct from the military type of Sparta, the political one of Athens, the administrative one of Rome, or the theological one of the Middle Ages. We sought the man of trained mind or the skilled craftsman. Discipline and a sense of duty were requisite, and here history helped. Beginning with stories which appealed to the imagination, they went on to show the relation between cause and effect and to teach political method in relation to precedents. History had been too national. All political propaganda was an abuse, since truth alone should be sought. Miss A. E. Levett, Vice-President, St. Hilda's Hall, Oxford, urged that the word "international" should stand for increased understanding and sympathy. Teachers ought to study medieval history more fully and devote more time to questions of philosophy and less to theological history. Our own economic history ought to be studied in the spirit of Thorold Rogers.

#### **Schools Personal Service Association.**

On Friday, January 3, the Association was addressed by Miss Barker, who spoke on "The Welfare, Education, and Recreation of Young Children." Her experience in welfare work had convinced her that women should be trained for wifehood and motherhood no less thoroughly than men were trained for industry. Adolescent boys and girls should be brought up together under wise guidance, and clubs where they might meet amid good surroundings should be provided. The Rev. J. W. Bottomley spoke of the importance of the adolescent period, and advocated the establishment of recreation centres for young people. He appealed to teachers to give their help in conducting them. He described an interesting scheme carried out in a shipyard on the Tyne where such a centre was provided, to the great benefit of boys, who would otherwise have drifted along as unskilled workers with no intellectual interests.

### Joint Conferences.

Several joint meetings were held in connexion with the General Conference. Thus, on Saturday, January 4, Mrs. Adams read a paper written by Prof. John Adams on "The Utility Motive in Education." He distinguished between studies which were instrumental and those which were ancillary to others. Opposition between these groups was not absolute, since the one might include part of the other. Thus, the medical student studied botany in order to pass an examination, but the girl in a secondary school might study it as part of her general education. The teacher of useful subjects could always claim that these had also a value on the cultural side, although it would be overbold to suggest that a knowledge of book-keeping (even of double entry) was as valuable for culture as a sympathetic acquaintance with the literature of Greece. Pure knowledge often owed its opportunities to the incentive afforded by practical application. Thus physiology, studied from pure scientific interest, progressed slowly, but when its possible applications to medicine were understood the study developed rapidly. Man should be trained to hold his own in both spheres, utilitarian and cultural. Knowledge that refined a man's character was as useful as knowledge that increased his productive power in a material sense. The business of the educator was to hold a true balance between the two kinds of knowledge. The term "utilitarian" should be dropped and the less mischievous phrase "utility motive" substituted.

### Joint Meeting on Continuation Schools.

The Conference closed on Saturday, January 11, with a discussion on Continuation Schools. The first speaker was Mr. Beresford Ingram, District Inspector, L.C.C., who said that experience of the working of ten centres already established in London had led him to revise his previous opinions. He held that boys and girls should not be taught in the same building. The teachers should be old rather than very young, should be trained for the work, and be properly paid. It was easy to spend too much on buildings and too little on staff. The young people for whom the schools were intended would require to be considered, for many of them did not desire further schooling.

Major Gray said it was desirable to prepare now for the time when attendance at continuation schools would be compulsory, not only up to sixteen but from sixteen to eighteen. He believed that parents would come to appreciate the advantages of continued schooling for their children. Where the present age of exemption was highest the desire to continue was greatest. But the new schools must give continued, and not mere repetition education. There must be special buildings and equipment. He hoped that there would be no attempt to prescribe a rigid curriculum. Vocational training of the narrow kind would, in the case of a boy in the boot trade, mean that he would learn about one-eightieth of the process of making a boot. For such a boy the best vocational preparation would give a knowledge of machinery. He deprecated the use of volunteer teachers, even specialists, if they had no practical knowledge of the art of teaching, and suggested that the Local Authorities might set up schemes of training.

### Head Masters' Joint Session.

A joint session of the Head Masters' Conference and the Head Masters' Association was held on January 2 to consider the reports of the Departmental Committees on Science and Modern Languages. These reports had been considered by the Educational Policy Committee, who recommended:—

(1) "That suitable instruction in natural science should be included in the curriculum of preparatory schools, of the upper standards of elementary schools, and of all boys in public and other secondary schools up to the age of about sixteen.

(2) "That mathematics and natural science should be necessary subjects in the entrance-scholarship examinations of public schools, in the first school examination, and in the examinations for entrance into the Navy and the Army, provided that good work in other subjects should compensate for comparative weakness in mathematics and natural science.

(3) "That for boys between twelve and sixteen the teaching of natural science should not be confined to physics and chemistry, but should include some study of plant and animal life, and that more attention should be directed to those aspects of science which bear directly upon the objects and experience of everyday life.

(4) "That there should be as close correlation as possible between the teaching of mathematics and of science."

These recommendations were discussed and adopted by the joint session.

On the report on Modern Languages, the session agreed that the basis of the teaching of any foreign language must be instruction in the elements of English grammar, such instruction being given to all pupils before they entered secondary schools. Resolutions were also passed declaring that the study of one or more languages other than English should be regarded as an essential part of higher education; that the first language other than English should be begun at about the age of ten, the second language not beginning until there was evidence of satisfactory progress in the first; and that usually the first language should be French and the second Latin. Further resolutions were agreed to affirming that both at school and at Universities the advanced study of a modern language should include the study of the literature, history, and characteristics of the people who speak it; and that the study of an additional modern language at a later stage for reading purposes only should be encouraged.

The Committee reported that they could not agree that an Arts degree should be obtainable by a candidate who has never studied either Greek or Latin, but the session passed a resolution to that effect, on the motion of Sir John McClure (Mill Hill).

The session agreed, on the recommendation of the Committee, to the following motions:—

"That this meeting, regarding it as essential in the highest interests of education that the Universities should continue to be self-governing, welcomes the prospect of the establishment from public funds of additional professorships and lectureships, but disapproves of the appointment of University teachers by an external Advisory Committee."

"That increased State aid is urgently needed for (a) the education and maintenance of scholars, (b) the training and remuneration of teachers, (c) the endowment of research, (d) the better equipment of schools and Universities."

On the motion of the President it was agreed that, in view of recently increased State aid to grant-earning schools, it is desirable in the interests of secondary education that the conditions under which such aid was offered should be reconsidered; and a joint committee of the Head Masters' Conference and the Incorporated Association of Head Masters was appointed to consult the schools, to confer with the Board of Education, and to report to a special joint session of the two bodies.

## SOME CONFERENCE SAYINGS.

"In a public system of education the teacher is as much an object of public interest as the taught, not at one time only, but at every stage through his teaching life."—*The President of the Board of Education.*

"We teachers are average people. In this we resemble the majority of mankind, for it has been well said that 'humanity, in the species as in the individual, tends to bulge in the middle.'"—*Sir John D. McClure.*

"Knowledge which refines a man's character is as useful as knowledge which increases his productive power in the material sense."—*Prof. John Adams.*

"Culture consists more in what a man can feel and do than in what he knows."—*Dr. P. B. Ballard.*

"There are many people one would much rather die for than live with."—*Sir John D. McClure.*

"The finest way in which children can learn science is that in which they do both the thinking and manipulation for themselves."—*Dr. T. P. Nunn.*

"Labour's faith in college-trained people has been most severely shaken, though their faith in education is deeper than ever."—*Miss Margaret Bondfield.*

"I am often appalled by the absence of the fighting instinct in human beings: by the imbecile resignation with which they set down great problems as insoluble."—*Miss Maude Royden.*

"It is a matter of ordinary experience that knowledge which is animate at one time can become dead knowledge, or inanimate, after it has served its special purpose."—*The President of the Board of Education.*

"A good teacher in a barn will always beat a bad teacher in the most palatial school ever built."—*Mr. F. B. Malim.*

"In the midst of the heaviest fighting last April a Scottish division suddenly started a lecture course which included Psychology, Art, and Scottish Wit and Humour."—*Colonel Lord Gorell.*

"My complaint is not that boys are taught the 'humanities,' but that they are not taught them. We potter about the porch and never look into the temple."—*Sir Ronald Ross.*

"A valuable acquisition for a statesman is a selectively imperfect memory."—*Sir John D. McClure.*

"As one who has faith in Provincial Councils, and who still believes in larger administrative areas for certain purposes, I hope that the co-operation and combination of Education Authorities may become a very real thing."—*Mr. W. A. Brockington.*

## THE PRESIDENT'S FOURTEEN POINTS ON HOLIDAYS.

(ANNOTATED.)

1. Plan your holiday carefully, but be ready to abandon your plan on the slightest provocation.  
[Never buy a railway ticket in advance.]
2. Never go North when you can go South.  
[But if you are at Windermere, don't go to Wigan.]
3. A change of work is itself a holiday.  
[So is work—for a change.]
4. Never drive when you can walk and never walk when you can ride.  
[But *Ride si sapis* does not mean "Ride if you are wise."]
5. In a cross-country walk there is seldom time for short cuts.  
[Young lovers think otherwise.]
6. A good holiday is like eternity; there is no reckoning of time.  
[This explains the vagaries of the boarding-house clock.]
7. One of the best fruits of a holiday is a new friendship.  
[But beware of *amica usque ad aras*—the friend to the very altar.]
8. Stay where you are happy.  
[If you are under twenty-five you will fancy yourself happier somewhere else. Go there.]
9. Soak yourself in the atmosphere of a new place before you study the details.  
[If, however, the place is Sheffield, the details will have no interest for you.]
10. The best holiday is that which contains the largest amount of new experience.  
["Unless," as Shakespeare says, "experience be a jewel that I have purchased at an infinite rate."]
11. Holidays come up for judgment before the next term's work.  
[Whereas for your pupils the term's work comes up for judgment before the next holidays.]
12. In the choice of holiday books, act on the principle that one of the main uses of leisure is to feed the imagination.  
[An important field of imaginative writing—examination papers—is best excluded.]
13. The principal experts in the act of taking holidays are painters, naturalists, travellers, and historians; the worst person to consult is a golfer.  
[The best of all is yourself, since it is your holiday.]
14. On occasions a very good holiday can be taken at home if you change the hour of breakfast.  
[*Venter praecepta non audit.*]

## THE ANNUAL MEETING OF THE MATHEMATICAL ASSOCIATION.

### REPORT.

THE members of the above Society assembled at the London Day Training College, Southampton Row. Prof. T. P. Nunn, M.A., D.Sc., the outgoing President of the Association, occupied the chair.

The opening session was held on Wednesday evening, January 1, when, following the precedent afforded by last year's annual meeting, Dr. S. Brodetsky gave an interesting and very instructive paper of a comparatively advanced type, selecting as his subject "The Graphical Treatment of Differential Equations." In dealing with this branch of mathematical science, those engaged in prosecuting it, whether mathematicians devoting themselves to research or professors teaching their classes or students in general, have all been accustomed to employ principally, if not exclusively, analytical processes. Many, however, who listened to the address of which we write are likely in the future to avail themselves of the valuable aid of the graphical method in the solution of large classes of problems. As shown on the blackboard, the growth of complete curves under the skilfully guided crayon of the lecturer, who developed them by his chosen method from the known geometrical properties indicated by their own and allied differential equations, was an inspiration. Their portions, as they revealed themselves, clustered around what may well be regarded as a species of axial curve. Node and cusp loci and singular solutions took their proper places in a natural manner. Positive and negative solutions of the equations considered supplied complementary sections of a harmonious whole. The result was an illuminating and attractive demonstration; and one of the advantages claimed for the method of procedure is that by its means many differential equations of types analytically *insoluble* or soluble in theory only, yield to the suggested form of investigation.

On the following day both morning and afternoon sessions were held. At the former, the routine business placed on the agenda sheet occupied in the first place the attention of those present. The draft Report of the Council was brought to the notice of members by the President, and copies were circulated amongst those attending the meeting.

Mr. Hill presented to the meeting the Treasurer's interim report, which, together with other reports, was formally adopted. The valuable work already accomplished, and further work contemplated in connexion with a library for teachers, claimed some attention. Prof. E. T. Whittaker, M.A., D.Sc., F.R.S., becomes the new President of the Association, in succession to Dr. Nunn, whose services during the past two years were gratefully acknowledged. Dr. S. Brodetsky and Mr. Eric Neville were chosen unopposed to fill the vacancies on the Council caused by the retirement by rotation of Mr. F. C. Boon and Captain W. M. Roberts, these members not being eligible for re-election. Members of the Association were unanimous in accepting the suggestion that no elections in connexion with the Teaching Committees should take place this year.

The business routine having been concluded, the meeting passed on to the consideration of the papers

and discussions arranged for the day. Of these papers, Dr. W. P. Milne contributed the first on "The work of the Mathematical Association in assisting the application of Mathematics to Industry." "Conditions," said Dr. Milne, "have all altered. Perhaps wholly, perhaps partially as a result of the war, the need of being able to supply in every direction skilled, in contradistinction to unskilled, labour constantly confronts those engaged in industrial enterprises. The value of a knowledge of mathematical principles, whether in dealing with agricultural or with commercial or with engineering problems, is growing almost from day to day, and it is becoming increasingly important that organized instruction should be forthcoming. Much is already done locally, but the time has arrived when bodies such as the Mathematical Association should combine with the academic side of their work a practical side also. In its inception the Association was one for the 'Improvement of Geometrical Teaching,' and was instrumental in introducing the teaching of geometry by modern methods and in bringing about the substitution of other textbooks for the 'Elements of Euclid.'" Dr. Milne advocates the incorporation of a large amount of work of applied character with that hitherto undertaken by the Mathematical Association. In furtherance of this view, he, in combination with Dr. Nunn, is making an effort to bring about the formation of Special Committees composed partly of members of the Mathematical Association and partly of co-opted members drawn mostly from those living in the provinces and acquainted with some special local industry. Interchange of views and united effort would, it is believed, lead to the framing of profitable syllabuses of education and result in combined mathematical and technical skill adapted to the requirements of any particular district. Especially useful consequences might be anticipated if the co-operation of the Grammar Schools and County Council Schools could be secured.

The morning session closed with an interesting paper on "The Teaching of Geometry to First-year Pupils." This was contributed by Mr. Basil A. Howard, who dwelt on the twofold aim of such teaching—namely, as a mental discipline in the first place and an education in some of the fundamental principles of practical science in the second. The speaker maintained the attitude that the above-mentioned aims are compatible, and not antagonistic, and that they should influence the compilation and application of a carefully drawn-up elementary schedule.

In accordance with custom, the Presidential Address opened the afternoon meeting. Dr. Nunn, in his choice of subject, departed somewhat from precedent. He dealt with "Astronomy as a School Subject," outlining the possible character of a suitable course as suggested by his personal experience in pursuing and teaching this branch of science. His discourse was full of interest and had the great attraction of being illustrated by an excellent series of models bearing on the subject. The subsequent discussion was opened by Mr. W. G. W. Mitchell, and valuable contributions to it were made by the Astronomer Royal and others.

Mr. A. Lodge, whose name is very familiar both to teachers and students, read the final paper on "A Particular Set of Cubic Graphs."

## LIST OF MEETINGS.

1918.—Dec. 31.

ANNUAL MEETING OF THE ASSOCIATION OF PUBLIC SCHOOL SCIENCE MASTERS. London Day Training College. Presidential Address by Colonel Sir Ronald Ross.

1919.—Jan. 1.

INAUGURAL MEETING OF THE CONFERENCE. University College. Address by the Rt. Hon. H. A. L. FISHER, M.P. Mr. Birrell presiding.

HEAD MASTERS' CONFERENCE. Guildhall. Dr. David presiding.

ROYAL DRAWING SOCIETY. University College. Lecture by Mr. Percy Griffiths.

Jan. 2.

PARENTS' NATIONAL EDUCATIONAL UNION. University College. Prof. de Burgh on "The Ideal of Educational Reconstruction"; Miss H. E. Wix on "Continuation Schools"; Signorina Lunati on "Educational Ideals in Italy"; and M. Emile Cammaerts on "Educational Ideals in Belgium."

TEACHERS' GUILD. University College. Colonel Lord Gorell on "The Education of Men on Military Service"; Prof. Hearnshaw and Miss Levett on "National and International Ideals in the Teaching of History."

NATIONAL SOCIETY OF ART MASTERS. University College. Presidential Address by Mr. J. Harrison; Sir Frank Warner on "Industrial Art."

SIMPLIFIED SPELLING SOCIETY. University College. "Further Experiments with Simplified Spelling in Elementary Schools." Prof. Ripman presiding.

ASSOCIATION OF HEAD MASTERS. Guildhall. Reception by the Lord Mayor; Inaugural Address by the President (Mr. F. B. Malim); Joint Meeting with Head Masters' Conference.

ASSOCIATION OF ASSISTANT MASTERS IN SECONDARY SCHOOLS. London Day Training College. Annual General Meeting. Address by Lord Gainford. Mr. S. B. Lucas presiding.

MATHEMATICAL ASSOCIATION. London Day Training College. Address by Dr. W. P. Milne.

Jan. 3.

ASSOCIATION OF HEAD MASTERS. Guildhall. Address by Mr. Spurley Hey. Service at St. Mary Abchurch.

ASSOCIATION OF ASSISTANT MASTERS IN SECONDARY SCHOOLS. London Day Training College. Resumed meeting.

CIVIC AND MORAL EDUCATION LEAGUE. University College. Mr. Kenneth Saunders on "Civic Education in the Army"; Dr. Eric Pritchard and Dr. Constance Long on "The Physical and Psychological Bases of Character."

TRAINING COLLEGE ASSOCIATION. University College. Presidential Address by Miss Mercier; Mr. George Lansbury on "The Task of the Teachers."

SCHOOL NATURE STUDY UNION. University College. Mr. F. J. Chittenden on "The School Garden in Education."

CHILD STUDY ASSOCIATION. University College.

SCHOOLS PERSONAL SERVICE ASSOCIATION. University College. Rev. J. W. Bottomley on "The Education, Welfare, and Recreation of Young Workers."

NATIONAL ASSOCIATION OF EDUCATION OFFICERS. Manchester Town Hall. Reception by the Lord Mayor. Annual Conference.

ASSOCIATION OF HEAD MISTRESSES. University College. Mr. G. K. Devadhar on "The Education of Women in India."

JOINT CONFERENCE. University College. Prof. John Adams and Prof. Ballard on "The Utility Motive in Education." Sir W. Henry Hadow presiding.

NATIONAL ASSOCIATION OF EDUCATION OFFICERS. Manchester Town Hall. Annual Conference.

EUGENICS EDUCATION SOCIETY. University College. Prof. Arthur Thomson on "The Eugenic Ideal in Education."

NATIONAL ASSOCIATION OF MANUAL TRAINING TEACHERS and THE EDUCATIONAL HANDWORK ASSOCIATION. University College. Prof. Percy Nunn on "Co-ordination of Handicrafts and Science in the new Continuation Schools"; Mrs. Kimmins on "Soldier Students." Sir Cyril Cobb presiding.

Jan. 6.

LEAGUE OF NATIONS UNION. University College. Miss Maude Royden on "Education and the League of Nations." Prof. Muirhead presiding.

ASSOCIATION OF SCIENCE TEACHERS. University College. Prof. Oliver on "The relation between School and University in regard to Science Teaching."

NATIONAL HOME READING UNION. University College. Sir Henry Hadow and others. Dr. Alex Hill presiding.

DIRECTORS AND SECRETARIES OF EDUCATION. County Hall. Address by Mr. W. A. Brockington.

Jan. 7.

ART TEACHERS' GUILD. University College. Informal discussion on "Drawing Examinations in Secondary Schools."

UPLANDS ASSOCIATION. University College. Prof. Shelley on "Freedom for the Child"; Miss Purvis on "The Activities of the Uplands Association."

EUGENICS EDUCATION SOCIETY. University College. Prof. McBride on "Eugenics and Sex Instruction." Major Leonard Darwin presiding.

ASSOCIATION OF ASSISTANT MISTRESSES. University College. Annual Meeting. Miss Laurie presiding.

Jan. 8.

NEW IDEALS IN EDUCATION. University College. Miss Enright on "Literature and the Child." Mr. E. G. A. Holmes presiding.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. University College. Conference on "Some Mental Effects of Loss of Sleep," opened by Miss May Smith. Miss Stephen presiding.

ASSOCIATION OF ASSISTANT MISTRESSES. University College. Miss Margaret Bondfield on "The Place of the School in Society."

PRIVATE SCHOOLS ASSOCIATION. University College. Council Meeting. Mr. Stanley Maxwell presiding.

KING ALFRED SCHOOL SOCIETY. University College. Prof. Fleure on "Human Geography." Mr. John Russell presiding.

Jan. 9.

FROEBEL SOCIETY. University College. Prof. Shelley on "The New Educational Realism." Mr. C. G. Montefiore presiding.

PRIVATE SCHOOLS ASSOCIATION. University College. Annual Meeting. General Business Meeting.

Jan. 10.

ASSOCIATION OF TEACHERS OF DOMESTIC SUBJECTS. University College. Mr. Robert Weir and Mrs. Ernestine Mills on "Home Planning."

MONTESSORI SOCIETY. University College. Mr. Homer Lane on "Factors in Children's Conduct." Miss Maude Royden presiding.

FEDERATION OF UNIVERSITY WOMEN. University College. Annual General Meeting.

MODERN LANGUAGES RESEARCH ASSOCIATION. Bedford College. Prof. Boas on "The Promotion of Modern Language Research among Teachers." Sir Sidney Lee presiding.

Jan. 11.

JOINT CONFERENCE. University College. Major Ernest Gray, Miss Margaret Frodsham, and others on "The Work of Continuation Schools." Mr. Beresford Ingram presiding.

HISTORICAL ASSOCIATION. University College. Prof. Firth on "How to Mitigate the Evils of Examination."

THE  
**EDUCATIONAL TIMES.**

A REVIEW OF IDEAS AND METHODS.

40

(Founded 1847.)

Jan. 1919

## THE CARSON-SMITH MATHEMATICAL SERIES.

By G. St. L. CARSON, M.A., M.Sc., Reader in Mathematics in the University of Liverpool, formerly Head Mathematical Master in Tonbridge School; and DAVID EUGENE SMITH, Ph.D., LL.D. Professor of Mathematics in Teachers' College, Columbia University.

### ELEMENTS OF ALGEBRA.

Part I.	340 pages	...	...	...	s.	d.	
					3	6	net
Part II.	214 pages	...	...	...	3	0	„
Parts I and II.	538 pages	...	...	...	5	6	„

### PLANE GEOMETRY.

Part I.	266 pages	...	...	...	s.	d.	
					3	0	net
Part II.	216 pages	...	...	...	3	0	„
Complete.	482 pages	...	...	...	5	6	„

Through the emphasis, wherever possible, of the practical aspects of the subject, the CARSON-SMITH MATHEMATICAL SERIES stimulates the student's interest and brings home to him the fact that mathematics has a direct bearing upon the requirements of everyday life. The books abound in problem and rider material of a practical nature, but at the same time the need for skill in actual performance has not been overlooked, and both volumes contain those salient features of the successful drill book.

But an ability to *do* mathematics is not all that is gained by the pupil who uses these books. In addition, the authors assist him towards gaining that thorough understanding of fundamental mathematical principles which is essential if he is to pursue his study beyond its elementary stages, and which makes mathematics when properly taught, of unique value as an instrument of culture.

## SCIENCE.

The books mentioned below are the result of an attempt to place the teaching of science on a somewhat broader foundation than heretofore. They have been written primarily for the non-specialist science student whose study of the subject will probably cease when he leaves school. The purpose of the books is to give this type of student a conception of the true character of scientific enquiry, a knowledge of fundamental scientific principles, and an understanding of their manifold applications to those scientific phenomena which play such an important part in everyday life.

### ELEMENTS OF GENERAL SCIENCE.

By O. W. CALDWELL, Ph.D. and W. L. EIKENBERRY, B.S. 308 pages, illustrated. 5s. net.

### A Laboratory Manual for work in General Science.

By O. W. CALDWELL, W. L. EIKENBERRY, and C. J. PEIPER. 134 pages. 3s. net.

### FIRST COURSE IN CHEMISTRY

By W. MCPHERSON and W. E. HENDERSON. 416 pages, illustrated. 6s. net.

### Laboratory Exercises

to accompany the above. By W. MCPHERSON and W. E. HENDERSON. 128 pages. 2s. net.

### FIRST COURSE IN PHYSICS.

By R. A. MILLIKAN, Ph.D., Sc.D., and H. G. GALE, Ph.D. 428 pages, illustrated. 6s. net.

### Laboratory Manual of Physics.

By R. A. MILLIKAN, H. G. GALE, and E. S. BISHOP. 135 pages. 3s. net.

### EVERYDAY PHYSICS.

By J. C. PACKARD. 136 pages, illustrated. 3s. net. A manual of applied science closely correlating the school course with the pupil's everyday life.

### THE SCIENCES.

By E. S. HOLDEN. 244 pages, illustrated. 2s. 9d. net.

An elementary science reader for children.

*Catalogue on application.*

**GINN AND COMPANY, 9 St. Martin's Street, Leicester Square,**  
LONDON, W.C.2.

# EDUCATIONAL TIMES

A REVIEW OF IDEAS  
AND METHODS.

Founded 1847.



New Series. Vol. 1. No. 2.  
Old Series. Vol. 71. No. 670.

FEBRUARY, 1919.

{Price Sixpence Net;  
By post, Eightpence.

## THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

The SECRETARY,  
Teachers Registration Council,  
47 Bedford Square,  
London, W.C. 1.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

### MEMBERS' MEETING.

A Meeting of Members and their friends will be held on Friday, the 21st of February, at 6 p.m., when the chair will be taken by the Dean of the College, and Professor H. Bompas Smith will deliver a Lecture on "The Standpoint of Educational Psychology."

### MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.

Particulars concerning the privileges of membership may be obtained from the Secretary.

### EXAMINATIONS.

The College holds Examinations of Teachers for Diplomas, and Examinations of Pupils for Certificates. The Regulations may be obtained from the Secretary.

### THIS ISSUE CONTAINS:

A Reply by M. J. Dalcroze  
to

A Criticism of Eurhythmics,  
and

Essays by Dr. H. Valentine Knaggs

on The Diet of School Children,  
by Silas Birch on John Ruskin  
and Education, and by Margaret  
Corner on What the Schoolboy  
Thinks.

The SUPPLEMENT deals with  
Continuation Schools.

## UNIVERSITY CORRESPONDENCE COLLEGE

(Founded in 1887.)

### PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

### Vice-Principal:

B. J. HAYES, M.A. (Gold Medallist in Classics).

### Science Director:

A. G. CRACKNELL, M.A. (Sixth Wrangler), B.Sc.

## LONDON UNIVERSITY DEGREES.

B.A., B.Sc., M.A., LL.B., B.Sc. (Economics), B.D.

At the B.A. Examination, 1918, 11 of the 24 Places  
in Modern Languages Honours were gained by  
U.C.C. Students.

Prospectus, giving full particulars of courses and  
fees for London University Examinations, post free  
to PRIVATE STUDENTS from the Secretary.

No. 15 BURLINGTON HOUSE, CAMBRIDGE.



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

LOCAL CENTRE EXAMINATIONS (Syllabus A).  
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 15th, 1919.

### SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., June-July, October-November, and March-April. Entries for the June-July Examinations close Wednesday, May 7th (Irish entries April 30th), 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,  
14 & 15 Bedford Square, London, W.C. 1.

Telegrams: "Associa, London."

## UNIVERSITY OF ST. ANDREWS.

### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Eider, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

## FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION.

### A SUMMER SCHOOL

will be held during the first three weeks in August, at Westfield College, University of London.

Further particulars may be obtained from

THE SECRETARY,  
4 Bloomsbury Square, W.C. 1.

# NORMAL

NORMAL CORR. COLLEGE  
(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certif.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene.  
Languages.  
Music.  
Scholar and Art.  
Other Qualifying  
Exams.

SEND FOR NORMAL GUIDE.

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO-FORTE METHOD. EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

TRAINING CLASSES for MUSIC TEACHERS and STUDENT TEACHERS are held at the Wigmore Hall Studios, Wigmore Street, W.1, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M., on Wednesdays and Saturdays. — Write for Syllabus to either teacher at the studio.

## JOINT SCHOLASTIC AGENCY, LTD.

9 Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.

Registrar: Mr. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,  
14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C. 1.  
Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11.30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN

## WOLSEY HALL, OXFORD.

### POSTAL TUITION

For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

FREE GUIDE  
on application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNIZED BY THE BOARD OF EDUCATION. In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salusbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C. 2.

Telegraphic Address:—

Scholastique, Westrand, London."

Telephone:—7021 Gerrard.

Scholastic.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

Assistant Mistresses.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

Messrs.

## TRUMAN & KNIGHTLEY, LTD.

Educational Agents,

158 to 162 OXFORD STREET,  
LONDON, W. 1.

Directors:

S. A. TRUMAN.

JAMES HEARD, B.A.

(Trinity College, Cambridge).

Telegrams—"TUTORESS, PHONE, LONDON."  
Telephone—Museum 1134.

This Agency is under distinguished patronage, including that of the Principals of many of our leading Schools.

### A.—EMPLOYMENT DEPARTMENT.

#### (i) ASSISTANT MASTERS & TUTOR.

MESSRS. TRUMAN & KNIGHTLEY introduce University and other qualified ENGLISH and FOREIGN MASTERS and TUTORS to Schools and Private Families.

#### (ii) ASSISTANT MISTRESSES.

MESSRS. TRUMAN & KNIGHTLEY introduce University, Trained, and other qualified ENGLISH and FOREIGN LADY TEACHERS to Girls' and Boys' Schools.

#### (iii) LADY MATRONS AND HOUSE-KEEPERS.

MESSRS. TRUMAN & KNIGHTLEY introduce well qualified and experienced LADY MATRONS, HOUSEKEEPERS, and HOUSE MISTRESSES to Boys' and Girls' Schools.

No charge is made to Principals, and no charge of any kind is made to candidates unless an engagement be secured through this Agency, when the terms are most reasonable.

### B.—SCHOOL TRANSFER DEPARTMENT.

A separate Department, under the direct management of one of the Principals, is devoted entirely to the negotiations connected with the transfer of Schools and Introduction of Partners.

MESSRS. TRUMAN & KNIGHTLEY, being in close and constant communication with the Principals of nearly all the chief Girls' and Boys' Schools in the United Kingdom, to many of whom they have had the privilege of acting as Agents, and having on their books always a large number of thoroughly genuine Schools for Sale and Partnerships to negotiate, as well as the names and requirements of numerous would-be purchasers, can offer unusual facilities for satisfactorily negotiating the TRANSFER of SCHOOLS, and arranging PARTNERSHIPS.

No charge is made to Purchasers.

All communications and inquiries are treated in the strictest confidence.

### C.—PUPILS' DEPARTMENT.

MESSRS. TRUMAN & KNIGHTLEY have a carefully organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Any negotiations entrusted to MESSRS. TRUMAN & KNIGHTLEY receive prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

Full particulars will be forwarded on application.



**PRIFYSCOL CYMRU. UNIVERSITY OF WALES.**

**THREE FELLOWSHIPS**, each of the annual value of £125, tenable for two years, are open to Graduates of this University, and **TWO OTHER FELLOWSHIPS** to those of them who have been engaged in National service. Applications must be received before June 1st, 1919, by the **REGISTRAR**, University Registry, Cathays Park, Cardiff, from whom further information may be obtained.

**UNIVERSITY OF LONDON. KING'S COLLEGE.**

**EVENING CLASS DEPARTMENT.**  
Courses are arranged for the Intermediate and Final Examinations for the B.A. and B.Sc. Degrees of the University of London.  
Students taking the full course pay composition fees and rank as internal students of the University.  
The separate classes are also open to occasional students.  
The **TERM** began on **WEDNESDAY, JANUARY 15**. For full information and prospectus apply to the **DEAN** (Mr. R. W. K. EDWARDS) or to the **SECRETARY**, King's College, Strand, London, W.C.2.

**UNIVERSITY OF LONDON. KING'S COLLEGE.**

**EVENING CLASSES FOR THE LONDON UNIVERSITY MATRICULATION AND PROFESSIONAL PRELIMINARY EXAMINATIONS.**  
Individual tuition in all subjects required for the examination. Fee for half-yearly course, £3 3s. Students may join at any time at proportionate fees. Class commenced on February 4th, 1919.  
Apply to the **SECRETARY**, King's College, Strand, W.C.2.

**University Tutorial College. LONDON.**



**LONDON MATRICULATION.**

Morning, Afternoon, and Evening Classes for the next June and September Examinations can be taken up at any time.  
*During the Period of the War over 1,000 successes have been gained by U.T.C. Students in Public Examinations, including 663 successes at London University.*

**COLLEGE OF PRECEPTORS. (MEDICAL PRELIMINARY.)**

Classes are held for the College of Preceptors Examination (Medical Preliminary) and other Entrance Examinations.

**PRIVATE TUITION.**

Private tuition may be taken up at any time, either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study.

Full particulars may be had from  
**THE VICE-PRINCIPAL,**  
**UNIVERSITY TUTORIAL COLLEGE,**  
**32 RED LION SQUARE, HOLBORN, W.C.1.**

**POSTS VACANT.**

**LADY** Wanted in Manager's Department of large City Insurance Company. Well educated. University Graduate preferred. Must be expert in Shorthand and Typewriting (Pitman's System 150-180). Previous secretarial experience an advantage. Good salary to suitable applicant.—Apply stating age, commencing salary expected and full particulars in confidence to Box 805, c.o. "The Educational Times," 31 Museum Street, London, W.C.1.

**LADY**, experienced in training of mental defectives, wanted to conduct instruction and craft work in private institution near London. Non-resident.—Apply Box 91, c.o. "The Educational Times," 31 Museum Street, London, W.C.1.

**REQUIRED**, at once, by the Y.M.C.A. Universities Committee, for service in Egypt and Salonica, men teachers in Mathematics, Science, Modern Languages, Literary and Commercial subjects. Secondary School experience preferred.—For particulars apply, in writing, to the **SECRETARY**, 25 Bloomsbury Square, W.C.1.

**FOR SALE.**

**LADIES' SCHOOL** in Norfolk. Established over 40 years. 100 pupils. With a grand residence standing in four acres of the most picturesque grounds. Price £3,500.—**COOKE**, Exor., South Nutfield, Surrey.

**SCHOOL, CLASSICAL, MATHEMATICAL, AND SCIENTIFIC BOOKS.**

Always a large Stock of Second-hand Books at about half prices.

ESTABLISHED 1854.

**SCHOOLS SUPPLIED.**

**KEYS AND TRANSLATIONS.**

**BOOKS BOUGHT.**

**J. POOLE & CO.,**  
104 Charing Cross Road,  
LONDON, W.C.

Telephone No.: 1648 Gerrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

**EDUCATIONAL BOOKSELLERS**

**TO=DAY**

EDITED BY HOLBROOK JACKSON

Men and Women who are engaged in teaching must be in touch with good literature if they wish to keep their brains well nourished and their ideas bright.

Holbrook Jackson's brilliant little Magazine provides them with the means of doing so.

TO-DAY is small enough to slip into the coat pocket. It contains the best work of the best writers—appears once a month—costs sixpence a copy or seven shillings a year post free.

SEND a P.C. for a SPECIMEN COPY

The **TO-DAY** Office,  
30 KING ST., COVENT GARDEN, LONDON, W.C.2.

# IMPORTANT EDUCATIONAL BOOKS

Second large Edition in the Press.

## THE PLAY WAY.

**An Essay in Educational Method.**

By H. CALDWELL COOK, M.A.

Demy 8vo, Illustrated from Photographs. **8s. 6d. net.**

"The book is of the first rank, and we feel that our duty at the moment is to secure that it should be singled out for close study by all who are prepared to revise their methods when fresh light is presented."—*Journal of Education*.

## THE PEOPLE OF ENGLAND.

**A Social History for Schools.**

By STANLEY LEATHES, C.B., M.A.

Vol. I. **THE PEOPLE IN THE MAKING.**

From the Earliest Times to the Invention of Printing.

Vol. II. **THE PEOPLE IN ADVENTURE.**

To the French Revolution.

Each volume 320 pp., with over 100 Illustrations. **2s. 6d. net.**

"We hope that Mr. Leathes's work, besides delighting the child with its unflinching fertility of interest, may stimulate the teacher to make such methods his own. . . . The pictorial illustrations are many and well chosen."—*Times*.

## HEINEMANN'S SCIENCE MANUALS.

### INTRODUCTORY ELECTRICITY AND MAGNETISM.

By CARL W. HANSEL, B.Sc.

Over 300 Illustrations and Diagrams. Crown 8vo. **2s. 6d. net.**

A complete first course in electricity and magnetism based upon actual experiment, and embracing the recent changes and recommendations of the Board of Education's new syllabus.

### A FIRST-YEAR COURSE IN GENERAL SCIENCE.

A Combined Text-book and Note-book.

By E. A. GARDINER, M.A., F.C.S.

**2s. 6d. net.**

This book presents an experimental course of general elementary science, and is an attempt to save time for the boy and labour for the teacher. It is divided into three sections:—I, Simple measurements. II, Some Common Apparatus and Instruments. III, Properties of Water and Air.

### EXPERIMENTAL DOMESTIC SCIENCE.

By R. H. JONES, M.Sc., F.C.S.

With over 80 Illustrations and Diagrams. Crown 8vo.

**2s. 6d. net.**

This book provides a suggested course for Domestic Science Schools and Girls' Schools generally, based upon the view that Science can be directly and adequately taught in the kitchen. The chief scientific principles in their application to domestic subjects are made clear by drawing upon everyday experience, and by the aid of kitchen utensils and commodities.

### EXPERIMENTAL MENSURATION.

An Elementary Text-book of Inductive Geometry.

By H. S. REDGROVE, B.Sc. (Lond.), F.C.S.

The special feature of this book is the *combination* instead of the usual separation of Elementary Geometry, Trigonometry, and Mensuration. It is suitable for first and second-year students of Technical Schools.

The Only Authorized Books on the Montessori Method.

## THE MONTESSORI METHOD.

By DR. MARIA MONTESSORI.

Illustrated. **8s. 6d. net.**

In this book Dr. Montessori gives a clear explanation of her method and the principles upon which it is based.

## DR. MONTESSORI'S OWN HANDBOOK.

**A Manual for Teachers and Parents.**

**3s. 6d. net.**

As a supplement to her larger book on the Method, Dr. Montessori has produced this explanatory manual, which is invaluable for all teachers.

A New Montessori Book.

## THE ADVANCED MONTESSORI METHOD.

By DR. MARIA MONTESSORI.

Vol. I. **SPONTANEOUS ACTIVITY IN EDUCATION.** **8s. 6d. net.**

Vol. II. **THE MONTESSORI MATERIAL FOR CHILDREN UP TO ELEVEN YEARS.** **12s. 6d. net.**

"A contribution to scientific pedagogy such as we have not had since the institution of the kindergarten eighty years ago."—*School Guardian*.

## A COMMON-SENSE ALGEBRA.

By ASA BURNISTON, L.C.P. (Hons.).

**1s. 6d. net.** With Answers, **2s. net.**

Suitable for use in the Upper Classes of Elementary Schools, in Evening Schools, and in the Lower Forms of Secondary and Technical Schools. An extremely useful and enlightened introductory algebra.

## ELEMENTARY BUSINESS TRAINING.

By V. H. ALLEMANDY.

Crown 8vo. **1s. 6d. net.**

This book is intended for use in the Upper Classes of Elementary Schools and in Commercial and Evening Classes.

## THE BRITISH ISLES.

By A. B. ARCHER, M.A.

Illustrated. **2s. 6d. net.**

This is the first book in a new series, forming a Secondary School course in Geography, and is suitable for the Lower Middle Forms.

## AVENTURES ET MERVEILLES.

**A Simple French Reader for Junior Forms.**

By C. V. CALVERT, B.A.

Crown 8vo. 300 pp. Illustrated. **2s. 6d. net.**

## FRENCH TRANSLATION AND COMPOSITION.

By H. J. CHAYTOR, M.A., and E. RENAULT, B.A.

Crown 8vo. **2s. net.**

## SCIENCE AND EDUCATION.

Edited, with an Introduction, by SIR RAY LANKESTER.

**1s. 6d. net.**

This volume contains seven lectures which were delivered by Whewell, Faraday, Latham, Daubeny, Tyndall, Paget, and Hodgson before the Royal Institution in 1854.

NOTE.—Mr. Heinemann will be glad to hear from teachers who have manuscripts on educational matters which they desire to publish.

LONDON: WILLIAM HEINEMANN, 20-21 Bedford St., W.C.2.

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

FEBRUARY 1919.

## CONTENTS.

	PAGE
Notes and Comments ... ..	45
The Diet of the School Child. By Dr. H. Valentine Knaggs ... ..	47
What the Schoolboy makes of it all. By Margaret Corner Vocational Education. By Prof. John Dewey. (Concluded.)	49
Autres Mœurs ... ..	50
Eurhythmics: a Reply to "Musicus" by M. J. Dalcroze	51
Subjects and Methods ... ..	52
Chronicle of Education ... ..	53
Empire Teachers in London ... ..	54
Personal Notes ... ..	54
Education Abroad ... ..	55
Schools, Colleges, and Universities ... ..	56
Blue Book Summary ... ..	62
Association News ... ..	64
Literary Section:—	
Books and the Man: John Ruskin on Education. By Silas Birch ... ..	66
Reviews and Notices ... ..	66
Publications Received ... ..	72
Supplement:—	
Some Continuation School Problems ... ..	57
Rural Continuation Schools: Some Suggestions ... ..	58
The January Conferences. (Continued.) ... ..	60

[Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.]

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued on the fifteenth of each month.

### PRICE.

The price per copy is Sixpence net. By post Eightpence. Subscription for one year, including postage, Seven Shillings. Subscription for three years, including postage, One Pound.

### ADVERTISEMENT RATES.

Whole Page ... £5 5s. Od.	One Quarter Page.. £1 10s. Od.
One Half Page ... £2 15s. Od.	One Eighth Page... 17s. 6d.
Per inch, narrow column ...	6s. Od.
Posts Vacant or Wanted (30 words or under) ...	2s. Od. } Prepaid.
Each additional 10 words ...	6d. }

Special arrangements for series and position pages.

### ADDRESS.

Letters to the Editor and Books for Review should be addressed to— THE EDITOR, THE EDUCATIONAL TIMES, 31 Museum Street, London, W.C.1.

Letters concerning Subscriptions and Advertisements should be addressed to—

THE PUBLISHERS,  
THE EDUCATIONAL TIMES,  
31 Museum Street, London, W.C.1.

## NOTES AND COMMENTS.

### The University Question.

THE Education Act of 1918 calls urgently for a post-script in the shape of legislation directed towards making a full provision for University studies. In this matter England is notoriously behind every one of the leading nations of the world. At the beginning of 1914 there were over 17,000 students in the University of Paris alone. Of this total over 3,000 were foreigners, attracted to Paris by the facilities for study and research. Here in England we have been content to set up a few provincial Universities and to add a few departments to Oxford and Cambridge. The new institutions have been cramped in their financial resources and have been compelled to do far too much work of a secondary school kind. The University of London remains as an amorphous body, with little or no sense of corporate life, a congeries of teaching institutions with a system of examinations attached. The expected and proper result of the working of last year's Act should be a large increase in the number of students who are able to pursue a University course with advantage. The secondary schools and continuation schools ought to discover and prepare a great wealth of latent ability, hitherto unregarded. But when this discovery is made there must be some opportunity to put it to use. The only way to provide this is to ex-

tend and develop our arrangements for University training.

\* \* \* \*

### The Need for Higher Education.

STRANGELY enough, some people will be found to assert that University training can be overdone, that it is undesirable to have any great number of people spending their time in higher studies, because they will thereby be rendered superfluous, and therefore discontented. This is precisely the argument which has been used against every proposal to extend elementary education. The country farmer doesn't "hold with" schooling because he thinks it a waste of time for boys who are to become labourers. Education is regarded as a social hall-mark, and a course at Oxford or Cambridge receives from the public assay the highest stamp of all. In a civilized community education should not be a hall-mark, but a birth-right. Every child born in such a community should be entitled to the finest intellectual training of which he is capable. Not only does the social system owe this to the child, it owes it no less to itself, since its continued wellbeing depends on the amount of trained intelligence in its ranks. With us there seems to be an absurd fear that, as a community, we may reach a dangerous point of saturation in higher knowledge. The real danger comes from the under-education of those who are called to administer our affairs, and

from the continued ignorance of those who decide our destinies at elections. Let us suppose that all working men had an educational equipment equal to that of the average Cabinet Minister—a modest enough demand—would it not follow that they would look for still higher attainments and efficiency in those they elected and in those who managed the country's affairs? It is certain that they would be more responsive to ideas and better able to co-operate with intelligence in the task of improving our social system.

\* \* \* \*

#### Immediate Reforms.

SOME necessary reforms in our University system should be made at once. In the fifteen modern Universities and University colleges of England and Wales, as recorded in the Board of Education reports for 1911-12, the average salary of a professor was £628, with a maximum average for a single University of £710. The average salary of all other teachers was £137, with a maximum average for a single University of £195 and a minimum of £82. More recently, Chairs have been advertised at £1,000, but the non-professorial staff is still grossly underpaid. The promised State grant may help to improve matters. The administration of some of the modern Universities calls for attention. Situated as they are in provincial cities, they are usually aided from the local rates, a form of support which is sometimes dearly bought, since it encourages the local City Councillor to seek notoriety by attacking the University. Thus in one city a man of this soaring type was able to carry a resolution that the local grant of £15,000 should be suspended until the University Council had agreed to dismiss a professor. In another city the Chairman of the Local Education Committee holds a paid post on the staff of the University to which his Committee allots an annual grant. In yet another place the local education official has declared his intention of bringing the University under the control of the Education Committee of the city. These things are wholly wrong, since the greatest service which the Universities can perform is their historic one of providing centres of independent thought where teachers and students may express their views openly, even if these views run counter to the official opinion of the day. As things are, some University professors dare not risk giving offence to the local grocer who happens to be a member of the City Council.

\* \* \* \*

#### Free Places in Secondary Schools.

A COMMITTEE of the British Association recently issued a report on the free-place system. It works well, they say, on the whole in schools where more than half the pupils are drawn from the public elementary schools. But they think that some "free-placers" would derive more benefit from attending higher elementary, junior technical, or trade schools. They would limit free places to children under twelve,

and have maintenance grants where strictly necessary. More generous scholarships to the Universities are also suggested, and the Committee declares that it is nothing but a mockery to offer a scholarship of £40 or £50 a year to a boy whose parents cannot afford a substantial addition to this sum. These observations merit careful attention, since they are, in effect, a condemnation of the free-place scheme as now worked. To begin with, there cannot be any very great number of secondary schools in which more than half the pupils come from public elementary schools. The policy has been to shepherd all young aspirants into the secondary schools, and to regard higher elementary, junior technical, and trade schools as an inferior substitute suitable for the second or third skimming of the elementary schools, after the cream had been transferred to the secondary school proper to make up the 25 per cent. of free admissions. In the light of this report, we must adjust our minds to the idea of a great diversity of secondary education, and we shall do well to dispense with the 25 per cent. requirement.

\* \* \* \*

#### Local Schemes.

PROBABLY the most important section of the Education Act is the one which calls upon Local Authorities to submit schemes covering all forms of education in their areas. An indispensable preliminary to such a scheme is a survey of the existing state of things, and this is already being undertaken in many districts. The Director of Education for Manchester has lately submitted to his Committee a memorandum which is outspoken and constructive. Provision is required for 20,000 children in nursery schools, for 37,500 in central classes and higher elementary schools, and for 4,000 additional places in secondary schools. New junior technical and commercial schools are needed for about 3,000 pupils, and continuation schools are wanted for 20,000 within the next three years, the number rising to 40,000 within seven years. Special schools for physical and mental defectives are also needed, and the number of school clinics should be trebled. If these deficiencies are to be found in Manchester, we may expect to find in the rest of the country a very grave state of affairs indeed, and it would be well if the authorities could publish a comprehensive Blue Book showing the condition of education as revealed by the reports of the local bodies. In the Manchester report there is no mention of schools which are not under public control, and this is especially remarkable in a district where there are many independent schools of varying quality. It is difficult to see how their existence can be ignored or how any trustworthy figures can be obtained if they are left out of account. The right plan would be to recognize their work, in so far as it is good, and encourage them to play their part as one of the "forms of education within the area."

**Mental Tests.**

THE accepted method of testing mental power has so long been that of examinations that it is difficult for us to realize that any other is possible. Yet Columbia University has lately decided to supplement the examination test by a series of psychological tests resembling those which have been used in selecting American candidates for commissions during the war. In the first instance these are to be applied at the matriculation stage. They are not objective tests of knowledge in various branches, but are rather intended to furnish an estimate of the candidate's general power and special aptitudes. The Army tests in America were a great success. In their early stages they were not strictly psychological, but aimed at classifying men according to their physique, previous occupation, intelligence, and school training. Thereafter came memory tests of various kinds, with tests of manual dexterity and reaction times. Special devices were constructed for the purpose of selecting men to act as look-outs on merchant ships, and one intended to test a man's skill in the sighting and firing of a gun was adopted by the American Navy. Young officers were taught to estimate the fitness of their men for special tasks. By these methods new standards were set up, apart from the customary educational tests. Here at home, the Leicestershire Education Committee, on the advice of the Director, Mr. Brockington, has decided to abandon the competitive examinations for scholarships. The result will be interesting, since the competitive examination is maintained, not merely to secure the selection of the best candidates, but chiefly to guard against any jobbery or favouritism.

\* \* \* \*

**Mr. Fisher on Teaching.**

THE President of the Board of Education recently visited Oxford and inspected the School of Instruction recently established by the War Office for the purpose of training teachers under the Army Education Scheme. In the course of an address to the students, Mr. Fisher said that the short course which those present were taking was rather in the nature of a hand gallop, but they were a body of men who had all received a good general education, and all that was aimed at in the course was to give them practical hints as to the best way in which they might use their general fund of knowledge in the instruction of others. The secret of good teaching was to make oneself absolutely certain that the class, even the most stupid member, should carry away something definite, two or three ideas at least—not facts, but ideas. They should not seek to cram the class with facts, but rather to give them thoughts which would enable them to organize facts for themselves.

\* \* \* \*

**THE DIET OF THE SCHOOL CHILD.**

By Dr. H. VALENTINE KNAGGS.

FOR twenty years or more I have regularly been brought into contact with school children suffering from ill-health. It is very noticeable that children are not only very soon made ill by faulty diet, but that they are equally responsive to a correctly modified diet, when that form of treatment is given to the exclusion of drugs.

For several reasons it is undesirable to send a child to a boarding school with a special diet as part of its curriculum. Such special treatment is apt to excite jealousy among fellow scholars, besides entailing extra strain upon the kitchen department.

As an alternative, I submit that the principals of boarding schools should themselves be proficient students of dietetics, food chemistry, and food values, and should also include these most vital and necessary subjects in the school curriculum.

Wise principals will not blindly follow the general doctrines laid down in orthodox textbooks nor the statements of any one physician. Rather will they exercise their own critical discrimination and observation, to assist which I very gladly submit my own doctrines as expounded here and elsewhere.

The evils of the present system must be manifest to all who realize how vast and lamentable is the illness among children generally, and how completely it accounts for the large proportion of individuals inevitably graded "C3." I grant that poor housing, defective sanitation, inadequate ventilation, and the overcrowding incidental to town life do exert a powerful and baneful influence upon the growth and development of children, but I also maintain that faulty diet is the most potent evil of all, and the main factor in producing and continuing a defective population.

It is not so much a matter of quantity as it is of quality and of the types of food selected.

I hold, and experience seems to confirm this, that a child over two years of age should be given as much *hard, dry, natural* food as it asks for.

I strongly object to mushes and soft pappy foods, because sooner or later they induce acidity and digestive troubles and *altogether nullify the child's natural instincts*. The reason for this must be obvious. Not only is digestion strained by the regular use of mushes, but the very softness of the repast leads to the bolting habit, the common precursor of events which lead to the C3 state. All starchy nutriment eaten in a dry hard state are subjected to the action of the saliva, which converts the starch into a soluble malted type of nutriment which is readily assimilable. A child at school should not be given oatmeal porridge, because it is a mush. Crisp, dry oatcake should be served instead. The child likes oatcake better than porridge, when used to eating it, and it agrees well with him, whereas oatmeal porridge, bread and milk, or grape nuts sopped in warm milk, although easy to prepare in large quantities, induce digestive difficulties which lead to tiredness and inability to concentrate the mental faculties. Milk puddings are equally bad when served at the midday meal as an after-course. But there are alternatives: for example, a stiff rice pudding is excellent, when turned out of its dish, and then remade and baked

into dry stiff rice cakes or scones, which necessarily take time to masticate. A well baked Yorkshire pudding is, for the same reason, preferable to a soft type of batter.

An article of diet, which, contrary to common belief, I have found to have much malign influence upon a child's welfare, is fresh milk. I am personally convinced that it is a gross mistake to give children cow's milk as a beverage, added to all the other foods which they are taking. Especially baneful is the habit of bringing a glass of fresh milk to the scholars at 11 a.m. A far better plan is to let the child partake of an apple, a banana, or some other seasonable fresh raw fruit—or, still better, abstain till dinner time. The milk sugar present as one of the chief ingredients of fresh milk does not assimilate well if taken mixed up with a medley of other and often antagonistic foodstuffs. My own observations go to show that fresh milk is a good food if taken alone, as a baby imbibes it, or as an adult may take it during what is called the milk cure. In other cases the use of fresh milk should, as far as possible, be excluded from all dietaries.

The best method of dealing with milk for school use, always providing it is pure and preservative free, is to buy a separator and at once separate the cream, which can be used for flavouring beverages or eaten with food, while the skimmed milk can be made into cottage cheese, which is one of the best body-building foods that a child can have. The cottage cheese is easily made by setting the skimmed milk in large shallow pans and leaving it there until it strongly curdles into a junket. The time to allow for this to happen is usually short in summer time and much longer in the winter. It is not wise to make the junket artificially by means of rennet or lemon juice, as by this procedure the milk sugar is not altered. When milk sours naturally the milk sugar is transformed into lactic acid. When the junket has formed, the contents of the pan are poured into a cloth filter, and the curd which remains upon the cloth is actually best cheese. The flavour is greatly improved if 25 per cent. of fresh cream is added and well incorporated with the curd. Children thrive on cream and cottage cheese in a way that they could not possibly do if permitted to consume fresh milk freely as a beverage.

Another important matter for consideration of every principal of a school is that of the consumption by children of manufactured sugar, whether taken as table sugar or as sweets. I look upon sugar as a very concentrated type of food, and as such I think it should be used only as a condiment. As a food it is apt to induce acidity. It is highly important to teach each child the truth of this statement. Sugar, sweets, or chocolates should be rationed, and the child should be led to do this voluntarily.

Moreover, the usual dried fruits, in the shape of figs, dates, prunes, and raisins, or "fruit and nut cakes," are the best forms in which a child can take sugar. These are natural types of sugared food, and they satisfy the normal child craving for sweet things.

There are the best possible reasons for giving children a good quantity of salad each day, as well as casserole-cooked vegetables. No animal can be healthy for long unless some raw food is taken during the day. Salad should be carefully washed, hand-picked, and appetizingly served. Children get to like it very

much after a time. In my booklet on salads,\* I have shown how erroneous is the plea that salads are only available during the summer months. Celery and watercress are at their best during the colder seasons of the year. They come as a change from the lettuce, mustard and cress, radishes, and other varieties which rightly belong to the summer time. Salads supply the organic mineral salts in just that right combination of dosage which Nature requires. Salad supplies the best possible material for building and consolidating the fast-growing organism of the child. Unfortunately, the very word "salad" is anathema at many boarding schools, because of difficulties raised in the kitchen department. No one likes the task of washing salads, especially when the water is very cold. It is also a tedious process if much of it has to be done. It becomes, therefore, a question of educating and conciliating cooks and scullery maids, in their own interests, as well as to ensure the health and welfare of the rising generation.

As far as the general arrangement of meals is concerned, I strongly advocate three meals a day: (1) breakfast, (2) midday dinner, and (3) supper. No food should be taken between these meals. The following menu is an excellent type, suitable for an average school child, when times are normal and supplies abundant and inexpensive:—

*Breakfast.*—An egg, or 2 oz. of cottage cheese, or 1½ oz. of ground nuts, such as shelled pine-kernels, almonds, hazels or walnuts; brown bread and butter; a little jam or marmalade. Hot lemon barley-water would make the best beverage. Tea, coffee, and cocoa are not suitable for children.

*Dinner.*—Fish, or meat, or poultry; potatoes, baked in their skins; casserole-cooked green vegetables; and bread. As second course, a jam roll or boiled fruit pudding would be appropriate. Cold water would be a good beverage here. Children in vegetarian schools could take ground nuts, ordinary cheese, or an egg dish as an alternative to the flesh foods named. The nuts should not be cooked in hot fat or made up into rissoles or "roasts," as when this is done the nut fats become decomposed and markedly indigestible. The boiled puddings can be made with ground nuts or nut suet in the place of meat suet or lard. Nuts are not indigestible when used in boiled puddings, because the process does not subject the nut fats to a higher temperature than that of boiling water—viz. 212° Fahr.

*Supper.*—2 oz. of cottage cheese or ordinary cheese, or 1½ oz. of ground or whole nuts; mixed salad, with a dressing of oil, lemon, and sugar; oatcakes, or rice scones, or hard wholemeal biscuits and butter. Hot clear vegetable soup would be a wholesome beverage at this meal.

Every principal will realize that temperamental considerations are important and that all children cannot be dieted alike. My own opinion is that there comes a time in the evolutionary development of every individual when the habit of flesh-food eating becomes æsthetically and physically distasteful, and that on no account whatever should any child with a marked disinclination for flesh foods be forced, or even tempted, to eat them. All boarding schools would do well, therefore, to take into consideration the necessity of understanding the subject of scientific food values, with this possibility in mind.

\* 3½d. post free from C. W. Daniel, Ltd., 41 Margaret St., W.1.

## WHAT THE SCHOOLBOY MAKES OF IT ALL.

By MARGARET CORNER, M.A.

My curiosity to know what the school child makes of it all was less keen when I taught girls. School-girls, while personally more mature than boys, expend less thought and attention on externals and systems. Teaching subsequently in a boys' school, however, I discovered that they have more impersonal opinions. They discuss subjects of external and general import, though their judgments may be simply those they have heard from their elders. I soon gathered that they must have a number of ideas on the system of which they are the subject—some of them perhaps their own; the majority, no doubt, those of their parents.

Our professional conflict with the lay mind of the parent usually leads us to the conclusion that, although we submit, sometimes sorrowfully, to his right over his own child in particular, he knows nothing about education in general.

We are quite accustomed to say that the average Britisher takes no interest in education, but he is not without opinions on the system of school as it stands. He might find it difficult to formulate these to a professional, but he is almost sure to have expressed them in his own circle.

I was sure that these opinions would never be communicated to me wittingly, but I might extract some part of them by means of a device.

I therefore invited Upper School boys, at chance times when a period was to be filled in, to write a letter explaining to some correspondent what school would be like if it were just as they would have it. I explained that no particular school should be taken into account, and said the letters might be written with the utmost frankness—that a candid opinion, indeed, was the only one of any value to me. I added an assurance that the letters would never be referred to, or meet any other eye but mine. I took care that no class knew beforehand of the letter.

The letters suffered, no doubt, from all the faults of impromptu composition; certainly they could not be exhaustive, but undoubtedly the more important of the points that had been frequently subject to discussion at home, must have sprung into the mind even at such short notice. I became possessed of over a hundred (107) letters, representing, on the whole, as many independent opinions. A few descended to personalities, and some of the smaller minds gave air to their private resentments; one smarted under a prohibition concerning a fountain pen, while another found fault with the pattern of his school cap. But there were few letters from which at least one opinion of general application could not be extracted.

Sports formed the *summum bonum* of most boys' ideal school life, and fifty-seven enlarged on the theme. In some cases it formed the only topic, and was discussed in all its delightful possibilities. So many, or all, afternoons in the week were to be devoted to sports, matches arranged, a cycling club organized, other games besides football and cricket should be practised, shooting (six) enforced, more "gym." (18) arranged; and in particular swimming seemed to recommend itself as one of the most desirable of exercises.

Almost as many boys expressed themselves on the question of home-work. There is indubitably a widespread and sincere feeling among the boys and their parents that the former are overworked. A number of boys endeavoured to justify their attitude. They urged that five or six hours' "mental" work daily was more than sufficient; they had a good deal to say on health, fresh air, and exercise, or argued that the output would improve on less hours of work. Several suggested that they would willingly do more home-work in winter if it could be diminished in summer. Not one hinted that he could do more on the whole, though three would raise no objection if the school hours were a little longer. Eight, however, wanted to have them shortened, but some of these were obvious slackers. Five boys suggested that the same number of hours should be arranged to begin at 7 or 8 a.m.

On the subject of holidays and recreation, there were authoritative pronouncements. "With regard to holidays, I think they are highly necessary. Even the most durable of boys require a time of rest. Keeping your brain at work for long periods without any intervals of rest is very trying to the nerves, and is apt to lead to brain fever"; or, again, "Recreation is very necessary, however short it may be, providing it comes regular." Four people suggested that holidays might be shorter in winter and longer in summer.

Discipline was mentioned by thirty-seven writers. Of the fourteen who proposed the abolition of 'detention' (when the weekly half-holiday has to be forfeited), some no doubt voiced a personal feeling, due to bitter memories, but others urged that the system was futile and a mere waste of time, with no good result. Five put forward corporal punishment as a substitute (and always on the ground of less time expended), but seven thought that this also might be less in quantity. One declared frankly that he preferred punishment to sarcasm. Eleven boys, on the other hand, were for the strict maintenance of discipline. Cheating and cribbing were often complained of, and hints given as to how they might be obviated. (I am not at all sure that it was not the experts in the art who complained most bitterly and offered the most abundant remedies.) One boy only, who may or may not have heard of the Little Commonwealth, thought that a committee of boys might be useful in this connexion.

This suggestion interested me, and I took an opportunity of conveying it to my own form (Upper Fourth). Its extraordinary novelty attracted, and, after its possibilities had been eagerly canvassed, I suggested that the scheme should be carefully thought over and perhaps discussed. After a due interval I again, without the form's knowing beforehand of my intention, requested a letter with each boy's full, frank, and confidential opinion on a self-government committee. The answers displayed thought, frankness, and an overwhelming majority against the proposal. In their opinion, the boys on the committee would use the opportunity to work off personal grudges, or the punishments would throughout be too lenient (they are unable, evidently, to get rid of the idea that they are a set of allies working against the common enemy, the master); since, they consider, one boy could not tell of another, cribbing would continue

and get worse. They anticipated a great increase of fighting, jealousy, hatred, bullying.

The greatest difficulty seemed—would a committee punish its own members? On the other hand, the boys would have a court of appeal beyond the master, and his hastiness, involving injustice, would cease to have effect. They thought that the master's great difficulty in punishing is that, all too often, he does not know, and has not time to get at the truth.

The subjects of instruction interested many boys. It was noteworthy how many expressed a dislike for botany and Nature study or a thorough conviction of its uselessness (fourteen). "Botany," said one, "is absolutely no good at all in a smart young fellow's life." Singing meets with similar disapproval (ten). The important subjects most writers accept as essential. Only four boys pleaded for less mathematics, eight for more, and two others asked for the national introduction of the metric system. Languages are much desired. Many asked for additional languages—Russian, Spanish, Italian—or dwelt on their use and importance in general (fifteen). Only one said that German should be abolished ("after the war"); most mentioned it with French. A few remarks were offered on English, the importance of which does not seem to be appreciated. One declared it to be "very boaring" and one asked for "poems and not grammar." A few refer to spelling. The ancient languages receive condemnation from three writers, but four admitted their value. One asked that such a subject might be optional and the lessons held after school. The general opinion on geography coincided with this quotation: "Geography ought to be taught, but not 'a piece of water surrounded by land is a lake,' but different railways and stations and what their Terminousi are." "More interesting" lessons, as on the "formation of the war," were asked for (three).

Apart from personalities, little was said on the teaching. One discussed method in some detail. There were one or two bold assertions that masters who cannot control their classes ought not to teach. But the most definite feeling in this connexion is against the so-called lady teacher. I cannot here discuss how far she may be considered to have been a success in boys' schools on the whole, but unquestionably she is not looked on favourably by the boys in this school. She is discussed twelve times, and no one has a word of praise for her. A few sneer, "She may undoubtedly be very clever," but the majority content themselves with demanding her instant expulsion. Two people refrain from such unequivocal criticism, but that is only from pity. They are disgusted with those boys who "take advantage" of her (she seems to them too weak to look after her own advantage). Rather an interesting light on her possibilities as whipping-boy for the masters is shed by the following: "If a master uses a cane the pupil will keep quiet, but revenge on the master, or if they do not get a chance they will take the opportunity on the lady teacher!" Nor am I prepared to say that this does not occur.

One last quotation shows from which class these views were drawn. "Nature study could also be done away with, as not many people go in for that kind of thing; they nearly all go in for typists or junior and senior clerks."

## VOCATIONAL EDUCATION.

By Professor JOHN DEWEY.

[Concluded.]

### SOCIAL TRAINING.

By social competency I mean the necessity for a certain surrounding atmosphere and spirit in connexion with the industrial and physical training, the necessity for methods of training, the necessity for methods of industrial management and operation which will promote civic efficiency and the co-operative spirit. The industry should be run as far as possible on a democratic basis. Co-operation in respect to sharing in products or in profits is not nearly so important as the co-operation in the method of management. The aim should be to secure training of persons in and for groups. This means, of course, putting individuals in positions of responsibility as rapidly as they are prepared to take it, to give them the experience of directing, of leading as well as of being led, so as to initiate the individuals into what at the present time are so largely the mysterious secrets of trade management and of the marketing of goods, taking men out from the haphazard industrial education which individuals now get, whether in school or in labour itself, which leaves so many of them totally unfitted for anything beyond routine labour under the direction of others.

### EDUCATION FOR LEISURE.

No mere schemes of Governmental action will ever make a success without this educational reconstruction. Education for leisure and for the purposes of sensible, well-ordered and æsthetic recreation, covers what we already call the rudiments of a general education. In other words, they should be inspiring and releasing rather than disciplinary and scholastic. Just as music has been found to be a practical human necessity in our camps at present and just as provision for various kinds of social æsthetic recreation seems to be a practical human necessity, so of course these same things continued and extended would constitute a large part of the type of a vocational education preparing for the leisure time of the labourer after the war.

Probably the greatest social waste which exists at present is our failure to detect tastes, capacity, and ability and find for them the channels in which they can operate with advantage to their possessors and with usefulness to others. We either put all individuals through an undifferentiated training—a required uniform training—in the pious hope that it will catch some of them; or else, under the name of an elective system, we permit individuals to drift along according to their own untrained and unenlightened wishes from moment to moment. We have as yet, I think, absolutely no conception of the possibilities of an education, both with respect to personal happiness and social usefulness, which should engage youths



in activities sufficiently varied and sufficiently productive to detect their capacity, needs, and powers.

#### THE PART OF HIGHER EDUCATION.

The social idealism of the young people of our country has not been genuinely touched and called upon in times of peace, and we have, I think, to admit that one of the features of the war system has been that hundreds of thousands of young men have been brought to view their training and their capacity in the light of social needs and demands. We all know how large are the organized resources of the sciences of physiology, hygiene, medicine, political economy, psychology; how these sciences have been organized and mobilized on a large scale for national use. Now, through this fact, hundreds and thousands of scientific and technical men have learned in an intense way new lessons concerning the social importance of their particular branch of knowledge and skill. There are, for example, over two hundred youths of our country who have been trained in our schools in the science of psychology who are immediately going to have their activities put to actual national use. That is one illustration with which I happen to be personally familiar, but it merely indicates what is going on in all lines on account of the war throughout this country. They have been given a chance to translate specialized knowledge into some direct public and national service. I don't think that if many of the men have a chance to use their specialized learning, their scientific knowledge, or their artistic skill after the war in some constructive form of national service, they will be impelled to withdraw into their former aloof seclusion and continue to carry on their work in the remote over-specialized, over-technical way in which most of us were carrying it on before.

#### SOME OBJECTIONS.

There is one answer, not exactly a reply, but a rejoinder to some such project as I have endeavoured here to paint in its large outline, and that is the old answer: it is impracticable, for it has never been done. I should like to ask one question: is it practicable to expect a more ordered and a more harmonious and peaceful type of social life in the future except upon the foundation and substructure of an educational system which has been framed on a large scale for this particular purpose? The nations of the world have found the capital and resources, the money by the billion, for the maintenance of the social values and standards of these countries when they were threatened with disintegration by an enemy from without. Is it not absurd to say that the resources and the money may not be made available nationally for a positive and constructive development and ordering of the social values in time of peace?

Whatever mistakes or blunders and defects there have been in our preparation in the last few

months, I think it has been demonstrated that it is possible to organize and mobilize the intellectual and moral resources, as well as the financial resources of the nation in a period of national stress. If the educators will take upon themselves the primary responsibility for settling down to a consummation and elaboration of the scheme, I am sure that they will find among the men in science and the men in art, painting, music, and so on, among the statesmen of the country, and among the larger-visioned captains of industry, a kind of co-operative assistance which will enable a plan to be worked out so that we shall not continue inert, unprepared, going on with a policy of patching up and of muddling through till some other social catastrophe, even greater than the present one, shall overwhelm us.

#### AUTRES MŒURS.

COME, my Muse, a lofty pæan; cleave me now the empyrean; though the task be Herculean, though with but a chasten'd joy,

'Tis a case for lyric fire, though in numbers "by desire"; sing the new millennial Higher Education of the Boy: Nay, your strings could not be flat in such a part to tear a cat in; you shall walk in silk and satin by the editorial fee,

Hymn the dirge of Greek departed and the swift decease of Latin, hail the -atics and the -amics and the -ologies with me.

Though the way of Peace be shrouded, though the sky be overclouded, though the journal still be crowded with the tales of civil war,

Though the nascent League of Nations, and the farthest occupations, leave our mutual relations just a little as before;

Gone for ever is the dreamy maze of *τύπτω* and *τίθημι*—'tis an earnest that the seamy side of life hath passed away, That the Future, oleaginous, electrified, and steamy, in a Halo of Efficiency, is dawning with the day.

Now shall every tender scion track the daisy, dandelion; count the ohm and eke the ion, 'neath the ægis of the Board,

Or evolve a new and better sparking-plug or carburetter (lo, the nation may beget another Mr. Henry Ford!).

Cultivate a predilection for the dainties of dissection, be revealing for inspection things the ancient might not know,

Show that *Iepius* his appendix may retain with circumspection, prove that *anodon* concealeth many ganglia in his toe.

And for history and grammar shall the neo-coach and crammer teach the swinging of the hammer and the handling of the file,

And in place of rhyming neatly shall their man be armed completely for the art of stoking fealty, raising crane, or sinking pile:

So, my Muse, you must be speeding to a course of special reading, for you surely will be needing to renew your stock-in-trade.

And discard withal for ever your Parnassian birth and breeding, or content you with existence, sad and silent, in the shade.

A. C. B.

## EURHYTHMICS.

A REPLY TO "MUSICUS" BY  
M. J. DALCROZE.

To the Editor of "The Educational Times."

MONSIEUR,—Je viens de lire l'article consacré par votre collaborateur "Musicus" à ma méthode de Rythmique. Il est conçu dans un ton d'ironie facile que je ne veux pas employer en ma réponse, alors même qu'il puisse me paraître permis envers un critique anonyme qui paraît ne pas avoir lu les ouvrages qui composent ma méthode, et qui parle par conséquent de ce qu'il ne connaît pas. Si "Musicus" avait songé à m'écrire particulièrement ou à profiter de mon séjour à Londres (séjour annoncé depuis un mois déjà), je me serais fait un véritable plaisir de le mettre au courant du contenu de ma méthode, qui comprend non seulement l'enseignement de la Rythmique (élément physiologique de la musique) mais l'étude approfondie des tonalités, des accords, des modulations, etc., ainsi que de l'harmonie au piano. Le tout forme la matière de nombreux volumes. Je lui aurais dit aussi que je n'ai jamais cherché à combattre les méthodes de chant existantes, ni à leur substituer la mienne. Aucune comparaison ne peut du reste être tentée, puisque mes efforts pédagogiques portent surtout sur le développement logique des facultés *auditives* et sur celui du sens métrique et du sentiment *rythmique*, qu'aucun enseignement musical, à ma connaissance, ne fait entrer en son programme autrement qu'en théorie. En écrivant ma méthode j'ai simplement cherché à combler une lacune, et les musiciens qui l'ont étudiée sérieusement veulent bien reconnaître que j'y ai réussi. Il est à souhaiter que d'autres pédagogues musicaux se livrent à des recherches du même genre poussées par cette conviction, qui est la mienne, qu'il ne suffit pas d'apprendre aux enfants à chanter et à jouer du piano, mais qu'il convient de les mettre à même d'*écouter* la musique, d'apprécier les rapports des mélodies et des harmonies, les oppositions et les mélanges de tonalités. Et d'autre part que la logique exige que l'enfant *ressente* les mouvements de la musique avant de les noter et que son appréciation se base ainsi sur des expériences personnelles.

En ce qui concerne l'enseignement de l'improvisation au piano, je conviens qu'il est impossible de donner du génie à des enfants qui n'ont que du talent, ni même du talent à ceux qui n'en possèdent pas naturellement. Mais une expérience de 25 ans de professorat me permet d'affirmer que des études spéciales sont en état de permettre à des élèves non anormaux de s'exprimer musicalement au piano d'une façon personnelle et d'improviser dans un style simple des accompagnements de lieds, des chorals et des danses — résultats que l'enseignement usuel des conservatoires ne cherche (que je sache) nullement à obtenir, et qui contribueront certainement à renforcer la musicalité générale du peuple. Développer le tempérament musical et les moyens individuels d'expression des enfants c'est étudier la "famille," élever le niveau artistique de la société et fournir demain aux artistes-nés des publics plus sensibles et plus intelligents. C'est ainsi favoriser le progrès artistique de la race.

Je vous serai très obligé de bien vouloir publier ces quelques mots de réponse ainsi que l'avant-propos de mes démonstrations de 24 et 25 janvier au Princes Theatre.

Veillez agréer, cher Monsieur, l'expression de mes sentiments les plus distingués,

E. J. DALCROZE.

The following is a translation of the above letter:—

To the Editor of "The Educational Times."

SIR,—I have read the article by your contributor, "Musicus," which deals with my method of eurhythmics. It is written in a style of cheap irony which I do not care to use in my reply, although I think it would be allowable towards an anonymous critic who does not appear to have read my textbooks, and who, in consequence, is speaking of things of which he has no real knowledge. If "Musicus" had thought of writing to me, or of taking advantage of my stay in London (announced a month ago), it would have been a pleasure to me to have explained the scope of my method, which covers not only the teaching of rhythmic movement (the physiological element in music), but also the thorough study of tone, chords, modulations, &c., as well as harmony at the piano. The whole method comprises several volumes. I should have told him, also, that I have never tried to combat existing methods of singing, nor to substitute my method for them. Moreover, no comparison can be made, since the aim of my teaching is the logical development of the hearing faculties and of metric and rhythmic feeling, which no other system of teaching music, so far as I know, embraces, otherwise than in theory. In writing my books I have simply tried to fill a gap, and musicians who have studied them seriously recognize that I have succeeded. It is to be hoped that other teachers of music will make similar experiments under the influence of my own conviction that it is not enough to teach children to sing and to play the piano, but that they should be given the power of listening to music, of appreciating the interrelation of melody and harmony, and of one key to another. On the other hand, logic demands that the child feel the movement of music before noting it, and that his appreciation should thus be based on individual experience.

As regards the teaching of improvisation at the piano, I agree that it is not possible to give genius to children who have only talent, nor even talent to those who have none naturally; but a teaching experience of twenty-five years enables me to state that special studies make it possible for pupils who are not below the normal to express themselves musically at the piano and in an individual way, and to improvise in a simple style the accompaniments to songs, chorales, and dances. These are results which the usual teaching in schools of music does not, so far as I know, try to obtain, and which will certainly help to strengthen the general musicality of the nation. Developing the musical temperament and individual powers of expression of children means bringing music into family life, raising the artistic level of society, providing for future artists more sensitive and intelligent audiences, thus helping the artistic progress of the race.

I shall be grateful if you will kindly publish this short reply, as well as my introductory remarks at the Demonstrations held on January 24 and 25 at the Prince's Theatre.

I am, &c., (Signed) E. J. DALCROZE.

[We regret that the report of the introductory remarks mentioned by M. Dalcroze is longer than our space allows. It may be obtained from the London School of Dalcroze Eurhythmics, Store Street, W.C.1.]

To the Editor of "The Educational Times."

SIR,—Probably many musicians will agree with "Musicus" when he questions "whether the bulk of the best music is in need of or is suited for" realization in terms of bodily movement.

If the claim of eurhythmicians in this regard is a just one, then the principle could be extended to poetry, in which rhythm is essential. We should then have poetry in plastics. But does any one want to realize a sonnet in terms of bodily movement? Music does more for eurhythmics than eurhythmics for music.

M. Dalcroze's system is so beautiful, it seems a pity to make a false or exaggerated claim for that which in itself is most excellent.

MARION CAHILL

## SUBJECTS AND METHODS.

### The Ghastly Failure of "History" Teaching.

HISTORY is the most important of all subjects of instruction, because it embraces human evolution, ethics, and citizenship. Our common-school arithmetic is an abomination of desolation, and our ordinary "history" teaching a ghastly failure. These two subjects are the worst taught of the curriculum in this country, and probably all over the civilized world, barbarian tribes being happily free from the bondage. With arithmetic I have here no special concern. No discussion of this nature can lead to an effective educational point unless one states the basis on which all the activities of school, college, or University should play their part. So let this be the fundamental proposition: *The aim of education should be service of family and commonwealth, based on industry, inspired by history, and perpetually related to the claims of the larger circle of humanity.* If you do not accept this basis, I must, for present purposes, leave you in the outer darkness; but kindly remember, as you retire to that outer circle, that neither religion nor citizenship has ever devised a better term for practical loyalty than service.

What is meant by the phrase "inspired by history"? A modern philosopher, Auguste Comte, has said that "history is the true guide of life," and illustrated the maxim by his admirable Calendar of Great Men, which is too little known by teachers. An ancient philosopher, of a very different type, expressed the same essential idea thus:—

Seeing we are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us.

And, in this discussion, we may take it that the besetting sins are indifference to civic duties and to the social issues round which gather human admiration, hope, and love. As a matter of fact, our girls and boys get exceedingly little life-guidance out of their history lessons, and, instead of being inspired by a noble "cloud of witnesses," our young citizens are bored by a mob of skeleton names which rattle their bones through "manuals" and examination-papers. In such a rattling, note this:—

In 1646, Turenne invaded Bavaria, and, in 1647, the Elector signed with France the Treaty of Ulm. Though the French had failed in Spain before Lerida, and though the progress of the French armies in the Netherlands had been momentarily checked, the Imperialists had no chance of victory. In 1648, to punish the Elector of Bavaria for renouncing the Treaty of Ulm, Turenne overthrew him in May at the Battle of Zusmarshausen, and French troops occupied the Electorate. In July the capture of Tortosa . . .

And so on through a book crammed with such material. If the book were entitled a "Chronology," one would say nothing. It is called a "History." Even Freeman's "General Sketch of European History" ("meant for schools," says the preface), good as it is for a student's reference, has too much of the same awful rattle. For example:—

During the reign of Mahmoud the First, who reigned from 1730 to 1754, in a war which began in 1737, the Turks, by the Peace of Belgrade in 1739, recovered from Austria the city of Belgrade, and all that had been given up by the Peace of Passarowitz, . . .

In 1913 I walked into a Bombay high school where a history lesson was being given. Nothing in social evolution is more interesting than the story of India, or of the human relations of India and England. And the first thing I heard on entering a classroom where some very intelligent Hindu lads were being "taught" was this question by the teacher (I think a Parsee):

"In 1626, what demand did the Parliament make of Charles the First?"

And even now I have scarcely recovered from the shock this idiotic question gave me. Those young fellows had at least one justification if they afterwards swelled the "Indian unrest"! I do not blame the Parsee. I blame certain bureaucrats and certain conventions that have their home nearer London.

For devotion at a crisis England turns out citizens second to none in the world for spirit and resourcefulness. Witness the

recent War. But wars pass, and citizenship endures. Towards the construction of an ideal of citizenship in our globe-circling Commonwealth what do the ordinary history manuals and lessons contribute? Are our young people encouraged to believe that history lessons have any such use and purpose? Do they feel moved by history as, for instance, Mme Roland was moved by the brave tales in Plutarch's "Parallel Lives," or Alexander (who put a Homer papyrus under his pillow) by the scenes of the "Iliad"? And if not, why not? I can say for myself that I had passed through years of an elementary school, and gained a teacher's certificate, before it dawned on me that history ought to inspire, and that it might, if looked at rightly, disclose the glory of a Cloud of Witnesses.

Among all the nations, we British have had, and still have, the most multitudinous contacts, geographical and human, with varieties of colour, custom, language, and faith. We ought to be the premier people for enthusiastic interest in history, for history is the memory of peoples, and you can never truly understand any people till you acquire some adequate knowledge of the contents of their memory. F. J. GOULD.

### Modern Languages.

THE Education Committee of the London County Council held a conference on January 23 for the purpose of discussing the report of the Government Committee on Modern Languages. Sir Cyril Cobb, who presided, said that a knowledge of each other's languages was the best means of promoting a good understanding between peoples. The County Council had recognized this in a practical way by promoting the teaching of foreign languages in its own schools and institutes and by helping to found chairs at the London University, where they had two professorships of French, two of German, and one each of Italian and Russian. Mr. Stanley Leathes, Chairman of the Government Committee, said that the Committee's Report, however obvious its conclusions might seem, revealed the neglect of modern languages among us. It was necessary to give stimulus to this branch of study, and to convince people that in democratic countries a knowledge of languages was a national necessity as well as a profitable investment. This latter aspect was important, because it would lead the way to higher considerations, such as the value of modern languages as part of general education. No part of our national education—not even science teaching—had fallen so far below the standard of national and individual needs as had the teaching of modern languages. French was universally admitted to be necessary, and, in his opinion, German would also have to be studied so long as Germany took rank as an important nation.

Lord Crewe spoke of the value of the Report, and said that the aim of modern-language teaching should be to secure precision without pedantry. The impulse given to language studies during the War should be continued.

Sir Herbert Hambling, deputy Chairman of Barclay's Bank, urged the importance of modern languages in commercial life. He said that such knowledge would enable beginners in business to obtain lucrative posts. To this, Dr. R. M. Burrows, Principal of King's College, made the pertinent reply that in business life a knowledge of languages often meant that the linguist was kept to the narrow groove of foreign correspondence, receiving poor salaries and gaining no promotion. Our own experience of the ways of business houses confirms this, and makes us believe that it is a poor service to a boy to encourage him to study modern languages from a strictly commercial point of view, leading him to hope that he is thereby assuring for himself success and advancement in business life. Dr. Burrows quoted the case of a clerk who shrewdly concealed his knowledge of languages because he knew that by revealing it he would get into a blind-alley job and lose all chance of promotion.

This discussion illustrates the inherent fallacy of the demand that schools shall give vocational training. From the employer's point of view it is very convenient, but from that of the pupil it is very harmful. The case for more extended study of modern languages rests on the fact that everybody ought to have the opportunity of learning them, regardless of their particular work in life.

## CHRONICLE OF EDUCATION.

- 11 Jan.—Dr. Henry Bond elected Master of Trinity Hall, Cambridge.
- 17 Jan.—Issue of Board of Education Circulars on Grants for Elementary Education (Circular 1088).
- 18 Jan.—Issue of Board of Education Circulars on Avoidance of Broken Terms, Abolition of Fees in Elementary Schools, and Exercise of Powers under the Employment of Children Act.
- 18 Jan.—Dinner of American University men engaged in overseas service. Speeches by Mr. Fisher and Admiral Sims.
- 20 Jan.—Opening of Canadian Khaki College at Bramshot Camp.
- 29 Jan.—Imperial College of Science and Technology: Meeting of past and present students. Resolution passed in favour of obtaining a charter constituting the College an independent University of Technology, with power to grant its own degrees.
- 3 Feb.—Demonstration at Kingsway Hall in support of the formation of a Ministry of Health. Speech by Dr. Addison.
- 8 Feb.—Reception to Overseas Teachers.

### Announcements.

- 19 Feb.—British Psychological Society: Special General Meeting, 8 p.m., to discuss the reconstitution of the Society.
- 21 Feb.—Entertainment of thirty French Women Teachers at Hamilton House, Mabledon Place, by the National Union of Teachers and the London Teachers' Association.
- 21-22 Feb.—The Annual General Meeting of the Association of Technical Institutions will be held at the Clothworkers' Hall, Mincing Lane, London, E.C., on Friday and Saturday, 21 and 22 February.

The chair will be taken at 10.30 a.m. on the Friday by the President, Sir Alfred Keogh, G.C.B., LL.D., Rector of the Imperial College of Science and Technology, South Kensington. The President-elect is the Right Hon. Lord Sydenham of Combe, G.C.S.I., G.B.E., F.R.S., who will deliver his Presidential Address on the Friday morning.

Papers will be read on "Works Schools," by Prof. Eustice, of the Southampton University College; Mr. R. W. Ferguson, B.Sc., Educational Organizer, Messrs. Cadbury Bros., Ltd., Bournville; and Principal J. C. Maxwell Garnett, C.B.E., M.A., Manchester College of Technology. Principal H. Schofield, M.B.E., B.Sc., Loughborough Technical College, will read a paper on "Education in Relation to Industry."

## EMPIRE TEACHERS IN LONDON.

THE teacher-soldiers from the Dominions and Imperial Dependencies now visiting London, to study educational administration and practice, were entertained at the London Day Training College on Saturday evening, February 8, by the National Union of Teachers and the London Teachers' Association. The permanent cadre of the two organizations, to use a military expression, has attained a happy facility in arranging this kind of function. In other words, Mr. C. W. Crook (N.U.T.) and Mr. J. Lett (L.T.A.), with the official staffs, scored a distinct success. The guests arrived at 7.30, and "Auld Lang Syne" was sung, as timed, at 10 p.m., but the party refused to break up, and it was over an hour later before the last groups dispersed.

Official speeches of welcome, happy and short, were delivered by the two presidents. Colonel Lord Gorell, M.C., talked briefly and wittily of the British Army's scheme of education. Mr. Harry Gosling, L.C.C., one of Britain's really great and sane Labour leaders, spoke feelingly of Labour's interest in education. "We will help to lift up you, the teachers, and you must help to lift up us, the workers."

## PERSONAL NOTES.

### Prof. Muirhead of Birmingham.

A Muirhead Lectureship in Social Philosophy is to be founded at Birmingham University to mark the occasion of Prof. Muirhead's retirement from the Chair of Philosophy, which he has held for twenty-one years. During this time Prof. Muirhead has taken an active part in all civic movements for the improvement of social conditions in Birmingham, and has conducted in the University a very successful Department of Social Studies. The proposed Lectureship will be attached to this Department. Subscriptions may be sent to Sir William Ashley, The University, Edmund Street, Birmingham.

### A New Chief Inspector.

Mr. Herbert Ward, until recently the Divisional Inspector for North-west England, has been appointed Chief Inspector for the Training of Teachers. Before entering the service of the Board Mr. Ward served for a time as Senior House Tutor in the Borough Road Training College, under the late Prof. Withers.

### Mr. Spurley Hey.

At a recent meeting of the Manchester City Council it was decided to increase the salary of Mr. Spurley Hey, Director of Education, from £1,250 to £1,500, and that further advances of £100 a year should be given until the salary reached £2,000.

### New Head of Cheltenham.

Mr. Henry Harrison Hardy has been appointed by the Council of Cheltenham College to succeed Canon Waterfield, the present Principal, who is retiring at the end of the Summer Term, after twenty years' service. Mr. Hardy was born in 1882, and was educated at Rugby, where he was Head Boy in 1900. He went on to New College, Oxford, where he graduated in Lit. Hum. in 1905, returning afterwards to Rugby as an assistant master. He has served in the Army throughout the War, and is now acting as General Staff Officer for Education, Southern Command.

### Dr. Reginald R. Gates.

The Senate of London University have appointed Dr. Reginald R. Gates for three years as from January 1, 1919, to act as University Reader in Botany at King's College. Dr. Gates has been a Demonstrator in Botany at McGill University, Senior Fellow and Assistant in Botany at Chicago, Lecturer in Biology at St. Thomas's Hospital Medical School, and Associate Professor of Zoology in the University of California. He holds the Mendel and Huxley Gold Medal for research in biology.

### Director of Education for Derbyshire.

Mr. Percy George Feek, B.Sc., who has been Assistant Director of Education for Derbyshire for six years, has been appointed to the Directorship in succession to the late Mr. Jenkyn Brown, at a salary of £900 a year, with travelling expenses. Mr. Feek, who is a native of Worcestershire, has been in the service of the Committee for nearly fifteen years.

### Dr. George S. Corstorphine.

We regret to announce that Dr. George S. Corstorphine, B.Sc. Edin., Ph.D. Munich, Principal of the South African School of Mines, Johannesburg, died at Cape Town on January 25. Born in 1868, the eldest son of John Corstorphine, Edinburgh, he was educated at Edinburgh and Munich Universities. At the former he was Baxter Scholar in Natural Science, 1892, and held the Falconer Fellowship in Geology and Palaeontology from that year till 1895. He was assistant to Prof. Geikie, of the Chair of Geology in Edinburgh, before receiving his appointment as Professor of Geology and Mineralogy in the South African College, with which was joined the office of Keeper of the Geological Department, South African Museum, Cape Town. In 1913 he was made Principal of the South African School of Mines.

## EDUCATION ABROAD.

### The American Teacher.

IN a recent lecture, Dr. C. Russell Fish, Professor of American History in the University of Wisconsin, said that the American boy could hardly read the biography of any great American which did not record teaching as a part of his career. Nearly all their great lawyers, headed by Daniel Webster, had been teachers, and of their Presidents, four, including President Wilson. This was one result of the fact that in America it was the exception rather than the rule for children to follow in the footsteps of their parents, or for parents to attempt to direct the choice of their children, save in the most general way.

Teaching offered to the ambitious youth an opportunity of gaining a good education, and to a boy without connexions in the business world there was no other method so good for obtaining a footing in commerce. The school teacher, and particularly the school principal, was thrown into close connexion with business men, and few failed to receive tempting offers, especially in the lines of insurance, publishing, and banking. For a poor boy of ability, teaching was a main road to professional training and business success. Hence, very many boys planned to teach while but a few planned to become teachers. The schools gained an unusual proportion of the able youth of the country, but somewhat at the expense of the professional spirit.

In teaching, however, the problems concerned women far more than men. This state of things originated in the Civil War, when, as in the present war, women took upon themselves many tasks formerly considered to be in men's province. After that war women drifted out of some of these tasks, but they remained in teaching work, and the American schools are now largely staffed by women. It frequently happened that boys came up to Wisconsin University who had never had a man as a teacher, and he considered this to be as undesirable as that the girls should come up trained entirely by men.

Women teachers did not always remain in school work. Many women in the best positions in America, and particularly those who had the fullest lives, had been school teachers. Marriage and various forms of social activity drew them away from school. In his own State one-third of all the teachers dropped out and had to be replaced every year. To make a school staff with the help of young men looking to some other occupation and of pretty young women looking forward to matrimony was no easy task. An attempt to meet the difficulty had been made by requiring that all who undertook teaching work should have some kind of preparation. This lessened the evil of incompetency, but it involved a great waste of money to train so many people for an occupation which they would pursue for an average period of three years only.

Practically all the schools of America are co-educational, boys and girls being taught together in kindergarten, public school, and high school. Dr. Fish remarked that the results of this system in the last-named stage confirmed an observation of the American humorist, George Ade, to the effect that in the United States marriages are made, not in Heaven, but in the high schools.

### French Teachers and the War.

Statistics are published of the members of the French teaching profession who have given their lives for their country during the war. The numbers include 259 professors of literature, science, medicine, and law at Paris or the provincial Universities, 460 teachers or inspectors in the secondary schools (*lycées and collèges*), 5,500 schoolmasters and pupil teachers of the *écoles normales*, and eight professors of the great schools of higher education, such as the *Ecole Normale Supérieure* and the *Institut Catholique*.

### History in South African Schools.

IN a recent number of "History," Mr. Alan H. Hattersley has an interesting contribution on the teaching of history in South African schools. He says that conditions have prevented serious historical study. To many the past is associated with unpleasant recollections and the present is for all a time of difficult problems, calling for undivided attention. Material needs and commercial questions absorb energy, and one history teacher says that, owing to the economic and social conditions of life in a new country, the cultivation of non-productive studies is practically impossible for the majority. A further hindrance is found in the diversity of educational conditions. No central organization exists which has the power to impose any programme of studies on the Union as a whole. No society exists which is able to organize effort and obtain official weight for the views of the expert in history. No history scholarships to the University are awarded, and it is believed that anybody with a degree in Arts is qualified to teach the subject.

Given a supply of better equipped teachers, it is held that, even in the elementary school, history could be made to explain how society, in its political, economic, and social aspects, has slowly evolved; and also how it works at the present time. At least the ideas of continuity and change, the dependence of the present on the past, could be impressed, thereby helping the pupils to accept and use facts with some discrimination and giving them some measure of guidance in dealing with the problems of the country.

The method most favoured hitherto has been that of working through an elementary textbook, but in the higher forms the teachers deliver lectures while the pupils take notes. It is not usual to set work to be prepared privately, and, owing to the short time available for the subject, the teaching tends to be a mere stocking of the memory with facts. The concentric method has been favoured in selecting subjects and periods for study, and this Mr. Hattersley considers to have been a failure. Modern history from the Renaissance, with principal stress on Colonial and South African history, has been the field surveyed with increasing minuteness at successive stages. The use of sources is practically unknown, as most teachers declare that there is no time to go outside the textbook.

As might be expected, the teaching has been governed largely by the requirements of examination. Examples of questions are given, such as: "Give an outline of leading events during the reign of Henry VIII of England and Philip II of Spain" or "Describe the exploration of the New World during the sixteenth century, naming the chief settlements formed there between 1492 and 1608." It is rightly observed that such questions lead the teacher to cram the pupil with useless lists of names and dates. An example of a better type of questions is this: "Explain why the wars known as the Crusades were waged. Why were the European Powers unsuccessful? What were the principal results of these wars?"

Mr. Hattersley invited the opinion of teachers concerning the degree of spontaneous interest in history aroused in the pupils in higher forms. The replies are illuminating. One says that he doubts whether 5 per cent. of South African schoolboys acquire any permanent interest in any subject of the school course. Another says that enthusiasm is, as a rule, strictly limited to a desire to get through the matriculation examination. A third replies that few show any interest, "perhaps owing to the commercial atmosphere of Johannesburg."

It would be interesting to know whether teachers in England could affirm that we are ahead of South Africa, either in the methods or results of our teaching of history in school.

THE Gilchrist Trustees are offering a Studentship in Geography of the value of £80, tenable for one year. Applications should be sent to Prof. Lyde, University College, Gower Street, London, W.C.1, before March 1, 1919.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Oxford and the Training of Teachers.

The University of Oxford is taking preliminary steps towards uniting the Department for Training Secondary-school Teachers with the one for Elementary-school Teachers. Hitherto these institutions have been worked separately, although a very large number of those trained in the elementary-school section have, in fact, gone to work in secondary schools. The new policy of the Board of Education is to unify all forms of training in teaching, and we are glad to note that Oxford is falling into line. It will be necessary for the University and colleges to deal generously in this matter. It is quite useless to replace two institutions of little vitality by one run cheaply and in a shame-faced fashion. The truth is that the academic minds of Oxford, with a few admirable exceptions, have never taken the work of training teachers seriously. Their process of reasoning runs thus: "I am a good teacher. I was not trained. Therefore training is not necessary." Unfortunately, the manner in which training has been carried on in Oxford has given material for the sceptic. There is now an opportunity to establish a real department for the training of teachers, linking it up with the study of psychology and history.

### Imperial College of Science and Technology.

At an important meeting of past and present students of the Imperial College of Science and Technology, held on Wednesday, January 29th, in the Imperial College Union, South Kensington, it was decided, by a vote passed with only one dissentient, to petition the Governors of the College to raise its status to that of a University of Technology independent of the University of London, and competent to grant its own degrees. A number of influential speakers, including the President of the Institution of Mining and Metallurgy, supported the resolution.

### Leeds Secondary Schools.

The Leeds Education Committee have published an interesting return of the number of scholars who went from public elementary schools to secondary schools last year. About 8,400 boys and girls left the elementary schools during the school year which ended last July. Of these, 1,181 enrolled in secondary schools or day preparatory trade schools; 71.5 per cent. are not continuing their studies at either a secondary school, a day preparatory trades school, or a technical evening school under the Local Education Authority. "These figures," comments the writer of the report, "emphasize the necessity for fixing the appointed day for the operation of the clauses of the Education Act, 1918, raising the leaving age from the elementary school to fourteen, and making it obligatory that children on leaving these schools shall, if not proceeding to a secondary school or day preparatory trades school, continue their education at day continuation schools."

### A University for the East Midlands.

Recently a conference was held in Nottingham to discuss the project for developing the University College of that city as the centre for an East Midlands University, to serve the counties of Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland. Invitations had been sent to the Local Authorities of these counties and their principal towns. It was resolved that a statement should be drawn up as soon as possible, presenting the case for the establishment of a University. This will be submitted to the Board of Education in due course. Meanwhile many offers of support have been received from Local Authorities. At the conference it was suggested that an annual income of £60,000 should be secured, but several speakers said that this sum was too small. They were right, especially in view of the present value of money. It will be necessary to have an income of £100,000 at least, and, considering the area to be served, this amount should be raised without undue strain.

### Sheffield University and Australian Students.

Sheffield University is having to deal with an abnormal number of students this term, and among them are many who hail from Australia. Commenting on this, a contributor to the *Sheffield Daily Telegraph* writes: "The Australian Government, with wise forethought, has determined to demobilize the officers of its army in this country, and is suggesting to them the desirability, in order to save time in the interests of their own educational career, and, in view of transport difficulties, of completing their University education in this country. There is already evidence that large numbers of our Commonwealth cousins will comply with this suggestion, with consequences that cannot fail to be mutually advantageous. There is everything to be gained by fostering the ties that bind the Britisher and the young men of the great overseas Dominions, and in no way is this more likely of realization than by the formation of student friendships. The people of this country will thus get to know much more intimately the men who will in a few years be directing these great Dominions, and they on their part will return to their own homes with a better idea of the people of the Motherland."

### University of Bristol.

The scheme for extending the buildings is to be resumed as soon as possible. We note that there is to be a tower, with a belfry, and we look forward with interest to learning what possible use can be made of these adjuncts to a modern University.

### Private Schools in Bolton.

The Education Committee for Bolton has decided to take action in accordance with Section 8 of the Education Act, the clause which states that it shall be no defence to a prosecution under the Attendance Laws to prove that a child is attending a school unless the school is open to the inspection of the Local Education Authority or of the Board of Education, and unless satisfactory registers are kept of the attendances of pupils.

In Bolton each private school has been visited, and an official notification of the section has been served on the principal. In every case the Committee's officials have been courteously received, and satisfactory arrangements have been made regarding attendance records. The Local Authority states that it has no desire to interfere in any way with the independent working of the schools, but it is determined to see that the children are protected against negligence, especially as regards attendance.

### University of Manchester.

A number of friends of the University are forming a fund to provide scholarships for women students. It is hoped to raise at least £10,000 for this purpose.

### Gifts to St. Andrews University.

Sir John Herkless, Principal of the University of St. Andrews, told the University Court at its last meeting that Mr. James Younger, LL.D., with Mrs. Younger, had offered £30,000 for the building of a Quincentenary Memorial Hall, to be used for graduation ceremonies and other functions. He also reported that by the will of the late Mrs. Purdie, widow of a former Professor of Chemistry, the University would benefit to the extent of £25,000, the estimated value of the residue of Mrs. Purdie's estate. This bequest is to be used solely for the encouragement of research work in chemistry, as distinct from the ordinary courses. Thus used, it will supplement the work instituted by Prof. Purdie during his lifetime by a gift of £8,000.

These handsome additions to the resources of the University are added to still further by a gift of £2,500 from Mr. George Bonar, of Dundee, who stipulates that the money shall be used to provide teaching in commerce and that the Dundee Chamber of Commerce shall be accepted as the entrance test for a degree course in commerce. It need hardly be said that these gifts were accepted with cordial thanks. For our part we hope that they will be followed by many others on behalf of University education.

# SUPPLEMENT.

## SOME CONTINUATION SCHOOL PROBLEMS.

### The First Problem.

CONTINUATION schools on a compulsory basis are to be established, and for the first time the youth of England as a body will be brought under official supervision in regard to their physical, moral, and intellectual development. What are we to do with them when we have marshalled them into our schools under the sanction of police-court summonses and magistrates' sentences? Obviously we can lead or drive them to the fountains of knowledge. Can we make them drink? Our experience of indirect compulsion such as is now exerted by benevolent employers has never been fully set forth. Your benevolent person is prone to be satisfied with being benevolent, without inquiring too closely as to whether he is being beneficent. Certainly compulsion to attend evening schools was often bitterly resented, and the reluctant pupils took assiduous pains to learn as little as possible. The new day school will be regarded differently, one may hope, especially if the hours of attendance are wisely selected so that there is no ground for suspicion that the pupil is being robbed of "his own time."

Assuming that this obstacle to real success is overcome, we have still to discover how the pupil may be led to cooperate in his own physical, moral, and intellectual improvement. We must rid our minds completely of any belief that such improvement can be laid on the young man or woman as a kind of deposit from outside. A violent passion for improving other people leads to one of the worst forms of self-indulgence. It is a luxury which is cheap. Anybody in a bus can ask a fellow-passenger whether he has found salvation or can advise him to read Samuel Smiles instead of Nat Gould. More costly in money and effort, and therefore more rare, is the effort to make it possible for our fellows to find salvation or to prefer good literature to bad. Instead of cheap impertinent meddling and enforced instruction we need a spirit of true humanity and a clear vision of what education ought to mean for those to whom it is proffered.

### The Second Problem.

This leads directly to the second question which must be asked. Are the new continuation schools to be vocational in purpose or educative in the old sense, or are they to combine both ends? On reflection it will appear that the division suggested between the first two of these objects is not a real one. A training which gives a full preparation for earning a livelihood will not exclude education proper. Especially is this the case in these days of mechanical devices, when the proper supervision of a machine demands far more than a drudging watchfulness or manual dexterity. In modern industry the workers will demand more and more to be regarded as something better than mere adjuncts to machinery. They desire some share in management and direction, a greater voice in their own destinies, and an opportunity to develop that interest which comes from responsibility and mitigates the dullness of toil. It is clear that such aspirations must be met, and their realization can be best prepared for by humanizing our vocational training and "vocalizing" our humane studies. We must break down the barrier between subjects of utility and those of culture. This we can do best by making all instruction significant for the pupil. We wish to enlist his interest and secure his co-operation. We must therefore give to everything we teach a justification. Every subject must have a meaning and a value for him. Not, be it observed, for him as he was a few years ago or as he will be a few years hence, but as he is now, "in his habit as he lives."

### The Third Problem.

Hence we see that the third problem will be to adjust the schooling of all adolescents to their *present* circumstances and conditions. It is wrong to make a child's educational opportunity turn upon a preparation for what we conceive to be his future destiny. Our business is to give him the best possible education, to refine all his powers to the utmost, to give him practice in using those powers on his surroundings. In doing this we shall find ourselves constrained to provide differently for town and country children, for those working in factories and for those giving their whole time to study. So far as the mere names of subjects are concerned, much of the curriculum will be common to all types of youthful students, but the treatment of the subjects must be varied. English literature, for example, as taught to youths of fifteen in a town grammar school, should be very different from the English literature presented to a young farm labourer at his continuation school. The ingredients and food value will be the same, but the two dishes will be unlike in outward appearance.

We must carefully refrain from suggesting to the youth that he is re-traversing the experiences of his school days. Youth is proud of its emancipation and resents any attempt to put it back into the nursery. It was a cause of failure in many evening schools that the teachers merely repeated the lessons which they had already given to young pupils during the daytime.

### The Fourth Problem.

Education should be a link between men. Too often our "systems" of education have created and perpetuated social distinctions. Each grade of the community, if one could take a vertical cut through the different strata, would be found to have about the same proportion of talented people, fools, rogues, and degenerates. The present horizontal arrangement of society conceals this, and we ought to have another—still horizontal, but with more homogeneous layers, and the best at the top. As things are, the grades are divided by chance differences of fashion, mode of life, and customary thought. The time has now come for us to accept frankly the results of our efforts to foster national education. Those whom our artificial system has relegated to the lower grades are now finding that on the national system they would be more highly placed. They are demanding for themselves and their children those conditions which will give them a fuller and happier life. Their education, meagre though it has been, has at last shown them that there are ways of living which are far better than they have yet enjoyed. Any attempt to conduct the continuation schools on the assumption that the pupils are mere Gibeonites—hewers of wood and drawers of water for the rest of us—will meet with resolute opposition and will deservedly fail. Therefore we must carry on these schools in such a manner as will afford a ready means for discovering and developing latent ability. A rigid vocational plan will not serve this purpose, nor will any scheme which applies tests derived from the standards of secondary and higher schools as we have known them hitherto. We have to grasp the fact that a youth may be exceptionally gifted, although he knows nothing of Virgil and cannot deal with a quick-rising ball from the off. The lack of these graceful accomplishments should no more debar him from rising to eminence than the fact that he has never worn a blazer nor attended lectures in patent leather pumps. It is mere nonsense to say that his education must be conducted on any assumption that he is to be permanently excluded from the pump-wearing circles.

### The Fifth Problem.

This leads us to the broad statement that the new continuation schools must be first and foremost places of liberation for the human spirit. To ensure this we should regard them as social institutes where young people are taught the art of politics in the literal sense. Some of the best advertised of our devices for teaching adults are doing little more than train politicians, and our real need is more citizens. The spirit of our public schools at their best is made manifest in loyalty and corporate endeavour. Too often the loyalty and endeavour are confined to one class, chiefly because the homes and schools are attuned in their working to the note of one grade of society. If the spirit of our public schools can be enlarged in its outlook and extended to schools of every type we shall have an educational system which will give us the citizens we need. The duty of service must be emphasized, and the obligation to fit themselves for service should be put before all our young people as the true incentive to industry in school. They should not be led to think of duties as nothing more than a means of gaining money, or as a form of caste marking, or as a graceful accompaniment of a leisured life. Education is not justified by any one of these, taken singly. It includes them all.

## RURAL CONTINUATION SCHOOLS: SOME SUGGESTIONS.

By H. V. DAVIS, B.Sc.,

Lecturer in the County Training College, Crewe

THE establishment of rural continuation schools is probably the most difficult, as it is the most important, of the tasks suggested by the Education Act of 1918, but the difficulties are not too great to be overcome. In their report on the buildings which will be required, the Committee suggest that "the immediate erection of very large numbers of new buildings is not desirable," and that "it will be possible to utilize a great many existing buildings—particularly technical schools, disused elementary schools, and occupied elementary schools." But, where are we to find technical schools and disused elementary schools in our rural areas? (Certainly *occupied* elementary schools should not be used for continuation education.) If they are not to be found, and if it is not desirable to build new buildings, how shall we establish continuation schools?

We must take a broader and more far-sighted view than that of the Committee which hastily considered the matter and drew up its recommendations (in June 1918) under the stress of war. In our future educational system, continuation schools are to be a permanent feature. It would be well to make our plans accordingly. One of the things necessary is the provision of suitable buildings. These need not be of very substantial construction. In fact, it would be preferable for the early buildings to be of a temporary nature, for, as we gain experience in continuation education, we shall develop new views and requirements, and it would not be desirable to have our schemes fettered by buildings which we had outgrown but could not afford to discard. It is not our purpose here to discuss the most suitable type of building, nor its detailed planning and equipment. We are here concerned first with the personal units and corporate organism which constitute the school. Even at the risk of seeming to deal with trifles, it is better to consider the actual details of organization and routine, and so provide material for criticism and discussion.

We may note first of all that there is no real need for the rural continuation school to differ in its essentials from

the urban continuation school. That sharp division of our population into "town" and "country" people has not been good for the nation in the past. The regeneration of British agriculture and the increase of our small-holding population will tend to break down the wall of separation. Our ideal is to produce a country-bred adult who knows something of town life and a city-bred adult who is not altogether ignorant of rural life and labour. Hence, we might well ask ourselves why should not the country "young person" attend an urban continuation school and the city-bred "young person" go out to the country for his continued education? We may possibly begin to break the chains of tradition in such matters by letting the urban and rural continuation schools exchange scholars—*en bloc* or in groups—for a few weeks in each summer term.

But, doubtless, there will be established a type of continuation school that has a rural environment and local pupils. These schools should be built in or near villages and small towns so as to serve a region of from three to eight miles radius, according to the density of the population. County boundaries should be ignored in some cases, and pupils should be allowed to cross the boundary to a school that lies within easy reach. Such an arrangement is provided for in Section 3 of the Act.

The Act of 1918 provides many loopholes of escape from attendance at the regular continuation school—*e.g.* attendance at works' schools, &c.; but let us consider the organization and working of a typical rural continuation school such as the average young person will attend. For the training of our future citizens to be natural, to work together, and to vote together, we ought to run the schools on co-educational lines, though for some lessons and subjects the boys and girls will work separately.

Since each pupil will normally attend for only eight hours per week, the number of subjects in the curriculum must be very limited. The Act briefly groups them as subjects of study, instruction, and physical training. An invariable subject should be English language and literature, including the writing and speaking of English. The elder Sheridan laid it down that democracy would find its salvation through eloquence. Certainly the ability to speak clearly, fluently, and convincingly implies clear thinking and well ordered ideas. Thus by training our pupils in clear thinking and exact speaking, we should help to make them fit members of a democracy. It is in the subject of English literature that the continuation school can be of immense help to its pupils by directing their reading and showing them the treasures in the storehouse of literature, new as well as old.

In addition to English, some study of mathematics—especially of applied mathematics—and practical arithmetic should be undertaken. In fact, all the mathematical studies should have a direct bearing upon everyday life and work. Some science subjects should also be included, though the aim should be to give a scientific attitude of mind rather than detailed scientific facts. Other subjects of study and instruction should be the elements of economics, the foundations of government and of civics. The development of the industry in which the young person is engaged, or the history of some movement, or some well chosen biographies should be included.

The arts should be represented by vocal music, drawing, and artistic crafts. Physical training, with formal exercises, dancing, and swimming, should figure largely.

The greatest value of continuation education, especially under existing rural conditions, will be in the fuller social life that it will provide. It will relieve the boredom of rural life by bringing mental stimulus and varied human interests to the pupils. This can have its highest development if the schools are residential, and the authorities should consider the possibility of providing boarding schools, to be used by successive bodies of pupils, either during the winter months or throughout the year.



# DENT'S EDUCATIONAL PUBLICATIONS

IN ACTIVE PREPARATION.

## A Rapid Italian Course.

but containing many alterations and additions. Kindred words are compared to French and Latin. The book is illustrated; text and notes are entirely in Italian, and there is a useful vocabulary.

By WALTER RIPMAN, M.A. Cr. 8vo. Cloth. 4s. net. Based upon the *Guida allo Studio della lingua Italiana* of Dr. A. ALGE;

## The State and the Nation.

Politics"; forming a handbook of citizenship based upon history which will be found exceedingly useful in adult classes, working-men's institutes, and continuation schools and university colleges.

By EDWARD JENKS, M.A. Cr. 8vo. Cloth, 4s. net. An extension and amplification of the author's well-known "Short History of

NOW READY.

## Comparative Education.

A Study of the Educational Systems of Six Representative Countries.

Edited by PETER SANDIFORD, M.A., Associate Professor of Education in the University of Toronto. Demy 8vo, cloth. 8s. 6d. net.

This important volume contains chapters on: United States, Germany, England, France, Canada, and Denmark.

*Times*.—"Dr. Sandiford has produced a really useful book."

*Athenæum*.—"A valuable contribution to contemporary educational literature."

## The New Testament for Schools

Arranged and Edited by Canon MORLEY STEVENSON, M.A., and C. W. BAILEY, M.A.

Crown 8vo. 3s. 6d. net.

The natural companion to the same Editors' "Old Testament for Schools."

## How to Read the Bible in the 20th Century.

By SOPHIE BRYANT, D.Sc., Litt.D., formerly Head Mistress of the North London Collegiate School.

Crown 8vo. 3s. 6d. net.

For teachers and pupils in Secondary Schools as well as for the home and the Sunday School of the modern type.

## DENT'S MODERN FRENCH BOOKS

**A Rapid French Course.** By RANDALL WILLIAMS and WALTER RIPMAN. Illustrated. Crown 8vo. 3s. net. Specially suitable for Evening Students.

**La France.** By G. GUIBILLON. Illustrated. Crown 8vo. Cloth. 3s. net. A book on French life and ways.

**A French Accuracy Notebook.** Compiled by E. ALLISON PEERS, M.A. Fcap. 4to, paper covers, 9d. net.

Based upon the Accuracy Chart System, which has been tested in class work with excellent results.

**First Steps in French.** By WALTER RIPMAN. 2s. 6d.

**Further Steps in French.** By WALTER RIPMAN. 2s. 6d.

**Dent's First French Book.** By S. ALGE and W. RIPMAN. 2s. 6d.

**Dent's Second French Book.** By S. ALGE and W. RIPMAN. 2s. 9d.

**The Best French Prose.** Six Vols. Limp Cloth. Each, 5d. net.

**The Best French Poetry.** Six Vols. Limp Cloth. Each, 5d. net.

**Dent's Short French Readers.** With Reform Exercises. For Second, Third, and Fourth Years. Limp Cloth. Prices—5d., 5d., and 8d. each.

## DENT'S MODERN ENGLISH BOOKS

**An English Pronouncing Dictionary.** By DANIEL JONES, M.A. Demy 8vo. Cloth. 7s. 6d. net. Based on the system of the International Phonetic Association.

**Story Tellers' Hall.** A Literary Reader for Junior Forms. Edited by Dr. RICHARD WILSON. 2s. 3d. net.

**Treasure Trove.** A Literary Reader for Middle Forms. By the same Editor. 2s. 3d. net.

**Coronata.** A Book of Poems. By the same Editor. 2s. 3d. net.

**Composition through Reading.** By F. PICKLES, M.A. The Direct Method of Teaching English.

INTRODUCTORY BOOK For Junior Forms. 1s. 9d. net. A Complete Preparatory Course.

BOOK I for Lower Middle Forms. 1s. 9d. net.

BOOK II for Upper Middle Forms. 2s. net.

## THE TEMPLE POETRY BOOKS.

A new graduated collection for Preparatory Schools and Lower Forms. In Eight Parts. Limp Cloth. 7d. net.

This Series has been carefully designed to inculcate some of the higher lessons of the War, and contains many copyright pieces, including verses by Rupert Brooke, E. Wyndham Tennant, Emile Cammaerts, Sir Henry Newbolt, and other well-known writers of the present day. Each book contains 72 pages in large type, with Four Coloured Plates and several Line Illustrations.

J. M. DENT & SONS, LTD.,  
ALDINE HOUSE, BEDFORD STREET, W.C.2.

## THE JANUARY CONFERENCES.

(Continued from page 36.)

### New Ideals in Education.

The members of this body listened with great interest to an address by Miss Enright, now Principal of Messrs. Selfridge's Continuation School, and formerly head mistress of a higher-grade school in Rotherham, who described her efforts to train young people in the appreciation of good literature. She said that the basis of this work was the formation of a library, not for a class but for the whole school. The library was managed by the pupils, and books might be taken out on payment of a halfpenny a volume. Reading and teaching in class were used to form the basis for good books, and at an early stage the girls were encouraged to express themselves both in verse and in prose. Some examples of these exercises were read and much appreciated.

### University Women Teachers.

Miss Stephen, of Newnham College, presided over a meeting of the Association on Wednesday, January 8, when Miss May Smith, Lecturer on Psychology at Cherwell Hall, Oxford, spoke on some mental effects of loss of sleep. She said the problem of fatigue had not yet been properly investigated, but many children were believed to suffer from insufficient sleep during their school years. The measurement of fatigue was difficult. Some people believed themselves tired when they were merely bored. She described some tests on the power of voluntary attention and gave the results when these were applied experimentally to munition workers and others. The curious point was, that when the curve of fatigue had reached a very low level, another night without sleep restored the normal power, but this soon fell away again and afterwards normal power was regained very slowly. Fatigue was due to a poison, and this seemed to have at first a stimulating effect not unlike that of alcohol. Some persons seemed to develop an antidote to the poison and to be able to live long and healthy lives, although working very hard and sleeping very little. The work of fatigued persons, however, was usually very inferior and wasteful, and in certain responsible employments, such as that of signalmen on railways, it might be a danger to the community.

### Teachers of Domestic Subjects.

Mr. R. W. Weir addressed the Association of Domestic Subjects on Friday, January 10, and spoke of home planning, pointing out that it was urgently necessary to lessen the drudgery of the housekeeper by paying greater attention to the planning of the home and to its surroundings. He exhibited a number of slides showing the crowding of some town buildings and the gradual development of better cottages. He said he hoped to see local builders develop local styles and make use of local material, so that the buildings would harmonize with their surroundings. Mrs. Mills gave some practical counsel on house furnishing, deprecating the practice of unnecessary ornamentation and the use of dust-collecting articles and fabrics.

### Association of Public School Science Masters.

This Association held its annual Conference in the London Day Training College on December 30 and 31. During a discussion on the teaching of science in the general education of boys, Mr. W. D. Eggar, of Eton, advocated a two-years' course in science of four hours weekly for all boys in the middle part of the school. He described an experiment at Eton, where the younger boys were taught practical measurements by the mathematicians and nature study by the classical masters. This had been found successful; but a subsequent speaker, Mr. V. S. Bryant, Wellington, pointed out that it might be taken to prove that specialist science masters were no longer needed. The Conference passed a resolution urging that the science syllabus of the school-certificate examination in the Oxford and Cambridge Joint Board should be broadened by the inclusion of an alternative paper on general science. Some regret was expressed that in the school-certificate examination science had been made a compulsory subject, and it was agreed that this involved a widening of the syllabus. Mr. Hugh Richardson, Newcastle-on-Tyne, said that most of the statesmen who were now considering the problems of international settlement abroad and social betterment at home were of the pre-science period. The public schools of to-day should try to teach their pupils to approach the great human problems in a scientific spirit and with an impartial attitude of mind such as was almost absent from present-day politics. The Presidential address was delivered by Colonel Sir Ronald Ross, who said that the greatest gift of British education to the world was its emphasis on the importance of physical training. His experience in the Army had convinced him that a period of open-air training under discipline, combined with good food, resulted in greatly improved physique, health, and mental power, as well as in manners and *moral*. He suggested that a period of compulsory open-air training for the youth of both sexes ought to be imposed as a form of health conscription.

### Froebel Society.

Speaking at the Froebel Society on Thursday, January 9, Prof. James Shelley, the newly elected President, delivered an address on "The New Educational Realism." He said that the ideals of great masters in education such as Froebel had been limited by the conditions of the age in which they lived, and their teaching was accordingly in need of being brought into line in the modern life. The early stage of realistic teaching, which took the form of object lessons, was now giving place to the belief that things must not be shown in isolation but in connexion with those which influenced them. Education should view the child as an evolving member of an evolving community, and the schools should be so planned and their time-tables so arranged as to avoid the arbitrary and rigid elements. School subjects were often appropriate only to the later developments of human thought. The school, by isolating the intellect, diminished its value. Children should be engaged on tasks which had a practical value which they themselves recognized, for Bergson had pointed out that our knowledge of life was not merely intellectual, but largely intuitive.

# THE NEW DAWN IN METHOD.

"In almost every department of school teaching, recent years have seen the breaking of a new dawn in method; and in the case of Geography . . . the change has been . . . vital and fruitful. The earth has at length come to be regarded primarily and essentially as the Home of Man, and school geography is now becoming a study of environment. Its natural divisions are therefore not practical, physical, and physiographic, but political, historical, and economic; its aim is synthetic . . . the end being a picture, not a dissection.

"If this becomes the universal attitude to the subject in our schools, the result on the nation will be incalculable and beyond price. . . . For the teaching of geography as an Outlook—instead of an Inlook—will be a notable step towards the most democratic of all revolutions." *(From Prof. Lyde's Introduction.)*

# THE WORLD WE LIVE IN

SHOWS

## THE EARTH AS THE HOME OF MAN.

*Every section written by an expert.*

Amongst the specialist contributors are S. LEONARD BASTIN; ASHLEY G. BROWN, F.Z.S., Author of "British Columbia, its History, People, and Resources, &c.;" Professor GRENVILLE A. J. COLE, M.R.I.A., F.G.S., Professor in Geology, Royal College of Science for Ireland; JOHN DERRY, J.P., Author of "Across the Derbyshire Moors," &c.; ROBERT J. FINCH, F.R.G.S., Joint Author of "World Studies," &c.; ARTHUR R. HINKS, M.A., F.R.S., Secretary of the Royal Geographical Society, Author of "Map Projections," "Maps and Survey," &c.; ARTHUR HOLMES, D.I.C., A.R.C.S., B.Sc., P.G.S., of the Geology Department, Imperial College of Science, London; Sir HARRY H. JOHNSTON, G.C.M.G., K.C.B., D.Sc., Author of "A History of the British Empire in Africa," &c.; W. H. KOEBEL, Editor-in-Chief of "The Encyclopedia of South Africa," &c.; L. M. PARSONS, B.Sc., F.G.S., of the Imperial College of Science.

### TESTIMONY THAT COUNTS.

MISS BEALE, Brighton, writes:—

"A valuable aid to a teacher's work."

MR. B. HOWARD-HOOKS, B.A., A.C.P., writes:—

"It is a fascinating work and is proving of great use to us."

MR. C. F. BIRCHALL, Bentham, writes:—

"It is a capital production—'Scott's Expedition' being especially fine."

MR. B. MACGREGOR, Baling, London, W., writes:—

"Absorbingly interesting; the print is excellent and the pictures are an education in themselves. You have not exaggerated the excellence of this work."

MR. W. P. BRYAN, Municipal Technical Institute, Belfast, writes:—

"I am extremely pleased with the work."

SIR JAMES YOXALL writes:—

"THE WORLD WE LIVE IN' is certainly the most informative and interesting book of the kind I have seen. The text, the fine illustrations and the wonderful diagrams make it a printed university of geography and natural science, a teachers' aid and a reader's delight."

THE TIMES REVIEW:—

" . . . A comprehensive illustrated work which should have a wide appeal . . . the several chapters are the work of first-rate authorities who, though writing in a popular style, sacrifice nothing which is essential to the dignity of their narrative. The illustrations, mostly photographs, follow one another . . . with attractive variety. . . . Mr. Herbert Ponting's pictures, taken in the Antarctic, are particularly interesting; but the others are equally well-chosen and exemplify for the most part some striking geographical feature, ethnological trait, or industrial enterprise. . . . THE WORK IS TRUE TO ITS TITLE; it is a vivid presentation of man and his domicile under the most varying conditions."

### IMPORTANT.

The Publishers will present to every subscriber on the signing of Peace a set of maps showing the new boundaries of European countries. Send for the free book for Teachers NOW.

### A FEW OF THE SECTIONS IN

### "THE WORLD WE LIVE IN."

- Introduction.
- How Geography Affects History.
- The Making of the Earth.
- The Evolution of Oceans and Continents.
- The Distribution of Mineral Wealth.
- The Distribution of Plants.
- The Distribution of Animal Life.
- The Distribution of Man.
- Ocean Currents and Tides.
- Climate and Weather.
- Trade and Transportation.
- Maps and Map Reading.
- The Origin of Land Forms and Scenery.
- The Pacific Ocean and its Islands.
- Australasia and its Inhabitants.
- New Guinea and the Pacific Border Islands of Australia.
- New Zealand. Australasia.
- The Physical Geography of Africa.
- The Flora and Fauna of Africa.
- Economic Products of Africa.
- African Communications.
- Distinctive Regions of Africa.
- The Union of South Africa.
- The Future of Africa: its Economic Problems and Possibilities.
- Antarctica: The Land of the South Pole.
- The Physical Geography of N. America.
- The Flora and Fauna of North America.
- Mining in North America.
- North American Communication.
- The People of North America.
- The United States of America & Alaska.
- Canada and Newfoundland.
- Mexico.
- Central America, the Panama Canal, and the West Indies.
- The Atlantic Ocean, &c., &c., &c.

## GRATIS

a book containing prepared Lessons covering the teaching of Geography and History, and explaining all about "The World We Live In," its distinguished contributors, list of contents, popular price, and convenient terms of immediate delivery and payment out of incomes by small monthly payments.

To the WAYERLEY BOOK CO., Ltd., (E T E Dept.)  
7, 8, & 9 Old Bailey, London, E.C.

Please send me a presentation copy of "NEW LESSONS IN GEOGRAPHY," your Special Booklet for Teachers, containing, together with your FREE Offer of a scheme of Work in Geography for Teachers, full details concerning "THE WORLD WE LIVE IN." It is understood that I am under no obligation to order anything, having accepted this Free Offer of Booklet.

NAME.....

ADDRESS.....

*(Send this Form or a Postcard).*

## BLUE BOOK SUMMARY.

### Starting the Act.

The "appointed day" for putting the Education Act into operation is left to the discretion of the Board of Education, who "may appoint different days for different purposes, for different provisions of the Act, for different areas or parts of areas, and for different persons or classes of persons." It will be seen that the Board take very full powers, limited only by the provision that the parts of Section 8, which relate to raising the age of compulsory attendance to fourteen and to raising the age which may be fixed by by-laws to fifteen, were not to come into operation until the end of the war. Also, the duty of Local Authorities to establish certified schools for boarding and lodging physically defective and epileptic children will not be insisted upon for a period of seven years after the appointed day, except in the case of the London County Council. The compulsory attendance of young persons between the ages of sixteen and eighteen at continuation schools is also deferred for seven years after the appointed day. These periods of grace are manifestly designed to afford the Local Authorities an opportunity for making the necessary arrangements.

### The Present Position.

Happily, the Board have not lost time in fixing the appointed days. On August 8 of last year an Order was issued giving the date of the passing of the Act as the appointed day for putting into operation no fewer than twenty-five sections in full and parts of eight other sections. This Order was followed by others on September 27, November 1, November 27, and December 2, so that by the end of the year the chief part of the Act was in force. The former limit in county rates for higher education was abolished; attendance at central classes for elementary-school pupils was authorized, the employment of young children was checked; school camps and facilities for social and physical training were made possible; and medical inspection and treatment were extended to secondary and continuation schools. Nursery schools were authorized and also special facilities for children living under exceptional circumstances, for whom board and lodging away from home may be desirable. Maintenance allowances at public cost were permitted, and also home medical treatment for children and young persons. Voluntary inspection of non-State schools was offered free of cost, and land for new schools was brought under conditions of compulsory purchase. Power to aid research was given to Local Authorities, and these bodies were authorized to form Joint Councils or Federations. The Choice of Employment Act applies to young persons up to eighteen years of age. As from December 2 last it is no longer a defence to proceedings regarding attendance to prove that a child attends an efficient school unless the school is open to inspection and unless satisfactory registers are kept. This should be noted carefully by all concerned with private schools.

### New "Appointed Days."

As from February 1, 1919, a pupil in a public elementary school is deemed, for purposes connected with the Education Acts, to have reached any prescribed age at the end of the school term in which his birthday falls. This will give, as a rule, three "leaving days" in each year.

As from April 1, 1919, fees in public elementary schools are abolished and the Board will pay not less than one-half of the recognized net expenditure of a Local Education Authority on all forms of education, subject to deductions for default. From the same date the employment of young children out of school hours is restricted as provided by the Act.

These Orders are accompanied by Circulars giving the regulations which will govern their operation, and it is clear that no time is to be lost in putting the Act into force. The

changes to be made in the detailed working of schools are many and varied, but they all tend to greater ease and simplicity in carrying on our educational system.

### Pensions and Capitation Fees.

The Board of Education announce that, in calculating the average amount of salary of a head master or head mistress of a school for pension purposes, fees which are, in the opinion of the Board, capitation fees shall not be excluded.

### Juvenile Unemployment Centres.

The President of the Board of Education has appointed an Advisory Committee to assist the Board of Education in the development of their scheme for the establishment of Juvenile Unemployment Centres.

The following are the members of the Advisory Committee:—The Right Hon. J. Herbert Lewis, M.P. (Chairman); Lieut.-Col. Lord Henry Cavendish Bentinck, M.P.; Mr. F. Bramley; Mr. R. A. Bray; Mr. E. K. Chambers, C.B.; Sir Cyril Cobb, K.B.E., M.V.O.; Mr. R. C. Davison; Mr. H. Fleming; Mr. W. B. Hards, H.M.I.; Miss Agnes M. Hitchcock; Dr. R. W. Holland; the Rev. Canon T. Houghton; Miss T. M. Morton; Dr. A. H. Norris, M.C.; Miss Julia Varley; with Mr. G. W. Buckle (of the Board of Education) as Secretary.

### Teaching Certificates in Art.

The Board of Education have published the new Rules (109) as to the issue of teaching certificates for teachers in schools of art. The new requirements may be described briefly as follows:—

In art subjects, candidates must have passed the Board's examination in drawing, and either (a) the Board's examination in painting, or modelling, or pictorial design, or industrial design; or (b) the final examination of the Royal Institute of British Architects in architecture.

For the present the Board will accept, in lieu of a pass in drawing, the Art Class Teacher's Certificate, together with First Class successes in drawing from the antique and drawing from life, obtained in 1914 or previous years.

The candidate must be over nineteen years of age, and have furnished a satisfactory medical certificate.

He must also have passed the Board's preliminary examination for the Elementary School Teacher's Certificate or some other examination accepted by the Board in place thereof. The Matriculation examination or the Higher or Senior Local examinations are among the alternatives. Where the candidate has not passed an accepted examination, a certificate from the head master or the head mistress of a recognized secondary school will be accepted, and in cases where the candidate completed his general education before 1912, and the Board are of opinion that on account of his age an examination test of the kind indicated is not suitable, they will be prepared for the present to accept other evidence of sufficient general education, such as attendance at University Extension courses.

An important feature is that during his training the candidate must have completed to the satisfaction of the Board an approved course in the principles and practice of teaching at an institution recognized for the purpose. A list of recognized institutions is given which includes the Schools of Art in Birmingham, Bradford, Brighton, Chester, Leeds, Leicester, Manchester, and Newcastle. This course of approved training must be followed by an examination in the principles of teaching and school management, with special reference to the relations of art to industry and to the place of artistic subjects in systems of education. Candidates will be expected to reach a reasonable literary standard.

It will be noted that these proposals are directed towards bringing examinations of teachers of art into line with those for teachers of other subjects, and that they follow very closely the proposals of the Teachers Registration Council.

# MACMILLAN AND CO.'S LIST.

**W. and A. K. Johnston's Publications.**

## ATLAS GEOGRAPHIES.

**A Physical Geography.** Covering the work required for the Oxford and Cambridge Locals and other University Examinations. Illustrated by 11 maps and 85 diagrams. Price 2s. 6d. net.

**Junior Atlas Geography of the World.** Containing orographical, transparent route, and climatic maps and maps. Showing distribution of vegetation, minerals, manufactures, population, and political divisions. 4s. net; or in parts. Tough Paper, 8d. net. Limp Cloth, 1s. net.

**Atlas Senior Geographies.** For Upper Forms of Secondary Schools University Students. 2s. 6d. net each.

Now Ready { **British Isles** } Each chapter is illustrated with special orographical, transparent route, and economic and political maps of the natural region to be studied.  
 { **Asia** }  
 { **Africa** }  
 { **Europe (ready shortly)** }

## Practical Geography Notebooks.

40 8vo Pages. Sewed, 6d. net.

Each Notebook contains:

<b>British Isles</b> <b>Europe</b> <b>Asia</b> <b>Africa</b> <b>Australasia</b> <b>North America</b> <b>South America</b> <b>British Empire</b> <b>Physical</b>	4 Contour Maps. 8 Blank Outline Regional Maps. 4 Climatic Maps. Squared Paper for Sections, Graphs, &c. Ruled Paper for Written Exercises. Practical Exercises on World Position, Size, Relief Routes, Climate, Vegetation, Animals, Minerals, Manufactures, Commerce, Distribution of Population, Political Divisions.
---	--

## Commercial Atlas Geography.

2nd Edition. Price 8s. 6d. net.

MACMILLAN AND CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.2.

## Pupils Class-Book of English Composition.

Book I (for Children of 9 to 10). By ED. J. S. LAY, Author of "The Pupils' Class-Books of Geography, History, &c. Illustrated, 1s. 6d. net.

## Oral and Written Exercises in English Composition.

By ROBERT S. WOOD, Author of "Word-Building and Composition Series," &c. Sewed.

Primary, 6d.

Intermediate, 8d.

Junior, 7d.

Senior, 9d.

**Dickens, David Copperfield.** Abridged and Edited for Schools. By H. A. TREBLE, M.A. Illustrated. Sewed, 1s. 8d. [English Literature for Secondary Schools.

**History.** The Quarterly Journal of the Historical Association. Edited by Professor A. F. POLLARD, M.A., Litt.D. 1s. 3d. net. Annual Subscription, post free, 5s. 6d. net.

LEADING CONTENTS FOR JANUARY:—The Origins of France, Contd., Prof. F. M. Powicke; The History of Science, Charles Singer, M.D.; Lord Morley on History, Prof. A. F. Pollard, Litt.D.; Historical Revisions, IX—Geoffrey of Monmouth and the Brut, R. W. Chambers, D.Lit.

**A Health Reader for Girls.** By AGNES L. STENHOUSE and E. STENHOUSE, B.Sc. (Lond.), A.R.C.Sc. Fully Illustrated, 3s.

The Journal of Education:—"This nicely produced volume well maintains the reputation which Mr. Stenhouse has gained as a clear and forcible writer of books for young students of science. With the aid of Mrs. Stenhouse he has succeeded in providing girls with an interesting and trustworthy guide to the laws of health, and the proper management of babies. The book should gain a wide popularity in girls' schools."

# From MR. HERBERT RUSSELL'S LIST.

BOOKS FOR SECONDARY SCHOOLS AND THE OXFORD AND CAMBRIDGE LOCALS.

**Inorganic Chemistry,** both Practical and Theoretical, with Chemical Calculations and Graduated Questions. The best, latest, and cheapest textbook on the subject produced for the requirements of the University Locals. By S. W. BURNELL, LL.B., B.Sc., and A. J. DICKS, B.A., B.Sc. Crown 8vo, cloth, 379 pp. Price 4s. 6d. net.

**Elementary Science.** By J. H. NANCARROW, late Head Master of Kingston Public School of Science, and Lecturer at the Richmond School of Science. Crown 8vo, cloth, 354 pp. Price 4s. net.

Provides a thorough grounding in the elements of Physics, Mechanics, Heat, Light, Magnetism, Electricity, Chemistry, &c.

## Plant Study in School, Field, and Garden.

A textbook on Rural Science and Gardening. By J. S. BRIDGES, B.Sc., F.C.S., and A. J. DICKS, B.A., B.Sc., F.L.S., Head Master of Walthamstow County Secondary School. Crown 8vo, cloth, 432 pp. Price 4s. 6d. net.

This Botany textbook is of an experimental nature and free from difficult terms and Latinisms. Practical exercises and a summary appear at the end of each chapter. The book is profusely illustrated with over 600 original drawings.

## Concurrent Practical and Theoretical Geometry.

By W. J. POTTER, M.A. (Cantab.). Published in Three Parts. Part I, 2s. net; Part II, 2s. 6d. net; Part III, 3s. net. Detailed Prospectus post free on application. Answers to the numerical and graphical examples in Parts I to III. Price 1s. net.

**A Digest of British History.** By S. H. McGRADY, B.A. With an Introduction by OSCAR BROWNING. Crown 8vo, cloth, 320 pp. Price 3s. 6d. net.

A History note book on original lines, the great movements, trends and developments being logically traced, and their influences being clearly shown.

Also published in Three Parts as under:— Part I.—B.C. to 1485. Part II.—1485 to 1789. Part III.—1789 to 1912. Price 1s. 4d. net each.

## The Principles of Model and Common Object Drawing and The Shadow Treatment of Outline Drawing.

Being Book I of "A Complete Course of Blackboard Drawing." By E. A. BRANCH, Art Master Central Secondary School, West Ham. Royal 4to, 98 pp. (New edition now ready.) Price 4s. net.

This book explains those rules of perspective which apply alike to the special geometrical models familiar to the art student, and to the common objects which he sees outside the class-room, the rules which govern the representation of the cylinder in the art school, the kettle in the kitchen, and the band-stand in the park.

## Freehand for Teachers & Art Students.

By E. A. BRANCH, Art Master, Central Secondary School, West Ham. Royal 4to, 79 pp. New edition now ready. Price 3s. 6d. net.

Contains Thirty-two Photographic Representations, including Inlays, Patterns in Pottery, Textiles, Repousse, Wrought Iron, Carved Work, and Natural Foliage, together with One Hundred Diagrams of Construction.

## Milton's "Areopagitica."

Edited by C. W. CROOK, B.A., B.Sc. With Critical Introduction, full Text and Notes, Historical Appendix, Examination Questions, and Index to Notes. Crown 8vo, 152 pp. New edition now ready. Price 2s. net.

**Bacon's "New Atlantis."** With an Introduction and Notes by D. W. BEVAN. Crown 8vo, 68 pp. Interleaved. Price 1s. net.

## The Acts of the Apostles.

Edited by Rev. E. C. W. HANNAN, B.A. With Introduction, Notes, Glossary, Questions, Index, and a series of carefully graduated Examination Questions. Specially adapted for the Oxford and Cambridge Local Examinations. Crown 8vo, cloth, 168 pp. Price 2s. net.

For full particulars of Heaton's Geographies and Students' Shakespearean Texts, &c., see our Catalogue, post free on application to

HERBERT RUSSELL, 35 & 36 TEMPLE CHAMBERS, LONDON, E.C.4.

## ASSOCIATION NEWS.

### Teachers Registration Council.

Up to and including Monday, February 9, the total of applications for admission to the Register was 25,050. Recently there has been a marked increase in the number of applications. This may be ascribed to the Armistice and to the fact that many teachers are anxious to strengthen the Council's hands in the coming task of reconstruction. It should be understood that the Council's functions are by no means restricted to the keeping of the Official Register of Teachers. This is shown by a passage in the recently issued Report of the Machinery of Government Committee, which says that the Board of Education have had established the Teachers Registration Council, a body so composed under statute as to be representative of the teaching profession. The Report adds:—

In addition to performing its statutory duty of forming and keeping a Register of Teachers, the Council has had before it from the outset the larger and more general conception of the unification of the teaching profession; and the Board has given practical evidence of sympathy with this aspiration by inviting the Council at various times to consider and report to the Board upon several matters of importance.

It will be seen that the Council's claim to represent a united profession must rest upon the extent to which teachers as a body are seen to support its work.

### The College of Preceptors.

At the last meeting of the Council of the College, Miss M. Bennell, B.A., A.C.P., Mr. E. H. Butt, B.A., L.C.P., and the Rev. H. Martin Thorpe, M.A., were elected members of the Council; and the Rev. J. O. Bevan, Mrs. Felkin, and Mr. Millar Inglis were appointed delegates of the College to attend the Conference of the Imperial Union of Teachers.

The diploma of Associate was granted to Mr. Joseph Amesbury, who had satisfied the prescribed conditions.

A grant of £10 from the College Benevolent Fund was made to a life member of the College.

Resolutions relating to salaries, which had been adopted by the Assistant Masters' Association, were referred to the Educational Committee for consideration and report.

### Secondary Schools Association.

A deputation representing the Secondary Schools Association was received by the Right Hon. H. A. L. Fisher, M.P., President of the Board of Education, on Wednesday, January 29. The object of the deputation was to place before Mr. Fisher certain considerations concerning the alteration or withdrawal of Regulations Nos. 23 and 24 of the "Regulations for Secondary Schools."

The deputation, which was largely attended, was introduced by Sir Philip Magnus, Bart., M.P., and amongst those who addressed the President were the Very Rev. H. Wace (Dean of Canterbury), the Rev. Canon Driscoll (Cardinal Vaughan School), Miss E. M. Guinness (Vice-President of Ladies' College, Cheltenham), and the Very Rev. Wm. Moore Ede (Dean of Worcester).

Mr. Fisher received the deputation very sympathetically, and promised to give his careful consideration to their representations.

### Association of Teachers of Drawing in Day Schools.

An Association of Teachers of Drawing in Day Schools has been formed, under the Presidency of Miss Anstruther, of Goldsmiths' College, with the object of holding meetings about every three months, so as to keep members in close touch with the best and most modern methods of teaching the subject, and a meeting of the Association will be held at Goldsmiths' College, New Cross, on Tuesday, February 25, at 6.30 p.m.

### The British Scientific Instrument Research Association.

one of the earliest associations formed under the scheme of the Department of Scientific and Industrial Research, has secured premises at 26 Russell Square, W.C.1, where offices and research laboratories will be equipped. The first Chairman of the Association was Mr. A. S. Esslemont, whose recent lamented death has been a severe loss to the Association. The Council have elected Mr. H. A. Colefax, K.C., as Chairman to fill the vacancy. The Vice-chairman is Mr. Conrad Beck, C.B.E., to whose energy and personal influence is largely due the successful formation of the Association. Almost all the leading optical and scientific instrument manufacturers are members. The Department of Scientific and Industrial Research is represented by Major C. J. Stewart, Captain F. O. Creagh-Osborne, C.B., R.N., Mr. S. W. Morrison, O.B.E., Colonel R. E. Home, D.S.O., R.A., and Mr. Percy Ashley. The Council have recently co-opted as members of their body the Hon. Sir Charles A. Parsons, K.C.B., F.R.S., and Prof. J. W. Nicholson, M.A., D.Sc., F.R.S. Sir Herbert Jackson, K.B.E., F.R.S., F.I.C., has been appointed Director of Research and Mr. J. W. Williamson, B.Sc., Secretary of the Association.

### Proposed New Educational Journal.

On Friday, January 10, there was held in the Rooms of the Royal Society a conference of delegates from 21 associations connected with education. The meeting was arranged by Prof. Conway, of Manchester University, with the help of various learned bodies, for the purpose of discussing a proposal to establish a popular record of the progress of knowledge in all its branches. The main resolution was moved by Sir Frederic Kenyon, President of the British Academy, in the following terms:—"In the opinion of this Conference it would be in the national interest if a journal could be established which would represent the growth of the chief branches of knowledge in popular form." The details of this project were discussed broadly, but the Conference arrived at no practical conclusions beyond appointing a Committee to explore the question. The scheme as outlined presents many difficulties, but everyone will hope that these may be surmounted.

### University Women Teachers.

THE annual business meeting of the Association was held on January 25 at Bedford College for Women, Miss Stephen (the President) being in the chair. A very satisfactory report as to the position of the Association was submitted by the Treasurer, Miss K. H. Coward, who said that the membership and income had increased, in spite of the war. Miss Alice Woods and Miss M. H. Wood spoke on the importance of professional training for teachers, and a discussion was held on the probable effects of the Teachers' Superannuation Bill on private schools.

Resolutions were passed urging the need of a joint administration of education by teachers and employers, and the importance of full discussion of educational subjects. Satisfaction was expressed at the admission of women to the Parliamentary franchise. Mr. Homer Lane gave an address on "The Faults and Misdemeanours of Children." He said that a frequent mistake made in the nursery training of children was that of repressing their natural activities instead of directing them into right channels. To this he ascribed many of the difficulties and anti-social practices of later years, constituting faults from the adult point of view.

# PITMAN'S LIST

## of BOOKS for SECONDARY SCHOOLS

### BOOK-KEEPING.

**BOOK-KEEPING FOR BEGINNERS.** A first course in up-to-date Book-keeping. With Answers and Exercises. Cloth, 1s. 6d.

**IDEAL MS BOOKS FOR BOOK-KEEPING.** Each 6d.

**BOOK-KEEPING AND COMMERCIAL PRACTICE.** By H. H. SMITH, F.C.T. Cloth, 1s. 9d.

**COMPLETE BOOK-KEEPING.** A thoroughly comprehensive text-book. Cloth, 5s. net. Answers, 2s. 6d. net.

### LANGUAGES.

**THE PROGRESSIVE FRENCH GRAMMAR.** By Dr. F. A. HEDGCOCK, Officier de l'instruction publique; Officier d'Académie, and the only English Docteur ès lettres of the University of Paris.

The method adopted is a combination of the direct with the indirect, and, by means of phonetic type, a closely approximate idea of French pronunciation is conveyed. Crown 8vo, cloth, 326 pp., Part I, 3s. 6d. net; Part II, 2s. 6d. net. Key, 3s. 6d. net.

**FRENCH VOCABULARIES and IDIOMATIC PHRASES.** By E. J. KEALEY, B.A. Contains 3,000 Phrases. 2s. net.

**EXAMINATION NOTES ON FRENCH.** By F. W. M. DRAPER, M.A., B. ès L. Cloth, 1s. net.

**GERMAN, SPANISH, ITALIAN, PORTUGUESE.** Books on Grammar, Correspondence, &c.

### ENGLISH.

**ENGLISH FOR TECHNICAL STUDENTS.** By F. F. POTTER, M.A., B.Sc.

The object of this little book is to aid the student to gain a command of his mother tongue, and to express himself in the "plain language of educated people." Cloth, 2s. net.

**ENGLISH GRAMMAR AND COMPOSITION.** By W. J. WESTON, M.A., B.Sc.

The book is a manual of *Grammar taught through composition*. The writer's object has been not to gather together a set of rules and definitions, unattractive and uninspiring because divorced from practical use, but rather to examine the mechanism of the living English tongue, and to do this so as to arouse intelligent interest in the facts of language. Cloth, 3s. net.

### SCIENCE.

**MAGNETISM AND ELECTRICITY.** By J. R. ASHWORTH, D.Sc., F.Phys.S. An Introductory Course. Illustrated. 2s. 6d. net.

**HEAT, LIGHT, AND SOUND.** By the same author. An Introductory Course of Practical Exercises. Illustrated, 2s. 6d. net.

**GEOLOGY.** By A. S. JUKES-BROWNE, F.G.S. An Elementary Handbook. With 95 Illustrations. 3s. net.

**PICTORIAL ASTRONOMY.** By G. F. CHAMBERS, F.R.A.S. Interesting and Instructive. With 134 Illustrations. 4s. net.

**THE PLANT WORLD.** By G. MASSEE. An Introduction to the Study of Botany. With 56 Illustrations. 3s. net.

*Complete List post free on application.*

**SIR ISAAC PITMAN & SONS, Ltd., 1 AMEN CORNER, E.C.4.**

## THE NATIONAL SOCIETY OF ART MASTERS.

Patron: HIS MOST GRACIOUS MAJESTY THE KING.

School Drawing Certificate for Teachers in Elementary Schools.

The Examinations are held in May. Entries close on March 24th.

Examinations in Drawing for Secondary and Other Schools.

The Examinations are held in June. Entries close May 10th.

Internal Examinations in Schools of Art and Art Classes.

Dates are arranged to suit individual Schools.

*Copies of these schemes and forms of application may be obtained on application to the Secretary.*

**ALFRED SHUTTLEWORTH, A.R.C.A.,**

45 Bedford Row, London, W.C. 1.

THE INCORPORATED

## Froebel Educational Institute,

Colet Gardens, Talgarth Road,  
West Kensington, London, W.

*President, RIGHT HON. SIR W. MATHER, LL.D.*

*Chairman and Treasurer, MR. C. G. MONTEFIORE, M.A.*

*Secretary, MR. ARTHUR G. SYMONDS, M.A.*

## TRAINING COLLEGE FOR TEACHERS.

*Principal: MISS E. LAWRENCE.*

Students are trained for the Examinations of the National Froebel Union and other Examinations.

Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

## THE FRIENDS' PROVIDENT INSTITUTION for Mutual Life Assurance

(Head Office: Bradford, Yorks)

The Institution having made a special study of Educational requirements, offers advantageous Policies for men and women, which include

**POLICIES COMBINING LIFE ASSURANCE  
AND CAPITAL ON RETIREMENT**

**PENSION SCHEMES FOR SCHOOL STAFFS**

**POLICIES FOR PROVIDING FOR THE  
COST OF THE EDUCATION OF CHILDREN**

Write for particulars of any of these (giving date of birth), to:—

**THE LONDON MANAGER,  
FRIENDS' PROVIDENT INSTITUTION  
17 Gracechurch St., London, E.C. 3.**

## LITERARY SECTION.

## BOOKS AND THE MAN.

## John Ruskin on Education.

ON February 8 one hundred years ago John Ruskin was born at Brunswick Square, the only child of a wealthy wine merchant of Puritanical tastes oddly at variance with his means of livelihood. Entering into the world with a silver wine cooler rather than a silver spoon in his mouth, Ruskin was free to admonish his contemporaries, and right well they deserved it. For us a special interest may be found in his ideas on education, which were not set forth in a single treatise, but crop up and recur throughout his writings, more especially in "Sesame and Lilies," "Fors Clavigera," and "A Joy for Ever."

In common with the great majority of people at all periods, Ruskin had a very poor opinion of the educational system of his own time. "Modern education," he declares, "for the most part signifies giving people the faculty of thinking wrong on every conceivable subject of importance to them." "Be assured," he says, "we cannot read. It is simply and sternly impossible for the English public, at this moment, to understand any thoughtful writing—so incapable of thought has it become in its insanity of avarice. As a nation we have been going on despising literature, despising science, despising art, despising Nature, despising compassion, and concentrating our soul on pence."

After enduring this tremendous indictment we are entitled to ask, with a chastened and humble air, what Ruskin would have. His reply is definite and dogmatic. First of all we are to recognize that everybody comes into the world with a fixed constitution and power. Education can do nothing more than develop these. "You can't manufacture man," he says, "any more than you can manufacture gold. You can find him and refine him; you dig him out as he is, nugget fashion, in the mountain stream; you bring him home, and you make him into current coin or household plate, but not one grain of him can you originally produce." This truism having been thus embroidered and enunciated, we may ask how the nuggets are to be assayed. The answer is found in a suggestion that in every important town there should be a School of Trial "in which those idle farmers' lads, whom their masters never can keep out of mischief, and those stupid tailors' apprentices who are always putting the sleeves in the wrong way upwards, may have a try at this other trade." Here is a new task for our continuation schools. Ruskin would have them so conducted as to discover "the mode in which the chance of advancement in life is to be extended to all, and yet made compatible with contentment in the pursuit of lower avocations by those whose abilities do not qualify them for the higher."

The object of education, according to Ruskin, should not be the low one of "pecuniary social advancement, which is the qualification of vanity." True education should be in itself an advancement in life. It should train to useful work. Knowledge alone, he tells us, does not educate. "A man is not educated because he can read Latin or write English, or can behave himself in a drawing-room; he is only educated if he is happy, busy, beneficent, and effective in the world."

Esthetic training he holds to be the first part of true education, to be gained by the influence of Nature, with her "heavenly realities, grass, water, beasts, flowers, and sky," all to be enjoyed in "the pleasant places which God made at once for the schoolroom and the playground of children." Emulation and competitive examinations are anathema to Ruskin. He would have schools made into places of preparation for a life of simple happiness, free from vulgar ambitions and full of the joy of honest work. His centenary is past, but his ideas are still far from being accomplished.

SILAS BURN.

## REVIEWS AND NOTICES.

## Education.

*America at School and at Work.* By H. B. Gray.  
(5s. net. Nisbet & Co.)

This book is a report of its author's investigations into American education during a six months' visit, following upon many previous visits. By right it ought to have been published by the Intelligence Department of the Board of Education, for it is just the sort of thing that we need in this country at the present moment. In all probability, however, it would have been impossible to write so freely as Dr. Gray has done had the book appeared under official auspices. For the work is not entirely expository and critical. It is distinctly constructive, and points the way to a radical change in our conceptions of the possibilities of national education. It is rather remarkable to find in an Oxford Doctor of Divinity such open-mindedness on industrial and commercial education. No doubt "Eclipse or Empire" prepared us to expect this freshness and vigour, but they are none the less welcome for that.

It is highly desirable that our educational people at home should keep in touch with the very rapid development of educational reform on the other side of the Atlantic. We are only awakening now to the existence and possibilities of the Gary system, and that system is already a seminal force in directing the practical working-out of American educational theory. Dr. Gray has done a notable service in bringing within our reach the very latest educational experiments over there. His report comes piping hot from the educational front, and would have appeared even earlier but for reasons over which he appears to have had no control. His main thesis is that we on this side have resolved the educational problem in a quarrel between the humanities and science, whereas in America progress is sought in a complete rearrangement of the relations between the school and the work-a-day world. His treatment of the co-operative movement is admirable, and well worthy the careful attention of our educational authorities. The "co-ordinator" is an official hitherto unknown among us, but his post is there all right. We have only to realize how needful he is, and in this realization Dr. Gray is helpful. The trade unions are busy just now, but in spite of that they must find time to produce a sufficient number of these new functionaries. The Corporation schools are not entirely unknown on this side, but Lord Leverhulme and his fellows should look into Chapters VIII and IX. We do not sufficiently realize that the vocational bureaux in America are gradually acquiring executive power, and are thus getting into a better position for utilizing the information and experience they have acquired since their foundation. Our Labour people have something to learn from these pages. We cannot follow Dr. Gray through all his chapters, but every one of them is worthy of the attention of one or other of the various groups of people concerned with education and social welfare. The book is peculiarly well suited to the needs of the moment, and to the English temperament at all times. Further, Dr. Gray has realized that this is the day of short books. Our busy folk will sit down to a book like this when they would shy at a tome. Once they have sat down they will keep their seat till they have finished. They will not agree with all the views expressed. We can fancy, indeed, some very vivid opposition coming from many of our able but orthodox educationists. Such a bracing tonic is exactly the thing they need. Why has the book no index?

J. A.

(Continued on page 68.)



## COLLEGE OF PRECEPTORS CERTIFICATE AND LOWER FORM EXAMINATIONS, 1919.

*S. denotes the Senior Examination, J. the Junior, P. the Preliminary,  
L.F. Lower Forms.*

### Scripture History.

- ACTS OF THE APOSTLES** (Part I, Ch. 1-16). (S., J.)  
Edited, with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham. 2s.
- GOSPEL OF ST. MARK.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and J. W. SHUKER, M.A. 2s. (S., J.)
- GOSPEL OF ST. MARK.** (Preliminary Edition.) Edited, with Introduction, Notes, and Maps, by Rev. J. P. RICHARDS, M.A., and Rev. T. WALKER, M.A. 1s. 6d. (P., L.F.)

### English Literature.

- SCOTT.—LADY OF THE LAKE.** Edited by A. R. WEEKES. (P.)  
M.A. 2s.
- SCOTT.—LADY OF THE LAKE. Cantos I and V.** (L.F.)  
By A. R. WEEKES, M.A. 1s.
- SHAKESPEARE.—RICHARD II.** By A. F. WATT, M.A. (S., J.)  
2s. 3d.
- SHAKESPEARE.—AS YOU LIKE IT.** By A. R. WEEKES, (S.)  
M.A. 2s. 3d.
- SHAKESPEARE.—AS YOU LIKE IT.** By A. R. WEEKES, (J.)  
M.A., and F. J. FIELDEN, M.A. 1s. 9d. (Junior Shakespeare.)
- SPENSER.—FAERIE QUEENE, Book I.** By W. H. (S.)  
HILL, M.A. 3s. 6d.

### English History.

- EARLIER HISTORY OF ENGLAND (to 1485).** With (S.)  
Biographies, Maps, and Plans. By C. S. FEARENSIDE, M.A. 3s. 6d.
- MODERN HISTORY OF ENGLAND. Part I, 1485-1714. Part II, 1688-1901** (with a concise Introduction down to 1714). Each 3s. 6d. (S.)
- SCHOOL HISTORY OF ENGLAND.** By M. E. CARTER, (S., J.)  
Honour School of Modern History, Oxford. With Plans and Coloured Maps. 4s. 6d. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 2s.
- PRELIMINARY HISTORY OF ENGLAND.** By M. K. (P., L.F.)  
ELLIOTT. Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s. 9d.

### Geography.

- GEOGRAPHY OF AUSTRALASIA (with Africa).** (J.)  
Junior. By G. C. FRY, M.Sc. 1s.

### Latin and Greek.

- CAESAR.—GALLIC WAR, Book VII.** By A. H. ALLCROFT, (S., J., P.)  
M.A., and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- CICERO.—DE SENECTUTE.** By A. H. ALLCROFT, M.A., (S.)  
and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- VERGIL.—AENEID, Book I.** By A. H. ALLCROFT, M.A. (S., J.)  
and W. F. MASOM, M.A. With Introduction, Notes, and Complete Alphabetical Lexicon. 1s. 9d.
- EURIPIDES.—HECUBA.** By T. T. JEFFERY, M.A. With (S.)  
Introduction and Notes. 1s. 9d.

*Complete Educational Catalogue, and separate Catalogue of Class-books suitable for Secondary Schools, post free on application.*

**University Tutorial Press, Ltd.,**  
High Street, New Oxford Street, London, W.O. 2.

## GEORGE ALLEN & UNWIN, LTD.

### NEWSHOLME'S SCHOOL HYGIENE.

The Laws of Health in Relation to School Life.

By JAMES KERR, M.A., M.D.

Fourteenth Edition. Revised and Rewritten. 4s. 6d. net.

"We have seen no better book for the purpose."—*Pall Mall Gazette*.

### PHYSICAL EDUCATION IN RELATION TO SCHOOL LIFE.

By R. E. ROPER. 3s. 6d. net.

"A piece of honest thinking and common sense applied with a vigour that is occasionally almost relentless."—*The Times*.

### THE ADOLESCENT.

By J. W. SLAUGHTER. Introduction by J. J. FINDLAY.

3s. 6d. net. *Second Impression.*

"A valuable manual of eugenics."—*Westminster Review*.

### THE CAMP SCHOOL.

By MARGARET McMILLAN, C.B.E.

3s. 6d. net. *Second Impression.*

"A notable book."—*Education*.

### ECHO PERSONALITIES.

A Short Study of the Contributions of Abnormal Psychology towards the Solution of some of the Problems of Normal Education.

By FRANK WATTS, M.A. 4s. 6d. net.

"This excellent book contains much that is valuable for those engaged in training the young."—*Inquirer*.

### FATIGUE.

By A. MOSSO. Translated by MARGARET DRUMMOND, M.A., and W. B. DRUMMOND, M.B., C.M. 2s. 6d. net.

"Professor Mosso treats the study of fatigue in a popular manner."—*Spectator*.

### THE MYSTERIES OF LIFE.

By STANLEY DE BRATH, M.Inst.C.E. 4s. 6d. net.

"We commend this book to the attention of parents and teachers."—*The Child*.

"An interesting and instructive book."—*School Guardian*.

### HANDWORK AS AN EDUCATIONAL MEDIUM.

By P. B. BALLARD, M.A. New Edition. 3s. 6d. net.

"We strongly recommend this book."—*Education*.

### HISTORY OF PEDAGOGY.

By Prof. GABRIEL CAMPAYRÉ. Translated by Prof. W. H. PAYNE, M.A. 7s. 6d. net. *Ninth Edition.*

### CHAPTERS ON ENGLISH.

By Prof. OTTO JESPERSEN. 4s. 6d. net.

"It is long since we read so brilliant a performance of its kind."—*Academy*.

### FIRST NOTES ON SPEECH TRAINING.

By ELSIE FOGERTY. 4d. net.

### ANGLO-SAXON READER AND GRAMMAR.

By JAMES W. BRIGHT, Ph.D.

New and Revised Edition. 5s. net. Grammar separately. 2s. 6d. net.

### ORGANIC CHEMISTRY.

By JOHN WADE, D.Sc. Revised Edition Illustrated. 8s. 6d. net.

### TEXTBOOK OF PETROLOGY.

By F. H. HATCH, Ph.D., and R. H. RASTALL.

With many Illustrations. 7s. 6d. net each.

Vol. I: Igneous Rocks. Vol. II: Sedimentary Rocks.

### RUSKIN'S WORKS.

The only Copyright Editions of Ruskin, containing the Author's latest Alterations, Additions, and Notes.

A List of Editions and Prices will be sent on application.

**RUSKIN HOUSE,**  
40 MUSEUM STREET, LONDON, W.C.1.

*Pedagomania.* By a Bachelor of Arts.  
(4s. 6d. net. Fisher Unwin.)

In the obliging description supplied by the publisher, this book is described as "a skit both diverting and erudite." With all respect to the publisher I must enter my protest. It is not erudite. This one could pardon if it were diverting. But is it? Honesty compels me to say that a good deal of it is dull. The author overreaches himself in his determination to be funny. I say this with very great regret, for I believe that there is not only room, but need, for humour in writing on education. So far from clamouring for erudition and banning humour, I am convinced that we have more than enough erudition and not nearly enough humour. What our Bachelor of Arts wants is a little restraint. He has many excellent ideas, and occasionally he succeeds in being genuinely amusing. Where he fails is in his intolerable exaggeration and in his working to death a feigned childish simplicity. Where he is strong is in his characterization of certain types of school-master. When he deigns to generalize intelligently he does not cease to be amusing. Many of the illustrations he uses bear traces of authenticity about them. The reader can learn something as well as derive genuine entertainment from pages 118-126. "The Staff Meeting" has many capital points. The contrast between the ancient and modern master is excellent. I hope the Bachelor will return to the charge. He has the root of the matter in him.

A.

*The Gary Schools: A General Account.* By A. Flexner and F. P. Bachman. (New York: General Education Board.)

This book gives significant evidence of the importance attached in America to the new scheme of educational organization commonly called the Gary system. It is only the first of a series of eight volumes dealing with the development of the scheme originated in July 1907 by President Wirt. It covers the whole ground in a general way, but leaves it to the succeeding volumes to elaborate the details. It thus forms a very useful book for the reader who is interested in the "duplicate" schools, but cannot afford the time to study a little library on the subject.

It is well to realize that the series is the work of a commission deliberately invited to make what the Americans are fond of calling a "survey" of the whole system, and the book has therefore official authority and a judicial attitude. America wants to find out exactly how much this new system is worth. The present two authors are men of great educational distinction: their opinion carries weight. Perhaps this is why they are so exceedingly careful not to commit themselves. They are almost unduly diffident. They are continually putting questions at large and proclaiming that they do not know the answer. "Is there any reason why children should not play in the early hours of the morning and do their classroom work in the early hours of the afternoon? . . . No one really knows." The Gary scheme, "as far as anyone knows," may be as effective as any other. "Accurate data bearing on the health and vigour of teachers working seven hours a day are not available." But in spite of this prevailing agnosticism, or perhaps because of it, the reader feels strongly impressed by the sincerity of the writers, and is predisposed to accept their decision as valid where they do commit themselves to a definite view.

The book has the admirable quality of beginning at the beginning, and tells us what and where Gary is, the sort of pupils who attend the schools, and what makes up the system. In a critical survey one might expect some reference to the rival "Ettinger plan," but may be the surveyors regard it as necessary to stick to the system under review and leave comparisons to their readers. To some extent our surveyors appear to have had popular criticisms in their mind when they compare the results of the Gary system with those of other American towns. Most people

know that the Gary methods have been described as "sloppy," and this seems to some extent to be borne out by the fact that the surveyors found the Gary children rather below the average in the ordinary school subjects, though considerably superior in physique, resource, and perhaps in initiative. There arises the inevitable question, "Does the easy working of the Gary machine result from the wholesome flexibility of the organization, or from sheer laxity?" On this point our authors are inclined to compromise, and they are no doubt right. We cannot follow them into some very interesting points of detail, though we should like to, especially on the question of allowing little children to be present in the classes of bigger ones to play the part of "helpers." It would be interesting to compare this situation with that involved in the monitorial and pupil-teacher systems. The conclusion to which the surveyors come is, on the whole, favourable to the Gary system, and they may rest content with having done a remarkably sound piece of work, not the least valuable part of which is the carefully prepared appendix. J. A.

*Learners as Leaders.* By Henry Spenser Wilkinson.  
(1s. 6d. net. Manchester University Press.)

This is a dainty reprint of an address delivered on April 26, 1918, at a memorial service for members of Manchester University who have fallen in the war. A difficult task accomplished with great skill and fine feeling.

*The Play Book.* By Ann Macbeth.  
(3s. 6d. net. Methuen.)

This book is intended for the use of teachers in charge of nursery schools and play centres. The authoress sets out with the purpose of enabling teachers to make school more attractive and exciting than anything they can find at home or in the streets—but she rather helps her rivals in the home circle by showing how invention in toy-making may be stimulated there. The attractive and wisely unelaborated drawings should tempt even the clumsy fingers of inexperienced lay men and women, to say nothing of the nimble fingers of expert teachers.

*The Doctrines of the Great Educators.* By R. R. Rusk.  
(5s. net. Macmillan.)

A distinctive feature of Dr. Rusk's book is that it can stand alone. It contains all the material necessary to form a first-hand estimate of the value of the contribution made to education by each of the dozen authors dealt with. The work is thoroughly documented, but the author is not content with mere references; he quotes with sufficient liberality to enable the student to feel that he is in direct touch with his authorities. Another point that gives the book individuality is the frequent references to experimental methods. This was to be expected from the author of *Experimental Education*, and greatly enhances the interest and value of the text. The reader is made to feel that he is in the hands of a writer who is particularly up to date, and who is himself taking quite his fair share in the progress which he expounds. The educators treated are: Plato, Quintilian, Elyot, Loyola, Comenius, Milton, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Montessori. There is room for the usual haggling about inclusions and exclusions. One wants to know why Aristotle is omitted, another objects to Elyot taking a place that by rights belongs to Ascham, a third wonders what has become of Herbert Spencer. But Dr. Rusk knows exceedingly well what he is about, and trusts the intelligent reader to discover the underlying unity of conception that has determined the selection. While avoiding the procrustean rigidity of Monroe's classification, Dr. Rusk has so arranged his matter as to make of his book an organic whole, though now and again, as for example in the case of Loyola, one's ingenuity is taxed in the effort to fit in the material to the adumbrated scheme. All students of education will benefit by reading the book, and those who are preparing for examinations in this subject will find it invaluable. J. A.

(Continued on page 70.)

## HARRAP'S LATEST PUBLICATIONS.

AN IMPORTANT NEW BOOK.

### THE HISTORY OF ARYAN RULE IN INDIA

From the Earliest Times to the Death of Akbar. By E. B. HAVELL. With Photogravure Frontispiece. 32 Full-page Plates and Maps, &c., and Full Index. 620 pages. Gilt top, 15s. net. Also in Half Morocco, 30s. net.  
"An informing and illuminating work for which Students and Politicians should be profoundly grateful. Many illustrations of Indian Art and Architecture add to its value and interest."—*Yorkshire Post*.

### AN INTRODUCTION TO THE HISTORY OF SCIENCE

By Dr. WALTER LIBBY, M.A. With Eight Illustrations. Size, 7½ by 5 in. 304 pages, 5s. net.  
"Efficiently written, and free from excessive detail."—*Saturday Review*.

### HARRAP'S INTRODUCTORY ALGEBRA

By WILLIAM FARQUHARSON, M.A., Daniel Stewart's College, Edinburgh. Crown 8vo, 180 pages, with Answers, 2s. net. Also without Answers, 1s. 9d. net.

From the Principal of a Preparatory School:—"Farquharson's Algebra is first-rate, and I shall put an order through in due course. I hope the book will have the success it deserves, for of the large number of elementary Algebras I have perused in my search for something suitable for beginners, this is the only one that appears to have realized and provided for the extraordinary difficulty of the subject for small boys."

### ENGLISH EXTRACTS AND EXERCISES

For Comparative Study and Training in Composition. By F. H. PRITCHARD, Lecturer in Literature at the Municipal Technical School, Devonport. Large Crown 8vo, 256 pages, 2s. 6d. net.

An admirable practice-book in English for lower and middle forms in secondary schools, and for upper classes in primary schools. The main idea is to centre all the week's work in English round a suitable extract. The exercises are abundant and in many cases novel in character. No essential point in elementary English is left untouched, and wherever possible opportunity is taken to stimulate interest in the author or extract under consideration.

### THE SCIENTIFIC STUDY AND TEACHING OF LANGUAGES

By HAROLD E. PALMER, University College, London. Size 9 by 6 in., 328 pages, 10s. 6d. net.

This stimulating volume comes at an opportune moment, and the author's wide experience and practical suggestions deserve the attention of every teacher. *Prospectus on application*.

### BIOLOGY OF SEX

For Parents and Teachers. By T. W. GALLOWAY, Ph.D. Crown 8vo, 128 pages. Illustrated. New and Revised Edition, Cloth, 3s. 6d. net; sewed, 2s. 6d. net.

### HARRAP'S PRACTICAL RUSSIAN GRAMMAR

By R. T. CURRALL, M.A., George Watson's College, Edinburgh. With Phonetic Transcripts, Exercises in the Russian Handwritings, and Vocabulary. 272 pages. Crown 8vo, 6s. net.

### A RUSSIAN PRONOUNCING VOCABULARY

With an Introduction on Russian Pronunciation. By R. T. CURRALL, M.A., George Watson's College. Size 5½ by 3 in., 128 pages, limp cloth, 1s. net.

This book contains classified lists of more than 2,000 Russian words, with phonetic pronunciation of each and its English equivalent.

### OLD FRENCH NURSERY SONGS

Arranged and illustrated by ANNE ANDERSON. Accompaniment printed boldly for use at the Piano. With Eight Colour Plates and many Line Drawings and Decorations. Size 11½ by 8½ in., 7s. 6d. net.

This collection comprises some thirty charming French Songs. Extract from *Music*:—"The melodies are simple and beautiful in true French manner, the pictures are dainty both as to drawing and colour."

### A FIRST SPANISH COURSE

By Profs. E. C. HILLS and J. D. M. FORD. With Exercises and Vocabulary. Crown 8vo, 340 pages, 4s. 6d. net. Key, for Teachers only, 5s. 3d. net. This easier course is designed for much younger pupils than the Authors' previous work.

"A prominent feature is the RESUMEN GRAMMATICAL in Spanish at the end of each lesson."—*The Journal of Education*.

### LIBRO DE LECTURA PARA PRINCIPIANTES

Edited by E. MAURER, Reading School. With Vocabulary and Exercises. Small Crown 8vo, limp, 160 pages, 2s. net.

### LA VIDA DE VASCO NUÑEZ DE BALBOA

By M. J. QUINTANA. Edited with Introduction, Notes, and Vocabulary, by A. E. WOLFF, D.Lit. Small Crown 8vo, 116 pages, 1s. 6d. net.

A "one term" Reader, the Text amounting to 64 pages.

### CAPÍTULOS ESCOGIDOS DE V. BLASCO IBÁÑEZ

With Notes and full Vocabulary by ALEC E. WOLFF, M.A. Crown 8vo, 192 pages, 2s. net.

Selections—each one complete in itself—from the works of the foremost novelist of the present day, whose works have been translated into every European language.

N.B.—New Descriptive Lists of Books in French and Spanish will be sent on application.

London: GEORGE G. HARRAP & CO., LTD.

Directors: GEORGE G. HARRAP, G. OLIVER ANDERSON.

2 & 3 Portsmouth St., Kingsway, London, W.C. 2

## OUTSTANDING BOOKS FOR THE STUDY OF ENGLISH.

### PICTURE COMPOSITION.

Teaching of English through Pictures.

By LEWIS MARSH, M.A., Head Master of Ealing County School. In Three Books, each containing 16 full-page beautifully coloured Pictures and many other Illustrations. Cloth covers, 9d. each.

### PREPARATORY COURSE OF LITERARY READING AND COMPOSITION.

Edited by LEWIS MARSH, M.A. Illustrated from Famous Paintings. 2s.

### SENIOR COURSE OF LITERARY READING AND COMPOSITION.

Illustrated from Famous Paintings. Edited by LEWIS MARSH, M.A. 2s. 6d.

### WORDS: THEIR ORIGIN AND USE.

A Correlated Scheme of Spelling, Derivation, Reading, Dictation, and Composition. By F. W. CHAMBERS and A. J. KER, Northfield Boys' School, West Ealing, London. In two Books, each with a companion Teachers' Book, 10d. each. TEACHERS' BOOKS, containing the Scholars' Books and 40 additional pages of Notes. 1s. 6d. net.

### POETICA: A Book of English Verse for Repetition.

Chosen and arranged by JOHN RIDGES, M.A. (Cantab.), sometime Head Master of Leighton Park School, Reading. Illustrated with Portraits. Divided into three Parts for the three school years ending at 15 or 16. Daintily bound in art linen, 2s. 6d. net. Also issued in four Parts, cloth covers, 10d. net each.

### THE CALL OF THE HOMELAND.

A collection of English Verse. Selected and arranged by R. P. SCOTT, LL.D., and KATHERINE T. WALLAS, M.A. In two Volumes. 2s. 6d. net each.

Book I. Echoes from History—Britain Overseas—The Sea—The Changing Year.

Book II. The English Countryside—Home—Exile—Compatriots—The Call to Serve—The Call to Happiness.

### ENGLISH POETRY FOR THE YOUNG.

Compiled and edited by S. E. WINBOLT, M.A., Christ's Hospital, 1s. 6d.

### BLACKIE'S ENGLISH TEXTS.

Edited by W. H. D. ROUSE, Litt.D., Head Master of the Perse School, Cambridge. A wealth of material for the literary study of English. Each book has a brief introduction dealing with the author's life and place in literature, but no notes. Over a hundred volumes are now in the series, offering a wide field for selection in General Literature, Travel and History.

### BLACKIE'S SMALLER ENGLISH CLASSICS.

Selections from Standard Authors. Edited by Competent Scholars, with Biographical Sketch and Explanatory Notes. Each, paper, 3d.; limp cloth, 5d.

### THE JUNIOR SCHOOL SHAKESPEARE.

A series of the greater Plays, edited, with Introduction, Notes, &c., by Experienced Scholars, for Junior Students and Junior Candidates in the University Local Examinations. The Plays are edited chiefly from the literary standpoint, although philological notes, where such are required, are given. Clearly printed and neatly bound in limp cloth covers. With Coloured Frontispiece. Price 10d. each.

### THE PLAIN-TEXT SHAKESPEARE.

A neat edition of the greater plays of Shakespeare, presented in a serviceable form at a cheap price. The text follows the well-known Junior School Shakespeare, which omits everything that might be thought undesirable in class reading. Cloth covers, price 7d. each.

### THE PLAIN-TEXT POETS.

With Introductions by teachers of experience and position, but no further notes are given. With Frontispiece, neatly bound in cloth covers, limp, 10d. each.

**BLACKIE & SON, LTD.,**  
50 OLD BAILEY, LONDON, E.O.4.  
GLASGOW AND BOMBAY.

**History.**

*Outlines of European History.* By Prof. A. J. Grant.  
(5s. net. Longmans.)

The new edition of Prof. Grant's broad survey comes to us in a limp cover with some new and valuable features, the chief of which are that the history of England and Great Britain is included and the record is brought down almost to the date of the Armistice following the European War. The story is throughout told with great skill, and the canvas is duly economized so that the various parts of the selected picture are thrown into proper perspective. The picture itself is not wholly to our liking, for we cannot be content with a survey of political conditions which dismisses the Chartist movement in two lines. It may be said that space was limited, but we note that portraits of such familiar features as those of Disraeli, Gladstone, and Nelson occupy from one-third to one-half a page each, while a wholly useless picture of the Kremlin at Moscow fills nearly an entire page.

R.

"Historical Series for Schools."—*Book III: An Advanced History of Great Britain from the Earliest Times to 1918* (New Edition). With sixty-three maps and plans. By T. F. Tout. (7s. 6d. Longmans.)

"Mary was liable to be turned from her purpose by gusts of passion to which the colder nature of Elizabeth was almost a stranger." This sentence is not a palpitating morsel from a Brontë novel, but occurs in Prof. Tout's chapter on Elizabeth and Mary Queen of Scots. His revelation of queenly hearts may be quite truthful. But this statement belongs to a class of abrupt and cursory judgments so numerous in his book that one rather doubts if the adolescent reader gets much solid instruction from them. The ingenious young person hears that, in Wales, the Methodist movement "fell ultimately almost entirely under Calvinistic auspices." He hears that the imitations of medieval fabrics which the Gothic revival prompted "became more artistic, learned, and appropriate" as the Tractarian movement progressed. And he hears that Rossetti was "as consummate a poet as he was unique as a painter." He will, no doubt, reproduce such phrases quite accurately in his examination papers, but if one could lay bare his brain process and discover what valid ideas he associates with them, the results might be, as reviewers say, "stimulating and suggestive." And, while we are engaged in making ill-natured remarks, we may also inquire why Prof. Tout should piously record the ages of monarchs?—as, for example, "Elizabeth was just five-and-twenty"; "George, Elector of Hanover, was more than fifty"; "George V was forty-five years old," &c. It is all, of course, a question of proportion. When the author truly says, "Bunyan's were the first great books in modern English literature written by a man of the people," some readers think ample justice is done, while others regard Bunyan's genius as infinitely more important than the Elector of Hanover's age. Some will deem four lines dedicated to the rise of the Parliamentary Labour Party in 1906 quite ample record, and others will say its social significance is inadequately appreciated.

Let all this be as it may. It is probable that the average school teacher's sense of proportion practically coincides with Prof. Tout's in what Liebnitz would call a pre-established harmony. Judged by this pleasant standard, the manual is an excellent and businesslike compendium, full of items methodically arranged, neatly divided into periods, and compactly embracing the whole story of British evolution from Palæolithic Man and the voyage of Pytheas to the Education Act of "Herbert Fisher, a University teacher, who was made Minister of Education on the novel ground of his acquaintance with the subject." In spite of the enormous amount of information packed into the volume, one cannot say the style is dry. This new edition adds a clear and readable account of the War of 1914-18, down to the Armistice.

F. J. G.

**Chemistry.**

*Catalysis in Industrial Chemistry.* By G. G. Henderson.  
(9s. net. Longmans.)

Not so very long ago catalytic actions were considered to occur in only a few cases, but the physico-chemical investigation of chemical reactions, which has proceeded continuously in recent years, indicates that catalysis is likely to be the rule rather than the exception. Since the action of a catalyst is to speed up very considerably the rate at which a chemical reaction takes place, it follows that catalysis is of prime importance from an industrial point of view. That this importance is realized is evidenced by the fact that chemical patent literature during the last decade or so has contained numerous applications of catalysis. It may be safely said that Germany could not have carried on the war as long as she did had not her scientific and industrial chemists previously worked out catalytic methods for making such products as oleum, ammonia, and nitric acid from materials ready at hand instead of from substances she previously imported. During the war England has had to solve many of these problems afresh, and to a great extent she owes her success in the manufacture of chemical munitions of war to the complete way in which she has effected the solution of such problems.

Prof. Henderson is to be congratulated on the way in which he has collated the scattered information on catalysis. An instructive and eminently readable account is given of the various reactions which occur and can be utilized in both inorganic and organic industrial chemistry. No reactions and processes of importance seem to have been omitted, and especially valuable are the chapters dealing with hydrogenation, dehydrogenation, hydration, dehydration, polymerization, and condensation in organic chemistry. Inorganic processes occupy roughly one-third of the book, and when one considers that such fundamentally important substances as sulphuric acid, ammonia, and nitric acid are there dealt with, the amount of space allotted to them would seem at first sight to be rather small. However, the technical details in connexion with the manufacture of the substances have hitherto been largely "works secrets" in Germany, and the results obtained by the Ministry of Munitions in England are apparently not yet available to the public. The author is also subjected to the limitation that technical *minutiae* of manufacture must not be given, except in so far as these may be necessary to elucidate some point of principle.

As lies in the nature of the case, the theoretical and more purely scientific investigation of catalysis has lagged far behind the actual practical applications, and one value of such a book as the present one is that therein may be found many and varied problems for research.

The book is one which can be heartily recommended, filling, as it does, a gap in chemical literature: it is singularly free from misprints. One wonders, however, when a limit of price will be reached, since the bottom of a student's pocket especially will soon be reached if many such books have to be bought.

T. S. P.

**General.**

*Tommy Smith Again at the Zoo.* By Edmund Selous.  
(Methuen.)

In this little volume we have a record of Tommy Smith's conversations with such animals as the Polar bear, the Great Bird of Paradise, the hippopotamus, and the sea lion—all very entertaining and informing. As our youngest reviewer (aged nine) puts it: "It is a good book for a reading book, because many books which are intended as reading books for children do not interest them or teach them anything except how to read."

*Queer Beasts and Magics.* By Mrs. Arthur H. D. Acland.  
(3s. 6d. net. Sidgwick & Jackson.)

Mrs. Acland has contrived a very amusing tale of the adventures of John Lang in a country house which is visited by strange animals. A trial has shown that the episodes are much enjoyed by little children.

# THE SCIENCE OF HEALTH

Books by Dr. Valentine Knaggs.

**BASIC DIAGNOSIS & Reconstructive Treatment:** A Threefold Classification of Disease and an Indication of the Appropriate and Natural Methods for the Renewal of Health. Includes 4 pp. charts, 6 line drawings, 7 half-tone illustrations, and 4 radiographs. **6s.** net (postage 4d.).

**INDIGESTION: Its Cause and Cure.** 3rd Edition (illustrated). **2s. 6d.** net (postage 3d.). In this book you can learn all about the varying causes and symptoms, and the dietetic and hygienic treatment of the conditions of ill-health arising from faulty digestive conditions. It has helped thousands.

**The HEALTHY LIFE BEVERAGE BOOK.** A Text Book arranged alphabetically. 2nd Edition, greatly enlarged. **3s. 6d.** net (postage 3d.). Makes known the vast array of cleansing, tonic, curative, and nutritive beverages which can be prepared in the home from natural products.

**THREEPENNY BOOKLETS.**

Each 3d.; postage 1/4d.; 5, post free, for 1s. 4d.

**Why Our Teeth Decay.**

**Noises in the Head and Ear Trouble.**

**The Spine in Relation to Health**  
(with Simple Exercises).

**The Salad Road to Health.**

**A Common Stomach Trouble**  
(Dilated Stomach).

**LONDON: C. W. DANIEL, LTD.**

**The NATURAL FOOD of MAN.** By HERWARD CARRINGTON (Member of the Council of the American Institute for Scientific Research). Cloth **10s. 6d.** net (postage 6d.). The argument is taken through comparative anatomy, physiology, chemistry, hygiene, and experience. An invaluable reference work for all speakers and teachers, and makes its appeal to all serious thinkers.

"An encyclopædia of facts and arguments."

**An INTRODUCTION to NATURE CURE.** By JAMES C. THOMSON. Cloth **3s. 6d.** net (postage 4d.). Everyone who wishes to understand the real meaning and possibilities of "Nature Cure" will find this concisely written book full of enlightenment. The author is a Nature Cure physician of many years' experience, and speaks with authority on Water Treatment, Osteopathy, Diagnosis from the Iris, &c., &c.

**WHAT TO EAT AND HOW MUCH.** By FLORENCE DANIEL. Paper, **1s. 2d.**; Cloth, **2s. 2d.** (postage 2d.). A setting out of the main points of these much-debated subjects in such a way as to help the reader to come to reasonable conclusions.

**SOME POPULAR FOOD STUFFS EXPOSED.** By Dr. PAUL CARTON. **2s.** net (postage 3d.). A convincing indictment which every one at all concerned in stemming the tide of physical degeneration should read.

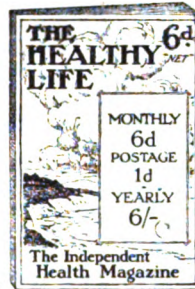
**THE HEALTHY LIFE.**

Monthly 6d.; postage 1d. Yearly, post free, 6s.

The Healthy Life is England's

**NATURE CURE MAGAZINE.**

**3 Tudor Street, E.C.4.**



By Special Appointment.



To their Majesties the King and Queen and H.M. Queen Alexandra

## WINSOR & NEWTON, Prepared Water Colours,

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

**QUARTER PANS** of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39 Rathbone Place, London, W.1. Established nearly a Century.

## TUITION BY POST.

Practical Training in

### SHORTHAND,

BOOK-KEEPING AND ACCOUNTANCY,

COMMERCIAL PRACTICE, BANKING,

ADVERTISING, COMMERCIAL LAW.

Pitman's Postal Courses are admirably adapted for teachers who are unable to take advantage of the ordinary facilities for receiving oral instruction, but desire to qualify in commercial subjects. Each lesson is a full exposition of that part of the subject covered. One course, or any group, may be commenced at any time, and from any stage of present knowledge.

Write for details, stating the subjects in which you are interested.



The Leading Teachers' Training Centre in the Kingdom for Commercial Subjects.

Principal: FREDERICK HEELIS, F.R.S.A.,  
180 SOUTHAMPTON ROW, LONDON, W.C.1.

Seven London Branch Schools, and at Bristol and Leeds.

## PUBLICATIONS RECEIVED.

## ARNOLD.

Practical Hints for Junior Teachers: I, Reading and Recitation. 6d. II, The Geography Lesson. 6d.

## BELL.

A First Course in the Calculus. By Dr. W. P. Milne, M.A., and G. J. B. Westcott, M.A. 3s. 6d.  
Dynamics. Part II. By R. C. Fawdry, M.A., B.Sc. 2s. 6d. net.

## BLACKIE.

A New Italian Grammar. By Ernesto Grillo. 6s. net.

## CAMBRIDGE UNIVERSITY PRESS.

Selections from Sainte-Beuve. Edited by Arthur Tilley, M.A. 6s. net.  
Le Joueur: Regnard. Edited by Arthur Tilley, M.A. 4s. net.  
Turcaret: Lesage. Edited by A. Hamilton Thompson, M.A., F.S.A. 6s. net.

## CHICAGO UNIVERSITY PRESS.

The Church School of Citizenship. By Prof. Allan Hoben. 1 dol.

## CLARENDON PRESS.

English Prose from Bacon to Hardy. Selected and edited by Dr. B. K. Broadus, M.A., and R. K. Gordon, M.A. 6s. net.  
La Patrie. Echos de l'Histoire de France pour les Commencants. By Julia Titterton, M.A. 2s.  
Poesias Varias de Garcilaso de la Vega. Edited by Jaime Fitzmaurice Kelly. 1s. 6d. net.  
Eglogas se Garcilaso de la Vega. Edited by Jaime Fitzmaurice Kelly. 1s. 6d. net.  
Horace: Select Odes. Edited by J. Jackson. 1s. 9d.  
Russian Plain Texts.—Select Poems. By Lermontov. 1s. 3d. net.  
Ancient Indian Education. By the Rev. F. E. Keay, M.A. 4s. 6d. net.

## DENT.

America and Britain. By Prof. Andrew C. McLaughlin. 4s. 6d. net.

## EVANS BROS.

The Kingsway Series.—Famous Explorers. By R. J. Finch, F.R.G.S. 3s. 6d. net.  
Tests of Progress.—English, Teachers' Edition; Pupils' Edition, 1s. net. Arithmetic, Teachers' Edition; Pupils' Edition, 1s. net.  
Geography Stories. By R. J. Finch, F.R.G.S. 3s. 6d. net.

## FROWDE AND HODDER &amp; STOUGHTON.

A Manual of Elementary Zoology. By L. A. Borradaile, M.A. 16s. net.

## HEFFER.

University Olympians; or, Sketches of Academic Dignitaries. By A. P. Baker. 2s. 6d.

## P. S. KING.

The Education Act, 1918. By Arthur A. Thomas, M.B.E., B.A. 6s. net.

## LONGMANS.

Experimental Education. By Dr. Robert R. Rusk, M.A. 7s. 6d. net.  
Outlines of European History. By Prof. A. J. Grant, M.A. 5s.  
An Advanced History of Great Britain. By Prof. T. F. Tout. 7s. 6d.  
Monographs on Industrial Chemistry. Edited by Sir Edward Thorpe, F.R.S.  
The Zinc Industry. By Ernest A. Smith, A.R.S.M. 10s. 6d. net.  
The Natural Organic Colouring Matters. By Prof. A. G. Perkin, F.R.S., and Dr. A. E. Everest, D.Sc., F.I.C. 28s. net.  
Organic Compounds of Arsenic and Antimony. By Prof. Gilbert T. Morgan. 16s. net.  
Catalysis in Industrial Chemistry. By Dr. G. G. Henderson, F.R.S. 9s. net.  
The Applications of Electrolysis in Chemical Industry. By A. J. Hall, B.Sc. 7s. 6d. net.  
Coal and its Scientific Uses. By Prof. W. A. Bone, F.R.S. 21s. net.  
Edible Oils and Fats. By C. Ainsworth Mitchell, B.A. 6s. 6d. net.  
Colour in Relation to Chemical Constitution. By Prof. E. R. Watson. 12s. 6d. net.

## MACMILLAN.

David Copperfield. Abridged and Edited for Schools by H. A. Treble, M.A. 1s. 3d.

The Pupils' Classbook of English Composition. Book I. By Ed. J. S. Lay. 1s. 6d.  
Amalia-José Mármol. Edited, with Exercises, Notes, and Vocabulary, by Ames Haven Corley. 5s. 6d. net.  
Leyendas Históricas Mexicanas—Heriberto Frías. Edited, with Vocabulary, Notes, and Exercises, by James Bardin. 4s. net.  
Manual de Correspondencia. With Exercises, Notes, and Vocabulary by Ventura Fuentes and Alfredo Elias. 5s. 6d. net.  
The British Navy the Navy Vigilant. By L. Cope Cornford. 2s.  
Oral and Written Exercises in English Composition. By Robert S. Wood. Primary Book, 6d.; Junior, 7d.  
A Health Reader for Girls. By Agnos L. Stenhouse and E. Stenhouse, B.Sc.  
An Introduction to Statistical Methods. By Horace Secrist, Ph.D. 10s. 6d. net.

## METHUEN.

Tommy Smith again at the Zoo. By Edmund Selous.  
The Modern Office. By James Stephenson, M.A., M.Com., B.Sc. 4s. 6d. net  
Hearts Courageous. By John Oxenham. 1s. 3d. net.

## NISBET.

America at School and at Work. By H. B. Gray. 5s. net.

## S. C. SAPIAL &amp; CO., CALCUTTA.

Progressive India. By Akshaya K. Ghose.

## SIDGWICK &amp; JACKSON.

Queer Beasts and Magics. By Mrs. Arthur H. D. Acland. 3s. 6d. net.

## S.P.C.K.

The Logic of History. By C. G. Crump. 8d. net.

## STEAD.

Books for the Bairns Series.—The Story of Flying Machines. By W. T. Scott. 3d.

## T. FISHER UNWIN.

Pedagomania. By a Bachelor of Arts. 4s. 6d. net.  
The Magic Horse-Hair. By Jas. A. Wightman. 2s. 6d. net.  
The Training of Youth. By F. W. Berry. 7s. net.

## GENERAL EDUCATION BOARD OF NEW YORK.

The Gary Schools. A General Account. By Abraham Flexner and Frank C. Bachman.

## PUBLISHERS' ANNOUNCEMENTS.

THE Cambridge University Press announces two volumes to be added immediately to the "Cambridge Modern French Series": (1) Selections from Jusserand's "La Vie Nomade et les Routes d'Angleterre au XI<sup>e</sup> Siècle," edited by Mr. A. Wilson-Green, the general editor of the series; (2) Balzac's "Le Colonel Chabert," edited by Mr. S. H. Moore. These will shortly be followed by a volume of much topical interest, containing selections from French descriptions of war incidents—e.g. Marcel Nadaud's "Le Pirate," Gaston Riou's "Le Jour des Morts 1914," Canudo's "Salonique," Emile Henriot's "Le Grand Terrain," &c. The book will be edited by Mr. Wilson-Green.

Messrs. Longmans, Green, & Co. have published the earlier volumes of an important series of Monographs on Industrial Chemistry, edited by Sir Edward Thorpe.

The Waverley Book Company, of the Old Bailey, London, E.C.4, is issuing on the instalment plan a publication entitled "The World We Live In." These volumes contain useful material for the preparation of lessons in geography, following closely the lines of the "Revised Suggestions" recently issued by the Board of Education, particularly with regard to the correlation of geography and history. Apart from their technical value, the books are interesting in themselves. A descriptive pamphlet may be obtained from the publishers, and we recommend our readers to apply for this without delay.

# ASSISTANT MISTRESSES ASSISTANT MASTERS LADY MATRONS and HOUSEKEEPERS

seeking appointments in Public or Private Schools are invited to communicate with Truman & Knightley, Ltd., whose close and intimate relations with the leading schools place them in a unique position to find candidates suitable for openings in all branches of the teaching profession.

A special feature of this agency is the personal attention it gives in endeavouring to secure appointments suited to the applicant.

The number of vacancies is now too large to permit of a satisfactory selection being inserted, and applicants are therefore invited to state their requirements fully, assured that they will, if desired, be treated in strictest confidence.

There is no registration fee and the commission charged to those for whom an appointment is secured is very moderate.

LADIES AND GENTLEMEN SEEKING PARTNERSHIPS IN OR TO TAKE OVER SCHOOLS OF THEIR OWN SHOULD COMMUNICATE PERSONALLY WITH MR. TRUMAN, WHO UNDERTAKES ALL NEGOTIATIONS CONNECTED WITH THE TRANSFER OF SCHOOLS AND IS IN A POSITION TO OFFER ASSISTANCE AND SOUND ADVICE TO PURCHASERS, TO WHOM NO CHARGE IS MADE. INTERVIEWS WILL BE ARRANGED BY APPOINTMENT.

## Truman & Knightley

SCHOLASTIC AGENTS — LTD. —

Telephone:  
Museum 1136.

158-162 OXFORD STREET, LONDON, W. 1.

### Sidgwick & Jackson, Ltd.

*A Book of Importance to all interested in Continuation Schools:*

#### THE YOUNG WAGE - EARNER

##### and the Problem of his Education.

Essays and Reports, edited by J. J. FINDLAY, with the Committee of the Uplands Association.

Pp. xiv, 212. **3s. 6d.** net

\*\*\* A collection of essays by experts dealing with the present position as regards the education of the adolescent and the way in which this will be affected by the new Education Bill.

"This valuable book should be read by all who are engaged in the urgent task of preparing for the work of the compulsory continuation schools."—*The Times*.

#### AN ADVENTURE IN EDUCATION.

By J. H. SIMPSON.

Pp. x, 208. **3s. 6d.** net.

#### CHILD TRAINING:

Suggestions for Parents and Teachers.

By Mrs. ARTHUR H. D. ACLAND.

Pp. x, 180. 2nd Impression. **3s. 6d.** net.

SIDGWICK & JACKSON, LTD.

THE MUSIC OF LIFE: Education for Leisure and Culture, with Curricula for Elementary Schools.

By CHARLES T. SMITH.

- i. **Appreciation of Music.**—Makes use of all possible media, and, in correlation with other subjects, deals with all forms—Folk-song to Symphony, Oratorio and Opera.
- ii. **Appreciation of Art.**—Memorandum treats of every important detail of the children's future environment, with special reference to the housing question.
- iii. **A Contemplated Experiment.**—The reproduction in miniature of the life activity of a community, actual and ideal.

12 photographs. About 100 textual musical illustrations.

*The Times Ed. Supplement.*—"A very remarkable little book."

*Education.*—"Fascinating, most interesting and inspiring."

*School Music Review.*—"This truly remarkable book."

*Sunday Express.*—"Should lead to a complete re-organization of existing methods."

Price **4s. net.** Post free **4s. 3d.** Boards **2s. extra.**

Orders may be sent through any bookseller or direct to

P. S. KING & SON, Ltd., 2 & 4 Gt. Smith Street, Westminster.

### EXAMINATION PAPER

AS USED BY THE

#### COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Ruled both sides.

Packed in Reams of 480 Sheets ... per Ream, **6s. 6d.**

" " 960 " " " " **13s.**

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.

Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.

Music Paper.

(Postage extra.) Remittance should accompany Order.

F. W. SHELBOURNE & CO., Wholesale and Retail Stationers,  
Telephone Holborn 690. 63 HIGH HOLBORN, LONDON, W.C. 1

# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council of 29th February, 1912.)

---

THE

## OFFICIAL LIST

OF

## REGISTERED TEACHERS

IS MAINTAINED BY THE COUNCIL.

---

The Official List contains the names of all qualified teachers who have applied to become Registered, and have been accepted by the Council.

---

Unregistered Teachers should apply at once to

**THE SECRETARY,**  
**Teachers Registration Council, 47 Bedford Square,**  
**London, W.C.1.**



**MEDICAL PRELIMINARY EXAMINATIONS.**

The  
**UNIVERSITY EXAMINATION  
POSTAL INSTITUTION**

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors. Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes. Oral tuition, if preferred, private or in class, with or without residence. Prospectus and full particulars can be obtained from the Principal,  
Mr. E. S. WEYMOUTH, M.A. (Lond.),  
17 Red Lion Square, London, W.C. 1.

**DUTTON'S** <sup>24</sup> HOUR  
DUTTON'S Shorthand has only 6 rules and 29 characters. Complete theory learned in 24 hours. That stage reached, practice quickly gives high reporting speeds. Send 2 stamps for specimen lesson to Dutton's College (DESK T. 7), Skegness.  
**SHORTHAND**

**BOOKS.** NEW OR SECOND-HAND.  
Orders promptly Despatched.

Inquiries from readers of "The Educational Times," at home or abroad, will receive the personal attention of  
**JOHN DAVIS** (Successor to THOMAS LAURIE),  
13 Paternoster Row, London, E.C. 4.

**BOOKS** On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.  
Second Hand at Half Prices. New Books at Discount Prices.  
**BOOKS SENT ON APPROVAL**  
Catalogues Free. State Wants. Books Bought.  
**W. & G. FOYLE, 121/123 Charing Cross Road, London, W.C. 2.**

**SECOND-HAND SCHOOL BOOKS.**

Please write for Catalogue to  
**GEORGE OVER,**  
Educational Bookseller, RUGBY.

**DALCROZE EURHYTHMICS CLASSES**  
to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY, BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHEND-ON-SEA, SUNDERLAND TAUNTON, and TUNBRIDGE WELLS. Details on application to—  
**The DALCROZE SCHOOL OF EURHYTHMICS, Ltd.,**  
23 Store Street, London, W.C. 1.

**CAREY'S GRADUS.**  
"GRADUS AD PARNASSUM,"  
WITH THE ENGLISH MEANINGS.  
Edited by the late DR. CAREY.  
Revised, Corrected, and Augmented by a Member of the University of Cambridge.  
Post 8vo, cloth, price 7s  
**THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.**

**"AN IDEAL HISTORY BOOK."**

Each chapter treats of such subjects as General Social Conditions, Costumes, Buildings, Modes of Life, Food, Travel, Fairs and Markets, Games, and Industrial Occupations.

**A HISTORY OF  
EVERYDAY THINGS  
IN ENGLAND**

Done in Two Parts, of which this is the first (1066-1499).

Written and Illustrated by

**MARJORIE and C. H. B. QUENNEL.**

Containing 200 pages, including 86 Illustrations specially drawn by the Authors and reproduced in line and half-tone, also 5 Colour Plates showing the development of Costume.

Price 8/6 net. Postage 6d. extra.

The 2nd impression of this remarkable book is now ready.  
The demand for it continues to be phenomenal and early application should be made by those desiring to secure copies.

THE TIMES, dated September 26th, 1918, in a 130-line review, says:

"The goal of the authors of this very charming book is to introduce boys and girls to the life of successive ages, and so to enable them to study history, and indeed special branches of history, in such a way that the evolution of national life should appear a living thing. This we think they have achieved, and it is no mean achievement."

THE SPECTATOR, dated November 9th, 1918, in a 100-line review, says:

"A really delightful book for big children . . . interesting and charming from cover to cover."

THE MORNING POST, dated December 27th, 1918, in a 50-line review, says:

"The heart of John Richard Green . . . would have rejoiced at this history of everyday things and people in England which, though intended for boys and girls of public school age, ought to be read and studied by the parents of each one of them."

An illustrated prospectus will be sent post free on application.

London

**B. T. BATSFORD, Ltd., 94 HIGH HOLBORN,**  
And at all leading Booksellers.

THE  
EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

76

(Founded 1847.)

Feb. 1919

# PATON'S LIST of SCHOOLS and TUTORS

**An Aid to Parents In the Selection of Schools.**

22nd ANNUAL EDITION NOW PREPARING.

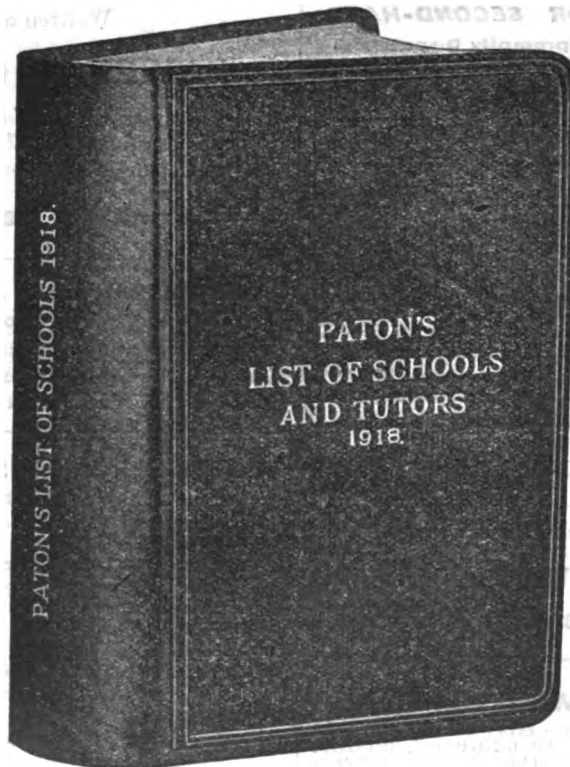
EVERY YEAR THOUSANDS OF PARENTS  
:: :: CONSULT THIS BOOK. :: ::

"When I first came here I spent over £50 in six months' advertising in the leading papers — result, **one** boy. Then I came under your agency — result, a **steady stream** of boarders every term, more than filling up the vacancies caused by boys leaving. I have already had to open another dormitory, and am on the point of 'venturing' on another boarding house."

"Please insert my pages as usual. I believe I get more pupils from that than from any other source."

"I enclose a request to have my notice renewed. I would not for anything leave it off now."

"I find it most useful to my patients when seeking information about sending their boys and girls away, and have kept a copy in my waiting-room for some years."



"Two years ago you sent me a pupil named ———. Through her parents I have had **four** good pupils this year from four different places, and through two of these I have **five** more coming this term: that is ten pupils from paying **one** commission."

"I have much pleasure in re-reading the advertisement in your excellent Guide, and should like to take the opportunity to express to you my best thanks for the invaluable help of your agency."

"I enclose order form, duly signed. . . I am more than grateful for the excellent service your Agency does my school."

**Specimen Copy and full particulars sent free of charge to  
Head Masters and Head Mistresses.**

## J. & J. PATON, Educational Agents,

143 CANNON STREET, LONDON, E.C.4. Telephone: Central 5053.

London: Printed by C. F. HODGSON & SONS, 2 Newton Street, W.C.2; and Published for the Proprietor by H. F. W. DEANE & SONS THE YEAR BOOK PRESS, LTD., 31 Museum Street, W.C.1. Entered at the New York Post Office as Second Class matter.]

THE  
EDUCATIONAL TIMES

A REVIEW OF IDEAS  
AND METHODS.

Founded 1847.



New Series. Vol. 1. No. 3.  
Old Series. Vol. 71. No. 671.

MARCH, 1919.

{ Price Sixpence Net;  
By post, Eightpence.

THE  
TEACHERS REGISTRATION  
COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

The SECRETARY,  
Teachers Registration Council,  
47 Bedford Square,  
London, W.C. 1.

THE  
COLLEGE OF PRECEPTORS.  
Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

GENERAL MEETING.

The Half-Yearly General Meeting of the Members of the Corporation will be held at the College, Bloomsbury Square, on Saturday, the 29th of March, 1919, at 3.30 p.m.

MEMBERS' MEETING.

A Meeting of Members and their friends will be held on Friday, the 28th of March, at 6 p.m., when the Chair will be taken by Mr. J. L. Holland and Professor J. A. Green will deliver a Lecture on "The Psychology of Appreciation."

MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.

Particulars concerning the privileges of membership may be obtained from the Secretary.

THIS ISSUE CONTAINS:

Articles by

David Somervell, D. C. Bradford,  
and A. I. Tillyard;

A Memorial Poem

on

F. H. Dale;

with other features of interest.

The SUPPLEMENT contains  
Illustrations of the proposed  
Bolton School.



THE ASSOCIATED BOARD  
OF THE R.A.M. AND R.C.M.  
FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

LOCAL CENTRE EXAMINATIONS (Syllabus A).  
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 15th, 1919.

SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., June-July, October-November, and March-April. Entries for the June-July Examinations close Wednesday, May 7th (Irish entries April 30th), 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years. Syllabuses A and B, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,  
14 & 15 Bedford Square, London, W.C. 1

Telegrams: "Associa, London."

UNIVERSITY  
CORRESPONDENCE COLLEGE

(Founded in 1887.)

PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

LONDON UNIVERSITY  
DEGREES.

(Graduates of British Universities and holders of certain Diplomas can register as matriculated students of London University without passing the Matriculation Examination.)

A SHORT GUIDE

to London University Examinations, giving full Particulars of Courses and Fees, post free to PRIVATE STUDENTS from—

THE SECRETARY,  
No. 15 BURLINGTON HOUSE, CAMBRIDGE.

THE INCORPORATED SOCIETY  
OF MUSICIANS.

Founded 1882. Incorporated 1892.

OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

ADVANTAGES OF MEMBERSHIP.

A Benevolent Fund for members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters; Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupils.

Full particulars may be obtained upon application to the General Secretary, 19 Berners Street, W.1.

# NORMAL

NORMAL CORR. COLLEGE  
(FOUNDED 1889.)

**EXAMINATIONS**  
**FOR WHICH THE NORMAL**  
**PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Hygiene. L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	---

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22.  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO-FORTE METHOD. EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

TRAINING CLASSES FOR MUSIC TEACHERS AND STUDENT TEACHERS are held at the Wigmore Hall Studios, Wigmore Street, W.1, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M., on Wednesdays and Saturdays. — Write for Syllabus to either teacher at the studio.

## JOINT SCHOLASTIC AGENCY, LTD. 9 Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.

Registrar: Mr. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1.30 p.m., and from 5 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,  
14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1.  
Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11.30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

### POSTAL TUITION

For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

**FREE GUIDE**  
on application to  
**THE SECRETARY.**

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNIZED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A. London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salusbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C.2.

Telegraphic Address:—

Scholastique, Westrand, London."

Telephone:—7021 Gerrard.

### Scholastic.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

### Assistant Mistresses.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

## CHERWELL HALL, OXFORD.

RECOGNIZED BY THE BOARD OF EDUCATION, BY THE OXFORD DELEGACY, AND BY THE CAMBRIDGE UNIVERSITY SYNDICATE FOR SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.  
(Late Lecturer in Education, Manchester University)

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms,  
from 66 Guineas.

A shortened Emergency Course has been arranged.

Scholarships of £50 are awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 are awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from THE PRINCIPAL.

## THE LECTURE FOR TEACHERS

on the USE OF RHYTHMIC MOVEMENT in the class teaching of recitation given by MISS GERTRUDE INGHAM on July 6th last will be repeated (with fresh examples) in the Lecture Theatre at BIRKBECK COLLEGE, Bream's Buildings, Chancery Lane, E.C.4, on SATURDAY, MARCH 29th, 1919, commencing at 3 p.m., and ending at 4.30 p.m. Examples will be given by a class from Moira House Girls' School, Eastbourne.

Admission will be by tickets obtainable in advance by sending 1/- for each ticket and a stamped and addressed envelope to THE DALCROZE SCHOOL OF EURHYTHMICS, LTD., 23 Store Street, W.C.1. Tickets will not be on sale at the door.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

## Sloan-Duployan Shorthand

The system recommended by the Shorthand Investigation Committee. SIMPLICITY: 12 clear lessons; no multitudinous rules and grammalogues. LEGIBILITY: Vowels included in the outline. SPEED: World's reporting record achieved in the House of Commons.

FREE POSTAL COURSE TO  
SCHOOLMASTERS.

Write for illustrated explanatory literature.

Sloan-Duployan Headquarters.

Dept. 83 Ramsgate.



GIRLS' PUBLIC DAY SCHOOL TRUST,  
LIMITED.

CLAPHAM HIGH SCHOOL,  
SECONDARY TRAINING  
DEPARTMENT.

63 SOUTH SIDE, CLAPHAM COMMON, S.W. 4.

Head Mistrsss: Miss A. E. ESCOTT.

The Training Departments in connexion with this School and the Examinations for which students are prepared are as follows:—

1. SECONDARY TRAINING DEPARTMENT for Post-graduate students (recognized by the Board of Education).

Cambridge Teacher's Certificate and London Teacher's Diploma.

Head of Department: Miss DENT, Camb. Hist. Trip.

2. ART TRAINING DEPARTMENT.

Various Examinations qualifying for Art Teaching in Secondary Schools.

Head of Department: Miss E. WELCH.

3. KINDERGARTEN TRAINING DEPARTMENT.

All Examinations of the National Froebel Union, including Trainer's Diploma.

Head of Department: Miss L. JAMES, B.A.

4. TRAINING DEPARTMENT for Teachers of Housecraft.

Diplomas in this Department are endorsed by the Board of Education.

Head of Department: Miss MINOT.

For particulars of Scholarships, Loan Fund, and Residence, apply to HEAD MISTRESS.

**BIRKBECK COLLEGE**

BREAMS BUILDINGS, CHANCERY LANE, E.C. 4.

**UNIVERSITY OF LONDON.**

COURSES OF STUDY (Day and Evening)  
FOR DEGREES IN

**ARTS, SCIENCE, ECONOMICS, LAWS,**  
under RECOGNIZED TEACHERS of the University.

**ARTS.** Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).

**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.

Evening Courses for the Degrees in Economics and Laws.  
**GEOGRAPHY DIPLOMA and MATRICULATION.**

POST-GRADUATE AND RESEARCH WORK.

SESSIONAL FEES { Day: Arts, £10. 10s.; Science, £17. 10s.  
Evening: Arts, Science, or Economics, £5. 5s.

Prospectus post free, Calendar 6d. (by post 8d.).

**FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION.**

**A SUMMER SCHOOL**

will be held during the first three weeks in August, at Westfield College, University of London

Further particulars may be obtained from

**THE SECRETARY,**  
4 Bloomsbury Square, W.C.1.

**BADGES, HAT BANDS, CAPS, TIES, &c.**

Samples sent on approval, advertiser paying carriage both ways.

**SPECIAL DESIGNS AND COLOURS WOVEN TO ORDER.**

Estimates free.

Apply to—

A.M., c.o. "The Educational Times,"  
31 Museum Street, London, W.C.1.

**POST WANTED.**

**E**DUCATED man, ex-schoolmaster, 25, good knowledge of Education, seeks post SECRETARY to head master.—Apply to Box 94, c/o "The Educational Times," 31 Museum Street, London, W.C.1.

**H**IGHLY respectable married man requires berth, CARETAKER, PORTER, or charge of Laboratories in Public School or Institute. Some years under the Skinners' Company. Excellent references.—THOMPSON, 12 Hopwood Gardens, Tunbridge Wells.

**PARTNERSHIP.**

**P**ARTNER, with view to succession if desired, required for a successful high-class Boarding School for Girls on the South Coast, containing 46 boarders paying average fees of £105 per annum. Excellent premises standing in large grounds, the property of the Principal, who is prepared to let them to the partnership. Gross receipts between £3,000 and £4,000; net profit about £800. Favourable terms offered to a suitable partner who is qualified to run the educational side of the school, and who could, if desired, join as Head Mistress at £150 per annum in first instance. For further particulars apply—T. 1069, c.o. Messrs. Truman & Knightley, Ltd., Educational Agents, 158-162 Oxford Street, London, W.1.

**FOR SALE.**

**SCHOOL FURNITURE FOR SALE**

ON APRIL 6th, IN W. LONDON.

**FIFTY-NINE** Adjustable Glendinning Desks and seven others. Science Laboratory fittings for 10 pupils on heuristic method. Forms, wall blackboards, and other furniture.

Can be seen now. In good condition.

Miss MANVILLE, 2 Leinster Gardens, W.2.

**SCHOOL, CLASSICAL, MATHEMATICAL, AND SCIENTIFIC BOOKS.**

Always a large Stock of Second-hand Books at about half prices.

ESTABLISHED 1854.

Keys and Translations.

SCHOOLS SUPPLIED.

BOOKS BOUGHT.

**J. POOLE & CO.,**

104 Charing Cross Road,  
LONDON, W.C.

Telephone No.: 1636 Gerrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

**The "ARETHUSA" TRAINING SHIP**

and Shaftesbury Homes at Bisley, Twickenham, Sudbury, Ealing, &c.

**NEED HELP**

2,600 Boys sent into the Royal Navy.

More than 6,500 have entered Merchant Service.

Old Boys from the Society's Country Homes are serving in 120 British and Colonial Regiments.

Special help is wanted for the War Emergency Fund.

Patrons: THEIR MAJESTIES THE KING AND QUEEN.

Vice-President: ADMIRAL VISCOUNT JELlicOE.

Chairman and Treasurer: C. E. MALDEN, Esq., M.A.

Chairman of "Arethusa" Committee: HOWSON F. DEVITT, Esq.

Joint Secretaries:

H. BRISTOW WALLEN, HENRY G. COPELAND.

London Offices:

NATIONAL REFUGES, 164 Shaftesbury Avenue, W.C.2.

**The Heads of  
Public and Private Schools**

requiring

**ASSISTANT MASTERS, MISTRESSES,  
LADY MATRON, and HOUSEKEEPERS,**

are invited to communicate with Truman and Knightley, Ltd., who are in a position to introduce

**University and other qualified  
English and Foreign Teachers, and  
Experienced Matrons and Housekeepers,  
whose credentials and qualifications  
have already been investigated.**

Principals are thus relieved of the expense of advertising and the trouble and annoyance of preliminary negotiations.

No charge is made to Principals for the service rendered.

Please write giving full particulars of requirements, when only those Candidates will be introduced that can be recommended for the particular positions vacant.

All communications are treated in the strictest confidence.

The distinguishing feature of this Agency is its personal service, its intimate acquaintance with the requirements of Principals, and its personal knowledge of candidates introduced.

A special and Confidential Department deals with the Transfer of Schools, Partnerships, &c.

Communications on these subjects should be addressed to Mr. Truman personally, with whom the interviews should be arranged by appointment.

**Truman & Knightley**  
SCHOLASTIC AGENTS — LTD.

Telephone:  
Musoum 1136.

**158-162 OXFORD STREET, LONDON, W. 1.**

# H. K. LEWIS & CO. LTD.

**PUBLISHERS and BOOKSELLERS.**

Close to Euston Square Station (Metropolitan Railway), Warren Street Station for all Tube Railways.

Orders by Post or Telephone promptly attended to.

Special attention to packing and forwarding of Books to ALL PARTS OF THE WORLD.

## SCIENTIFIC AND TECHNICAL CIRCULATING LIBRARY.

*Annual Subscription, Town or Country, from One Guinea.*

CATALOGUE OF THE LIBRARY, revised to December, 1917, with Classified Index of Authors and Subjects. 500 pp. Demy 8vo. 12/6 net; to Subscribers 6/- net. Just published.

**136 GOWER STREET and 24 GOWER PLACE, LONDON, W.C. 1.**

Telegrams: "PUBLICAVIT, EUSROAD, LONDON."

Telephone: MUSEUM 1072.

### The Incorporated London Academy of Music.

#### DR. YORKE TROTTER'S TRAINING COURSE FOR TEACHERS.

The Course includes:—

**RHYTHMIC METHOD IN ALL ITS BRANCHES, MUSICIANSHIP, HARMONY, EAR TRAINING, &c. PIANO TECHNIQUE.**

*Class Management and Preparation of Lessons. Voice Production and Teaching of Class Singing.*

The New Term begins on May 7th, 1919.

Full particulars as to the Course, fees, &c., can be had from the SECRETARY, 22 Princes Street, Cavendish Square, W.1.

"Dr. Yorke Trotter, having brought the mental realm and psychology into his Rhythmic Method of Music, has, in the widest sense of the word, made it religion—the worship of the good, which, in the Greek, is synonymous with the beautiful."

### Comfort with Economy.

THE

## "HOME COMFORT"



Is the only  
Continuous-burning  
**ANTHRACITE  
STOVE**

with OPEN or CLOSED fire

**ECONOMICAL &  
LABOUR-  
SAVING**

Will also Burn  
any other Fuel

Write for full particulars

### LONDON WARMING AND VENTILATING CO., LTD.

20 Newman Street, Oxford Street, London, W.1.

In Crown 8vo. Cloth. Pp. i-vi+353. With 113 Illustrations in Text. 6s. net, plus postage.

### SIMPLE EXPERIMENTAL HYGIENE, PHYSIOLOGY, AND INFANT MANAGEMENT.

FOR THE USE OF SCHOOL TEACHERS.

By K. M. CURWEN, Assoc. Royal San. Inst.

CONTENTS.—The Body, pp. 1-148; Food and Clothing, pp. 155-225; The House, pp. 235-280; Some Special Points, pp. 287-291; The Care of Infants, pp. 295-336. Appendix. Bibliography. Index.

Pocket Size, pp. i-xii+134. Cloth. Price 3s. net, plus postage.

### HOW TO BECOME A WOMAN DOCTOR.

By EMILY L. B. FORSTER,

Late Lecturer to the Westminster College of Pharmacy; Late Analyst Metallurgical Laboratory, King's College, University of London.

WITH A FOREWORD

W. J. FENTON, M.D., F.R.C.P.,

Dean of the Charing Cross Hospital Medical School (Men and Women).

London: CHARLES GRIFFIN & CO., LTD., Exeter Street, Strand, W.C.2.

## BACON'S WALL MAPS

CONTOUR OR POLITICAL COLOURING.

5s. 6d., 7s. 6d., 12s. 6d., 21s.

Maps of

**ENGLAND  
SCOTLAND  
IRELAND  
BRITISH ISLES.  
NORTH AMERICA.  
CANADA  
UNITED STATES  
PANAMA  
SOUTH AMERICA  
INDIA  
AUSTRALIA  
NEW ZEALAND**

will not be affected by the findings of the Peace Conference, and will not be out of date in the course of a year or so. We have modern Maps of the World, Europe, Asia, and Africa, for present use, but shall issue revised editions as soon as possible after the public announcement of the fixing of the new boundaries. Contour, Physical and Economic Maps, of which we have a large range in two sizes—30 by 40 inches and 5 by 4 feet—are not affected politically.

Send a postcard for our Catalogue, Specimen Sections, &c.

### BACON'S MODERN ATLASES

CONTOUR, 10d. and 1s. net.

CONTOUR and POLITICAL, 1s. 3d. net.

POLITICAL, 16 Maps 6d. net.; 32 Maps, 1s. and 1s. 6d. net.

PHOTO-RELIEF and CONTOUR, 1s. net.

UPPER CLASS ATLASES, POLITICAL, with Letterpress, 10 in series, 6d. and 8d. net.

"THE MAP AND ITS STORY," a Physical Atlas with Letterpress, 1s. 3d. net.

C. W. BACON & CO., LTD., 127 STRAND, LONDON, W.C.2.

# DENT'S SCHOOL PUBLICATIONS.

*Teachers are requested to send for Dent's Educational Catalogue, and to make application for Specimen Copies, naming the school, subject, and number of copies likely to be adopted.*

## FRENCH BOOKS.

**FRENCH PROSE.** From Calvin to Anatole France.  
Edited by W. G. RITCHIE, M.A., and JAMES M. MOORE, M.A. 4s. 6d. net.

**LA FRANCE.** By G. GUIBILLON. 3s. net.  
A description of the land and the people, very fully illustrated.

**A RAPID FRENCH COURSE.** By RANDAL WILLIAMS and WALTER RIPMAN, M.A. 3s. net.  
For students of seventeen and upwards *who are beginning French.*

**FIRST STEPS IN FRENCH.** By WALTER RIPMAN. 2s. 6d.  
An alternative to Dent's "First French Book," containing many new and improved features.

**FRENCH WALL PICTURES.** A set of four new illustrations on which "First Steps in French" is based. 5s. net.

**A PHONETIC TRANSCRIPTION** of the First Part of "First Steps in French." 9d. net.

**THE EARLY TEACHING OF FRENCH.** By WALTER RIPMAN. For Teachers. 2s. net.

**FURTHER STEPS IN FRENCH.** By WALTER RIPMAN. 2s. 6d. Completing the Author's famous Two-Year Course.

**FRENCH SONGS.** With Airs and Tonic Sol-fa.  
Edited by VIOLET PARTINGTON. 8d. net.

**PREMIÈRE GRAMMAIRE FRANÇAISE.** By H. E. BERTHON, M.A. 2s. 6d.

**FIRST EXERCISES IN FRENCH GRAMMAR** and—  
**FURTHER EXERCISES IN FRENCH GRAMMAR.**

By F. M. S. BATCHELOR. Each 1s. 9d. For use with "Première Grammaire Française."

**A FRENCH ACCURACY NOTE-BOOK.** By E. ALLISON PEERS, Felsted School. A manuscript book designed to help the pupil in eliminating errors in French composition. 9d. net.

## SCRIPTURE.

**THE OLD TESTAMENT FOR SCHOOLS.**  
Arranged by Canon MORLEY STEVENSON, M.A., and C. W. BAILEY, M.A. 3s. 6d.  
With the necessary omissions which every teacher requires.

**THE NEW TESTAMENT FOR SCHOOLS.**  
By the Same Editors. 3s. 6d. net. A companion to the above.

## ENGLISH BOOKS.

**COMPOSITION THROUGH READING.**  
By F. PICKLES, M.A. The Direct Method of Teaching English. Introductory Book, 1s. 9d. net. Vol. I, 1s. 9d. net. Vol. II, 2s. net.

**ENGLISH LITERATURE FOR SCHOOLS.**  
Edited by ARTHUR BURRELL, M.A. Price 9d. each Vol.

\* A series of small books of selections, covering a wide field of both Prose and Verse. See Catalogue.

**THE TEMPLE POETRY BOOKS.** A Graduated Series of Eight Books. Newly Published. Each 6d. paper; 7d. Cloth.

**THE STORY-TELLER'S HALL.** An English Reading Book for Junior Forms. Edited by Dr. R. WILSON. 2s. 3d.

**TREASURE TROVE.** An English Reading Book for Middle Forms. Edited by Dr. R. WILSON. 2s. 3d.

**CORONATA.** A Poetry Book for Middle Forms. Edited by Dr. R. WILSON. 2s. 3d.

**THE IVORY GATE.** A Garland of Verses for Children. Arranged by REED MOORHOUSE. Four Books. Price 1s., 1s., 1s. 2d., 1s. 3d. Graduated.

**AN ENGLISH PRONOUNCING DICTIONARY.** By DANIEL JONES, M.A. 7s. 6d. net. A handy Phonetic Dictionary on the system of the *International Phonetic Association.*

**THE TEMPLE LITERARY READERS.**  
A set of purely literary readers for lower Forms; beautifully illustrated in colour and black and white. Seven vols. Prices 1s. to 2s.

**DENT'S SCHOOL PAMPHLETS.** Short Studies on present-day topics for class-reading. Particulars on application.

## GEOGRAPHY.

**HISTORICAL AND ECONOMIC GEOGRAPHIES.** By HORACE PIGGOTT, M.A., Ph.D., and R. J. FINCH, F.R.G.S.  
1. WORLD STUDIES. Maps and Pictures. 4s. 6d.  
2. NORTH AMERICA. Fully Illustrated. 4s.

**NOTE-BOOKS OF REGIONAL GEOGRAPHY.** By Dr. PIGGOTT and R. J. FINCH. 1s. each net.  
I. THE AMERICAS. II. ASIA. III. AFRICA. IV. EUROPE. V. THE BRITISH ISLES. VI. THE BRITISH EMPIRE. VII. THE BRITISH EMPIRE IN AFRICA AND AUSTRALIA.  
A Complete Course of Map Study and Practical Exercises, arranged in the most convenient manner.

TO APPEAR SHORTLY.

## A Rapid Italian Course.

By Prof. W. RIPMAN, M.A. Illustrated.  
Crown. Svo Cloth. 4s. net.

ALDINE HOUSE, BEDFORD STREET, W.C.2.



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

MARCH 1919.

## CONTENTS.

	PAGE
Notes and Comments ... ..	83
Can these Bones Live? By David Somervell ... ..	85
In Memoriam: Frank H. Dale, Chief Inspector of Elementary Schools ... ..	86
Tercentenary of a Famous School. By A. I. Tillyard, Chairman of the Governors, The Perse School, Cambridge ... ..	87
The Operation of Weighing. By D. C. Bradford ... ..	88
Subjects and Methods ... ..	89
Chronicle of Education ... ..	90
Personal Notes ... ..	90
Education Abroad ... ..	91
Schools, Colleges, and Universities ... ..	91
Blue Book Summary ... ..	92
Association News ... ..	92
Association of Technical Institutions ... ..	97
Letters to the Editor ... ..	98
Literary Section:—	
Books and the Man: Concerning Textbooks ... ..	100
Reviews and Notices ... ..	100
Publications Received ... ..	108
Publishers' Announcements ... ..	108
Supplement:—	
The New Bolton School ... ..	93

[Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.]

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued on the fifteenth of each month.

### PRICE.

The price per copy is Sixpence net. By post Eightpence.  
Subscription for one year, including postage, Seven Shillings.  
Subscription for three years, including postage, One Pound.

### ADVERTISEMENT RATES.

Whole Page ...	£5 5s. 0d.	One Quarter Page..	£1 10s. 0d.
One Half Page ...	£2 15s. 0d.	One Eighth Page...	17s. 6d.
Per inch, narrow column ...	6s. 0d.		
Posts Vacant or Wanted (30 words or under) ...	2s. 0d.	} Prepaid.	
Each additional 10 words...	6d.		

Special arrangements for series and position pages.

### ADDRESS.

Letters to the Editor and Books for Review should be addressed to— THE EDITOR, THE EDUCATIONAL TIMES,  
31 Museum Street, London, W.C.1.

Letters concerning Subscriptions and Advertisements should be addressed to—

THE PUBLISHERS,

THE EDUCATIONAL TIMES,

31 Museum Street, London, W.C.1.

## NOTES AND COMMENTS.

### A University of Science.

THE movement for obtaining a charter to enable the Imperial College of Science and Technology to grant degrees is now in full swing. Apparently the aim of the promoters is to set up a kind of super University, to be attended by super-graduates. This purpose is put forward against the background of our experiences during the War, when, as it is asserted, we were found to be woefully ignorant of the applications of science, and even Cabinet Ministers failed to grasp the importance of beef suet and raw cotton. Against this the debating point may be urged that Germany had her Charlottenburg for years before the War. The project of setting up a technological institute of University rank is attractive enough at first sight, until one remembers that South Kensington is scarcely to be described as an industrial region, and that technological studies must be constantly and closely related to their practical applications. One cannot conceive of a medical school without opportunities for hospital practice, and it is difficult to imagine any institution for the higher study of industrial processes being situated some scores or hundreds of miles from the centres where those processes are carried on.

### The Cost of Applied Science.

OUR modern Universities have so far proceeded on the assumption that the curriculum in each case was to include every branch of knowledge. So long as literary studies held the field this was possible, but with the development of science and technology difficulties begin to arise. The first is the lack of highly qualified teachers, especially in the department of applied science. Men with the attainments necessary for University work are able to command high payment for their services as consultants, or as members of industrial firms. Such men are not to be attracted by the comparatively meagre stipend of a University professor, unless they are permitted to engage in private practice. The permission is usually given, and one result may be that the students see very little of their professor. In one instance, a student was able to say that he had seen his chief instructor once during the session, the occasion being when he caught a glimpse of him at the end of a corridor. Such cases are, doubtless, quite exceptional, but it is obvious that the professor, with a large private practice, will tend to gather the harvest which lies before him, especially when the said harvest is increased by reason of his standing as a professor. In view of the small salary attached to his University work, who shall blame him?

**The Material Cost.**

ADDED to the cost of staffing the technological departments is the still more serious burden of providing and maintaining an equipment which shall be up to date. A single testing machine may cost £10,000, and every advance in the subject involves more expenditure, for, at all costs, a University department must be modern in its appliances. The result is a continuing burden on the University funds, a tendency to starve the literary side of the work, and an increasing drain upon the energies of those responsible for administration. Withal there is competition between one institution and another. No University can afford to fall behind in the race. Buildings and equipment must be provided for every new development of pure and applied science. The Imperial College project might be thought to offer a means of overcoming these difficulties by concentrating all the higher or specialized teaching in technology, but, as we have already pointed out, the position of the college in South Kensington makes this impracticable.

\* \* \* \*

**Specialized Universities.**

A BETTER solution would probably be found in the establishment of a plan by which the various Universities agreed to share out the various branches of technology and applied science, each taking one or more, and choosing those most suited to its position and circumstances. Thus, Manchester might offer advanced instruction in all departments of textile engineering connected with the cotton trade, Leeds might develop its department of the technology of dyeing, Liverpool might deal with shipbuilding, and so on. Thus it would be possible to avoid duplication, to offer adequate salaries to the first-rate teachers, and to link up each study with the practice of the related industry. To make this plan work we should need an arrangement between the Universities, each agreeing to accept from the rest students who had gone through the general preliminary parts of the degree course and desired to undertake special work for the final. Such a plan is gradually being evolved in practice, especially in regard to graduate students. We might well have a University of the United Kingdom, treating each of the existing Universities as parts of one national institution.

\* \* \* \*

**Our Occasional Correspondent writes—**

IN *The Sunday Times*, Mr. S. P. B. Mais has been saying some plain things about the Public School Master, his position, and his prospects. He says true things as well as plain. The Public School Master is atrociously underpaid and overworked. His decent coat, his clean shirt, his clean lodgings, his use of books and laboratories, his opportunities for the preparation of work in quiet, are all part of his stock-in-trade; and he is like an officer in an army: he cannot afford to dispense with the trappings and the suits of authority.

To do all this he receives an average wage, which would be despised by the least uncivil taxi-cabman in England.

But is not the remedy, to a great extent at least, in his own hands? Of all self-critical creatures, the English dealer in education is the most persistent and ultra-frank. For instance, we have had a retired Chief Inspector of Elementary Schools, a poet and a very charming and persuasive writer, telling us, proclaiming *urbi et orbi* that we are radically misled, misdirected and misdirecting—

After a toil so weary and so long,  
That all his life he has been in the wrong.

It is not true, this sweeping charge. We have been mostly right. The men and women who have inspired and effected the saving of the world have been the products of our schools, of our "system of education," as the cant phrase has it. One cannot localize the great and brave spirit that has worked this great thing. It is in the air, it is about us, it is in the souls and the atmosphere breathed by the English people. Let us, who know them, praise our schools, not decry them.

It is quite easy to write letters to the papers to show that the youngest clerk in the office is weak in arithmetic, or even that he, or Cabinet Ministers, are unaware that fats are necessary to make explosives. These things should be put right, and can be put right. But the schools have done, and done well, the chief thing required of them, to the extent of their opportunities. There is a balance of fair-mindedness, essential kindness and intolerance of cruelty, and a practical intelligence and adaptability in favour of the blundering Englishman all the world over. Not a little of this, nay, the greater part of it, is due to the schools.

The unsatisfactory state of the education market, so to call it, is in the highest degree owing to the underpayment of teachers. And the teachers are underpaid because their labour is mostly casual labour. When the "dockers" had to stand in scores at the dock-gates waiting for the favour of selection for a casual job, they had to be content with fourpence an hour. They were paid according to the "higgling" of a tyrannous "market." Yet the "dockers" had spent very little of their time in efforts to qualify for their work, nor had they a "position to keep up" as part of their equipment.

The "dockers" organized themselves. In spite of the opposing authorities, Aaron—or was it Mr. John Burns?—"numbered them by their armies"; and they prevailed. It is not necessary for teachers to contemplate the "strike" which Mr. Mais would be sorry (we are sure) to see. There is something more than the dignity of a great—really great—calling to forbid that. The world, it may fairly be hoped, as soon as equilibrium is secured, will be more open to reason than has been possible while it has been thought

righteous only to buy in the cheapest market in order to sell in the dearest. But teachers must speak with one voice if they wish to be listened to, if their opinions are to be respected. Did not the great Greek write: "What all men think, that, we say, is"? To this end the Register is one way, if not the only one.

\* \* \* \*

#### Mr. Fisher on Private Enterprise.

Speaking at the Saddlers' Hall on The Functions of Government in Relation to Education, Mr. Fisher said he would not deny that the changes which had been accomplished since he came to the Board of Education two years ago had tended to increase the weight and power of the public as opposed to the private system of education in the country. More money had gone to the teachers, both in the way of salary and of pension, larger grants had been procured for secondary and elementary schools, and it had consequently been made more difficult for weaker schools, standing outside the State system and depending on voluntary contributions, to compete with the schools aided out of public money. Although the State covered a large part of the educational area, it made no attempt to cover the whole. It looked for support from private enterprise and benefactions. If a thing could be done by individual enterprise, an Englishman always preferred it to be done in that way rather than by State intervention.

\* \* \* \*

#### Belief and Action.

From these words it is evident that Mr. Fisher knows quite well that unless England suffers a great change there is no likelihood of private enterprise in education being given up from choice. Yet there is a danger of its being hampered and made less efficient than it ought to be through the financial measures to which he refers. In all honesty the question should be faced. Are we willing to smother all private schools and replace them by public institutions? If we are, then we ought to estimate the cost of providing the necessary schooling for the many thousands of middle-class children now attending private schools. We ought to consider what is to happen to the teachers now conducting such schools, and, above all, we ought to estimate the consequences so far as the spirit of English education is concerned. When this process of meditation and calculation is ended it is not unlikely that we shall reach the conclusion that on the whole the best plan is to help private schools to make themselves thoroughly efficient as a part of the national system. We have agreed that this system will properly reflect the English desire for freedom and individuality. Let us then face facts as they are and go boldly forward in the direction of encouraging such private schools as are willing to come in to the extent of accepting reasonable inspection. In return let us place them on a fair financial basis; and in particular let us admit that an efficient teacher in a private school has a good right to State recognition and help when he comes to be superannuated.

## CAN THESE BONES LIVE?

By DAVID SOMERVELL.

### I.

THERE must be few teachers who never put this question to themselves. No doubt they feel the branch of learning they teach is a very fine branch of learning; and the boys are very jolly boys. If they don't feel both these truths, they should try another profession. But—what a gulf is fixed between the fine learning and the jolly boys! What a ramshackle bridge of rudiments, shoddy, and cram we find ourselves building for the jolly boys to cross! How completely the bridge blocks out the view of the country on the other side! Or, again, since this first metaphor is beginning to embarrass me—what dry bones!

There are only three sorts of teachers who do not know the recurrence of this mood: the genius, the self-satisfied ass, and the man so dull and unambitious that he never hopes or expects to make a success of his job, nor has even figured out to himself what failure is and what success would be.

Not to these, but to the others, I address myself; and in a series of articles I propose to describe a few devices I have tried from time to time which seemed to help to clothe the bones with flesh and breathe life into them. The devices are probably not new. I thought them out mostly for myself, but if I had been less lazy in the matter of reading educational books I might perhaps have found that my betters had trod the same road before me. Probably, too, anyone who has the energy to read this article will have hit on better devices for himself. None the less he may be glad of mine, even as I should be glad of his. For there is nothing like novelty in educational method. I believe every small child likes playing at "Robinson Crusoe." The thirst for pioneering is very strong in the young, and the sense of pioneering,—even if it be only the illusion of pioneering—is an invaluable aid in teaching. Have you ever noticed that the new master, if he is not incompetent, is about the most successful man on the staff? He is exploring his work, and unconsciously gives his pupils a sense that they are explorers also. What crushes the young, though they know it not, is a feeling that they are being moulded in accordance with an old tradition by time-worn methods. They feel—though, again, they know it not—that they are very different from their uncles and require a different treatment. "True," you will say, "but they are getting a different treatment; my methods were introduced as recently as 1912." But 1912 is prehistoric times for the schoolboy, who generally assumes that every master who has been teaching at the school longer than he can remember is about the same age as his own father. The particular device I propose to describe in this article I first put into practice in 1912. By 1918 it seemed to be becoming stale, and I put

it away until it should be entirely forgotten. The time has about come round for "inventing" it again.

In these articles I shall restrict myself to my own subjects—History, English, and Divinity. The present article concerns itself with History.

The drawback of history is, oddly enough, that it is apparently over and done with. There are two ways of getting over this drawback: one, the more fundamental, is to show its vital connexion with that present-day history which is called politics; the other, the more superficial, is to pretend that it is not over and done with at all. In this article I deal with the second way.

Let us pretend that one of the great events of our period has just occurred, and let us construct the relevant daily newspaper. Here we must admit one bold anachronism and assume that the present-day press, with all its telegraphic facilities, is in full swing. And it will simplify matters if we choose at once a particular event for the purpose; so let us take the attempted arrest of the Five Members by Charles I on, I think, January 4, 1642.

The first question is, What party does our paper support? for on that the whole superstructure will depend. The example chosen is a good one, because there were three parties at the moment, all important and with clearly distinct points of view. Shall we take the *Protestant Herald*, supporting Pym; the *Constitutional Gazette*, supporting Hyde and Falkland; or the *Crown and Sceptre*, standing for Divine Right? Such descriptive titles are, of course, not essential. It might even be not a bad plan to pick for each point of view the name of the most congenial paper of to-day, and write the *Daily News*, the *Times*, and the *Morning Post* respectively. But this may confuse more than it elucidates.

Then we come to the contents of the paper, and a most valuable political lesson stares us in the face—a lesson which few boys of sixteen realize until they run up against it. A newspaper consists of two parts: *news*, which must come originally from the scene of action, and *comment*, which may be written in the editor's office. The most weighty and important commentaries are, in fact, there written, and are called "Leading Articles." What is the object of the "Leading Article"? Not "history," though we may assume that the editor is not wholly indifferent to the dissemination of truth, but the formation of political opinion with a view to the guidance of future political action. The "leader" is, in fact, a kind of "sermon." But suppose the "text" (i.e. the "news") is an unwelcome one. Here a variety of ways are open to us. One is, doctor the news itself, or present it in a palatable form. "Our Special Correspondent" from the scene of action will despatch the news itself in a form that the "leader writer" will find agreeably digestible. But this is a subtlety. We had better assume that the news is impartially stated by a kind of ideal "Reuter."

Here we have two tasks for the form, and it is most instructive how difficult the stupider boys find it to keep them apart. And of course they find it equally difficult to shut out all knowledge of the immediate future.

The compilation of the news sends the boys to the big history books for the picturesque details. That in itself is an excellent thing, but at this point we

are apt to get "immersed in matter," and it is best to select an event of which a comparatively short description will be really adequate, for the "leader" is the more valuable task. I need not enlarge upon the problems of its composition. The crucial question is "What will the editor want his party to do now, and how can he best suggest that they should do it?" It is a good plan to ask the leader writers to include a certain amount of forecast in their work. The quick-witted boy will produce a forecast that is at once plausible and also slightly, not necessarily wildly, wrong.

These are the main elements. But it is sometimes worth while to allow the form to devote their first page to advertisements, with the strict proviso that the advertisements must be genuinely topical and are purely voluntary. Here is a chance for the draughtsman, and also for the wit, both broad and subtle. It is remarkable what a lot of wit of both orders may be produced. I will not weary the reader with examples. He will prefer the specimens he gets shown up to himself if he makes the experiment.

One word more. When is this to be done? Out of school, in place of the weekly "essay"—twice in the course of a term? Yes, it will take a good long time, and the boys who make a real success of it will have devoted a good deal of spare time to it. It should be set at least a week, possibly a fortnight, in advance. After all, it is the voluntary and the extra work that is worth its weight in gold. Sometimes, however, it is as well to cut out both news and advertisements and set only the "leader," which, for a Lower Fifth form or thereabouts, should be from 400 to 600 words.

---

## IN MEMORIAM

FRANK H. DALE,

Chief Inspector of Elementary Schools.

---

HIGH-HEARTED gentleman and noble friend,

Subtle and simple, true, and quick as thought,

Would you had lived to see the battles' end,

The goal attained for which our heroes fought!

The wounds that pierced them wounded you no less;

Our fears for ours in peril were your fears;

You shared—how tenderly!—our deep distress,

And with our weeping blended your own tears.

Ah! I would fain believe it was of choice

You fled with that great Company of souls,

In their great joy and honour to rejoice

Where strife is not nor battle-thunder rolls.

And I, when energy in darkness faints,

I think of you and them, the promised Home;

I know there is Communion of Saints,

I know you living in a world to come.

B.

## TERCENTENARY OF A FAMOUS SCHOOL.

By A. I. TILLYARD,  
Chairman of the Governors, The Perse School,  
Cambridge.

THE Perse School owes its existence to the generosity of Stephen Perse, Doctor of Medicine and Fellow of Gonville and Caius College, who died in 1615. Perse was a man not only of large property, but of liberal ideas, and, among other benefactions, he provided "a grammar school with one lodging chamber for the master and another for the usher," and he further willed that "five score scholars be in the said free school taught and instructed."

The Perse School has produced its full quota of illustrious men, whose names are emblazoned on the tablets in the School Hall, but of these there is no space to write; one must hasten to the present century. The Perse has, since 1900, been brought into notice by the work of its Head Master, Dr. Rouse. During the last eighteen years it has done pioneer and experimental work in education which, in the writer's judgment, cannot be matched by any other school in the United Kingdom. Dr. Rouse is, before all things, a teacher of languages, and it is in this department that his greatest success has been gained. He has had the courage to begin with English, and make it the foundation of the whole linguistic course. Many of us who have reached the later years of life look back with amazement, not altogether free from disgust, at our school days, when it was Classics all the morning and Mathematics all the afternoon, and English had to be learned by one's self as best one could. The Perse boy is privileged to be at once introduced to his own language. He is taught to speak correctly, to read clearly, and to express himself in writing. He reads and is read to, and thus learns to know a good book from a bad one. Above all, he is encouraged to practise the art of original composition. The writer has had the opportunity of seeing the method pursued. It has not been possible to make a finished literary artist of every boy. There is always some hopelessly refractory material; there are others who never attain to more than mediocrity; but there is a residue which makes up for the deficiencies of the rest, and the published collections of their compositions show some really astonishing results.

The facts common to all languages have been incidentally presented to the pupil; he is ready to take a step forward. The first foreign language taught is French: and it really is taught. Perse boys go to France, and find not only that they can make themselves understood, but that they understand what is said to them—a far more difficult accomplishment. How many of our public schools teach modern languages on this fashion? What is the secret of this success? It lies in an early start. The boys begin in the preparatory school at an age when the vocal organs are supple, the ear quick, the imitative faculty strong, and when all learning is so new that nothing is uninteresting. They are first of all drilled in correct pronunciation, the teacher's voice being supplemented by

the phonograph when necessary. Then they go on to express themselves orally in simple sentences. Thus the way is opened, and only perseverance is needed to turn out boys to whom French can become as easy and familiar as their mother tongue. Modern languages, it may be repeated, if they are to be spoken, must be begun when the pupils are young, before self-consciousness sets in. To expect an average English boy of fourteen to allow his class companions to witness his clumsy efforts to express himself in a strange tongue is to ask too much of human nature.

Still following the principle of one new language at a time, what is the next stage? Obviously it is to learn Latin, which lies at the foundation of French, and, in a lesser degree, of English, and is essential to the proper understanding of either. It is here that Dr. Rouse has made his boldest departure from traditional methods. Latin was a living language, the medium of international communication up to the time of the Renaissance and the Reformation. Since then it has been a corpse laboriously dissected by means of grammar and dictionary. Why not make it live again? This has been done at the Perse, as any one who visits the school may see and hear for himself. The results are most encouraging. Dr. Rouse calculates that a boy taught in this way has at the end of the course learned as much in one hour as he would have learned in four hours under the ordinary method. What a saving of precious time! Then, most important of all, the boys are really interested in their work. Latin being taught as a live thing, the Romans become a live people, and their history and literature take on a real fascination. The fourth language to be attempted is either Greek or German, and here the same methods are followed with equally great success.

In mathematics and science the curriculum has been carefully thought out and improved, and the Perse is fully up to the level of the best teaching. In these branches it would fain make an advance similar to that which has been made in languages; but science is the most expensive of all subjects: it demands ample space, delicate apparatus, and expensive material, besides a highly trained staff. The school has found itself seriously crippled by inadequate financial resources, and Dr. Rouse has had to struggle with constant pecuniary difficulties. He has had to do what he could, not what he would have liked to do. Given the means, the Perse might make as great a revolution in the teaching of science as it has done in the teaching of languages.

Stephen Perse's will did not take effect till 1618. Last year was therefore the School's Tercentenary, and its friends have started a Perse Tercentenary and War Memorial Fund. A list of requirements has been drawn up, which shows that the Governors could find profitable employment for at least £50,000. They would be satisfied to complete their programme by successive stages, but they are greatly desirous of raising at least enough to give the Head Master opportunity of carrying his work of educational reform to something like completeness.

SCHOOL VISITS TO A FAMOUS MUSEUM.—The scheme for visits of school children to the Salford Museum has been very successful during the past year, over two hundred and fifty groups paying visits between March 4 and October 25. Some of the scholars visited the museum for study of the rearranged Greek pottery and of Egyptian, Assyrian, and Greek sculpture and antiquities.

## THE OPERATION OF WEIGHING.

By D. C. BRADFORD.

THE method of weighing still frequently adopted in chemical laboratories is to shift the rider until the pointer gives two equal swings on either side of the zero. Often the operator uses a set of uncalibrated weights, and usually no allowance is made for the buoyancy of the air. Although it is well known that each of the weights used may be inaccurate to the extent of several tenths of a milligram, and that the effect of the buoyancy of the air may, in the case of bodies of considerable volume, cause an apparent loss of weight of a decigram, the ostrich-like opinion, as it would appear at first sight, seems to be held that in this way the mass of a body can be determined to within a tenth of a milligram. However, the attitude must not be attributed to lack of scientific insight, but rather to force of habit following on bad instruction.

Even after making allowance for these errors in weighing, the limitations of a balance are much greater than usually supposed. It is generally accepted that a good balance, carrying 200 grams, should turn with certainty with 0.1 milligram. This degree of accuracy does not apply to weighings made over a period of more than a few days. In the course of a research in which it was necessary to make accurate weighings extending over some months, Blount [J. Chem. Soc., 1917, III, 1035] was driven to the conclusion that the balances were liable to variation. Investigation by three observers in two different places, over a period as short as three months, showed that six balances by the best makers were liable to variation by as much as from 0.4 to 1.6 milligrams. The cause of this variation was not ascertained with certainty, but appeared to be due to the fortuitous movements of the knife edges in their settings, which seemed liable to occur at any moment. As many chemical and physical experiments are necessarily lengthy, such alterations in the balance may lead to grave errors. With balances at present available, the only method to obtain exact weighings appears to be to weigh the body in each pan.

It seems a matter of fundamental importance, therefore, that science students should be taught the limitations of a balance from the first. The method of weighing by oscillations is more simple, more accurate, quicker, and theoretically more sound, than that of moving the rider. The only reason that it is not more generally adopted would seem to be faulty training. The writer is of the opinion that when a student begins to use a balance he should be taught to weigh in this way, whether it be at school or college. The inaccuracy of the weight should be pointed out, and as soon as he is able to understand the reason he should apply corrections for buoyancy and calibrate a set of weights. At first a curve giving the sensitiveness of the balance at different loads may be provided. With a little practice it will be possible to place the rider at once within about a milligram of the true position, after which it is merely necessary to observe an odd number of oscillations of the pointer.

If the turning points are estimated to the tenth of a division, this gives the weight within the tenth of a

milligram; or the mean of three or four observations gives an accuracy of about one-hundredth of a milligram, the whole operation taking little more than a minute on a quick-acting balance.

It does not seem to be generally appreciated that the method of weighing by oscillations can be applied to an ordinary rough balance, thereby giving a sensitiveness of about a milligram. The writer recently had occasion to make some density experiments with a Gay-Lussac specific-gravity bottle when an analytical balance was not available. Rather than waste time by waiting, it was determined to try if sufficient accuracy could not be obtained on a rough balance. Expectations were fully realized in the result. The balance used had V-shaped steel knife-edges, no beam support, levelling-deuce or rider, and the pans were released by raising the beam. The only auxiliaries provided were a rough screen of wood and glass, to prevent draughts, and a rectangular reading-glass, supported in front of the scale to aid in reading the turning-points. The latter was not really necessary: by using an accurate centigram weight, to determine the value of a scale division at each load, and taking the mean of five observations of the rest point, it was possible to calculate the weights to within the tenth of a milligram. And, thanks to the rapid action of the balance, the weighings took much less time than on an analytical balance. This would be a great advantage in many experiments.

As an example of the accuracy obtainable, three determinations of the volume of the specific-gravity bottle may be quoted:—

64.9431.

64.9430.

64.9424.

The two first determinations were made with the same bath, the third a few days later. The temperatures were estimated in tenths of a degree with a thermometer graduated in single degrees. Since an error in estimating the temperature of only 0.05 would affect the calculated volume by 0.0006g., the volumes found are well within the limits of experimental error.

The suggestion seems worth considering that the most promising boys might be taught at school to calibrate a set of weights on a rough balance, using an accurate centigram weight. When this has been done the length of the balance arms calculated, showing the value of a division at each load, a student will know more about a balance than many of those who have been engaged in shifting a rider for years. How many schoolboys, longing to undertake quantitative work in their own homes, would be delighted to learn that they need only a rough balance and a cheap set of weights with the addition merely of an accurate centigram weight for use in calibration?

---

A SHORTHAND TEACHING RECORD.—On July 29, 1918, by Special arrangement with the War Office, a class formed of members of Q.M.A.A.C. commenced the study of shorthand at Pitman's School, Southampton Row, W.C.1. After 150 hours' instruction (equal to five weeks' tuition of six hours per day), nine students passed the official test at a hundred words per minute. The matter forming the test was of more than average difficulty, having been selected for the purpose by the military authorities. The examination was conducted under the supervision of a commissioned officer of Q.M.A.A.C., who checked the time.

## SUBJECTS AND METHODS.

### He little knows of England who only England knows.

Teachers sometimes debate whether it is better to begin history-lessons with This Year A.D. (in which case we should now be making children wise by the accounts of the Paris Conference, Mr. Horatio Bottomley's activities, &c.), or with the cave man and the ancient Cretans. It appears to me that the proper method is to begin with primitive times and work on towards to-day, but with a perpetual consciousness on the part of the teacher that the whole story is to lead up to the present situation. In the case of England, the present situation is a complex of world-wide relations. Hence, from the very commencement of English history-lessons (given, say, to pupils aged seven or eight), as vivid pictures as possible should be presented of the peoples and countries with which the inhabitants of this island had effective contacts, such as Romans, French, Flemings, Saracens, Hindus, negroes. Let it be noted that every one of these contacts can be illustrated, in romantic and dramatic ways, from literature or folk-lore—Plutarch, Arabian Nights, Brer Rabbit, &c. While the children (pictures and maps assisting) take in the ideas of external relationships and contacts through such stories, the teacher will frame his thoughts on the principle expressed in a booklet, "The Science of History" (Longmans), by Prof. B. K. Sarkar, of Calcutta;

It is impossible that a nation should be able to acquire or preserve freedom and prestige solely on the strength of its own resources in national wealth and character. Every people has to settle its policy and course of action by a careful study of the disposition of the world-forces, and the situation of the political centre of gravity at the time.

This wide sociological outlook has been reached by a Hindu lecturer. When such views are developed in "The Unchanging East" (an idiotic phrase that!) we may hope they will filter into the elementary and secondary schools of England. But the moment this large principle is accepted, vast masses of stuff crumble out of the conventional history-teaching, and their place is taken by lively details concerning people and doings overseas. For example, instead of letting Julius Caesar drop upon the Britons with the suddenness of an aeroplane descending upon a remote Arab village, let us prepare the way for him by relating stories and legends of the Roman people. Then Julius fits into a historical cosmos; instead of leaping out of the void in the absurd old style of—"In the year 55 B.C. Julius Caesar, a great Roman general, invaded Britain," &c. This method will take time, say two or three lessons. Any sane teacher will joyously steal this time from the portion wickedly monopolized by dry catalogues of Old English Kings and their battles. We can dispense with tribes of Egberhts and Eadgyths. If any sceptic grumbles that such a plan allots too much attention to the Romans, it should be enough to remind him not only of the influences of Roman law, Roman political ideas, and the Latin language, but also of the subtle effects—visible in the War of 1914-1918—of the inclusion of England within the circle of Roman administration and the later religious (Catholic) culture.

In the same manner one should deal with the Hanseatic League, Flemings, Italians (Lombards of Lombard Street, &c.), Spaniards, Hindus, Kaffirs, &c. Every relationship or contact must be symbolized by scenes, adventures, and human interests, not cramped into dull foot-notes or appendixes. It is a gross sin against history, for instance, that, to many English children, India before the nineteenth century means nothing but Surajah Dowlah and the Black Hole, with tigers, elephants, and "idolators" in the background. The political and intellectual linking-up of India and England is one of the stupendous events of world-history, and our concrete and literary teaching should lead up to this conception with the utmost painstaking. And for this purpose we can pitilessly sweep out of our instruction heaps of rubbishy items about Queen Elizabeth's favourites, or the disposition of cavalry at the battle of Malplaquet.

One other example will suffice—that of the relationship of England and France. The facts of human geography (to adopt a term so ably illustrated by Brunhes, Geddes, Fleure, and others)

show that the two countries must necessarily have had intimate dealings, whether of conflict or commerce or interchange of ideas. Their mutual reaction has been, and remains, one of the supreme factors in human evolution. Have we justly treated this factor by our snippets about Crécy, Poitiers, or the "Up, Guards, and at 'em!" at Waterloo? Have we no tales to tell of French industry, invention, exploration, colonization, and literary achievement? For blaze of colour and fundamental human values no history surpasses that of the France with whom destiny allied us in the grand struggle against the Central Empires. The soul of English education has not yet been overdone with colour.

Do not mistake me. I do not want England to be half-hidden by facts about foreigners. The central genius of our story must be the England of our Westminster, Birmingham workshops, miners, peasants, seamen, Shakespeare, Bunyan, Gray, Dickens, and the "Contemptible Army" of 1914. But our nation is such that its greatness is best understood when set in its great environment through the ages.

Meanwhile, those who would gain an insight—especially of the economic sort—into the meaning of environment might pleasantly spend a long day in examining the map of the "British Isles and their relation with the trade of Europe in the Middle Ages," attached to Mr. Jendwine's admirable "Foundations of Society and the Land" (Williams & Norgate).

FREDERICK J. GOULD.

### Unemployed Juveniles.

There are at present over 30,000 young people registered at the Employment Exchanges as unemployed. Many of these have been engaged during the past five years on adult work at more than pre-War adult wages. They have tasted independence and an unexpected accession of wealth. The close of hostilities has brought both to an end, leaving them to the generosity of the State with its scheme of unemployment pay. This amounts to 14s. 6d. a week for boys and 12s. 6d. a week for girls. The money is paid only under certain conditions, the first being that the applicant can find no suitable work, the second that the recipient must attend at a Centre of Juvenile Instruction. Of these centres there are over ninety established throughout the country, twenty-six being in London. They are housed in such buildings as polytechnics, elementary schools, mission rooms, or in halls lent for the purpose. Teachers for the boys are obtained among demobilized soldiers with a teacher's experience, while in the case of the girls women ex-teachers have been employed.

The centres are at work for five hours a day as a rule, the morning and afternoon sessions lasting for three and two hours respectively. By arrangement with the local Employment Exchanges reports of posts vacant are sent daily to the Heads of the Centres, and suitable applicants are sent off at once to be interviewed. This practice makes the work of the centre very uncertain so far as individuals are concerned, and a remedy is sought by making the lessons each complete in itself. At all centres physical drill plays an important part, and the boys have gymnastics, boxing, wrestling, and football. For the girls Swedish drill and indoor games are provided. The classroom subjects vary according to local needs. Generally speaking, the boys demand instruction in building construction, engineering—especially motor engineering—and workshop practice; while the girls spend some of their time on housecraft, including sewing, cookery, and laundry work. Sometimes lectures are given with lantern illustrations, and talks are held on such topics as the arrangement of rooms in a house, occupations for women, and the work of women clerks. Ordinary subjects are treated in a manner designed to arouse interest. Thus, in London, lessons are given on London topography, with talks on such themes as the great railways and their termini. In this way a considerable amount of interest is aroused, while the instruction given is by no means useless. It serves to awaken new ideas, to widen the outlook of the young people, and the compulsory attendance at the unemployment centre will mark the beginning of a new way of life in many instances.

## CHRONICLE OF EDUCATION.

- 20 Feb.—Announcement of Sir Ernest Cassel's gift of half a million pounds for educational purposes. Trustees: Mr. Asquith, Mr. Balfour, Miss Fawcett, Mr. H. A. L. Fisher, Lord Haldane, Sir George Murray, and Mr. Sidney Webb; Secretary, Mr. A. E. Twentyman, 6 Stanhope Gardens, Highgate, N.6. Specified objects of the gift: The promotion of adult education, scholarships for working-men and their children, higher education of women, foreign languages, the foundation of a Faculty of Commerce in the University of London.
- 21 Feb.—Conference at Reading on Nature Study and Play in Schools. Addresses by Miss Silsby, Mrs. Brierly, and Dr. Reaney.
- 22 Feb.—Mr. Fisher addressed a meeting at Oxford on "The Place of the University." He said that the business of a University was not to equip students for professional posts, but to train them in disinterested intellectual habits.
- 21-22 Feb.—Annual Meeting of the Association of Technical Institutions.
- 27 Feb.—The Education Grants (Winding-up) Regulations issued by the Board of Education (Statutory Rules and Orders, No. 247).
- 7 March.—Board of Education issue Draft Suggestions for the Arrangement of Schemes under the Education Act, 1918. (Circular 1096. Price 6d.)
- 11 March.—Issue of Draft Rules and Orders with regard to payment of grants for Elementary Education for the period ending March 31, 1919.
- 12 March.—Mr. Fisher received a deputation from the Parliamentary Committee of the Trade Union Congress in favour of free secondary education, a higher age for compulsory full-time attendance, and a revision of the curriculum of elementary and secondary schools, especially in regard to history and allied subjects.
- 14 March.—Council Meeting of National Society of Day Nurseries. Address by Mr. E. H. Pelham, of the Board of Education, who said that a day nursery was intended for children whose mothers were at work, whereas a nursery school might take any child which would benefit by admission. The schools would have no children under two years of age, and would be kept small—from forty to fifty children.

### Announcements.

- 27 March.—Teachers' Guild: Discussion on Modern Language Teaching, 9 Brunswick Square, 5 p.m.
- 28 March.—College of Preceptors, Members' Meeting. Lecture on "The Psychology of Appreciation," by Prof. J. A. Green. Mr. J. L. Holland presiding. Tea 5.30 p.m. Lecture 6 p.m.
- 29 March.—General Meeting of the College of Preceptors, 3 p.m.
- 1 April.—Teachers' Superannuation Act comes into operation: also several sections of the Education Act (1918), notably those affecting the payment of grants to State-aided schools, and the requiring of information from those responsible for privately-conducted schools.
- 22 April.—Annual Conference of the National Union of Teachers begins at Cheltenham.
- 22 April.—Annual Meeting of the National Association of Manual Training Teachers, Central Hall, Birmingham.

## PERSONAL NOTES.

### Sir Oliver Lodge.

Sir Oliver Lodge announces his retirement from the position of Principal of the Birmingham University. The event has more than a personal significance, for Sir Oliver Lodge has been Principal during the whole stretch of the life of the University, and his service covers the greater part of the period in which the Universities in great industrial centres have been building themselves up. All honour is due to the pioneers in a movement that has had fine results in the past and is destined to play a very great part in the educational developments of the future. Sir Oliver Lodge chooses the moment when reconstruction in education is an important part of national policy to leave to other and younger hands the changes that must be made in the provincial Universities. In so doing he allows scope for active reorganization, while himself turning back to that experimental and scientific work in which he has won distinction, even while bearing a great burden of administration.

### Hulsean Lecturer at Cambridge.

The Rev. Alexander Nairne, D.D., Fellow of Jesus College, has been appointed Hulsean Lecturer at Cambridge for the ensuing academical year. Dr. Nairne had a distinguished career as a theological student, taking a first class in the Theological Tripos in 1886, and the Jeremie Septuagint Prize, the Carus Greek Testament Prize, and the Crosse scholarship. He is examining chaplain to the Bishop of St. Albans, Professor of Hebrew at King's College, London, and Canon of Chester.

### Miss Kingsland Higgs.

Miss Kingsland Higgs, M.A., sixth-form mistress at Glasgow High School for Girls, has been appointed Head Mistress of Roan Girls' School, Greenwich, in succession to Miss Spalding Walker, who will retire at Easter.

### Captain J. R. Strickland.

Captain John Reynolds Strickland, R.A., of Vanbrugh Park, Blackheath, has been appointed Head Master of Farnham Grammar School, in succession to the late Rev. S. Priestley. There were 220 applications. Captain Strickland is M.A. Cantab., Wrangler in Mathematical Tripos, and took Second Class honours in the Science Tripos.

### Dr. Gow of Westminster.

The Rev. Dr. Gow has resigned the Head Mastership of Westminster School, which he has held since 1901, and will retire in July next.

Dr. James Gow was born in 1854, the son of James Gow, a member of the Royal Society of British Artists, and was educated at King's College School and Trinity College, Cambridge. His University honours included Third Classic and Chancellor's Classical Medallist, and Literarum Doctor. From 1876 to 1878 he was a University Extension Lecturer, and in 1879 he was called to the Bar at Lincoln's Inn.

Dr. Gow served as Master of the High School, Nottingham, from 1885 to 1901, and in the latter year succeeded Dr. Rutherford at Westminster. As master of the school, which has acknowledged the authority of such worthies as Busby, Camden, and Liddell, he has been a conspicuous success.

The regard in which Dr. Gow is held in the profession is shown by his Presidency of the Head Masters' Association and Chairmanship of the Head Masters' Conference on two occasions. He is the author of a number of classical publications. Dr. Gow's youngest son, Lieutenant Roderick Gow, of H.M.S. "Defence," was killed at the Battle of Jutland.



## EDUCATION ABROAD.

### Queensland's Educational System.

The Queensland Government in the year 1917 spent £723,531 on education, which expenditure was made up as follows:—Administration and inspection, £26,889. 5s. 5d.; primary education, £569,779. 6s. 8d.; secondary education, £56,350. 7s. 5d.; technical education, £41,458. 2s. 9d.; University education, £18,125. 11s. 7d.; training college, £5,493. 19s. 8d.; schools of art—grants in aid, £5,434. 10s. 11d. Of the cost of primary education (including administration and inspection), the sum of £26,889 was for administration and inspection; £544,133 was for State schools; £11,077 for provisional schools; £7,198 for itinerant teachers; and £7,370 for medical inspection of school children. The cost of administration (£15,059) was 2.1 per cent. of the gross departmental expenditure; for 1916 it was 1.9 per cent. The cost of inspection was £11,829, or 2 per cent. of the expenditure on primary education; for 1916 it was 2.2 per cent. The whole charge for administration and inspection was £26,889, or 3.7 per cent. of the whole expenditure; for 1916 it was 3.7 per cent. For all schools (State and provisional) the total expenditure on primary education, £596,668. 12s. 1d., divided by the average daily attendance, 47,412, gives £6. 16s. 6½d. as the average cost of each pupil in attendance; for 1916 the average cost was £6. 3s. 9½d. The average cost of the education of a pupil in a provisional school was £7. 3s. 10d.; that of a pupil in a State school was £6. 14s. 8½d. For all schools (State and provisional), the total expenditure on primary education, £596,668. 12s. 1d., divided by the net enrolment, 113,188, gives £5. 5s. 5½d. as the average cost of each child who claimed the right of instruction during the year 1917; in 1916 the average cost was £4. 12s. 7¾d.

### Germany and Research.

The following statement of the German *Zeitschrift für Elektrochemie* appeared recently:—"The chemical manufacturing industry has subscribed £500,000 towards developing instruction in University laboratories. A further half million has also been promised."

### Japan's Education Budget.

The House of Representatives passed the Budget recently and sent it to the House of Peers. Baron Sakatan spoke with cordial approval of the increased amounts proposed to be spent on education, the increase being unprecedented and forming a special feature of the Budget. Baron Sakatan also asked whether the new movement in education involved a departure from a recent dangerous tendency in the direction of officialdom, and said that it was important to consider the spirit of education rather than the outward form or system. Apparently, the question of national education is receiving great attention in Japan, where it is regarded as the most important factor in reconstruction.

### Alien Children in Schools

Mr. Fisher states in the Parliamentary papers that his attention has been called to several cases in which children of alien parentage born in this country were excluded from schools on the ground that their admission in the then state of public feeling would have been prejudicial to the welfare of the schools. He sincerely hoped that the local education and school authorities would now reconsider the matter, and would find it possible to admit these children to the benefit of the public system of education without prejudice to the schools. "It cannot," he adds, "be in the interest of this country to treat as if they were enemies children who are British by birth, and to deprive them of the influences and associations which will ensure their growing up as loyal British subjects."

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### A Cambridge D.Ph.

The recommendation of the syndicate appointed to consider the means of promoting educational collaboration with the Universities of the Empire and foreign Universities in favour of establishing the degree of Doctor of Philosophy for research students, was carried in the Senate at Cambridge by a majority of fifty-eight votes.

### A Bradley Chair of English at Liverpool.

The Council of Liverpool University has founded a second Chair of English Literature, to be entitled the Andrew Cecil Bradley Chair, in honour of Prof. Bradley's high services to University College as the first holder of the existing King Alfred Chair, as well as of his literary distinction.

The Council, on the recommendation of Faculty and Senate, has appointed as the first holder of the Bradley Chair, Mr. Robert Hope Case, M.A., who has been Associate Professor and Lecturer in the department since 1907, and whose eminent scholarship, especially in the field of Elizabethan letters, and his experience and success as a teacher, are well known.

### Rugby School Memorial.

For the Rugby School War Memorial £50,000 has been subscribed. The first charge upon this fund is the education of sons of fallen Old Rugbeian officers at preparatory schools and subsequently at Rugby. The second object is the erection of a visible memorial on the school grounds.

No final decision has yet been made as to the form which this building will take, but general opinion inclines to (1) a small memorial chapel attached to but not a part of Rugby Chapel, and connected with it by a cloister; and (2) a memorial cross at the cross-roads outside New Big School. These projects are now being considered by committees of the fund. When these two objects have been fully provided, it is proposed to draw upon any balance that may be left for the educational assistance of sons of Old Rugbeians who have suffered financially by reason of the War.

### Edinburgh Chair of Humanity.

The delegates who will elect to the Chair of Humanity at Edinburgh University, vacant by the death of Prof. Hardie, have now been appointed as follows:—By the Curators of the University—the Lord Provost and Principal Sir James Alfred Ewing; by the Judges of the Court of Session—Lord Dundas and Lord Ormisdale; by the Faculty of Advocates—Mr. C. D. Murray, K.C., M.P., Dean of Faculty; and by the Society of Writers to the Signet—Sir George M. Paul, LL.D., W.S., Deputy Keeper of the Signet. The delegates have resolved that applications from candidates and relative testimonials should be received up to Saturday, May 3. These are to be lodged with the Secretary of the Curators of the University, A. B. Fleming, W.S., 4 Albyn Place, Edinburgh.

### New Principal of St. Hilda's Hall.

The Council of St. Hilda's Hall, Oxford, have appointed Miss Winifred H. Moberly, sometime scholar and afterwards bursar of Lady Margaret Hall, Oxford, to be Principal of St. Hilda's Hall.

### Secretary of Armstrong College.

Mr. F. H. Pruen, Secretary to the Armstrong College, has resigned his post, which he has held since 1899.

## BLUE BOOK SUMMARY.

### Schemes under the Act.

The Board of Education have issued a most important memorandum (Circular 1096), under the title "Draft Suggestions for the Arrangement of Schemes under the Education Act, 1918."

In the prefatory note it is explained that the Memorandum is intended to indicate the Board's conception of the duty which has been laid upon Local Authorities by the new Act. This, remember, is in itself something of an innovation. In form, parts of the Act are optional, but since the schemes must be approved by the Board before the full grant can be earned, it follows that much depends upon the Board's conception of what an Authority ought properly to attempt. We are reminded that, in the debate upon the second reading of the Bill, the President said that one of its most important purposes was to establish the principle that all forms of education shall be considered as parts of a single whole, and to secure that all Local Education Authorities, so far as their powers extend, shall contribute to the establishment of an adequate national system. A necessary preliminary is that each Authority shall make a comprehensive and systematic survey of the educational needs of its area, and formulate a policy for the progressive development and organization of its own educational provision in relation to national as well as to local needs.

Authorities are warned against taking a short view. They must plan boldly for the future, and look at least ten years ahead, giving at least an outline of the more distant projects, while aiming at details in those to be taken in hand forthwith. In form, the scheme submitted should contain: first, a survey of the educational needs of the area as interpreted by the Authority; second, a summary showing the extent to which the existing provision covers the ground; third, a statement embodying a comparison of these two. This will serve as a kind of guide book for the Authority and its successors. It is important that the policy thus framed should be published as widely as possible in the area, in order that public interest may be aroused and public support obtained. In the introduction to the scheme proper, there should be a brief account of the characteristics of the area and of the chief industries. The extent of the child population, and the number of young persons for whose training the Authority will be responsible should be given, together with a general account of the administrative arrangements, including finance.

The scheme proper should follow in its main lines the plan suggested by the Board, although the emphasis on different topics will vary with the area. It is not expected that details as to school plans and such matters will form part of the scheme, and in regard to other branches, such as the school medical service, supplementary statements may be necessary. The heads suggested by the Board are very comprehensive and include many points which have hitherto been overlooked by Local Authorities, or are likely to be overlooked by negligent Authorities.

### Private Schools and the Act.

Owners of private schools should note that the Board have fixed April 1, 1919, as the appointed day for the application of Section 28 of the Act. Under this section the persons responsible for the conduct of schools and educational institutions in England and Wales are, with certain exceptions, required to send to the Board of Education, Victoria and Albert Museum, South Kensington, S.W.7, before July 1, 1919, the name and address and a short description of the school or institution. The information is not required from schools in receipt of Government grants, but all private schools should supply the particulars required without delay. The responsibility for doing so rests upon the Principal, or, if there is a governing body, upon the Secretary.

## ASSOCIATION NEWS.

### Teachers Registration Council.

At the last meeting of the Council it was announced that up to and including Thursday, March 13, the number of applications for admission to the Register was 25,754. Of this total 8,197 came from teachers in Secondary Schools, while Specialist Teachers numbered 3,170, and teachers working in Elementary Schools 14,016.

The Council is arranging a joint meeting with the Executive of the National Union of Teachers for the purpose of considering certain questions relating to the proposal to establish a National Council for Education on the lines of the Whitley Report.

### The College of Preceptors.

At the meeting of the Council held on the 26th of February it was resolved that the Prime Minister, the President of the Board of Education, and the Minister of Labour be informed that the College of Preceptors desires to see a Joint Educational Council on the lines of the Whitley Report, such Council to consist of a Standing Committee of the House of Commons acting with an equal number of representatives of the Teachers Registration Council. It was further resolved that the principal educational associations be invited to take action in support of that proposal.

Mr. S. T. Shovelton, M.A., was elected a member of the Council.

The Diploma of Fellow was granted to two candidates, that of Licentiate to ten candidates, and that of Associate to fifty-eight candidates, who had satisfied the prescribed conditions.

It was resolved that the Summer Examinations for the Diplomas of Licentiate and Associate be resumed in the year 1920.

Mr. H. G. Abel, M.A., Mr. T. Brine, A.C.P., Mr. C. S. Burke, Mr. F. H. Doughty, A.C.P., and Mr. C. W. Everett, A.C.P., were elected members of the College.

### British Psychological Society.

At a Special General Meeting of the British Psychological Society, held in London on February 19 last, it was unanimously resolved that persons interested (instead of, as heretofore, engaged) in the various branches of psychology shall be eligible for membership. It was also decided to institute three special sections of the Society, devoted to the educational, industrial, and medical aspects of psychology respectively. Further particulars may be obtained from the Hon. Secretary of the British Psychological Society, The Psychological Laboratory, University College, W.C.1.

### The Regional Association

are organizing a vacation meeting for regional and civic study at Malvern, April 9 to 16. All further particulars can be obtained from the Hon. Sec., George Morris, 7 West Road, Saffron Walden.

### The Secondary, Technical, and University Teachers' Insurance Society.

*To the Editor of "The Educational Times."*

DEAR SIR,—May we ask the favour of space in your columns to inform those of your readers who are under the Regulations of the National Health Insurance Act that, now the new Superannuation Act has come into force, they can retain their membership in their Approved Societies by becoming Voluntary Contributors. Even those members who are in receipt of a salary exceeding £160 per annum can, if qualified by two years' membership, remain eligible for sickness or disablement benefits by payment of reduced weekly contributions. We would strongly urge your readers to write to their Societies for full details.—Yours faithfully,

J. D. McCLURE, Chairman.

HENRIETTA BUSK, Vice-Chairman.

# SUPPLEMENT.

## THE NEW BOLTON SCHOOL.

ON the following pages of this supplement will be found reproductions of the drawings prepared by Mr. Charles T. Adshead, A.R.I.B.A., in the competition for a design for the new buildings of the Bolton School. These drawings were awarded the first premium, and it is understood that the building will be erected as soon as circumstances permit.

The Bolton School has benefited greatly by the munificence of Lord Leverhulme—formerly Mr. William H. Lever, a native of Bolton and a namesake of the founder of the Bolton Grammar School, an ancient institution which numbered among its former masters Lemprière, of Classical Dictionary fame. Some years ago Lord Leverhulme became its second founder, causing it to be transferred from its ancient home near the Collegiate Church to a set of adapted houses on Chorley New Road. At the same time Lord Leverhulme provided a substantial endowment and extensive playing fields. Arrangements were also made for including in the foundation the Girls' High School, a comparatively modern institution.

Henceforward the Bolton School will include departments for boys and girls, and the plans show an arrangement of two quadrangles with a chapel. The school will thus be co-educational, but will not be conducted as a "mixed" school, since each department will be carried on under its own head.

The Trustees and Lord Leverhulme stipulated that the buildings were to form one block and be a striking and imposing group, designed in the Elizabethan or Tudor style of architecture. They were to be faced with Runcorn or other similar red-coloured sandstone. The chapel is to provide seating accommodation for 1,000, with space for an organ and accessories.

Central heating is to be made available for both schools, with an extension for swimming baths. The school heating is to be by hot water; open fireplaces to be subsidiary only. A coal lift is to be accessible at each floor, and the building is to be lighted throughout with electricity, which will also be used to work a vacuum cleaning installation. Both schools are to have separate entrances for seniors and juniors, with a covered part for early comers. On the main floor of each school is an assembly hall to seat 500, with a gallery and a platform, the latter being available as a stage with retiring rooms for performers. The classrooms are to be so arranged as to get as much sun as possible, to have good cupboard space and an open fireplace in each room. One classroom for thirty-five pupils, thirteen classrooms for twenty-five pupils, and twelve classrooms for twenty pupils. Each school is to have a dining hall for 200, with kitchen and store rooms.

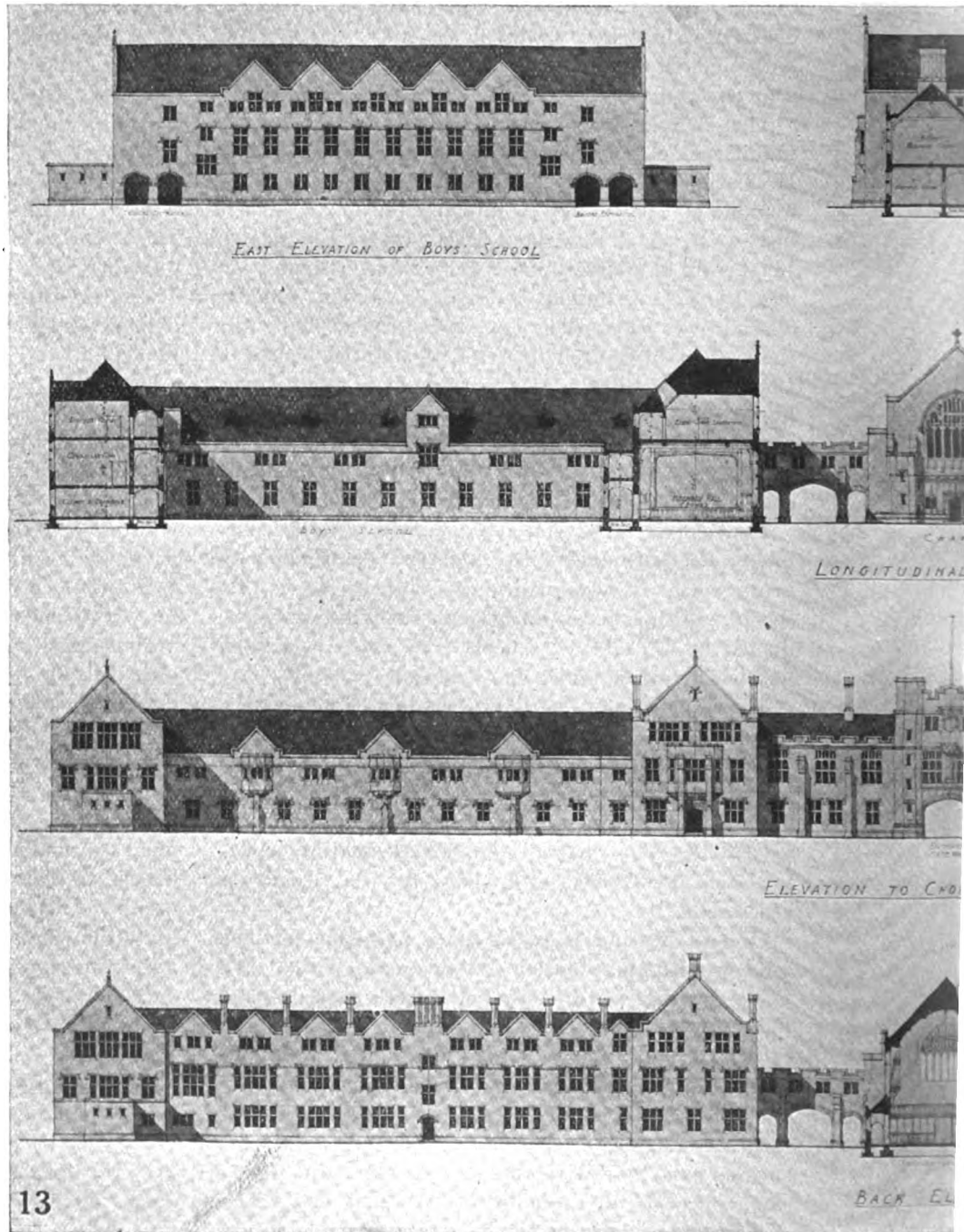
The Girls' Department will have a complete equipment for science teaching, made up of an elementary science laboratory for twenty-five pupils, an elementary chemistry laboratory for twenty-five, with balance-room adjoining, a botanical laboratory for twenty-five, with greenhouse. There will be two senior laboratories, each for ten pupils, and two science lecture-rooms adjoining the laboratories.

The art-room for fifty pupils, housecraft department for seventy-five, and cookery-room near the kitchen, with a laundry added, will be important features. The staff-rooms will include rooms for the head mistress, secretary, doctor, and two common rooms for teachers. There will also be a library with alcoves formed by the fittings, and a reading-room added; music-rooms and practice-rooms, gymnasium with changing-rooms, and a large play-room. An assembly and orderly room are provided for Girl Guides. As showing the care for detail, it may be mentioned that two small rooms are to be available for arranging flowers.

In the Boys' Department the general arrangements will resemble those for the girls, save that provision is made for teaching physics instead of botany, and handicraft instead of domestic subjects. In place of the room for Girl Guides there are an orderly room and armoury, with commandant's office for the Cadet Corps, and accommodation for a Scout Troop, with a room divisible into four small ones for instruction purposes. The playing-fields are already very extensive and will continue to be available, as they are part of Lord Leverhulme's first gift to the school.

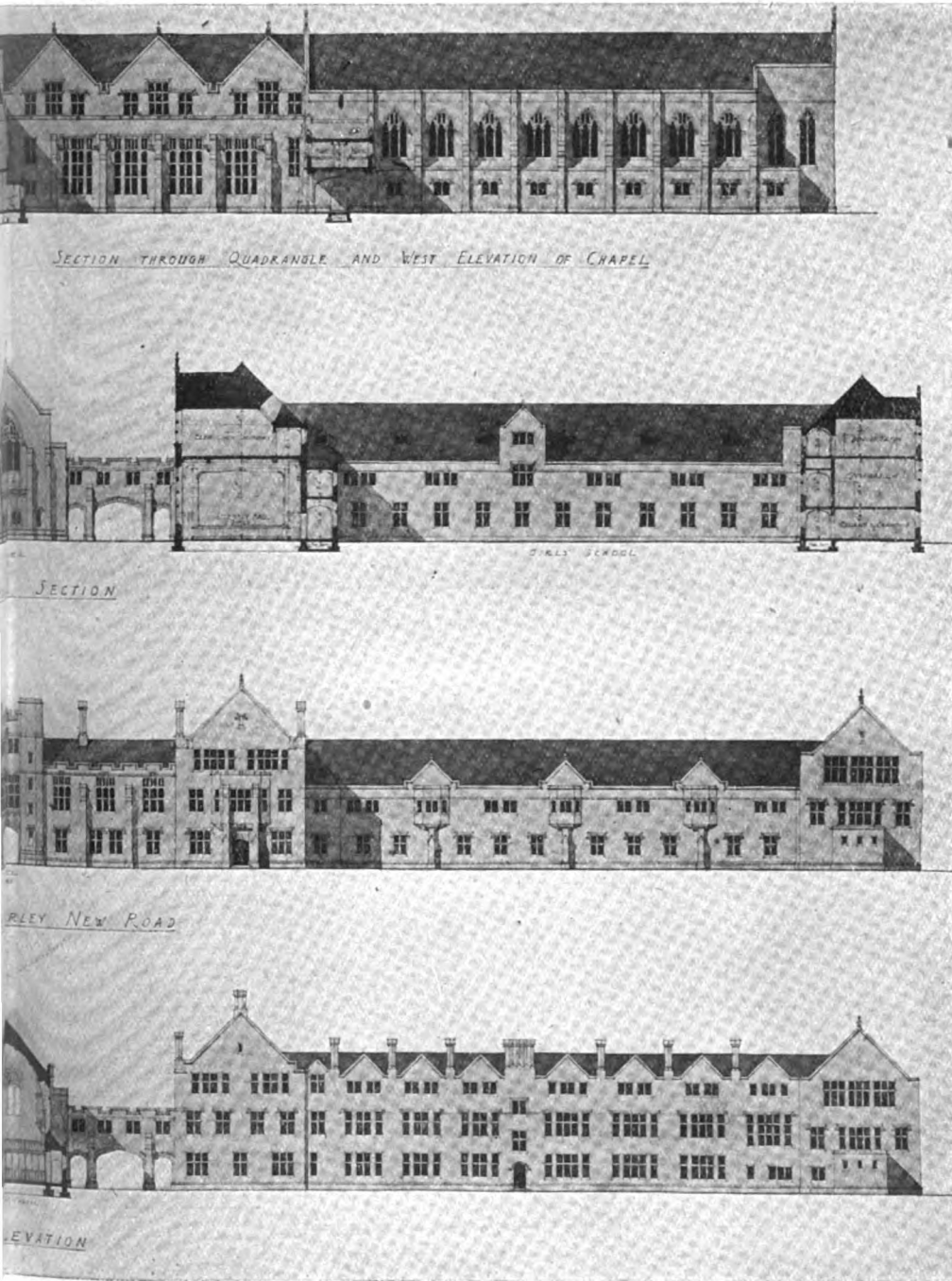
It will be seen that, so far as buildings and equipment can make a school, the Bolton School promises to be one of the finest in the country. Some of the architectural journals are disposed to complain of the limitation imposed by the Trustees and Lord Leverhulme in stipulating for a building in the Elizabethan or Tudor style. For our part we think that the result achieved by Mr. Adshead fully justifies their action. The front elevation, with its gate-tower and series of charming oriel windows, recalls the best tradition of college building in England. Carried out in the dark red sandstone which we associate with Chester Cathedral, the finished edifice will be a piece of beautiful work, likely to have a lasting influence on the pupils and certain to be an object of civic pride. Compared with some of our lamentable examples of school architecture produced under Local Authorities the Bolton School building is in itself an educational factor of great power, a fitting centre where honourable traditions may develop—an appropriate home for humane learning no less than for practical studies.

Printed by arrangement with "The Builder."



DESIGN FOR NEW BUILD

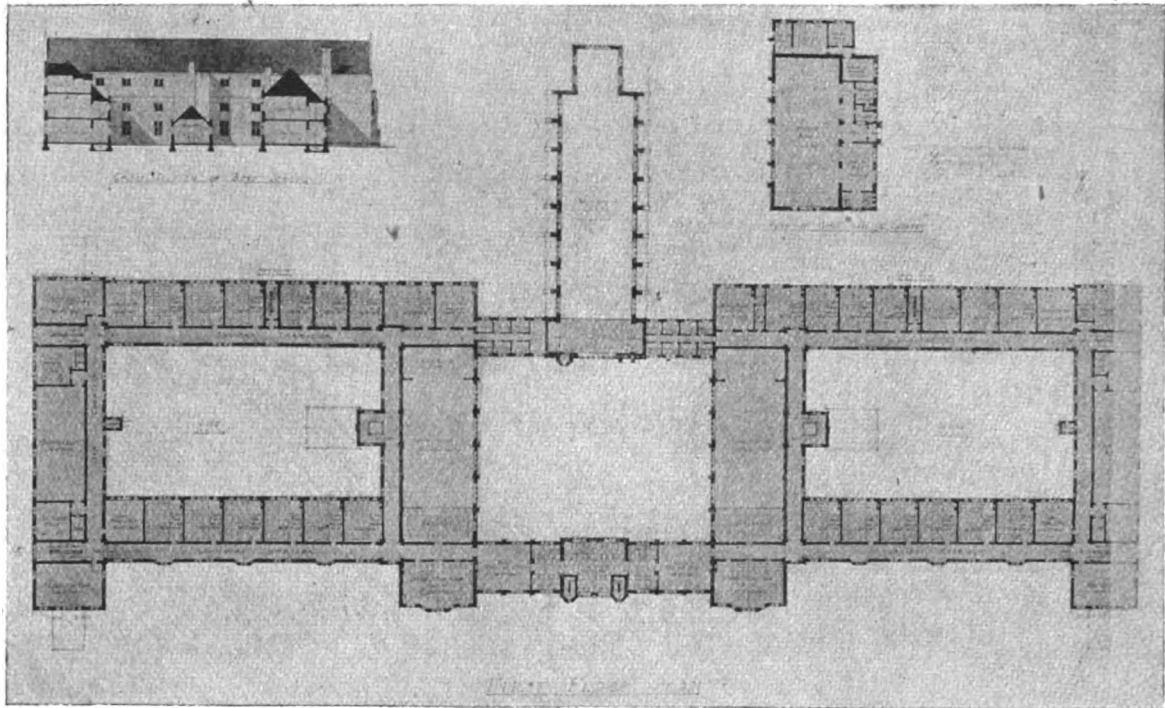
CHARLES T. ADSHEN



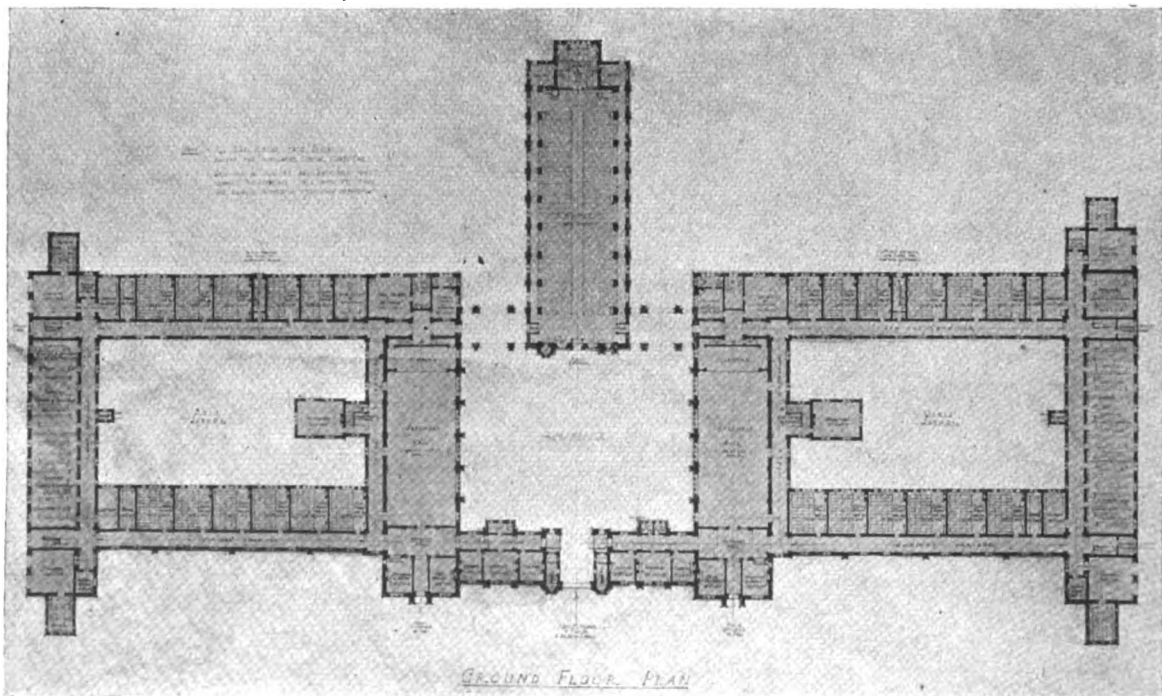
BUILDINGS—BOLTON SCHOOL.

...D, A.R.I.B.A., Architect.

Printed by arrangement with "The Builder."



First Floor Plan.



Ground Floor Plan.

## ASSOCIATION OF TECHNICAL INSTITUTIONS.

### ANNUAL GENERAL MEETING.

There was a very good attendance of members at the Clothworkers' Hall on Friday, February 21, when Sir Alfred Keogh presided for the last time at the Annual General Meeting of the Association of Technical Institutions. Sir Alfred has occupied the post of President of the Association since the beginning of the War, thereby creating a new record, for no previous president has ever held office for more than a year. His last duty was to install as his successor in office Lord Sydenham, who brings with him a distinguished record as an educationist, even if he has had no intimate experience of the work of technical institutions. As he reminded his audience, he has been a lecturer in a large engineering college, and he has served as Chancellor of two Universities, Bombay and Melbourne, besides being member of the Senate of a third University. He took as the subject of his Presidential Address, "The Functions of Government in relation to Industry." His references to education were not copious, and call for no comment; but Mr. Dan Irving, the Socialist Member of Parliament for Burnley, was observed to be taking careful notes of some of the remarks of his Lordship on such questions as the relations of Government to industry, private enterprise, and State trading. If opportunity had offered for Mr. Irving to give expression to his views on these subjects, the subsequent proceedings would, no doubt, have been characterized by "a certain liveliness."

Apart from formal matters, the real business of the meeting began with three papers on "Works Schools." Prof. J. Eustice described, in some detail, the scheme in operation at the Austin Motor Company's Works, where he served as the first "Technical Director"; Mr. R. W. Ferguson spoke generally on the advantages and opportunities of works schools, though much of what he said was no doubt inspired by his experience at the Works School at Bournville, of which he is the educational organizer. Mr. Maxwell Garnett, Principal of the Manchester College of Technology, was enthusiastic about a works school near Manchester, "self-governed, for all the world like Rugby or Winchester," and elaborated his views as to what should constitute the curriculum of a works school. The writers of the papers failed, however, to convince many of the audience of the desirability of works schools as a general policy. The undoubted fact that a few enlightened firms have organized such schools upon excellent lines should not blind educationists to the obvious dangers and abuses which would result from any general extension of the movement.

The most useful and stimulating paper of the meeting was that read by Mr. H. Schofield, Principal of the Loughborough Technical School, on "Technical Education and its relation to the Engineering Industry." Mr. Schofield is embarking on an experiment in engineering education which will be watched with very great interest. During the war a large instructional factory was erected at Loughborough in connexion with the technical college, and devoted to the training of munition workers on a productive basis. The work was entirely self-supporting; contracts for work were accepted and carried out completely. The head of the engineering department of the college acted as works manager, and the trainees, some five hundred in number, worked on the contracts while carrying on their training. This instructional factory is now being retained, and work in it will form an integral part of the training of engineers at the technical college. Thus they will be able to combine a theoretical and a workshop training on commercial lines in the same institute. This method has been tried with considerable success in America, but the experiment at Loughborough will be the first of its kind in this country.

Mr. Schofield put forward a number of practical suggestions as a result of the experience gained during the War. He urged that in view of the present tendency to specialization on repetition work in many large firms, it will only be possible for engineering apprentices to gain their all-round knowledge under the guidance of an approved day technical college engineering department, organized so as to run pro-

ductively. "Broadly, we should give more satisfaction to the industry if we organized definitely for trade classes, giving actual works experience on the one hand, and confining organized courses of systematic study in mechanical and electrical engineering, and the like, to those preferential apprentices in the works where previous education justifies such a course of study." Mr. Schofield also made a strong plea for the urgent necessity of providing adequate modern equipment in technical colleges, and, further, of keeping it up to date. This will, no doubt, be an expensive business, but as a rule the equipment of technical schools before the War was often lamentably antiquated, and was the origin of much of the contempt in which these schools were frequently held by industry. Those which undertook munition work received some excellent machinery of most modern type from the Ministry of Munitions, and if they are allowed to retain this they will be well equipped for a few years. The great problem will be how to replace this machinery when, in its turn, it becomes obsolete.

The Saturday morning session was devoted chiefly to the discussion of resolutions prepared by the Council. Principal Hudson, of Huddersfield, led off with a series of motions relating to the training of teachers for day continuation schools. The chief of these were:—

(1) That extra courses should be provided at some of the training colleges for intending day continuation school teachers.

(2) That the technical schools (including agricultural colleges) should provide a training department for certain types of specialist teachers.

The first of these received little notice in the discussion which followed, though it was pointed out that the existing training colleges are already overtaxed to train teachers for elementary schools, and in any case they are not the right type of institutions to provide the training required. The second resolution roused the apprehension of Prof. Wertheimer, who had visions of technical schools of all sorts and types all over the country setting up training departments. Eventually his fears, and those of others, were in part placated by the insertion of the word "approved" before "technical schools," and substituting "course of training" for "a training department." It was evident, however, that the problem had not been thought out clearly by the Council, and malcontents were appeased by a promise that the Council would consider the whole scheme in detail, and bring it up again at a subsequent meeting.

The perennial question of junior technical schools was discussed once more on a resolution by Principal Small, of Bootle, advising Local Education Authorities, in framing schemes, to ensure that provision is made for a suitable number of these schools. The discussion was on the usual lines, members being indignant at the failure of the Board to amend their regulations and to make provision for junior commercial schools.

Impeccable resolutions were passed on the position of natural science in the educational system of Great Britain, on the intensive study of modern languages, and on grace terms for teachers in technical institutions, and finally the business was concluded by the appointment of a Sub-Committee to deal with superannuation business.

The new Chairman of Council is Major Robert Mitchell, C.B.E., Principal of the Regent Street Polytechnic, while the new Vice-Chairman is Mr. Dan Irving, M.P. Mr. F. Wilkinson was re-elected Hon. Secretary, and the following were appointed to fill vacancies on the Council:—Mr. C. B. Bragg (Birmingham), Sir Lulham Pound (City of London College), Mr. A. Taylor (Halifax), Principal T. Luxton (Hull), and Principal B. Prentice (Salford). P. A.

MR. E. MOND'S GIFT TO CAMBRIDGE. — Our Cambridge correspondent states that the Council of the Senate of the University recommend that the generous offer of Mr. Emilo Mond of the sum of £20,000 for the purpose of the establishment of a Francis Mond Professorship of Aeronautical Engineering be accepted with grateful thanks. Lieutenant Mond was killed in action whilst flying on the Western front. The proposal is viewed with favour by the Air Ministry.

## LETTERS TO THE EDITOR.

## Eurhythmics.

To the Editor of "The Educational Times."

SIR,—The article on Eurhythmics signed "Musicus," in your issue of January, tempts me to offer the following remarks:—

In these times of plain speaking and "no secret treaties" is it not a pity to use an anonymous name, especially when playing the part of critic? If "Musicus" moves in artistic circles he will agree that too often artists have been most unjustly handled by critics hiding behind some pseudonym.

I will now take some of his points.

1. *Has every principal who professes to adopt it examined it critically, or does he or she introduce it into the prospectus with the desire of appearing up to date?*

Admitting this were so, is it a fault? Or should we pray on our bended knees for a generation of principals firmly attached to Early Victorian or Georgian ideals? Which kind of hotel does "Musicus" patronize—the up-to-date kind or the Bloomsbury kind?

2. *Is it not the case that the reason why so much fine music is unappreciated by the masses is because they will try to nod their heads or move their feet to it, and when they find that they cannot make their movements square with the music, are thereupon disappointed, and become apathetic?*

Is this not a very good argument for Eurhythmics?

When one has sufficiently developed one's mathematical faculties, I take it that, from that moment, one is free and ceases to count on one's fingers?

3. *As a "side-show," M. Dalcroze teaches sight-singing, using the fixed Doh in a peculiar way.*

"Musicus" is quite mistaken. M. Dalcroze does not consider sight-singing a "side-show," but rather a very important adjunct to musical education, and as his principal object is to bring his pupils nearer to Music, to feel it, to understand it, he is very anxious that all should be proficient in this part of his Method.

It also remains to be proved that his method of ear-training is inferior to others.

4. . . . *But even here one may be forgiven for expressing the opinion that it cannot improve the musical taste of the pupils to hear the Fugue or Scherzo played at less than half its proper speed in order to fit in with the prescribed movements.*

On this point I quite agree, and have no hesitation in saying that this sort of thing is a bad mistake, which originated from the misguided zeal of a few "unripe" disciples of the Method. "Musicus" may be sure this is not M. Dalcroze's intention. It is, perhaps, as well to remark here that whatever pardonable or unpardonable exaggerations have been committed must be put down to an excess of enthusiasm of his pupils, rather than to artistic failings on M. Dalcroze's part. But what method has not made mistakes in its youth?

I should also like to repeat what M. Dalcroze has so often and so plainly said about these realizations: that they are not intended as a spectacular production, but as an interesting way for the pupils to study the construction of a composition. Does "Musicus" doubt that children having realized the two or three parts—each in turn—of an Invention, will not play it with greater clearness than those who only hear the "top voice"?

5. *Call it—pace M. Dalcroze—physical exercise and let it take the place of Swedish Drill.*

As one who has studied both Ling's Swedish gymnastics for three years at Stockholm and Eurhythmics at Geneva, I protest with the utmost vigour against the mixing up of these two totally different systems. One might as well say that boxing could replace finger exercises. Ling's system of physical education is unique. It cannot be replaced by any

system as yet invented. It was useful a hundred years ago, it is now a vital need. M. Dalcroze's method begins where Swedish gymnastics end. The great idea of M. Dalcroze is to make the healthy body a perfect instrument of human expression. To use a simile: Ling builds the house, Dalcroze decorates it.

6. *Bodily Rhythm and Musical Rhythm.*

This subject is so vast that it is very difficult to handle it in a few lines; but I venture to suggest that the division of these two Rhythms is a mistake, and, if continued, will lead music even further away from the real path. History teaches us that these two elements have ever been closely associated—in fact, were to all purposes one. We know, for instance, that to the ancient Greeks music meant the united arts of Declamation, Gesture, and Music, and that the common name for this trinity of modes of expression was "the Dance." Have we gained so much by separating these arts? Is not the modern virtuoso a horrible example of what the result of one over-developed faculty is? Here is an illustration of Musical Rhythm without Bodily Rhythm with a vengeance! Are we to be satisfied with that, or shall we admit that the ancients were wiser than we? In this way "Musicus" passes by one of M. Dalcroze's most important ideals: the return to real and natural music.

Nagot, the French critic, wrote: "Le mouvement est l'âme de la Musique aussi voyons-nous que les anciens la jugeaient absolument nécessaire à leurs déclamations."

Let not "Musicus" be anxious. The "intricate bodily movements" will never rival or reach the demoniacal heights of "abnormal digital or vocal dexterity" such as are advocated in modern Schools of Music.

7. "Musicus," I fear, has sadly missed the point about improvisation in M. Dalcroze's Method. Here, again, it is not a show thing or a concert production that is aimed at, but rather a way of "getting at" a pupil's personality and developing his or her power of expression.

M. Dalcroze found that music students, all the world over, were over-fed on other people's music, and were never given any encouragement to express their own. He also found that attempts at expressing this "personal music," no matter how crude, had a beneficial effect. If one really wishes to understand an art, painting for instance, there is nothing like trying to use the brush oneself; then one suddenly perceives a great many details that one never even dreamt of before. La Mièvre said: "Inventes, tu viveras."

It is this principle that causes a child to prefer the doll she has made out of an old cushion to the finished article from the shop. I believe that this is one of the great virtues of M. Dalcroze's Method—that it leaves room for and encourages personal expression. May I suggest that "Musicus," when criticizing Eurhythmics, should try to see the inner pedagogical aim of certain exercises, rather than the outside unimportant effect, and let him not be afraid: no pupil that I have ever met was sufficiently vain or free from that universal curse, self-consciousness, to think that his or her efforts were perfect. Quite the contrary: it is quite a triumph to induce them even to try to improvise.

To bring this letter to a close, I may say that I am quite of the same opinion as "Musicus" when he speaks of "uncritical enthusiasts" of the Method. Like many others, M. Dalcroze has to exclaim, "Save me from my friends." Let us all remember that the final aim is not the means of this or that Method, but the glorification of Art for all everywhere.

If a better Method than M. Dalcroze's is found, so much the better! The great thing is to advance. I am quite sure M. Dalcroze is of that opinion.

D. J. VAN SCHNELL,

Diplômé of the Royal Gymnastic Institute, Stockholm, Certificated Teacher of Dalcroze Eurhythmics.

29 High Street, Notting Hill Gate, W.11.

February, 1919.



# M<sup>c</sup>DOUGALL'S NEW BOOKS.

MCDUGALL'S **ATLASES** Bound in Stiff Boards. Revised to Date.

**M<sup>c</sup>DOUGALL'S "SCHOOL" ATLAS** contains 22 Coloured Maps, 16 Photo Relief Physical Maps, and 14 Diagrams. The Best Teaching Atlas published. In Stiff Boards, Cloth Back, 1s. net. With Index, 1s. 2d. net. Cloth Boards, 1s. 6d. net.

THE PHOTO-RELIEF MAPS ARE OPPOSITE THE CORRESPONDING COLOURED (POLITICAL) MAPS. EVERY MAP IS RIGHT UP TO DATE.

SIMILAR MAPS ARE GIVEN IN

**M<sup>c</sup>DOUGALL'S JUNIOR ATLAS.** It contains 16 Coloured (Political) Maps and 4 Photo-Relief (Physical) Maps. The Cheapest Atlas issued. In Stiff Boards, 8d. net. In Stout Paper Cover, 6d. net.

## CONTOUR ATLAS OF THE BRITISH ISLES.

The Contour Maps of the various countries have insets showing the various counties. All the Maps have Political features imposed on the Contours. The sectional maps give full details.

CONTENTS: Europe—Two-Page Map of the North Sea Lands and their relations to the British Isles. Two-Page Map England. England, Page Map each of Northern, South-Western, and South-Eastern Divisions. Plans of chief English Towns. Two-Page Map Scotland. Two-Page Map Central Scotland, Ireland. Four Maps, giving Winter and Summer Temperatures, Rainfall, Vegetation, Commercial Map. In Stiff Boards, 8d. net. In Stout Paper, 6d. net.

## GATEWAYS TO BOOKLAND.

A NEW SERIES OF LITERATURE BOOKS OF SUPREME EXCELLENCE.

In the lower books the tales, folk-lore stories, &c., are retold in simple language; in the upper books unaltered passages from the great authors are used, and among these are long selections of sustained interest.

Every lesson has a real literary value, and every lesson has a real interest for the pupil.

- |                                       |         |                          |         |
|---------------------------------------|---------|--------------------------|---------|
| 1. A WREATH OF GOLDEN BLOSSOMS ...    | 2s. 0d. | 4. VISTAS OF ROMANCE ... | 2s. 8d. |
| 2. OLD TIME TREASURES ...             | 2s. 2d. | 5. WITHIN THE GATES ...  | 3s. 0d. |
| 3. WINGED FLIGHTS INTO STORY LAND ... | 2s. 4d. | 6. IN KINGS' GARDENS ... | 3s. 0d. |

REASONS WHY YOU SHOULD USE THESE READERS.

1. They are the most modern. The type used is that recommended by the British Association.
2. They are up to pre-war standard—the best paper—the finest printing—the strongest binding.
3. They have a large page, and contain more pages of actual reading matter than any similar set of books.
4. Large stocks are on hand. Orders can be executed immediately.

## MCDUGALL'S CONCISE ENGLISH DICTIONARY.

The Best School Dictionary available at a cheap price. Over 15,000 Words, Meanings, Phrases, &c., &c. Strongly bound in Paper Boards, Cloth Back, Rounded Corners, or in Limp Cloth. 224 pages. Each Style, price 9d. net.

## MCDUGALL'S PLAIN-TEXT SHAKESPEARE.

In this edition of English Classics is given the greater plays of Shakespeare unabridged, but carefully edited for schools, and without notes. The books are full crown 8vo in size, most clearly printed, and bound in limp cloth. Price each 6d. net, except Hamlet and Coriolanus. Each 10d. net.

## MCDUGALL'S CONCISE ENGLISH COURSE.

A Handbook of Commercial English. Clear, Concise, Comprehensive. 112 pages. Cloth Boards, 1s. 6d.

## MCDUGALL'S REGIONAL GEOGRAPHY of the WORLD

A Modern Scientific Treatment. Contains an abundance of Contour Maps, in Colour and Black and White, with many diagrams. A section of questions based on the text is a very valuable feature. Revised to date. 224 pages. Cloth Covers. 2s. net.

## MCDUGALL'S EARTH KNOWLEDGE HANDBOOKS.

A New Series of Regional, Rational, and Practical Geographies. With many Maps, Diagrams, and Illustrations. Arranged for the use of pupils from 8 to 16 years of age. Detailed prospectus on application.

1. First Notions, &c., 6d. 2. The British Isles (briefly), 6d. 3. Europe, America, Africa, Australasia, 9d. 4. Asia, British Isles, 9d. 5. Europe, 9d. 6. The Empire, 9d. 7. England and Wales, 9d. 8. Scotland, 9d. Just out—The British Isles, 10d. net.

## MCDUGALL'S ROLL OF HONOUR. A Handsome Design printed in six colours.

With space for 80 Names. Unmounted, 3s., by post, 3s. 6d. Framed, 30s. net.

ALL PARTICULARS ON APPLICATION TO

**McDougal's Educational Co., Ltd.** 8 FARRINGDON AVENUE, LONDON, E.O.4, AND EDINBURGH.

## LITERARY SECTION.

## BOOKS AND THE MAN.

## Concerning Textbooks.

TEXTBOOKS are to the living voice of the teacher as a supplement or a substitute, and as the wise teacher never tries to say everything, but regards lectures and lessons as condiments or stimulants rather than a complete diet, so the good textbook gives appetite for knowledge and leaves the rest to the learner's own effort in the way of research or in the study of the larger and more exhaustive treatise. The distinction here hinted at between the textbook and the treatise should be carefully noted, for many otherwise excellent manuals fail because they are neither the one nor the other. A textbook proper leads us through the wood without compelling us to pause and examine every tree. The bad textbook keeps us dawdling around the trees, so that we never see the wood. The worst textbooks are written by those who wish to explain everything from the very beginning, forgetting that nothing can be fully explained, save in the light of knowledge. A better plan is to offer a bird's-eye view of the course, as was done by Huxley in the opening chapter of one of the best and most successful textbooks ever written. Such a preliminary survey may be referred to with profit again and again as we progress through the book, for it helps us to keep a right perspective and to see accurately where we are in the subject.

In the main part of the book the successive sections and chapters should aim definitely at supplying answers to questions. Not to such questions as are set in examinations, be it noted, but to such as must be asked by any intelligent student or propounded by any skilful teacher as an incentive and guide to profitable study. From this point of view the term "textbook" is misleading, recalling, as it does, the time when the textbook was the dominating factor in teaching and the teacher was no more than an exponent of its authoritative statements. His business was to make the textbook plain and to see that his pupils knew what it contained, a duty which has often reduced teaching to a "dull mechanick art." Of late years there has been a reaction against this idolatry of the textbook. Bacon somewhere reminds us that "there is a superstition in avoiding superstition," and this truth has been illustrated by some reformers who would dispense with the textbook altogether and lead their pupils to make one of their own. This ambitious project frequently ends in the teacher compiling a textbook which the pupils copy out with a pathetic fidelity, justified only in the comparatively rare cases where the teacher's laborious efforts have produced something at once unique and excellent.

It has recently been suggested that the various "subject societies," such as the English, Modern Languages, and Historical Associations, should each endeavour to determine the text and form of a standard book on their subjects. The Classical Association has arrived at an agreed terminology, but this is a comparatively easy task. A standard textbook will not be compiled without a vast deal of preliminary and acrimonious discussion, and when, if ever, it finally sees the light, it will probably be nothing better than a weak compromise between sharply divided schools of opinion. The tendency will be to omit all disputed points and to be content with the merest skeleton of a book, a volume of dry bones.

The agreed skeleton form would have the great practical value of making it possible for a boy to leave one school and go to another, without, as now, finding himself bewildered by a set of textbooks which approach the subjects from a point of view entirely unfamiliar to him. The essentials should be uniform, although the atmosphere and appurtenances may vary according to the special circumstances of the school.

SILAS BIRCH.

## REVIEWS AND NOTICES.

## Education.

*The New Teaching.* Edited by John Adams.  
(Hodder & Stoughton.)

This is a very useful book, bringing together as it does into a single handsome volume descriptions by experts in their various lines of modern methods in the teaching of nearly all the ordinary school subjects. We have Dr. Adams on English, Mr. de Glehn on Modern Foreign Languages, Dr. Rouse on Classics, Dr. Percy Nunn on Science, Mr. Strachan on Mathematics, Mr. Fairgrieve on Geography, Mr. Keatinge and Mr. Hasluck on History, Dr. Buck and Dr. Borland on Music, Mr. Barrett Carpenter on Drawing and Art, Mr. G. F. Johnson on Handwork, Mr. Guy Campbell and Miss Spalding on Physical Training, Miss Marsden on Domestic Subjects, and Mr. Fred Charles on Commercial Subjects.

The scope of the book is carefully limited. "We are concerned," says the editor, "with the teaching of the various subjects in the school curriculum, and we may fairly claim to be excused from discussing the educational value of the different studies. . . . The purpose of the writers is to give as full and as accurate a statement as they can of the actual conditions under which instruction is given in the subjects they have undertaken to treat." Thus the reader will not expect any discussion of fundamentals, of the philosophy of education in relation to life—though, as a matter of fact he will get glimpses of it here and there. The influence of the war on educational ideals, for example, simply does not come in, except in an allusion to the increased cost of paper and printing.

This is quite as it should be, for the book is concerned primarily with method, and the writers are not youthful idealists but tough old practitioners with plenty of experience behind them. Their average age can hardly be less than fifty, and they might be collectively the parents of all the contributors to "Georgian Poetry." Anyhow, their book is evidence that, in a profession in which more almost than any other increasing years bring increasing staleness, there are some who after a life spent in teaching are still busily learning.

You may well ask the question, Is there a "new teaching," and if so what is it? Does the title justify itself? The editor claims that it does, and an attentive reader who has reached the end of the book will incline to agree with him that a certain unity of purpose underlies the modern developments in all these different subjects. It may be put somewhat as follows:—There was an "old teaching," according to which the pupil did the work as by rule established, and the master stood by with the ruler. That was how things were when our authors were themselves at school. Shall we or shall we not say that they are a good advertisement of its results? Then there was a "middle teaching," the period it may be of our authors' early enthusiasms and mistakes, when the master did the work and the boy condescended, it was hoped, to be "interested." In the "new teaching" master and pupil both work, and the work of the master is directed to calling forth the spontaneous energies of the pupil. The question is, How are you to do it? and that is the question this book is designed to answer.

We have no space to deal with the essays individually. Every reader will turn first to his own subjects, but he should not stop there, for several of the essays have a more than merely professional interest. The present writer, for instance, has never taught mathematics and is never likely to, but he was quite fascinated by Mr. Strachan's essay and his criticism of Euclid, and the "new" and the "newer" geometry. Dr. Rouse tells over again the story of his achievement, and it is one of the most inspiring things in the whole history of modern education. Perhaps the most finished and scholarly work in the book is Dr. Buck's short article on Music. Mr. Hasluck is much exercised in his mind by the dangers of partisanship in Modern History teaching, and propounds a somewhat cumbersome method by which the evils of partisanship may be minimized

(Continued on page 102.)

# Cambridge University Press

## RECENT PUBLICATIONS

**The Port-Royalists on Education.** Extracts from the Educational Writings of the Port-Royalists. Selected, translated, and furnished with an introduction and notes, by H. C. BARNARD, M.A., B.Litt., sometime Senior Hulme Scholar of Brasenose College, Oxford; Author of *The Little Schools of Port-Royal, &c.* Crown 8vo. 7s 6d net

"Mr Barnard in his *Little Schools of Port Royal* gave us a critical and scholarly examination of the labours of the Port Royalist Educators. In this companion volume he renders accessible a series of extracts, translated into English, derived from the writings of the Solitaires. The reader will be able as at first hand, together from these a satisfactory knowledge of the theories, methods and practices associated more particularly with the Little Schools. Much of this will be found to have a value in connection with modern teaching."—*Education*

**A Treatise on Plane Trigonometry.** By E. W. HOBSON, Sc.D., F.R.S., Sadleirian Professor of Pure Mathematics, Cambridge. Fourth edition. Demy 8vo. 12s 6d net

"There was a time when Professor Hobson's volume was the only British textbook in which the higher portions of the subject were adequately treated. Even now it has no serious rival, for although later works on higher analysis contain many chapters overlapping the ground covered by the latter half of this volume, we believe that 'Hobson' will continue to be the favourite textbook for those who wish to carry the subject beyond a merely elementary course."—*The Mathematical Gazette* on the Third Edition

**Matrices and Determinoids.** By C. E. CULLIS, M.A., Ph.D., Harding Professor of Higher Mathematics in the University of Calcutta. Volume II. Royal 8vo. 42s net

CONTENTS: Compound Matrices: Relations between the Elements and Minor Determinants of a Matrix: Some Properties of Square Matrices; Ranks of Matrix Products and Matrix Factors; Equigradient Transformations of a Matrix whose Elements are Constants; Some Matrix Equations of the Second Degree; The Extravagances of Matrices and of Spacellets in Homogeneous Space; The Paratomy and Orthotomy of Two Matrices and of Two Spacellets of Homogeneous Space.

**Dynamical Astronomy.** An Introductory Treatise. By H. C. PLUMMER, M.A., Andrews Professor of Astronomy in the University of Dublin, and Royal Astronomer of Ireland. With 8 text-figures. Large royal 8vo. 18s net

"There has long been a need for a general book on celestial mechanics on a smaller scale and at a more accessible price than the standard work of Tisserand, and Prof. Plummer's recent publication is a very successful effort to satisfy that need. It is so concisely written that a most remarkable amount of material is made available within a limited space."—*Nature*

**The Theory of Electricity.** By G. H. LIVENS, M.A., Lecturer in Mathematics in the University of Sheffield. With 104 text-figures. Large royal 8vo. 30s net

"Offered as a general textbook on the mathematical aspects of modern electrical theory, this work is a successful attempt to present the subject in a consistent form. . . . It may be said, without fear of contradiction, that this work is one of the most valuable of recent contributions to electrical literature."—*The Electrical Times*

**Recent Discoveries in Inorganic Chemistry.** By J. HART-SMITH, A.R.C.S., F.I.C. Demy 8vo. 4s 6d net

An account of the more important discoveries in Inorganic Chemistry within the last fifteen years so far as they concern the subject as usually taught in schools. The book is not intended to be a textbook but is rather to be regarded as a supplement to existing textbooks.

**Agriculture and the Land,** with some account of Building Societies, Garden Cities, our Water Supply and Internal Communication. By GEORGE F. BOSWORTH, F.R.G.S. With 30 maps and illustrations. Crown 8vo. 2s

"An excellent little treatise with illustrations which are exceptionally well chosen. . . . It contains an admirably summarized sketch of the development of our most ancient industry written from a current and practical point of view."—*The Globe*

**The Cambridge University Calendar for the Year 1918-1919.** Crown 8vo. 10s 6d net

**Cambridge Readings in Literature.**

A Series of Anthologies from Homer to Masfield. Illustrated with reproductions of pictures by great masters, from Botticelli to William Orpen. Edited by GEORGE SAMPSON. In five books. Crown 8vo. In three styles of binding, viz.: Cloth boards, uncut edges, with bookmarker; Cloth limp; and Cloth flush. Books I, II, III, 5s net, 4s 3d net, and 3s 6d net, each, respectively, according to binding. Books IV and V, 6s net, 5s net, and 4s net

"The passages of good literature which Mr Sampson has included make up volumes that to the adult reader will be delightful companions, and in the adult and the adolescent alike will stir the passion to read more and more."—*The Times*

**The Story of Doctor Johnson.** Being an Introduction to Boswell's *Life*. By S. C. ROBERTS, M.A., sometime Scholar of Pembroke College, Cambridge. With a frontispiece and 15 plates. Crown 8vo. 4s 6d net

"This well-printed and pleasantly illustrated book has the sub-title 'Being an Introduction to Boswell's Life'; but it is in no sense a *résumé* of Boswell, but a book which will certainly make Boswell's great work easier to comprehend for young readers. . . . Mr Roberts arranges his material on a clear system. . . . In a comparatively few pages Mr Roberts manages to get in a great many well-known sayings of the great man; and the result is a lively biography which ought to serve its purpose with success."—*The Times Educational Supplement*

**Translation from French.** By R. L. G. RITCHIE, M.A., Lecturer in French in the University of Edinburgh, and JAMES M. MOORE, M.A., Rector of the Madras College, St. Andrews. Demy 8vo. 6s 6d net

"A book which is clear, helpful, and a pleasure to read and work through. We say, 'work through,' because the most valuable part is certainly that section which consists of models, or specimens of how fine translation should be carried out. It is in these passages, so carefully and delicately handled, that the science and art of the authors is most evident. . . . This, in short, is a very good book, and it should be bought."—*The Times*

**A Manual of French Composition.** By the same Authors. Demy 8vo. 5s net

"The outstanding feature . . . is the Model Lessons. . . . These are of high merit, and deserve the closest attention. . . . The work is highly stimulating, and shows how the study of a modern language may give that mental discipline which was formerly supposed to be the province of the ancient classics."—*Modern Language Teaching*

**Selections from Sainte-Beuve.** Edited by ARTHUR TILLEY, M.A., Fellow and Lecturer of King's College, Cambridge. Crown 8vo. 6s net

CONTENTS:—Introduction.—MOLIERE, 1835. Portraits Littéraires, II—From *Du Génie Critique et de Bayle*, 1835. Portraits Littéraires, I—MONTAIGNE, 1842. Port Royal, II—Mme GROFFRIN, 1850. Causeries du Lundi, II—BEAUMARCHAIS, 1852. Causeries du Lundi, VI—LA FONTAINE, 1849. Causeries du Lundi, VII—LA BRUYÈRE, 1861. Nouveaux Lundis, I—Sainte-Beuve's Method, 1862. Nouveaux Lundis, III—TAINE, 1864. Nouveaux Lundis, VIII

**Regnard: Le Joueur.** Edited, with introduction and notes, by ARTHUR TILLEY, M.A. Crown 8vo. 4s net

**Honoré de Balzac. Le Colonel Chabert.** Edited by SYDNEY H. MOORE, M.A. Crown 8vo. 3s net. Cambridge Modern French Series.

**J. J. Jusserand. La Vie Nomade et les Routes d'Angleterre au XIVe Siècle.** Edited by A. WILSON-GREEN, M.A. Crown 8vo. 4s net. Cambridge Modern French Series.

**Lesage: Turcaret.** Comédie. Edited, with introduction and notes, by A. HAMILTON THOMPSON, M.A., F.S.A. Crown 8vo. 6s net

FETTER LANE, LONDON, E.C. 4: C. F. CLAY, MANAGER

But surely the evils are somewhat imaginary. The bias of one teacher will be corrected by the bias of another. And, quite apart from that, one of the most important lessons that the young can learn from history is that there is a right and a wrong in the conduct of states as well as of individuals, and the teacher who feels strongly, whose attitude is political rather than antiquarian, is the teacher best qualified to drive home this lesson.

One final suggestion we have to make, and it is made in no cynical spirit. What a contrast there is between the schoolmaster's account of his work and the schoolboy's—between "The New Teaching" and "The Loom of Youth"! Possibly Mr. Waugh was taught on the old lines; none of his teachers seem to have contributed to this book. But what, after all, do the "New Taught" think about it all? Would it be possible for each of the contributors to this book to pick out one of their best pupils—he need not of course still be at school—and get him to write his impressions? Thus we might get a companion volume of surpassing interest. Dr. Adams might still retain the editorial chair and I quite seriously beg him to consider the idea. I myself have been a schoolmaster, and my old pupils taught me more of my art than did any of my colleagues.

S.

*Experimental Education.* By R. R. Rusk.  
(7s. 6d. net. Longmans.)

With pardonable pride Dr. Rusk begins his Preface: "Two editions of two impressions each of his 'Introduction to Experimental Education' being exhausted." The result is a volume that has been to a great extent rewritten. The new format is hardly so pleasing as the old. The print is smaller, but not unpleasantly small, and there is the compensation that the matter has been greatly increased. I should say the book contains one and a half times as much as the old. All the former chapters have been improved, and certain entirely fresh matter provided. I am delighted to find that Dr. Rusk has turned his attention to the fundamentally important subject of the actual process of learning. For the past few years serious study has been given to this subject, to the very great advantage of pupils. Perhaps the best result of that important change in the point of view indicated by Dr. Stanley Hall's atrocious word *paidocentric*, is in the attention it has directed to the actual processes that go on in the experience of the pupil while learning. To this matter Dr. Rusk has made a valuable contribution in this new edition. For it is to be noted that this is not a mere compilation. Dr. Rusk has himself taken an honourable part in the investigations that have made it possible to write a book on experimental education at all. He is to be congratulated on his success in producing this up-to-date exposition, and English teachers are to be congratulated on having this important subject brought so easily within their reach. To many of us it will be a perfect joy to know that we have at the tip of our pen the title of a book to recommend without further thought to the numerous inquirers after a really useful modern treatment of experimental education.

J. A.

*Ancient Indian Education.* By F. E. Keay.  
(4s. 6d. net. Oxford University Press.)

This little volume is a very welcome addition to our educational library. With the exception of a few scrappy notes in various encyclopedias and general histories of education, we have nothing in English on the education of India. It is highly desirable, therefore, that this subject should be taken up in order that our present educators in India and at home may have the necessary background against which to project their ideas for the development of education of the races in our Eastern empire. Mr. Keay has done his work in a thorough scholarly way. Knowing the country at first hand, and being familiar with some of its languages, he has had exceptional opportunities, of which he has skillfully availed himself, of obtaining matter and sifting it. The result is highly satisfactory. The book is well documented, and will prove not only valuable as a pioneer con-

tribution, but will encourage further development of a very difficult subject.

*Public School Christianity.* By E. D. Duggan.  
(1s. net. S.P.C.K.)

This well printed pamphlet of sixty-one pages deals with the dangerous subject of religious teaching in the public schools. Mr. Duggan shows up the limits of games morality, the futility of much of the present divinity and chapel work, and pleads for real religious teaching, even if it involves denominational "sides" in school. He appears to have little sympathy with the clerical schoolmaster. He does not want a man who is parson first and schoolmaster as only a poor second.

*Concentration and Character Building.* By Dorothy Grenside.  
(2s. 6d. net. G. Bell.)

This little paper-covered book of 140 pages contains "a synthesis of lectures given at the small Queen's Hall, London, during 1917 and 1918." It belongs to the Christian Science type, though the author works on quite independent lines. Will power is the keynote. "I am what I will" is the text of the whole book. But the author does not confine herself to an exposition of her views; she proceeds to give examples and to prescribe exercises. In fact, she lays down a regular year's course of exercises—the first six months being devoted to mental concentration and the second six months to a definite course of training in character building. The first course is reminiscent of Pelmanism, and is perhaps none the worse for that. In any case, the exercises are ingenious and useful, if only the reader has the pluck to stick to them. If he has not, then he merely proves the theory of the author that the reader is only what he will. The character-building exercises are not quite so definite as the others, probably from the very nature of the case. But they, too, are ingenious. It may be safely said that anyone who has the grit to work his way right through the year's course will be a much better man at the end of it.

*The Church School of Citizenship.* By Allan Hoben.  
(£1 net. University of Chicago Press.)

This is one of the series of books on "Principles and Methods of Religious Education." Its purpose is to correlate religious instruction with instruction in civics. The idea is to permeate civic interests with religious feeling. Each church is to take up the general question of citizenship from the religious standpoint in such a way as to infuse the right spirit into it, without involving anything in the way of denominational feeling. The solidarity of the church is assumed to the extent that a common element is present in all denominations and that this element is of the very essence of civic ideals. The book has separate chapters for the treatment of the civics for childhood, for adolescence, for later adolescence, for the rural church schools, and for adults. The plan is good, and for those who are willing to make such an experiment the way is prepared with much skill.

*The Training of M.D. Children.* By Margaret Macdowall.  
(3s. 6d. net. Local Government Press Co.)

This is a book that makes the normal man teacher very uncomfortable. It is a record of self-sacrifice that is hard for a man to understand. The author herself in her last chapter feels apologetic, and tells us that her pages "appear one-sided. It is seemingly all give, give, give on the part of the teacher, that through her or his gifts the mind of the child may live and grow." This way of regarding the book is forced on the reader by the peculiarly personal nature of its contents. It describes the methods of one particularly able and successful teacher in dealing with children who are really defective, but merely backward. The author writes in an intimate friendly way, giving her own experience and making no pretence to a systematic treatment of the general subject. All manner of references are given to standard authorities, but the special value of the book lies in its indi-

(Continued on page 104.)

PRICE 6/- NET (postage 6d).

A  
**TEXT BOOK OF SEX EDUCATION**

FOR  
**TEACHERS AND PARENTS**

BY  
**WALTER M. GALLICHAN,**  
Author of "THE PSYCHOLOGY OF MARRIAGE."

MR. GALLICHAN, an expert who has made the scientific treatment of this difficult theme his own, here supplies a much wanted book. It is generally admitted that instruction in the sex problem must form a part of any sound educational curriculum in the future. The difficulty hitherto has been the lack of a book in which teachers and parents could find not only an accurate treatment of the subject itself, but practical suggestions as to methods of instruction for children, young persons, and adults. Mr. GALLICHAN has removed that difficulty, and the publishers are confident that this text book will meet with an appreciative reception.

A prominent educationist who read this manuscript says :-

"I regard the book as admirable in its delicacy and in its reverential treatment of a delicate problem. The author's model lessons for young children are not only effective for the purpose designed, but beautiful in presentation and phrasing."

**T. WERNER LAURIE, Ltd.**  
30 New Bridge Street, E.C. 4.

## —You cannot afford to fumble with words!

To write and speak winningly and convincingly is the best asset you can have in any career. It will make doubly effective every talent that you now possess, and will lead you to financial and social success. The correct use of clear, concise, forceful English can be easily and rapidly acquired by devoting a few minutes daily to Professor Grenville Kleiser's Mail Course in Practical English.

### Become a Master of English

—let this fascinating Course teach you how to

**Enlarge your stock of words.**

**Use the right word in the right place.**

**Write tactful, forceful letters, advertisements, stories, reports, sermons, &c.**

**Become an engaging conversationalist.**

**Enter good society.**

**SEND COUPON for FREE BOOKLET.**

We want you to read this booklet, "How to become a Master of English," that you may understand what this Course will do for you, the real practical help it will give you in a hundred different ways. You have a message, a something within you that de-

mands expression. You need no longer be voiceless. Learn the mastery of English and realise your own possibilities. Be yourself at your best. It means more money, more power, more life in every way. Sign and mail this coupon NOW.

**Funk and Wagnalls Co., 134 Salisbury Square, London, F.C. 4.**

To Funk & Wagnalls Co., 134 Salisbury Square, London, E.C.

Without any cost on my part, please send me your free booklet and details of Professor Kleiser's Course in Practical English and Mental Efficiency.

E.T.

NAME.....  
ADDRESS.....

## G. BELL & SONS, LTD.

### Science.

**INORGANIC CHEMISTRY.** By JAMES WALKER, D.Sc., Ph.D., F.R.S., Professor of Chemistry in the University of Edinburgh. Eleventh Edition, revised and enlarged. Crown 8vo. 5s. net.

A new edition of the "Elementary Chemistry," revised and considerably augmented, covering the ground required by candidates up to and including the matriculation standard.

**INORGANIC CHEMISTRY FOR UPPER FORMS.** By PERCY W. OSCROFT, M.A., Uppingham School. 496 pages, with numerous Diagrams. Second Edition. 6s. net.

"The exposition is very clear, and the blend of theory, informative description, and problems will commend the work to many experienced teachers. . . . The work as a whole appears admirably fitted to its purpose."—*The Journal of Education.*

**INTRODUCTION TO INORGANIC CHEMISTRY.** By ALEXANDER SMITH, B.Sc. (Edin.), Ph.D., F.R.S.E., Professor of Chemistry and Head of the Department of Chemistry in Columbia University. 35th Thousand. 8vo. Over 900 pages. 10s. 6d. net.

**EXPERIMENTAL INORGANIC CHEMISTRY.** This is the Fifth Edition, rewritten, of Smith and Hale's "Laboratory Outline of General Chemistry." For use with the above. Interleaved throughout. 69th Thousand. 4s. net.

**GENERAL CHEMISTRY FOR COLLEGES.** By ALEXANDER SMITH, B.Sc., Ph.D. New Edition, entirely rewritten. Demy 8vo. 672 pages. 9s. net.

**A LABORATORY OUTLINE OF COLLEGE CHEMISTRY.** A new Laboratory Outline for use with the College Chemistry. 4s. net.

**ELEMENTARY CHEMISTRY FOR SCHOOLS.** By ALEXANDER SMITH, B.Sc., Ph.D. Adapted by H. A. WOOTTON, M.A., B.Sc., Senior Science Master, Westminster School. Over 400 pages, with numerous Diagrams. 6s. net.

"The book is of a type which should be used and mastered by every boy. An abundance of good questions, many of them requiring a certain amount of independent thought and reasoning, is provided."—*Chemical News.*

**A LABORATORY OUTLINE OF ELEMENTARY CHEMISTRY.** By ALEXANDER SMITH, B.Sc., Ph.D. Crown 8vo. 2s. 6d. net.

"An excellent course of laboratory work which the average student will undoubtedly find particularly interesting."—*Chemical News.*

**AN INTRODUCTION TO CHEMISTRY.** By D. S. MACNAIR, Ph.D., B.Sc. Eighth Edition, revised. Crown 8vo. 2s. 6d.

**A FIRST YEAR'S COURSE OF CHEMISTRY.** By JAMES SINCLAIR, M.A., Head Master, Shawlands Academy, Glasgow, and G. W. M'ALLISTER, M.A. Second Edition. Crown 8vo. Illustrated. 1s. 9d.

### Physics.

**PRACTICAL HEAT, LIGHT, AND SOUND.** By T. PICTON, M.A., B.Sc., Science Master, St. Paul's School. Crown 8vo, with Diagrams. 1s. 9d.

**A THREE YEARS' COURSE IN PRACTICAL PHYSICS.** By JAMES SINCLAIR, M.A., B.Sc. In Three Parts. Crown 8vo, with numerous Diagrams. 1s. 9d. each.

**ELEMENTARY BOTANY.** By PERCY GROOM, M.A. (Cantab. et Oxon.), D.Sc. (Oxon.), F.L.S., F.R.H.S., Professor of the Technology of Woods and Fibres at the Imperial College of Science and Technology. With 275 Illustrations. Fourteenth Edition, revised and enlarged. Crown 8vo. 4s. [*Hell's Science Series.*]

**AN INTRODUCTION TO THE STUDY OF PLANTS.** By F. E. FRITSCH, D.Sc., Ph.D., F.L.S., Professor of Botany, East London College, University of London, and E. J. SALISBURY, D.Sc., F.L.S., Lecturer in Botany, East London College. With over 250 Illustrations. Third Edition. Demy 8vo. 6s. net.

This volume completely covers the London University Matriculation syllabus.

"Certainly one of the very best of the elementary textbooks of botany we have seen."—*The Journal of Education.*

**ELEMENTARY STUDIES IN PLANT LIFE.** By F. E. FRITSCH, D.Sc., Ph.D., F.L.S., and E. J. SALISBURY, D.Sc., F.L.S. With 150 Illustrations. Crown 8vo. Second Edition. 3s. net.

"It would not be easy to find a book better suited to the needs of junior students."—*Nature.*

**FOOD GARDENING.** By H. VALENTINE DAVIS, B.Sc., Lecturer in Rural Science and Gardening in the Cheshire County Training College, Crewe. Second Edition, revised and enlarged. 1s. net.

"A practical handbook, written by a scientific gardener, for all those who are endeavouring to increase the supply of vegetables."—*Educational Times.*

**A FIRST COURSE IN PRACTICAL CHEMISTRY FOR RURAL SECONDARY SCHOOLS.** By W. ALDRIDGE, B.A., B.Sc., late Head Master of Shepton Mallet Grammar School. Crown 8vo, with Diagrams. 1s. 9d.

**YORK HOUSE, Portugal St., W.C. 2**

viduality and its inspiration. There are practical hints in abundance for those who are engaged in this kind of work, but for the outsider the book must be regarded as a sort of human document that rouses strange questionings along with warm admiration.

*The Training of Youth.* By T. W. Berry.  
(7s. net. Fisher Unwin.)

This book is made up of four parts. The first deals with The Situation and the Problem; the second with Recreative Methods, the third with Moral Problems, and the fourth with Technical Education. As one reads the comfortably large print, one agrees placidly with most of what the author says. He is probably at his best when dealing with the moral problems, for there he not only gives sound advice, but becomes vigorous. With regard to most of the book, one wonders why it was written: one is so familiar with the general lines followed. But probably we who have to read a great many books on education become unwholesomely bored, and not sufficiently alive to the need of educating the public at large. As Mr. Berry remarks in his preface, his book is meant not only for those "who are in close touch with adolescents, but also to serve a much wider purpose, because the nation as a whole needs to turn its attention to its duty towards the young, both outside the school and during the critical years immediately after school life." There is therefore a field for this pleasantly written book, and I cordially hope it will reach the people for whom it is intended. A.

### English.

*Hearts Courageous.* By John Oxenham. Pocket Edition.  
(1s. 3d. net. Methuen.)

A collection of short poems, mostly topical, no doubt intended to be serious and reverent, but including many bad rhymes, much jingle, and shoddy sentiment—defects not hidden by a wealth of pious ejaculations. Here are poems for everyone—the W.A.A.C.'s, the W.R.N.S., the soldiers, the seamen, the airmen, even the munitioneers—all excite the facile peans of this comprehensive lyricist. Nothing is sacred to this irrepressible rhymester. In the colour of his emotions he is chameleon-like. When we read such doggerel as

But, oh! it's hard to lose him so,  
And him so near to me;  
Now he's at rest, and God knows best,  
But it's all a mystery;

we want to add with irreverence

Diddledum, diddledum, dee.

The longest poem "Christ in the City" is sheer banality and misses altogether the dignity of Lowell's "Parable"; while to sing a grim tragedy of ten men in a shell hole to the tune and lilt of "Ten Little Nigger Boys" is unpardonable. Yet apparently, from the size of this first issue (32,000 copies), such stuff sells well, a fact which causes us to reflect with misgivings upon the standard of literary taste and appreciation possessed by the public who buy these books. FELIX.

*The British Navy: The Navy Vigilant.* By L. Cope Cornford.  
Illustrated. (2s. net. Macmillan.)

A readable little book for boys and girls descriptive of the Navy past and present. The informative matter is interspersed with stirring historical accounts of Naval heroes and Naval episodes such as Trafalgar and Quiberon Bay, Lord St. Vincent, and Lord Beresford. The book has the appearance of having been hastily brought up to date, for the Great War receives scanty treatment. The actual facts are not always accurate. Thus the author should know that the "curl" is now worn by all officers and is not confined to Executive and Engineers. Again the "horned" mine is not the only or the most recent type of mine used, while Monitors, Motor Launches, Coast Motor Boats, &c., are not mentioned. It is misleading too, to cite the "Defence" as a type of armoured cruiser two years after her loss at Jutland. The "Zeebrugge" exploit occupies less than one page, but the Battle of Saintes has seven pages. The book can, however, be recommended to schools for its historical sections, though we think boys should know something of the excellent training of the gunner and torpedo-rating. R. N. V. R.

*English Prose, from Bacon to Hardy.* Selected and edited by E. K. Broadus, M.A., Ph.D., and R. K. Gordon, M.A.  
(6s. net. Oxford University Press.)

Books of prose extracts are numerous. All have the same defect, since they are extracts and can never replace the originals. Yet for this one we have nothing but praise; it is among the best of its class. Here we may trace in complete perspective the full development of modern English prose. Every extract is characteristic of the author, if not always intrinsically his best. Excellent synopses of the originals make the book continuous and coherent; while a novel and admirable feature is the inclusion of extracts in which each selected author sets forth his own aims and ideals in writing.

If we would strike a balance, the eighteenth century would appear to be over-represented, especially in Essayists and Polite Letter Writers. Some authors are perhaps strangely represented. We should hardly expect two "Lives of the Poets" alone to represent Johnson—"Rasselas" might have found room—while "Boswell" is missing. We find Macaulay's History, but not his "Essays," while Wordsworth as a prose writer is included and De Quincey is omitted. Yet, as literary history for literary students, the book is a splendid success. The galaxy of authors ends with Hardy. We wish it could have been continued to the present day, but this would require twice six hundred pages.

F. F. P.

### History.

*A History of England from the Landing of Julius Caesar to the Present Day.* By the Rt. Hon. H. O. Arnold-Forster.  
Revised edition by Mrs. Arnold-Forster. (7s. 6d. net. Cassell.)

Like Sir Walter Scott, the late Mr. Arnold-Forster valued the romantic colour and human interest of history rather than pedantic exactitude, and only a hard-hearted professor would reproach him for presenting a picture of nineteenth century bailiffs taking a poor seamstress's sewing-machine, and (according to the picture-title) "breaking Magna Charta." Mr. Arnold-Forster had a gift for simple, dramatic writing, and for selecting concrete illustrations. When he tells of Caxton, he reproduces lines from a book printed by "me William Caxton at Westmestre," and engravings of lower and upper "cases." If he talks of Flodden, he produces a drawing (not a dull photograph) of Twisel Bridge and a page of Scott's poetry—

From Flodden ridge  
The Scots beheld the English host, &c.

He cannot pass the Protestant crisis without printing, in staff notation, the tune of Luther's hymn. Dr. Dry-as-dust would say the Fleet was expanded in the reign of Henry VIII, but Mr. Arnold-Forster reports the splendour of "Great Harry" of 1,000 tons:—"She carried twenty-three great guns, and some of her cannon carried shot weighing thirty pounds, which is heavier than most of the cannon-balls which were used at the Battle of Trafalgar nearly three hundred years later."

When he comes to Mary Queen of Scots, he heartily insists:—"There seems, no doubt, indeed, that she was one of the most beautiful women of her time." If he refers to the Renaissance, he renders the idea attractive with a fine little picture of Michael Angelo's tomb of Lorenzo. While others would dryly note the establishment of the Australian Commonwealth, he offers a full-page picture of the animated scene at the inauguration of the Commonwealth Parliament by the Duke of York (George V). The chapters ring with poetic quotations, and portraits of poets and statesmen adorn the lively narrative. Mr. Arnold-Forster's instinct was sound: he knew how to capture and sustain the young reader's interest. On the economic side, which present-day events reveal the importance of, he is weak. Of the life of villagers (the main population) under the Manorial system and of the Industrial Revolution and Trade Unionism he says practically nothing. Such topics were not in fashion with popular historians when this book was first issued in 1897.

(Continued on page 106)

A Selection from

OF ALL BOOKSELLERS.

# PITMAN'S LIST OF BOOKS FOR SECONDARY SCHOOLS.

## THE PROGRESSIVE FRENCH GRAMMAR.

By Dr. F. A. HEDGCOOK,

*Officier de l'instruction publique; Officier d'Academie, and the only English Docteur-es-Lettres of the University of Paris.*

In this book the author, a well known authority on the French Language, has adopted an entirely new method, combining the direct with the indirect. An important feature is the introduction of phonetic type, by which a closely approximate idea of French pronunciation is conveyed.

PART I, 3s. 6d. net; PART II, 2s. 6d. net; KEY, 3s. 6d. net.

### SPECIAL OFFER.

A sixteen-page section of this important new text-book, together with a descriptive prospectus, will be sent, post free, on application to the Publishers.

### BOOK-KEEPING.

**BOOK-KEEPING FOR BEGINNERS.** A first Course in up-to-date Book-keeping. With Answers and Exercises. Cloth, 1s. 6d.

**COMPLETE BOOK-KEEPING.** A thoroughly comprehensive text-book. Cloth, 5s. net. Answers, 2s. 6d. net.

### LANGUAGES.

**FRENCH VOCABULARIES AND IDIOMATIC PHRASES.** By E. J. KEALEY, B.A. Contains 3,000 Phrases. 2s. net.

**EXAMINATION NOTES ON FRENCH.** By F. W. M. DRAPER, M.A., B. es L. Cloth, 1s. net.

**GERMAN, SPANISH, ITALIAN, PORTUGUESE.** Books on Grammar, Correspondence, &c. (Send for Complete List.)

### ENGLISH.

**ENGLISH FOR TECHNICAL STUDENTS.** By F. F. POTTER, M.A., B.Sc. Cloth, 2s. net.

**ENGLISH GRAMMAR AND COMPOSITION.** By W. J. WESTON, M.A., B.Sc. Cloth, 3s. net.

### SCIENCE.

**MAGNETISM AND ELECTRICITY.** By J. R. ASHWORTH, D.Sc., F.Phys.S. An Introductory Course. Illustrated. 2s. 6d. net.

**GEOLOGY.** By A. S. JUKES-BROWN, F.G.S. An Elementary Handbook. With 95 Illustrations. 3s. net.

**THE PLANT WORLD.** By G. MASSEE. An Introduction to the Study of Botany. With 56 Illustrations. 3s. net.

## PITMAN'S SHORTHAND RAPID COURSE.

Presents the System in 20 Simple Lessons.  
Price 2s. 6d., or, with Additional Exercises, 4s.

### 100 WORDS PER MINUTE AFTER ONLY 150 HOURS' INSTRUCTION.

A RECORD AT PITMAN'S SCHOOL.

On 29th July, 1918, by special arrangement with the War Office, a class formed of members of Q.M.A.A.C. commenced the study of Shorthand at Pitman's School, London.

AFTER 150 HOURS' INSTRUCTION (equal to 5 weeks' tuition of 6 hours per day),

NINE STUDENTS PASSED THE OFFICIAL TEST AT 100 WORDS PER MINUTE.

The matter forming the test was of more than average difficulty, having been selected for the purpose by the Military Authorities. The examination was conducted under the supervision of a Commissioned Officer of Q.M.A.A.C., who checked the time.

Teachers should send at once for Prospectus of the Rapid Course and 36-page illustrated booklet on "Shorthand: Its Invention and Present Position," which will be sent post free.

SIR ISAAC PITMAN & SONS, Ltd., 1 Amen Corner, London, E.C.4.

# UNIVERSITY OF EDINBURGH.

Chancellor: The Right Hon. A. J. BALFOUR, M.P., D.C.L., LL.D., &amp;c.

Rector: ADMIRAL Sir DAVID BEATTY, G.C.B., G.C.V.O., D.S.O.

Principal and Vice-Chancellor: Sir J. ALFRED EWING, K.C.B., M.A., D.Sc., LL.D., F.R.S.

Secretary of the University: Professor Sir LUDOVIC J. GRANT, Bart., B.A., LL.D.

The **Summer Session** extends from about the middle of April to the end of June; in Law, from May to July.

The **Winter Session** opens about the beginning of October and closes about the middle of March.

The University embraces **Six Faculties**, viz.: **Arts, Science, Divinity, Law, Medicine and Surgery, and Music**, in all of which instruction is given and Degrees are conferred. There are many different avenues to the **Degree of M.A.** (Honours and Ordinary) and the graduation subjects embracing English History, Modern Languages, Science, &c., besides Ancient Languages, Philosophy, Mathematics, &c. The wide scope of the Arts Curriculum permits of the Combination of Arts, Science, Medical, or Special Studies, and it has been shown by successes of Edinburgh students in the Civil Service Examinations that it is possible to combine study for Degrees in Arts, Science, or Law with preparation for this and other Special Examinations. In addition to the Ordinary and Honours Degrees in Arts, the Higher Degrees of D.Lit., D.Phil., and D.Sc. are conferred. The Degree of **Bachelor of Education** is conferred on candidates who have attended Courses and passed Examinations in Psychology and in Education (Theoretical and Practical). A Diploma in Education is also conferred. A Degree of **Bachelor of Commerce** (B.Com.) has been recently instituted, and Special Courses in Industrial Law and other kindred subjects are being provided. Degrees in **Science** (B.Sc. and D.Sc.) may be taken in **Pure Science, Engineering, Public Health, and Veterinary Science**, and the Degree of B.Sc. in **Agriculture and Forestry**. Temporary Regulations have been framed for a **Diploma and a Certificate in Forestry** for the behoof of Officers and men who have served in the War. There are fully equipped Science Laboratories, and other necessary appliances, in all these Departments. The curriculum in **Divinity** affords a thorough training in Theological subjects, and the Degree of Bachelor of Divinity (B.D.) is conferred. The **Law Faculty**, besides furnishing the professional equipment necessary for those intending to practise in Scotland, contains Chairs in Jurisprudence and Public International Law, Constitutional Law and Constitutional History, Roman Law, and Political Economy, as also Lectureships in other important branches of Law, and is thus adapted for students preparing for the Civil Service Examinations, and for legal, political, and administrative appointments generally. The Degrees of Bachelor of Laws (LL.B.) and Bachelor of Law (B.L.) are conferred. The Faculty of **Medicine** has a full curriculum in Medicine and Surgery, and is equipped with very extensive Laboratories and all other necessary appliances for Practical Teaching. Ample facilities are afforded for Clinical Instruction at the Royal Infirmary, Maternity Hospital, Royal Hospital for Sick Children, Hospital for Infectious Diseases, and Royal Asylum for the Insane. Four Degrees in Medicine and Surgery are conferred by the University, viz.: Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), and Master of Surgery (Ch.M.); and these Degrees qualify for practice throughout His Majesty's dominions and for admission to the Naval, Military, and other Public Medical Services in the United Kingdom. A **Diploma in Tropical Medicine and Hygiene** (D.T.M. & H.) is conferred on Graduates in Medicine of the University, and specially approved Medical Practitioners who have resided abroad. There is also a **Diploma in Psychiatry** (Dipl. Psych.). In **Music** there is a full course of study for graduation, and the Degrees of Mus.B. and Mus.D. are conferred.

The University Staff consists of 44 Professors, over 90 Lecturers, and about 60 Assistants and Demonstrators. The annual amount available for Fellowships, Scholarships, Bursaries, Prizes, &c., is about £21,485. Facilities are afforded for research in scientific and other subjects.

Women may attend the Classes in all the Faculties, and they are admitted to graduation in Arts, Science, Law, Medicine, and Music.

Information regarding Matriculation, the Curricula of Study for Degrees, &c., the Examinations for Fellowships, Scholarships, &c., may be obtained from the DEANS OF THE FACULTIES, or from the CLERK OF SENATUS; and full details are given in the University Calendar, published by Mr. JAMES THIN, 55 South Bridge, Edinburgh—price 3s. 5d., by post. The Preliminary and Degree Examination papers in each of the Faculties are also published by Mr. JAMES THIN, viz.—Arts and Science Preliminary, 1s.; Arts Bursaries, 6d.; Medical Preliminary, 6d.; Degree papers: Arts, 1s.; Science, 1s.; Divinity, Law, Medicine, and Music, 6d. each.

1919.

By order of the Senatus,

L. J. GRANT, Secretary.

But when future writers for the young handle such themes they cannot do better than practise Mr. Arnold-Forster's vigorous and pictorial methods. The author's widow has revised the work, and slightly expanded it so as to bring it down to the first stage of the War. F. J. G.

*Helps for Students of History.* A. Series.  
(6d. net. S.P.C.K.)

The enthusiastic editors promise the students "a very Pisgah-sight of Palestine." If "Palestine" means assistance in tracing, verifying and comprehending facts and allusions in specialist lines of research, the Pisgah joys are happily realizable. Mr. E. C. Fowler explores the "Episcopal Registers of England and Wales," of which the earliest—that of Lincoln—opens so far back as 1209, though he complains that many diocesan records are still left unpublished, and "the neglect of Norwich is discreditably to East Anglia." Dr. F. J. C. Hearnshaw provides an entertaining glimpse of "Municipal Records," and, beginning with the true remark that "until the latter half of the nineteenth century the history of English towns was generally neglected," he gives notes on such national collections as are reprinted in Kemble's "Codex Diplomaticus Aevi Saxonici," and a number of documents locally preserved. For students in search of sensations, he quotes from the Southampton Assembly Books the awful case of Mrs. Toldervev, an alderman's wife, who was troubled with "great distemperature of minde"—and "speeche"! Dr. R. L. Poole guides us among the mysteries of "Medieval Reckonings of Time," and, by a sort of algebraic fraction, shows how he found out that June 3, 1162 (the date of Becket's consecration) was a Sunday. Mr. Charles Johnson discloses the open secrets (admission being free) of the Public Record Office in Chancery Lane—secrets of Chancery Files, Exchequer, Pipe Rolls, First Fruits and Tenths, State Papers, &c. A more sweeping survey is furnished by Mr. C. G. Crump, in his "Logic of History," and his hints on the valuation of materials and philosophic discretion of method are very sensible. For example, he seems to be venturing on a very simple observation when he says:—"Any child can readily learn to solve the direct problem of finding the sum of several numbers.  $7+3+2+1=13$ . But no one can solve the diverse problem and tell us what four numbers added together will make 13. The only answer that the most expert arithmetician can supply is that the possible number of solutions is indefinitely large." "Which things are a parable," indicating the difficulty of exactly assigning all the factors which have produced a given social condition.

F. J. G.

*France, Medieval and Modern: a History.* By Arthur Hassall. With 8 maps. (5s. net. Clarendon Press.)

For good or ill, Mr. Hassall has a very consistent style. He begins thus:—"The history of France from the Norman Conquest to the Battle of Waterloo is to some extent the history of the rivalry of the English and French monarchies, though from the death of Henry II of France, in 1559, to the opening of the war of the League of Augsburg in 1689, the two countries were for the most part at peace."

And he concludes:—"On August 2, 1914, German troops entered French territory. The reply of the French nation will be the reconquest of Alsace and Lorraine."

In this reference-book manner, profusely sprinkled with dates, Mr. Hassall wrestles through the ages, and packs a colossal mass of facts into his business-like pages. Now and then, a twinge of historical conscience makes him uneasily feel that, behind the imposing apparatus of monarchs, battles, treaties, and ministries, a great nation of peasants and citizens lives and labours. He says reproachfully—"Froissart ignores the miseries suffered by the mass of the people, and simply describes the pageantry of an age of dying chivalry." We may assume that Mr. Hassall regrets that he cannot do better than Froissart, or he has no space to spare for the all-important story of French agriculture and industry; but he just manages to snatch a page for Sully's

economic enterprises, another for Colbert, another for Turgot. In each case he resumes his breathless chariotceering through dates, diplomacies and conflicts; and he beats most of his competitors in the art of encyclopædic chronicle of dynastic, military, and political events. F. J. G.

### Spanish.

"The Macmillan Spanish Series."—(1) *Amalia*. By José Marmol. Edited, with Introduction, Notes, and Vocabulary, by A. H. Corley. (5s. 6d. net.) (2) *Leyendas Históricas Mexicanas*. Edited by James Bardin. (4s. net.) (3) *Manual de Correspondencia*. By Fuentes and Elias. (5s. 6d. net.)

(1) José Marmol's novel deals in a most fascinating way with the stirring events of the life of General Rosas in what may be termed the construction period in the history of Argentina, from 1840 onwards. Apart from the fascination of the story, which is considerable, we are given a graphic account of various phases of South American history in the middle of the nineteenth century. As a reading book in Spanish it should be both useful and popular, and the well arranged exercises which follow the text will add considerably to its value as a book for the classroom.

(2) These are selections from the work of a modern Mexican writer, Heriberto Frias. A short historical introduction in English briefly outlines the early history of Mexico, and the text presents the history of the Aztecs, from the foundation of Tenochtitlan to the Spanish Conquest, in the form of legends. The numerous Aztec words give the text at times a formidable appearance, but the subject-matter should prove of considerable interest. The headings of chapters and foot-notes are exceptionally full and clear up such difficulties as the text is likely to furnish.

(3) A student who works through the fifty-six typical Spanish letters with explanatory notes, together with the outlines of letters in English to be turned into Spanish, which form the major portion of this volume, will have mastered most of the technique of Spanish Social and Commercial Correspondence. The notes are extremely lucid and well arranged, and an unusually full list of abbreviations is a very useful feature of the book. The publishers are to be complimented on the excellent appearance of this series, type and binding being particularly good.

*A Spanish Reader.* By H. C. L. Balshaw. (3s. 6d. Murray.)

As a book of "unseens" this might be quite useful. The passages, 125 in number, have been judiciously selected, but in most cases they are too short to be of interest in themselves. The notes are somewhat fragmentary, not always clear, and occasionally superfluous.

*Trazos de Historia.* A Spanish Historical Reader by F. E. Spencer. (60 cents. Ginn.)

A series of short narratives told in Spanish of varying degrees of difficulty dealing with the history of Spain and Spanish America. The editor appears to have drawn mainly on Spanish American writers for his material. About half a dozen pages of notes are supplied dealing almost exclusively with historical or geographical explanations.

*María.* A novel by George Isaacs. Edited by R. H. Keniston. Ph.D. (Ginn.)

The editor claims that this is the first Spanish-American novel to be offered to English-speaking students. It is an interesting story, and in this abridged form is well adapted for classroom use. A set of useful exercises based on the text is added at the end of the book, as well as a full vocabulary.

"Oxford Spanish Plain Texts."—(1) *Poesías Varias de Garcilaso de la Vega*. (2) *Elogios de Garcilaso de la Vega*. Edited by J. Fitzmaurice-Kelly. (1s. 6d. each net. Clarendon Press.)

Two neat little books of some 80 pages each, giving the three eclogues, two elegies, an epistle, five *canções*, and 38 sonnets which constitute the poetical output of the "sublime" Garcilaso and were first published by the widow of the poet Boscán along with her husband's works towards the end of the sixteenth century. J. N. B.



# Completion of the Cambridge Bible for Schools and Colleges

GENERAL EDITORS: A. F. KIRKPATRICK, D.D., and R. ST JOHN PARRY, D.D.

**The Old Testament** complete in 34 vols.

**The New Testament** complete in 19 vols.

With introductions, notes and maps.

Three of the books of the **Apocrypha**, viz.: *The Wisdom of Solomon, Ecclesiasticus, and Maccabees I*, have also been issued in the Series.

A prospectus giving a list of the volumes and prices will be sent on request

**CAMBRIDGE UNIVERSITY PRESS**  
Fetter Lane, London, E.C. 4: C. F. CLAY, Manager

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra

## WINSOR & NEWTON, Prepared Water Colours,

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

**QUARTER PANS** of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the **BEST** materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39 Rathbone Place, London, W.1. Established nearly a Century.

## TUITION BY POST.

Practical Training in

### **SHORTHAND,**

**BOOK-KEEPING AND ACCOUNTANCY,**

**COMMERCIAL PRACTICE, BANKING,**

**ADVERTISING, COMMERCIAL LAW.**

Pitman's Postal Courses are admirably adapted for teachers who are unable to take advantage of the ordinary facilities for receiving oral instruction, but desire to qualify in commercial subjects. Each lesson is a full exposition of that part of the subject covered. One course, or any group, may be commenced at any time, and from any stage of present knowledge.

Write for details, stating the subjects in which you are interested.

*Pitman's School*  
BUSINESS SECRETARIAL & CIVIL SERVICE TRAINING

The Leading Teachers' Training Centre in the Kingdom for  
Commercial Subjects.

Principal: FREDERICK HEELIS, F.R.S.A.,  
180 SOUTHAMPTON ROW, LONDON, W.C. 1.  
Seven London Branch Schools, and at Bristol and Leeds.

## PUBLICATIONS RECEIVED.

## BELL.

Concentration and Character Building. By Dorothy Grenside. 2s. 6d. net.

## CAMBRIDGE UNIVERSITY PRESS.

The Story of Dr. Johnson. By S. C. Roberts.  
Recent Discoveries in Inorganic Chemistry. By J. Hart-Smith.

## CALCUTTA (GOVERNMENT PRINTERS).

Progress of Education in India, 1912-1917. Vol. I. By H. Sharp, C.S.I. 5s. 6d.

## CARNEGIE TRUSTEES.

Fifth Annual Report of The Carnegie United Kingdom Trust.

## CLARENDON PRESS.

The Century of Hope. A Sketch of Western Progress from 1815 to the Great War. By F. S. Marvin. 6s. net.

## CONSTABLE.

The Great War brings it Home. The Natural Reconstruction of an Unnatural Existence. By John Hargrave. 10s. 6d. net.

## DENT.

The Voice Beautiful in Speech and Song. By Ernest G. White. 5s. net.

## GEOGRAPHIA, LTD.

A School Chemistry Method. Being the Teacher's Supplement to Chemistry Notes. By G. N. Pingriff. 1s. 9d. net.  
Chemistry Notes and Papers. Parts 1, 2, and 3. 2s. 3d. net each.

## GINN.

General Science. By Otis W. Caldwell and William L. Eikenberry. Revised Edition, 5s. 6d. net.

## HACHETTE.

Recueil Gradué de Bon Mots et Anecdotes Courtes. Par G. N. Tricoche. 1s. 6d.  
François Coppée: Récits en Vers. Edited by Marc Ceppi. 1s. 3d.  
Select Passages from Modern and Contemporary French Authors. Intermediate Course. Edited by L. E. Kastner. 2s. 6d.  
Almanach Hachette. 1919. 2 fr. net.

## HEADLEY BROS.

Lay Religion. By Henry T. Hodgkin. 3s. 6d. net.

## HODDER &amp; STOUGHTON.

The Life of a Grasshopper. By J. H. Fabre. Translated by A. T. de Mattos. 7s. 6d. net.

## P. S. KING.

The Music of Life. Education for Leisure and Culture. By Charles T. Smith. 4s. net.

## T. WERNER LAURIE.

A Textbook of Sex Education for Teachers and Parents. By W. M. Gallichan. 6s. net.

## LOCAL GOVERNMENT PRESS CO. (R. T. LEACH).

Simple Beginnings in the Training of Mentally Deficient Children. By Margaret Macdowall. 3s. 6d.

## LONGMANS.

Longmans' Historical Series.—Book II: A History of Great Britain. By T. F. Tout, M.A. 5s.  
Education and Social Movements. 1700-1850. By A. E. Dobbs. 10s. 6d. net.

## MACMILLAN.

Hindu Tales from the Sanskrit. Translated by S. M. Mitra. Adapted by Mrs. Arthur Bell. 1s. 6d.  
Oral and Written Exercises in English Composition. By Robert S. Wood. Intermediate Book, 8d.  
Recreation for Teachers. By Henry S. Curtis, Ph.D. 8s. 6d. net.

## METHUEN.

Simon de Montfort. A Drama in Five Acts. By Alfred Hayes. 10s. net.  
Fairies and Chimneys. By Rose Tyleman. 3s. 6d. net.

## SIR ISAAC PITMAN.

The Book-keeping Teachers' Manual. By C. H. Kirton. 5s. net.  
Children's Garments. By E. and M. Wallbank. 3s. net.

## RIVINGTONS.

Solid Geometry—Including the Mensuration of Surfaces and Solids. By R. S. Heath, M.A., D.Sc. 4s.  
Latin Elegiac Verse Composition. By Roy Meldrum, M.A. Elementary, 2s. 6d.; complete, 5s.

## SIMPKIN, MARSHALL.

Sun Poems, and Others. By Chas. H. Pinnell. 3s. 6d. net.

## SOCIETY FOR PROMOTING CHRISTIAN KNOWLEDGE.

Textbooks for Students.—(1) Selections from the Vulgate. Arranged by H. J. White, D.D. 9d. net. (2) The Epistle of St. Clement of Rome. 6d. net.

## PUBLISHERS' ANNOUNCEMENTS.

## Cambridge University Press.

Mr. J. D. Duff has edited the text of Lermontov's "Novice," with introduction, notes, and vocabulary, for the Syndics of the Cambridge University Press.

"Mtsyn," or "The Novice," was published in 1840, and has always been a favourite with the Russian people: in Dr. Duff's edition, which will be published immediately, the text is accented, and every word occurring in it is included in the vocabulary.

In 1914 there appeared the first volume of "The Reign of Henry the Fifth," written by the late J. H. Wylie, whose work won high commendation from competent critics. The second volume, dealing with the years 1915-16, will shortly be published by the Cambridge University Press.

## THE INCORPORATED

## Froebel Educational Institute,

Colet Gardens, Talgarth Road,  
West Kensington, London, W.14.

President, RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer, MR. C. G. MONTEPIORE, M.A.  
Secretary, MR. ARTHUR G. SYMONDS, M.A.

## TRAINING COLLEGE FOR TEACHERS.

Principal: MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.  
Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

**D. R. EVANS & CO., LTD.**  
**Produce Merchants,**  
**68-69 FARRINGDON STREET,**  
 London, E.C. 4.  
*Leading Suppliers to Colleges and Schools.*

**FOOD SUPPLIES.**

We offer the following selected goods from our General List at lowest current prices.

**GROUND COFFEE.**

Special School Blend ... .. Per lb. 1/6, 1/8

**PURE COCOA.**

1 cwt. cases ... .. Per lb. 1/9; Loose per lb. 2/-

**TABLE SYRUP.**

14 lb. free tins ... .. Per tin 12/3

**SWEET MANGO CHUTNEY.**

72 oz. Bottles ... .. Per bottle 5/6

**CONDENSED MILK.**

Sweetened 48 x 1s. in case ... .. Per case 46/6

**RICE.**

Fine Bold ... .. Per lb. 3½d.; Per cwt. 31/-

Extra Quality ... .. " 3¾d.; " 34/-

Ground Rice ... .. " 4d.; " 35/-

**HAM AND TONGUE.**

6 lb. tins, 12 tins in case ... .. Per case 130/-

**CANNED FRUIT** (California in Syrup).

Apricots 2½s. ... .. Per doz. 25/6

Pears 2½s. ... .. " 28/6

Peaches 2½s. ... .. " 28/6

Sliced Pines 2½s. ... .. " 28/6

Grated Pineapples 2s. ... .. " 22/-

**SWEETENED CUSTARD POWDER.**

Per lb. 10½d. ... .. Per cwt. 95/-

**SARDINES.**

Les Propres 36 oz. tins, 36 fish ... .. Per doz. 34/6  
 (splendid quality)

**MEATS AND FISH PASTE.**

4½ lb. dishes (two dishes together)... .. Per lb. 2/4

**CALIFORNIAN HONEY.**

60 lb. free tins ... .. Per cwt. 120/-

**MARGARINE.**

High Class Table, Specially Blended. Per lb. 9¾d.  
 We can supply any quantity, weekly orders are now being booked.

**SHREDDED SUET** ... .. Per lb. 1/4

**ALL GOODS CARRIAGE PAID.**

We shall be pleased to send our complete list on application.

**MAY WE HEAR FROM YOU TO-DAY?**

**Model Making in Cardboard.**

By J. THORNE.

*Adopted by the London County Council.*

An up-to-date and well-graduated scheme of handwork with cardboard.

In addition to each exercise there is suggestive class work in Practical Arithmetic, Composition, Object Drawing, &c., &c., all connected in some way with the model under construction. 170 Illustrations.

Price, net, 2s. 6d.; post free, 2s. 10d.

**Bast or Rafia Work.**

By WOUTRINA A. BONE, formerly of Cardiff University.

With 50 Illustrations by MABEL SAW.

The beginners' guide to Rafia Work, with clear instructions and illustrations how to make Bags, Mats, Dolls' Hats, Serviette Rings, Toys, Tidies, &c.

Price, net, 1s.; post free, 1s. 1½d.

**Myths from Many Lands.**

No. 1. Stories of the Sun.

" 2. Stories of the Moon.

" 3. Stories of the Stars.

This series of attractive Readers consists of three typical collections of Myths and Stories from Other Lands.

Each book is profusely illustrated and bound in strong paper covers.

Price, each, 3½d.

*Complete particulars of above with catalogue sent on request.*

**CHARLES and SON,**

(W. CHARLES)

London: 10 Paternoster Sq., E.C. 4.

Glasgow: 68 Gordon Street.

**THE FRIENDS' PROVIDENT INSTITUTION**

for Mutual Life Assurance

(Head Office: Bradford, Yorks)

The Institution having made a special study of Educational requirements, offers advantageous Policies for men and women, which include

**POLICIES COMBINING LIFE ASSURANCE AND CAPITAL ON RETIREMENT**

**PENSION SCHEMES FOR SCHOOL STAFFS**

**POLICIES FOR PROVIDING FOR THE COST OF THE EDUCATION OF CHILDREN**

Write for particulars of any of these (giving date of birth), to:—

**THE LONDON MANAGER,  
 FRIENDS' PROVIDENT INSTITUTION  
 17 Gracechurch St., London, E.C. 3.**

# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

---

---

## OFFICIAL LIST

OF

## REGISTERED TEACHERS.

---

---

The Statutory duty of the Council is to frame and keep a Register of Teachers, and a list of those registered under the conditions prescribed by the Council will be published from time to time. The first list was issued in 1917, and the second one is now in course of preparation.

In addition to its statutory duty, the Council has acted in co-operation with the Board of Education in many important matters affecting the interests of Teachers.

Up to and including Thursday, the 27th February, 1919, the number of applications for admission to the Register was 25,410. All qualified Teachers who have not already registered should write at once to:—

THE SECRETARY,  
TEACHERS REGISTRATION COUNCIL,

47 BEDFORD SQUARE,

LONDON, W.C. 1.

**DUSTLESS and HYGIENIC SCHOOLS**

On all School, Laboratory, Library, &c., Floors and Linoleums of every description

**USE**

**FLORIGENE** (Regd.)

VERY EARLY in the **EASTER VACATION** for Best Results.

(BRITISH MADE.)

It is **IMPORTANT** to **NOTE** that **ONE APPLICATION** of "Florigene" **ALLAYS** the **DUST** and **DIRT** for **2 TO 12 MONTHS**, according to traffic, not only during each Sweeping (without sprinkling of any kind) but also throughout all the intervening periods—which is of greater hygienic importance. "Florigene" is also easily and quickly applied, and saves time and labour.

These sanitary, labour-saving, and economic advantages are **NOT** attained by sweeping-powders or any mechanical or other method.

Send for Particulars, Medical Reports and Testimonials, to the Sole Manufacturers:

**The "DUST-ALLAYER" Co., 4 Vernon Place, Bloomsbury Square, London, W.C.1.**  
Contractors to the Admiralty, War Office, H.M. Office of Works, Colonial Gouts., L.C.C., &c.

**BOOKS.** NEW OR SECOND-HAND.  
Orders promptly Dispatched.

Inquiries from readers of "The Educational Times," at home or abroad, will receive the personal attention of

**JOHN DAVIS** (Successor to THOMAS LAURIE),  
13 Paternoster Row, London, E.C.4.

**BOOKS** On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.  
Second Hand at Half Prices. New Books at Discount Prices.  
**BOOKS SENT ON APPROVAL.**

Catalogues Free. State Wants. Books Bought.  
**W. & G. FOYLE**, 121/123 Charing Cross Road, London, W.C.2.

**SECOND-HAND SCHOOL BOOKS.**

Please write for Catalogue to

**GEORGE OVER,**  
Educational Bookseller, RUGBY.

**DALCROZE EURHYTHMICS CLASSES**

to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY, BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHEND-ON-SEA, SUNDERLAND TAUNTON, and TUNBRIDGE WELLS. Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS, Ltd.,  
23 Store Street, London, W.C.1.

**THE NATIONAL SOCIETY OF ART MASTERS.**

Patron: HIS MOST GRACIOUS MAJESTY THE KING.

School Drawing Certificate for Teachers in Elementary Schools.

The Examinations are held in May. Entries close on March 24th.

Examinations in Drawing for Secondary and Other Schools.

The Examinations are held in June. Entries close May 10th.

Internal Examinations in Schools of Art and Art Classes.

Dates are arranged to suit individual Schools.

Copies of these schemes and forms of application may be obtained on application to the Secretary,

**ALFRED SHUTTLEWORTH, A.R.C.A.,**  
45 Bedford Row, London, W.C.1.

**MEDICAL PRELIMINARY EXAMINATIONS.**

The

**UNIVERSITY EXAMINATION  
POSTAL INSTITUTION**

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal,

MR. E. S. WEYMOUTH, M.A. (Lond.),  
17 Red Lion Square, London, W.C.1.

**EXAMINATION PAPER**

AS USED BY THE

**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements. Ruled both sides.

Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.  
" " 960 " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.

Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
Music Paper.

(Postage extra.) Remittance should accompany Order.

**F. W. SHELBOURNE & CO., Wholesale and Retail Stationers,**  
Telephone Holborn 690. 63 HIGH HOLBORN, LONDON, W.C.1

**TO TEACHERS.**—We have a special line in Drill Shoes, plain canvas uppers, with stout rubber soles, in black, brown, or white. Prices 10's to 1s, at 3s. 6d.; 2's to 7's, at 3s. 11d. A sample shoe will be sent to compare with other kinds your pupils may be wearing. Special prices for quantity orders.

**MADDOCK & SON, "Sports & Games Shoe Makers,"**

272 FULHAM ROAD, LONDON, S.W.10.

Please mention paper when writing.

**DUTTON'S** <sup>20</sup> **HOUR**  
DUTTON'S Shorthand has only 6 rules and 29 characters. Complete theory learned in 20 hours. That stage reached, practice quickly gives high reporting speeds. Send 2 stamps for specimen lesson to Dutton's College (Desk T. 7), Skegness.  
**SHORTHAND**

CAREY'S GRADUS.

"GRADUS AD PARNASSUM,"

WITH THE ENGLISH MEANINGS.

Edited by the late DR. CAREY.

Revised Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

112

(Founded 1847.)

Mar. 1919.

## HISTORY.

### ANCIENT TIMES: A History of the Early World.

By J. H. BREASTED, Ph.D. xx+742 pages. Illustrated. 7s. 6d. net.

### MEDIAEVAL AND MODERN TIMES.

By J. H. ROBINSON, Ph.D. xii+777 pages. Illustrated. 7s. 6d. net.

The purpose of these books is to give the student that broad general knowledge of the great political, economic, and artistic achievements of all ages, which will supply a background whereon those portions of the subject which are being studied intensively may stand out vividly and in their correct setting.

**Ancient Times** begins with a short account of the stone age in Europe, and goes on to tell of the various Oriental Civilizations—Egyptian, Babylonian, Assyrian, Chaldean, Persian, and Hebrew. Then follows the story of the dawn of European Civilization, of the rise and decline of Greece and Rome, and of the overthrow of the Roman Empire by the barbarians. The story of each great race or nation is clearly disengaged and presented in period after period, but the book outlines the early career of man as a whole.

**Mediaeval and Modern Times** continues the narrative from where Professor Breasted left it. In this book emphasis is placed not on mere events of the past, but rather on those institutions and conditions that coloured the life of their times and determined the historical development of succeeding ages. Nearly half the volume is devoted to the history of the last two centuries, so that the pupil is actually brought abreast of his own times and prepared for intelligent observation and appreciation of the happenings of current history.

Both books are remarkable for the number and beauty of their illustrations, which have been made an integral and important part of the narrative. They will add much to its attractiveness and interest both for the student and general reader.

### THE DEVELOPMENT OF MODERN EUROPE.

By J. H. ROBINSON and C. A. BEARD.

VOLUME I. The Eighteenth Century: The French Revolution and the Napoleonic Period. 12mo, cloth, xiv+362 pages, with maps and illustrations. 7s. 6d. net.

VOLUME II. Europe since the Congress of Vienna. 12mo, cloth, 448 pages, with maps and illustrations. 7s. 6d. net.

These volumes will meet the demand for a history of recent times, which shall explain the social and economic, as well as the political development of our own age, and shall also prepare the student to understand the great problems which the nations of the world have to face at the present time. Much less space is devoted to purely political and military events than has been commonly assigned to them in histories of the nineteenth century. On the other hand, the more fundamental economic matters—the Industrial Revolution, commerce and the colonies, the internal reforms of the European States, &c., have been generously treated.

### READINGS IN MODERN EUROPEAN HISTORY.

Edited by J. H. ROBINSON and C. A. BEARD.  
2 volumes, each 7s. 6d. net.

These *Readings* are intended to accompany chapter by chapter and section by section **The Development of Modern Europe**. They both amplify and enliven the study of the text, and provide useful material for written exercises.

### THE LAST DECADE OF EUROPEAN HISTORY AND THE GREAT WAR.

lxxvi pages. 1s. 3d. net.

This little brochure is designed to supplement **The Development of Modern Europe**. In it the author has summed up briefly the developments which led to the European War, and has recorded the events of the earlier phases of it.

### THE LEADING FACTS OF FRENCH HISTORY.

By D. H. MONTGOMERY. 12mo, cloth. xxvii+328 pages. Illustrated. 6s. net.

This work is based on the French authorities—Guizot, Rambaud, Martin, and Duruy, and the object of the author has been to set forth in a clear and attractive narrative the most important events in the history of France. The story commences with Gaul before the Roman Conquest, and is brought down to the European War. Dr. Montgomery writes with sympathy and understanding of France and French conditions, and his book will prove valuable in both the class room and school library.

*A complete list of historical publications will be sent post free on application.*

**GINN AND COMPANY, 9 St. Martin's Street, Leicester Square,**  
LONDON, W.C.2.

# THE EDUCATIONAL TIMES

A REVIEW OF IDEAS  
AND METHODS.

Founded 1847.



New Series. Vol. 1. No. 4.  
Old Series. Vol. 71. No. 672.

APRIL, 1919.

{ Price Sixpence Net;  
By post, Eightpence.

## THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

The SECRETARY,  
Teachers Registration Council,  
47 Bedford Square,  
London, W.C. 1.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

### MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.

Particulars concerning the privileges of membership may be obtained from the Secretary.

### EXAMINATIONS.

**DIPLOMAS.**—The next Examination of Teachers for the Diplomas of the College will begin on the 29th of December, 1919.

**CERTIFICATE AND LOWER FORMS EXAMINATIONS.**—The Midsummer Examinations will begin on the 30th of June, 1919.

**COMMERCIAL EXAMINATIONS.**—An Examination for Certificates of Proficiency in Commercial Subjects will be held in December, 1919.

The Regulations for the above Examinations can be obtained on application to the Secretary.

## THIS ISSUE CONTAINS:

An Essay on  
Unaccompanied Singing  
in Schools;

A Sketch of "Arthur";  
and

A Poem by Fred Richards.

The SUPPLEMENT deals with  
The Training of Teachers.

## UNIVERSITY CORRESPONDENCE COLLEGE

(Founded in 1887.)

### PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

## LONDON UNIVERSITY DEGREES.

(Graduates of British Universities and holders of certain Diplomas can register as matriculated students of London University without passing the Matriculation Examination.)

### A SHORT GUIDE

to London University Examinations, giving full Particulars of Courses and Fees, post free to PRIVATE STUDENTS from—

THE SECRETARY,  
No. 15 BURLINGTON HOUSE, CAMBRIDGE.



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).**—Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 15th, 1919.

**SCHOOL EXAMINATIONS (Syllabus B).**—Held throughout the British Isles three times a year, viz., June-July, October-November, and March-April. Entries for the June-July Examinations close Wednesday, May 7th (Irish entries April 30th), 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, entry forms and any further information will be sent post free on application to—

JAMES MUIB, Secretary,  
14 & 15 Bedford Square, London, W.C. 1.

Telegrams: "Associa, London."

## THE INCORPORATED SOCIETY OF MUSICIANS.

Founded 1882.

Incorporated 1892.

### OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

### ADVANTAGES OF MEMBERSHIP.

A Benevolent Fund for members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters; Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

### LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupils.

Full particulars may be obtained upon application to the General Secretary, 19 Berners Street, W.1.

# NORMAL

NORMAL CORR. COLLEGE  
(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Froebel. L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	---

SEND FOR NORMAL GUIDE.

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO-FORTE METHOD. EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

TRAINING CLASSES FOR MUSIC TEACHERS  
and STUDENT TEACHERS are held at the  
Wigmore Hall Studios, Wigmore Street, W.1, by  
Miss SCOTT GARDNER and Miss MARGARET  
KNAGGS, A.R.C.M., on Wednesdays and Saturdays.  
— Write for Syllabus to either teacher at the studio.

## JOINT SCHOLASTIC AGENCY, LTD. 9 Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee  
representing the following leading Educational  
Associations:—

HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.

Registrar: Mr. E. A. VIRGO.

The object of this Agency is to render assistance  
at a minimum cost to Masters seeking  
appointments. The lowest possible fees are  
therefore charged.

Interviews by appointment from 12 noon to 1.30  
p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from  
11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,  
14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C.1.  
Under the management of a Committee appointed  
by the Teachers' Guild, College of Preceptors,  
Head Mistresses' Association, Association of  
Assistant Mistresses, and Welsh County Schools  
Association.

THIS Agency has been established  
for the purpose of enabling Teachers to find  
work without unnecessary cost. All fees have  
therefore been calculated on the lowest basis to  
cover the working expenses.

No Registration Fees are charged to members of  
the above Associations, and their Commissions are  
reduced.

Hours for Interviews:

11.30 a.m. to 1 p.m., and 3 to 5 p.m.  
Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.  
When possible, special appointments should be  
arranged.

Registrar, Miss ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

### POSTAL TUITION

For London University  
MATRIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.

FREE GUIDE  
on application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY AND PREPARATORY SCHOOLS.

RECOGNIZED BY THE BOARD OF EDUCATION.  
In connexion with the London University and  
recognised by the Cambridge Teachers' Training  
Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A.  
London, M.A. Sheffield, Girton College, Moral  
Sciences Tripos, Cambridge Teachers' Training  
Certificate.

Students admitted in January and September to  
prepare for the London and Cambridge Teachers' Diploma  
and the Higher Certificate of the National  
Froebel Union.

Demonstration School attached to the College;  
and practice for Students in neighbouring schools  
under the supervision of specialists.

Tuition fees £24. A number of Scholarships from  
£8 to £24 offered to Students with a Degree or its  
equivalent. Loan Fund. Special grants to Honours  
Students of £28 towards Hostel fees, or £15 if living  
in rooms.

Particulars of College Hall and Registered Lodgings  
can be obtained from the PRINCIPAL at The  
Maria Grey College, Salusbury Road, Brondesbury,  
London, N.W. 6.

## EDUCATIONAL AGENCY.

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C.2.

Telegraphic Address:—

Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

Scholastic.

Head Masters and Principals of Public  
and Private Schools desirous of engaging qualified  
and well recommended English or Foreign Resident,  
Non-resident, or Visiting Assistant Masters,  
can have eligible Candidates introduced to them  
(free of charge) by stating their requirements to  
Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on  
application to Graduates and other well qualified  
Assistant Masters seeking appointments for  
next term.

Schools Transferred and Valued. Partnerships  
arranged. No charge unless sale effected. List of Boys' and of Girls' Schools  
and School Partnerships for Sale,  
sent Gratis to intending Purchasers, TO  
WHOM NO COMMISSION IS CHARGED.

Assistant Mistresses.

Head Mistresses and Principals of Public  
and Private Schools requiring English or  
Foreign Assistant Mistresses can, on application  
to Messrs. GRIFFITHS, POWELL & SMITH,  
have suitable Candidates placed in  
immediate communication with them  
free of charge.

A List of Vacancies will be forwarded to  
English and Foreign Assistant Mistresses  
and other Teachers on application. Liberal  
Salaries.

## CHERWELL HALL, OXFORD.

RECOGNIZED BY THE BOARD OF EDUCATION,  
BY THE OXFORD DELEGACY, AND  
BY THE CAMBRIDGE UNIVERSITY SYNDICATE  
FOR SECONDARY TRAINING.

Principal:

MISS CATHERINE L. DODD, M.A.  
(Late Lecturer in Education, Manchester University)

Students are prepared for the Oxford  
Teachers' Diploma; the Cambridge  
Teachers' Certificate; and the Cherwell  
Hall Teachers' Certificate for Junior Form  
Mistresses.

Fees for the three Terms,  
from 66 Guineas.

A shortened Emergency Course has been  
arranged.

Scholarships of £50 are awarded to all  
Honours Graduates who satisfy the conditions.  
Scholarships of £20 are awarded to  
Pass Graduates. There is a Loan Fund.  
Students may borrow sums not exceeding  
£25, to be repaid within three years.

Particulars and Prospectuses may be obtained  
from THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the  
Ordinary and Honours Diplomas for Teachers,  
which are strongly recommended as suitable for  
those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast,  
Birmingham, Blackburn, Brighton, Bristol,  
Cambridge, Cardiff, Croydon, Dublin, Edinburgh,  
Exeter, Glasgow, Hull, Leeds, Liverpool, London,  
Manchester, Middlesbrough, Newcastle-on-Tyne,  
Norwich, Nottingham, Oxford, Plymouth, St.  
Andrews, Sheffield, Southampton, and several  
other towns.

Information regarding the Examinations may  
be obtained from the SECRETARY L.L.A. Scheme,  
The University, St. Andrews.

The finest imaginative workmanship in  
MEMORIALS.

TABLETS, cast, engraved, and  
in enamel,

CALVARIES,

and

STAINED GLASS WINDOWS.

H. H. MARTYN & Co., Ltd.,  
CHELTENHAM,

and 5 Grafton Street (off Bond Street),  
LONDON, W.1.

MAY 2ND.

THEOSOPHICAL Fraternity in  
Education, 11 Tavistock Square. Public  
Lecture at the above address at 6.30 p.m., by  
Dr. ARMSTRONG SMITH, late Principal, Arundale  
School, Letchworth, on "Some Ideals in Education,  
and an Attempt to Carry Them Out."

BADGES, HAT BANDS, CAPS, TIES, &c.

Samples sent on approval, advertiser paying  
carriage both ways.

SPECIAL DESIGNS AND COLOURS WOVEN TO ORDER.

Estimates free.

Apply to—

A.M. c.o. "The Educational Times,"  
31 Museum Street, London, W.C.1.



**POSTS VACANT.**

**LEAMINGTON SECONDARY SCHOOL FOR GIRLS.**—Required in September, a **SCIENCE MISTRESS** to teach Botany, Elementary Chemistry, and Physics. Degree and experience essential. Salary from £160 according to qualifications. Apply, giving full particulars and enclosing copies of three testimonials, to the **DIRECTOR OF EDUCATION**, Avenue Road, Leamington. Applications must be endorsed "Science Mistress."

**DOWNE HOUSE, DOWNE**, near Orpington, Kent.—Wanted, in May or September, **TEACHER** of History and Scripture or Literature. Degree essential and some experience. Please write with photograph to **MISS WILLIS**.

**CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

Wanted.—Uncertificated **ASSISTANT MISTRESSES** for—

- (i) St. John's C.E. School, Senior Department.
  - (ii) Byker C.E. School, Senior Department.
- For Forms of Application and Scale of Salaries send stamped addressed foolscap envelope to **PERCIVAL SHARP**, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**ROYAL AIR FORCE.**

Temporary Educational Appointments.

The services of 30 **TEACHERS** are required for duty in the Royal Air Force Training Establishments for Boy Mechanics.

Candidates should be qualified to give instruction in some or all of the following subjects:—

- Practical Mathematics.
- Applied Mechanics.
- General Elementary Science.
- Mechanical Drawing.
- English and Civics.

Salary at the rate of £250 per annum.

Applications, together with copies of not more than three recent testimonials and a statement of age, educational training, qualifications and experience, should be forwarded to the **SECRETARY**, Air Ministry, Strand, W.C.2, on or before 30th April, 1919.

**University Tutorial College.**

**LONDON.**

(Incorporated with University Correspondence College.)



**LONDON MATRICULATION.**

September, 1919.

A Morning Class for the September Examination commences May 5th, and works continuously through the Summer, except from July 12th to July 28th.

During the Period of the War over 1,000 Students of U.T.C. have been successful in different Public Examinations.

**LABORATORY WORK.**

Practical Classes in Chemistry, Physics, Botany, and Zoology may be taken up at any time.

**PRIVATE TUITION.**

Private tuition may be taken up at any time, either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study.

Full particulars may be had, post free, from

**THE VICE-PRINCIPAL,**  
**UNIVERSITY TUTORIAL COLLEGE,**  
**RED LION SQUARE, HOLBORN, W.C.1.**

**POSTS VACANT.**

**LEICESTERSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.**

The Committee propose shortly to appoint an **ORGANIZING INSTRUCTOR** of Physical Training. Commencing salary £200 to £250, according to qualifications, plus travelling expenses.

Applications, stating age, previous experience, and qualifications, should be made at once to the **DIRECTOR OF EDUCATION**, 33 Bowling Green Street, Leicester.

**NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

**ATKINSON ROAD DAY COMMERCIAL SCHOOL FOR GIRLS.**

Wanted, as soon as possible, a **SENIOR MISTRESS** for English, an Honours degree in English desirable. Experience in School Societies an additional qualification. Commencing salary £160 to £181 (according to experience and qualifications) rising by £7 per annum to £216 per annum.

Applications on forms which may be obtained on receipt of a stamped addressed foolscap envelope, must be delivered to the undersigned not later than 3rd May.

Education Offices, **PERCIVAL SHARP**, Northumberland Road, Director of Education, Newcastle-upon-Tyne.

**CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

Wanted.—Uncertificated **MISTRESSES** for the Senior and Infants' Departments of Christ Church C.E. School.

For Form of Application send stamped addressed foolscap envelope to **PERCIVAL SHARP**, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**WANTED**, in May, a resident **MISTRESS**, to take Junior Forms and Botany. Training or experience necessary. Apply—**MISS HIGGINS**, Weybridge High School, Weybridge, Surrey.

**SCHOOL, CLASSICAL,  
MATHEMATICAL,  
AND SCIENTIFIC  
BOOKS.**

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED 1854.

Keys and Translations.

**SCHOOLS SUPPLIED.**

**BOOKS BOUGHT.**

**J. POOLE & CO.,**  
104 Charing Cross Road,  
LONDON, W.C.

Telephones No.: 1846 Gerrard.

**NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.**

EDUCATIONAL BOOKSELLERS

**The "ARETHUSA"  
TRAINING SHIP**

and Shaftesbury Homes at Bisley,  
Twickenham, Sudbury, Ealing, &c.

**NEED HELP**

2,600 Boys sent into the Royal Navy.  
More than 6,500 have entered Merchant Service.  
Old Boys from the Society's Country Homes are serving  
in 120 British and Colonial Regiments.

Special help is wanted for the War Emergency Fund.

Patrons: THEIR MAJESTIES THE KING AND QUEEN.  
Vice-President: ADMIRAL VISCOUNT JELlicoe.  
Chairman and Treasurer: C. E. MALDEN, Esq., M.A.  
Chairman of "Arethusa" Committee: HOWSON F. DEVITT, Esq.

Joint Secretaries:  
H. BRISTOW WALLEN, HENRY G. COPELAND.

London Offices:  
NATIONAL REFUGES, 164 Shaftesbury Avenue, W.C.2.

# SCHOLASTIC APPOINTMENTS

---

University men and women seeking scholastic appointments should apply to

## **Truman & Knightley** SCHOLASTIC AGENTS LTD

who introduce Assistant Masters and Mistresses to the majority of the leading Public and Private Schools at home and abroad.

---

*Through this Agency, well educated gentlewomen with Higher, Local or other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience.*

---

There is a separate department for

### **LADY MATRONS AND HOUSEKEEPERS**

for schools.

#### **SCHOOL TRANSFER DEPARTMENT.**

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own should communicate personally with Mr. Truman, who undertakes all negotiations connected with the transfer of schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

Offices :—

**158—162 Oxford Street, London, W.1.**

TELEGRAMS: TUTORESS, PHONE, LONDON.

TELEPHONE, MUSEUM 1136.

---

# VACANCIES IN SCHOOLS

## IMPORTANT

So many Schools at present being full, some with long waiting lists, it will be an assistance to us, in dealing with the large number of inquiries daily received, if Principals likely to have vacancies for the next two terms will notify us as early as possible.

---

**J. & J. PATON,** Educational Agents,

143 CANNON STREET, LONDON, E.C.4. Telephone: Central 5053.

# DENT'S EDUCATIONAL PUBLICATIONS

ALMOST READY.

## A Rapid Italian Course.

By WALTER RIPMAN, M.A. Cr. 8vo. Cloth. 4s. net. Based upon the *Guida allo Studio della lingua Italiana* of Dr. A. ALGE, but containing many alterations and additions. Kindred words are compared to French and Latin. The book is illustrated; text and notes are entirely in Italian, and there is a useful vocabulary.

NOW READY.

## The State and the Nation.

By EDWARD JENKS, M.A. Cr. 8vo. Cloth. 4s. net. An extension and amplification of the author's well-known "Short History of Politics"; forming a handbook of Citizenship based upon history which will be found exceedingly useful in adult classes, working-men's institutes, continuation schools, and university colleges.

## Comparative Education.

A Study of the Educational Systems of Six Representative Countries.

Edited by PETER SANDIFORD, M.A., Associate Professor of Education in the University of Toronto.

Demy 8vo. Cloth. 8s. 6d. net.

This important volume contains chapters on: United States, Germany, England, France, Canada, and Denmark.

*Times*.—"Dr. Sandiford has produced a really useful book."

*Athenæum*.—"A valuable contribution to contemporary educational literature."

## The New Testament for Schools

Arranged and Edited by Canon MORLEY STEVENSON, M.A., and C. W. BAILEY, M.A.

Crown 8vo. 3s. 6d. net.

The natural companion to the same Editors' "Old Testament for Schools."

## How to Read the Bible in the 20th Century.

By SOPHIE BRYANT, D.Sc., Litt.D., formerly Head Mistress of the North London Collegiate School.

Crown 8vo. 3s. 6d. net.

For teachers and pupils in Secondary Schools as well as for the home and the Sunday School of the modern type.

## DENT'S MODERN FRENCH BOOKS

**A Rapid French Course.** By RANDALL WILLIAMS and WALTER RIPMAN. Illustrated. Crown 8vo. 3s. net. Specially suitable for Evening Students.

**La France.** By G. GUIBILLON. Illustrated. Crown 8vo. Cloth. 3s. net. A book on French life and ways.

**A French Accuracy Notebook.** Compiled by E. ALLISON PEERS, M.A. Fcap. 4to, paper covers, 9d. net. Based upon the Accuracy Chart System, which has been tested in class work with excellent results.

**First Steps in French.** By WALTER RIPMAN. 2s. 6d.

**Further Steps in French.** By WALTER RIPMAN. 2s. 6d.

**Dent's First French Book.** By S. ALGE and W. RIPMAN. 2s. 6d.

**Dent's Second French Book.** By S. ALGE and W. RIPMAN. 2s. 9d.

**The Best French Prose.** Six Vols. Limp Cloth. Each, 5d. net.

**The Best French Poetry.** Six Vols. Limp Cloth. Each, 5d. net.

**Dent's Short French Readers.** With Reform Exercises. For Second, Third, and Fourth Years. Limp Cloth. Prices—5d., 5d., and 8d. each.

## DENT'S MODERN SPANISH BOOKS

**Dent's First Spanish Book.** By F. R. ROBERT. Illustrated by J. AYTON SYMINGTON. 2s. 6d. net.

**El Lazarillo de Tormes (Cervantes).** Translated and adapted by C. C. RICHARDSON. 1s. 9d. net.

## DENT'S MODERN ENGLISH BOOKS

**An English Pronouncing Dictionary.** By DANIEL JONES, M.A. Demy 8vo. Cloth 7s. 6d. net. Based on the system of the International Phonetic Association.

**Story Tellers' Hall.** A Literary Reader for Junior Forms. Edited by Dr. RICHARD WILSON. 2s. 3d. net.

**Treasure Trove.** A Literary Reader for Middle Forms. By the same Editor. 2s. 3d. net.

**Coronata.** A Book of Poems. By the same Editor. 2s. 3d. net.

**Composition through Reading.** By F. PICKLES, M.A. The Direct Method of Teaching English.

INTRODUCTORY BOOK for Junior Forms. 1s. 9d. net. A Complete Preparatory Course.

BOOK I for Lower Middle Forms. 1s. 9d. net.

BOOK II for Upper Middle Forms. 2s. net.

SEND FOR EDUCATIONAL CATALOGUE.

J. M. DENT & SONS, LTD.,  
ALDINE HOUSE, BEDFORD STREET, W.C.2.

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

APRIL 1919.

## CONTENTS.

	PAGE
Notes and Comments ... ..	119
Watsonian War Memorial Fund ... ..	121
Unaccompanied Singing in Schools. By Herbert Ant-cliffe ... ..	122
Raper of Trinity—Some Memories ... ..	123
"Arthur." By Hetty Middleton ... ..	124
Poetry: "Little Houses." By Fred Richards ... ..	125
Can these Bones Live? II. History. By David Somervell	126
Subjects and Methods ... ..	127
Qvics and Eugenics ... ..	127
Chronicle of Education ... ..	128
Schools, Colleges, and Universities ... ..	128
Personal Notes ... ..	129
Blue Book Summary ... ..	130
Education Abroad ... ..	131
Our State Inspection. By a Private-school Teacher	131
Association News ... ..	132
Letters to the Editor ... ..	132
Reviews and Notices ... ..	136
Literary Section:—	
Books and the Man ... ..	138
Reviews and Notices ... ..	138
Publications Received ... ..	152
Supplement:—	
Some Notes on the Training of the Teacher ... ..	133

[Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.]

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued on the fifteenth of each month.

### PRICE.

The price per copy is Sixpence net. By post Eightpence. Subscription for one year, including postage, Seven Shillings. Subscription for three years, including postage, One Pound.

### ADVERTISEMENT RATES.

Whole Page ... £5 5s. Od. | One Quarter Page.. £1 10s. Od.  
One Half Page ... £2 15s. Od. | One Eighth Page... 17s. 6d.  
Per inch, narrow column ... 6s. Od.  
Posts Vacant or Wanted  
(30 words or under) ... 2s. Od. } Prepaid.  
Each additional 10 words... 6d. }  
Special arrangements for series and position pages.

### ADDRESS.

Letters to the Editor and Books for Review should be addressed to— THE EDITOR, THE EDUCATIONAL TIMES,  
31 Museum Street, London, W.C.1.

Letters concerning Subscriptions and Advertisements should be addressed to—

THE PUBLISHERS,  
THE EDUCATIONAL TIMES,  
31 Museum Street, London, W.C.1.

## NOTES AND COMMENTS.

### The Teaching "Profession."

THE latest regulations of the Board of Education on the training of teachers form a most welcome advance towards the idea of a united teaching profession. Hitherto students in training colleges have been definitely marked off into different classes, according as they intended, or were intended, to teach in public elementary schools or in secondary schools. A cross division arose from the existence of "subject" institutions for teachers of domestic science, drawing, or music. Since one of the first necessary characteristics of a profession is that there shall be freedom of passage as between one field of its work and another, limited only by the personal fitness of the individual, it follows that no true professional feeling can exist if teachers are to be placed in separate grooves at the outset. There is a common element of craftsmanship or "mystery" in all real teaching, modified, it is true, according to the circumstances in which the craft is exercised, but substantial enough to form a professional link between teachers of every type and in every branch of the work. Hence we welcome the Board's decision that the student in a training college shall not be earmarked in future as belonging to the elementary school or the secondary school, but shall be free to take up work in either type of institution.

### Fundamenta Divisionis.

UNFORTUNATELY this essential "one-ness" of teaching work has been imperfectly recognized hitherto, not only by those responsible for educational administration but equally by teachers themselves. The latter have tended to emphasize their sectarian differences, individuals claiming a superiority merely because of the social standing of the parents of their pupils, or because they worked in a "public" school as distinct from a "grammar" school, or because they taught the higher rudiments of chemistry in a University and not in a secondary school, or because they taught in a private elementary school and not in a public elementary school. The teachers in the last-named institutions have sometimes claimed a superiority in the technique of teaching as an offset to the academic attainments of their colleagues in the secondary schools. The elementary school teachers themselves have by no means been content to find their sole refuge in the ample folds of the National Union of Teachers. This vast and powerful organization includes among its members those who belong also to associations of Class Teachers, of Head Teachers, of Rural Teachers, of London Teachers, or of Women Teachers, not to mention the ardent spirits who constitute a kind of "ginger group" under the banner of the Teachers' Labour League. The basis of division is infinitely varied and we have some three-score distinct associations of teachers, ranging from the Association of Private Governesses to the recently formed Association of University Teachers.

### The Need for Unity.

EACH of these three-score bodies is pursuing its own ends, and in this there is no matter for complaint. The difficulty comes when they pursue their ends without due regard to the general welfare of teachers. It is unfortunately true that the term "teacher" has no precise or accepted connotation among the ordinary public, to whom indeed the word appears to convey no suggestion of special attainments or professional skill, if one may judge by the apparent ease with which people can obtain money by professing to teach when they have no ascertainable qualifications for the work. The necessary task of enlightening the public is rendered, not easier, but more difficult, by the present conflict of teachers' associations, and especially by the tendency of some associations to act as if the word "teacher" were exclusively and solely applicable to their own members. The first duty of all associations of teachers, as of all individual teachers, is to see that their calling is better understood and more highly regarded by the community. This should be considered in every act of every association and, above all, it should lead to a determination to close the ranks and achieve that real unity without which it is idle to talk of teaching as a profession. When teachers have decided to unite their forces and to pursue steadily the aim of attaining such measure of self-government as will enable them to ensure that the word "teacher" shall have a real content and meaning, then they will be on the road which leads to higher public regard, to improved salaries, to better conditions of work, and, above all, to the satisfaction which comes from playing a useful and recognized part in the service of the community.

\* \* \* \*

### The Centre of Union.

THE necessary point about which the various types of teachers may gather is the professional Register, established by the unanimous desire of associations of teachers some seven years ago. Every profession properly so-called has its official Register containing the names of those who have been tested and found worthy of admission. Further, every profession imposes its own test by the agency of its chosen representatives, who should properly have regard not only to professional but also to the general welfare, for the interests of any body of workers must be duly subordinated to those of the community. It is now over five years since the official Register of Teachers was opened under the auspices of a responsible body of forty-four representatives of teachers' organizations. During this period some twenty-six thousand teachers have applied to become registered, but the remarkable thing is that only one association of teachers has thought fit to make registration obligatory upon any of its members. It might have been supposed that associations which had demanded a Register and had agreed to send representatives to the Registration Council, would

have taken prompt measures to ensure that all their own members, if eligible, were registered as speedily as possible. Excellent work has been done by many associations in the way of bringing before their members the importance of registration, but no compulsion has been exercised, even by bodies which have urged that those of their members who are registered should be placed in a special position of advantage in regard to salaries and promotion. This would seem to be due chiefly to the tendency of associations to be immersed in their own concerns and to become correspondingly oblivious of the importance of a united teaching profession.

\* \* \* \*

### The Professional Council.

THE representative body which is charged by law with the duty of framing and keeping a Register of Teachers, with the right to prescribe the conditions of admission to the Register and to vary these conditions as it may determine, is clearly an instrument of great possibilities in all that concerns the welfare of teachers. The Teachers' Council, representing, as it does, every branch of teaching work, and responsive, as it must be, to the views of the bodies which appoint its members, may be made the means of securing due recognition for teachers as a body. It may be used by teachers as the accepted medium for placing their views before the legislature and the public, thus avoiding the risk of defeat which must attend divided counsels. It may organize and supervise the development and application of new discoveries in educational science, thereby preserving teachers from the unwelcome attentions of assiduous amateurs and of retired inspectors who have succumbed to a belated enthusiasm for infants. It may establish the principle that within the orbit of the profession there is an open career for ability, that as a curate does not impair his chance of becoming a bishop by serving a slum parish, so a teacher should not lose his chance of becoming a University professor or the Head of Winchester by working for a time in a Council School. These things can be accomplished if teachers desire them, and the sign of their desire is that they become registered with all speed. Otherwise they must continue in their separate categories, marked off like the competitors in a sprinting match. As they pursue their lonely way they may recall Shakespeare's lines:

The fault, dear Brutus, is not in our stars,  
But in ourselves, that we are underlings.

\* \* \* \*

### Army Education.

THE scheme of education for the Army is a thing of wonder. Vainly have we attempted to believe that it is a thing of substance. Despite the efforts of a most skilful press agent and the well accredited stories of Royal interest, we are unable to comprehend how the scheme is working and we have still to meet anybody who believes in it. The greatest sceptics of all are

the men who have recently left the Army after seeing the scheme at work. Some of these describe it, in their picturesque military fashion, as "silly eyewash." Others, more tolerant, think it is a good thing for some of the lucky ones who have been appointed to direct it. Nobody is ready to declare that he has met a soldier who is being or has been educated in any real sense under the scheme. At best, so we are told, it is a means of relieving the tedium of the present post-script to real warfare. It will be a matter for regret if the praiseworthy efforts of Lord Gorell and his assistants are countered by the passive resistance of a certain type of commanding officer, but we have an uneasy feeling that the whole scheme is far too ambitious in scope, and we are in no way impressed by the information that two million lead pencils are consumed fortnightly in the effort to place the British Army *in statu pupillari*. On the general question, some small light is thrown by the record which follows.

\* \* \* \*

#### Our Army Correspondent writes :

At the beginning of December last year I was formally appointed Educational Officer to a Reserve Brigade of Royal Field Artillery. My brother officers congratulated me on having at last obtained a "cushy" job! On the following day a Conference was held to discuss the plan of our educational campaign, and at this meeting were present the Colonel Commanding the Brigade, the Chief Educational Officer of the "Command" in which our Brigade was a unit, the Entertainments Officer, and myself. The "Chief Educationist" began by assuring us that the War Office attached the highest importance to the Army Education Scheme. It was even disposed to give aid! A covey of expert lectures on subjects many and varied had collected. A beneficent W.O. had provided us with the means of "flushing" the covey by Army Forms! The dispatch of A.F. xyz would bring within our camp the messenger of learning.

We were, however, to rely as well on our own efforts. "Surely you have in the camp plenty of officers and men capable of becoming instructors in such subjects as French and typewriting," said the chief E.O. To my objection that one could not make much progress in French with three lessons per week in two months, the Great Man replied: "That doesn't matter. The great thing is to *interest* the men in the subject. If they leave for another camp they will there continue from the point at which they left off." I then bluntly asked him if he were a schoolmaster in civilian life. "Oh, no!" he replied, "I was a lawyer." I had nothing further to say.

The victims of this scheme were for the most part returned B.E.F. men eagerly awaiting demobilization. There were no "A.IV" men (*i.e.* youths of 18½) in our camp. Our numbers fluctuated between 2,500 and 3,500, and the personnel changed from day to day.

Was it likely that men about to return to their homes after a long absence would be interested in French verbs or in the science of beekeeping? Further, each officer and man was given twelve days' "Christmas leave" during December and the early part of January. They were dispatched in parties of 200. What work could be done with classes continually varying in size and consisting of different individuals each time they were held? The syllabus suggested by the War Office was sufficiently catholic. It included most languages, living and dead—French, German, Italian, Arabic, Sanskrit, Latin—embroidery, electrical engineering, bricklaying, agricultural science, and beekeeping.

Whence was the staff to come who should teach these multifarious subjects? If a gunner approached me and said, "Sir, I want to beekkeep," or "Sir, I earnestly desire to study Persian," what answer was I to make to him? To place him under arrest would have been high-handed and injudicious; to have answered in Army slang, "You're unlucky!" would have seriously injured my prestige. As a fact, about twenty officers asked for a course in Spanish. No one in the Brigade would undertake to teach Spanish, and I forthwith applied—on A.F. xyz—to H.Q. for a lecturer. No reply, not even an acknowledgment of the request, had been received by the date of my demobilization.

A few professional teachers were in the camp, and with their help I had started one or two classes in book-keeping. Then came the Order that Group 43 (schoolmasters, &c.) were to be demobilized forthwith—and forthwith we went.

About five men had been sent to Oxford to undergo a "three weeks' intensive course of training as Army lecturers," but they had not returned from "Christmas leave" when I bade good-bye to the Army.

Such is my experience of the early days of the Army Educational Scheme. Perhaps some more reasonable, if less ambitious, plan is in existence now. Pious wish!

---

#### Watsonian War Memorial Fund.

At a meeting of the Executive Committee, held in the Merchant Company's Office, Edinburgh, a list of claims for relief lodged on behalf of children and other dependents of Watsonians who had been killed or incapacitated in the War was submitted. It was decided in the meantime to fix the maximum annual grant to be allowed for each dependent at £25, and it was remitted to a sub-committee to consider the claims lodged and to allocate grants immediately.

It was reported that the Fund now amounted to £7,904, and it was hoped that the minimum sum which it was estimated would be required for the purpose of the Fund—viz. £10,000—would shortly be subscribed. Old Boys who have not yet subscribed are requested to send their contributions to the Honorary Treasurer, Mr. Robert Paton, City Chambers, Edinburgh. Consideration of the form of the permanent memorial to be erected at the College was deferred.

## UNACCOMPANIED SINGING IN SCHOOLS.

By HERBERT ANTCLIFFE.

ENGLAND might once have been described as "a nest of singing birds," and even to-day it ranks among the few countries where really great choral singing is to be heard. Yet the amount of bad singing which one comes across in moving about among the various grades and types of "middle-class people" is often appalling, and always very discouraging to those who have the musical welfare of our country at heart. There are two very evident signs of the failure of the middle classes to realize the importance and utility of vocal music. Of these the most pronounced is the decline in taste on the part of those who by nature and training are led into the way of singing solos in their own or other people's drawing rooms; and the other, is the lack of desire and ability on the part of others to sing either alone or in company.

It may be admitted that in certain small circles there has been during the last few years a decided improvement in the choice of songs for the concert platform, and in a less degree for the drawing room, while it is easy to find fault, as many do, with the songs which were popular a generation ago. Shield and Balfe and Henry Russell, and still more Pinsuti and Abt, were at their best but inferior writers. Yet feeble as most of their songs were, they compare very favourably in freedom from mawkishness and sentimentality with the bulk of songs of to-day. Moreover, they were made to be sung with a musical quality of voice, not to be barked or yelled with little or no regard for melody, as seem to be most of the songs which we now hear at social gatherings.

The causes of this bad singing and choice of music are manifold, and some are perhaps outside the scope of an educational journal. Two of them, however, are matters for the schools. These are the false precocity of the youth of to-day and the tyranny of the pianoforte in matters of education. The cure for both of these is to be effected by the singing of suitable songs in a suitable manner.

Now, in speaking of the false precocity of the children of to-day, I am not suggesting that they should have the same ideas and the same manners as their parents had at the same age. The younger generation is naturally and rightly more precocious than its predecessors in certain matters. But there is an unnatural and vicious precocity, a precocity which is morbid and harmful to both health and morals, and which finds expression in the desire to adopt the manners and songs of the lower types of adult intelligence. This can be combated in school life by both direct and indirect means: by definitely discouraging any acquaintance with such songs, by ignoring them as far as is possible, and most of all by providing an abundance of good songs of a suitable type.

All artistic feeling is naturally active, and, therefore, as all possess a faculty for music, this will find activity in a wrong direction if it is not encouraged in a right one. We often hear regret expressed that the music-hall habit is so easily and so soon acquired, but this would not be the case if ample good music and other suitable and attractive entertainment were provided for our young people, and if they had received a right musical direction in their early days.

That there is an ample supply of good and suitable music obtainable may easily be proved by reference to the publishers' catalogues. Moreover, the publishers exist to meet the demands of their customers, and as soon as the demand for good types of songs suitable for children in or out of school increases there is sure to be a corresponding supply.

For the proper training of ear and voice, it is necessary that some of these songs should be sung in two-, three-, or even four-part harmony, and without instrumental accompaniment. Talking to a veteran school inspector some time ago, his remark about a certain elementary school was that he had never known in his many years' experience a single child from that school who could not sing in tune and time and with a pleasant quality of tone. Further inquiry showed that the reason undoubtedly was the absence of any kind of instrument from that school, and the practice of always singing in parts. Possibly this particular instance was an exceptional one, for the school was in the North, and the head master was himself an enthusiastic amateur singer. Nevertheless the same thing is done in other schools, and might be done in many more.

I am not disparaging the pianoforte as an accompanying instrument for either singing or physical exercises; it is only its disproportionate and tyrannical use that is objectionable. In the majority of schools to-day there are few who can sing without accompaniment, and few who can maintain the pitch for any length of time. They have been so completely infused with the tradition of the necessity of being supported by an instrument that they cannot do without that support. Had they been accustomed to singing without it they would be able to sing in time and tune much better than they do, and they would also possess in some degree that much desired gift, the sense of relative (usually wrongly called absolute) pitch.

We often hear the remark that the pianoforte is a necessary support for the majority of voices, that without it the falling in pitch is painful alike to the singer and listener, that without its aid it is so difficult to be sure we are singing in the right key, and so on. With regard to the last of these, it may be said that the exact key in the majority of cases is a matter of no importance so long as the parts are within the range of the voices to which they are allotted. Moreover, the teacher who cannot at once from the note of a pitch fork or pipe find any key that is desired is sadly lacking in the most elementary musical education. If the sense of pitch is sufficiently developed to do without any external means of finding the key so much the better, but in any case once found the voice alone should be employed.

It is the idea of supporting the voices that is most particularly noxious. Is the human voice to be compelled to go on the crutches of an instrument? Emphatically it ought not to be so. When the voice needs such support there is some falling from its original strength and purity, and such fall should be the rare exception and not the rule. The boy or girl who requires crutches, ankle supports, or even a staff to walk with is either ill or prematurely old. Such weakness may be caused by actual disease or by the neglect of proper exercise through ignorance or idleness. The same conditions exist with regard to the vocal organs, with the one exception that they are intended for less



hard work, and are, therefore, more easily tired or injured.

There is a common idea that false intonation in singing arises largely from defective hearing—from having “no ear for music.” This is only partly true, and with ordinary proper training might be less so. A very large proportion of what defective hearing exists arises from the hearing of bad music, or music badly performed, or from natural laziness in listening. We know that children have frequently to be told to listen carefully when spoken to; just as frequently in proportion they should be told to listen carefully to music. It is just as natural to sing well as to speak well, and the same training, and for ordinary purposes no more training, is necessary. The reason why more training appears to be necessary for singing than for speaking is that such training is usually left till adolescence, or at least till youth, while the training for speech begins in earliest infancy. Higher training is necessary for public singing just as it is for public speaking, while music has its own literature which requires special study. The public singer requires a training that is similar in both manner and completeness to that of the actor; but it is just as natural to sing properly in a limited circle or with others as it is to carry on a conversation in a refined and intelligent manner.

Part-singing is recommended for several reasons. First, for some as yet unaccounted reason which is as much psychological as physiological, as an exercise it is less tiring than is unison singing. Certainly it is pleasanter and more interesting to both singers and hearers. Secondly, it leads to clear diction, self-dependence and good intonation much more effectively and completely than does unison singing; to clear diction because this is of the utmost and most obvious importance, and thus the teacher possessed of ordinary musical intelligence can criticize and correct it; to self-dependence because of the necessity of maintaining a part against the distractions of other parts; to good intonation because harmony is the source of intonation, and also because, owing to the division of the voices, there is less tendency for the weaker singers to drag down those who would sing in tune. Last, but not least of the reasons for this recommendation, is the splendid literature that exists of part-songs which are artistically good, morally and mentally healthy, and of the highest interest to singers and hearers. And of this literature no small proportion consists of British songs, national or individual, of the types which will do more to restore our national musical feeling than any others.

When I speak of National songs I use the term in its broadest sense, and include everything—from songs of which the words deal with history or national pride and national characteristics to songs with no particular national bearing in their words, but possessed of our national characteristics of bold melodic outline and well-defined rhythm, and that indescribable freshness of feeling which is possessed by the music of some other nations but by none so fully as our own. The songs available for children's voices range from the mid-Victorian “Moral” songs like “I know a funny little man as quiet as a mouse” to modern art songs and arrangements of modern patriotic songs. It is true that the two latter classes are not so common as we could wish them, but this is very largely due to the demand for those with pianoforte accompaniment.

With a demand for more unaccompanied songs will undoubtedly come a supply. It is pleasing to note that some of the bodies which conduct musical examinations are now helping to create this demand.

When some progress has been made in two-, three-, and four-part singing—but, generally speaking, not before this—unison songs may be effectively rehearsed and sung, either with or without accompaniment. There is no finer experience, however, than to hear a fine melody sung well by young people's voices without accompaniment.

One of the objections raised by many teachers to these arguments is that the average boy or girl has no time to study music in addition to all the other subjects which modern professional and social life make necessary. To this my reply is that I do not suggest that they should add to their musical studies, but that those studies should be curtailed and improved and made more interesting by being placed on the line of least resistance, which is that provided by Nature itself. For this we need skill in the reading of music, in the same way as we read the symbols of English, French, or shorthand, knowing at sight the sounds which are in the music without having to pick them out on an artificially constructed keyboard.

---

## RAPER OF TRINITY. SOME MEMORIES.

---

AMONGST those who have passed from us in recent years there are few whose names are held in such honour, and by so many, as the late Robert Raper, of Trinity, Oxford. He was the true friend of a long succession of men, by no means all members of his own college, of all kinds and classes.

Some sit as Ministers of State,  
And some as priests beg at their gate.

It would be worth one's while to make a collection of his delightful witticisms, if only as specimens of one subtle method of managing young men and exercising “discipline.” Here is one to announce that trespassing on the grass of the front quad was *verboten*:

“Games may be played in the quadrangle on payment of £1 for each throw, catch, drop, kick, dribble, shove, pass, run, hack, bowl, hurl, toss, hit or miss, cut, drive, slog, putt, or push, with any stick, wicket, club, bat, or bat-like thing of whatever material or shape, or with any ball or ball-like thing, of whatever shape or material, whether edible or not.”

One fine Sunday morning an undergraduate, now a well known man of letters, was seen by Raper, as he looked out of his window, in solitary possession of the Quad; for it was ten o'clock, and academical activity was at that hour of that day usually exercised *intra muros*. Our friend was airing himself and a new bottle-green coat, of which he was clearly proud, with evident satisfaction. Raper threw up his window, and called to X.: “I say, X., may I come down into your Quad?”

---

### Gift to the University of London.

The Ramsay Memorial Committee have offered to the University of London a sum of not less than £25,000 towards the foundation of a Laboratory of Chemical Engineering at University College. The Senate have gratefully accepted the offer, and are allotting a site for the purpose.

## "ARTHUR."

By HETTY MIDDLETON.

ARTHUR was nearly five when he first appeared at school, and "Teacher" was nearly twenty, a fair distance to be spanned, it is true, but Arthur achieved it with his first smile.

He was surely one of the quaintest little figures one could imagine, and "Teacher" smiled involuntarily as her eye fell on him. He was attired in a fawn jacket which must at one time have been his mother's best. It had voluminous sleeves of the type known as "leg-o'-mutton," was decorated with large pearl buttons, and boasted a most decided "bustle" in the rear where the pleats were gathered in. It descended nearly to his ankles, and the sleeves had to be rolled back several times to allow the tips of his fingers to emerge. His head was covered by an old and very dilapidated sailor-cap from which the shape had long since departed and which hung forlornly down over his collar as if mourning its past glory. It was still, however, adorned with a ribbon which was inscribed "H.M.S. Dreadnought," and surely never was title more fittingly worn, for Arthur was ever a gallant little "Dreadnought."

Advancing towards "Teacher" with his beaming friendly smile, he announced: "I've-come-to-school-Teacher-but-I-ain't-a-bit-flayed-'cos-I'm-goin'-to-be-a-butcher-and-butchers-aren't-never-flayed-of-any-think-not-even-mad-bulls-an-'ere's-t'-paper-wiv-mi-name-an'-birthday-as-Muvver-says-I-was-ter-give-ye-an'-please-will-ye-see-as-'ow-mi-coat's-fastened-wen-I-goes-'ome-'cos-it's-bitter-cold."

This was uttered all in one breath, much to the amusement of "Teacher" and the rest of the class, and Arthur was sent to join the other new scholars who had arrived, for this was "first day," a much dreaded day in an infants' school.

For the next half-hour "Teacher" was very busy, and Arthur's existence faded from her memory. It was forcibly recalled, however, by hearing a startled exclamation from the junior teacher, who was attending to the new arrivals. Looking round, "Teacher" saw her standing over Arthur with a horrified expression on her face.

"Good gracious!" she exclaimed, "this child has eaten his particulars." It was too true: there sat Arthur, with fragments of his bit of paper on the floor around him and sucking one piece with evident relish. On meeting the astonished gaze of the two teachers, he said firmly, "Butchers allus eats summat wen they'se 'ungry."

\* \* \* \* \*

Arthur was certainly not a beautiful child. He was small for his age and very sturdy. He had a square bullet head, which was kept so closely cropped that one could only speculate as to the colour of his hair. His face, too, gave one the impression of squareness and Yorkshire stolidity, relieved, however, by the tip-tilted nose of childhood, the wide ever-smiling mouth (from which the two front teeth were missing), and the

bright intelligent grey eyes. No, he was not beautiful, but his wonderful smile, overflowing with friendliness and good temper, and the quaint originality of his remarks were irresistibly attractive.

He quickly showed himself to be possessed of a vivid imagination and an insatiable love of stories, in the retelling of which he far outshone "Teacher" by the wealth of local colour he would introduce, and the variations he thought fit to add. His one aim in life was to be a butcher, and consequently he always viewed everything from what he thought to be a butcher's standpoint. Arthur's version of the parable of the Prodigal Son ran something like this: "There was once a lad who runned away from home to 'be a butcher'"—here he caught "Teacher's" warning eye and revised his statement. "Well, it worn't exactly to be a butcher, but 'e 'ad a right good time; and wen 'is money wor all spent 'e 'adn't nowt to eat, and 'is belly ached, and so 'e pinched some o' t' pig's food, but 'e didn't like that much, and 'e thowt to 'issel, 'I can get better nor this at 'ome'; so off 'e sets back, and wen 'is dad sees 'im coming, 'e yelled 'Hi! there's our Probable Son coming back; go an' kill yon fat calf, and let's all be jolly."

Another example of Arthur's power in "translating" stories is worth recording. "Teacher" had told a somewhat feeble story about some baby sparrows, one of which had strayed from the nest, fallen down a chimney, and returned home so covered with soot as to be almost unrecognizable. Arthur illuminated the scene of the return to the nest: "An' wen that there little sparrer got back Muvver Sparrer says, 'Eh! wherever 'ave yer been, ye mucky little thing? Go an' get ye washed afore yer favver comes 'ome.'"

One of Arthur's funniest remarks was also on the subject of sparrows. "Teacher" had been telling the class how, in a certain part of France, sparrows had been imported to cope with a plague of worms. Unfortunately, the sparrows multiplied so greatly that they, in their turn, became a plague. "Now, Arthur," said "Teacher," "which do you think would be the worse—the sparrows or the worms?" "Well," said Arthur reflectively, "ye see, I've never 'ad the spar-rers."

Arthur's favourite story was that universal favourite, "Alice in Wonderland," and he was never tired of following Alice down the rabbit-hole, and he always listened to the recital of her adventures with a rapt expression. On the occasion of his hearing for the first time the story of the "Caucus Race," he remarked, "Butchers would 'a liked to be there—they could 'a done such a lot o' killing."

His love for Alice, however, suffered a severe blow one day. He had evidently carried home some of her adventures and retailed them to his mother, for he suddenly remarked during one story-lesson: "Mi muvver says as 'ow she finks you ought to 'ave summat better to do nor tell us about rabbits with britches on."

Arthur was not a brilliant scholar, but he was exceedingly intelligent, and had accumulated an unusual amount of information on certain subjects, quite remarkable for so young a child. His knowledge of local botany was really wonderful. His home was in a country district, and almost every day he would bring "Teacher" an assortment of wild flowers or grasses, the names of which he knew, and could de-

scribe in detail the habitat of each. Where or how he had picked up his lore "Teacher" never discovered; but she was indebted to him for most of her knowledge of the flora of the district.

Arithmetic never appealed to Arthur at all. "Butchers," he said doggedly one day, after a tussle with tables, "never bothers about sums." It was only by placing before him the advisability of being able to count into how many pieces he had "chopped" his bulls that he was induced to attempt to learn the rudiments of arithmetic.

With reading he fared better. Books appealed to his imagination—pictures even more strongly than books—and his desire to be able to read books for himself made him quick to master the initial difficulties. Arthur did not, however, derive all his ideas from books or teaching. His mind assimilated and argued upon themes which one would not suspect in a child of five. He was one day detected in a lie. In admonishing him, "Teacher" pointed out that lying not only offended her, but also grieved God. "Well," Arthur reflected, "I don't care so much about God 'cos I don't know where 'e is." "Oh, Arthur," said "Teacher," astonished and, it must be confessed, more than a little amused, "God is in Heaven." "Is 'e?" replied Arthur; "well, I knows a lad who says he's in yer chest." Here "Teacher" felt herself getting into deep waters, and hastened to say: "Well, Arthur, you did really tell a lie, and you know what I shall have to do." "Oh, ay," responded Arthur cheerfully, "it wor a lee right enow, and tha'll 'a to wallop me, I reckon," and he thereupon extended a small and very grimy little hand to take his punishment. It was all "Teacher" could do to carry through the "walloping" with composure; but she succeeded until Arthur was properly castigated. But she was completely bowled over when Arthur wound up the proceedings by saying, "Will ye fasten mi shirt?—it comed loose when yer was a-mawlin' me."

As butchers and their trade loomed so large on Arthur's horizon, it was only natural that his best friend should be of those who follow that calling. "Joe" was his name, and many tales of this hero were retailed to "Teacher." He combined butchering with dairy-farming. His milk-round usually was timed to finish at the school-gate at "loosing-time," and Arthur would then drive home in state, as proud as any king. But, alas! the closest friendship is liable to rupture, and so it was with that of Arthur and Joe. "Teacher" noticed that she was no longer regaled with tales of the valiant butcher, and tackled Arthur on the subject.

"Well, ye see," said Arthur, very pensive, "we aren't such good friends lately." "Teacher" pressed for further explanations. "Well," replied Arthur, still pensive and gazing abstractedly out of the window, "t' other day wen I was goin' 'ome, I seed Joe's cart in t' road an' I waited an' waited, but Joe never comed, so I thowt I 'ad better take his 'orse an' cart 'ome any-way, so I whipped up!" Teacher gasped, for she knew that the road to Joe's farm led through the main thoroughfare of the village, with every possibility of an accident. "Oh, Arthur, how naughty of you! What did Joe say?" "Well," said Arthur, "wen I got near Joe's I seed his favver at t' gate, so I got out and let th'orse go 'ome by 'isself, 'cos 'e knows 'is way." Here he paused, and then added: "An' I 'aven't been 'ome that way since."

## LITTLE HOUSES.

LITTLE houses seem to me to live,  
Their little windows seem to blink,  
And sometimes, I must own to you,  
They wink  
Like little eyes.

Their little shutters painted green,  
And painted white . . .  
They close at night  
Like little lids.

The doors are mouths,  
Some large, some small.  
They ope at dawn,  
And housewives come outside  
To greet the morn  
Like little words.

I like to think the dew upon the grass  
Outside the door  
Is bloom of innocence.  
And flowers of every hue perfume the air  
With their sweet breath  
Like little sighs.

And as the dazzling sunshine speeds  
The gentle shadows fall across  
The mossy mottled wall,  
Their playful flickers do my heart enthrall  
Like little smiles.

Before the door there is the lawn,  
Whereon my little house may sit.  
It is the lap of Mother Earth,  
Its gentle nurse.

Such cottages I love;  
And they love me!  
For when they see me wave,  
The creepers on the wall wave back again,  
And beckon me  
Like little hands.

But in the night,  
When all is still,  
They sometimes seem to die.  
Their little twinkling lights go out,  
And blinds and shutters seem to claim  
Their little lives.

The night mists wind  
Their shrouds around,  
And from their little chimneys mount  
And mingle with the snow-white clouds  
Their little souls.

Thou wouldst have wept  
Hadst thou been there;  
But well I know that 'twas not death,  
But gentle night, that came to bring  
A little rest.

\* \* \* \* \*  
Some day, perchance, I shall possess  
A little cottage all my own;  
Inside the little room I'll sit  
And think I am  
It's little mind!

And when the world is bleak and cold,  
And troubles rise like very tides,  
And Hope's last string is frayed and old,  
Then in my house, what else besides,  
I trust you'll find  
A heart that's big.

FRED RICHARDS.

## CAN THESE BONES LIVE?

By DAVID SOMERVELL.

### II. HISTORY.

UNDER the above heading, an article in the last issue of this paper drew attention to the drawback history suffered from as being "all over and done with," and described a teaching device—namely, the construction of a "newspaper" on a given historical event—whereby the contemporary atmosphere might be to some extent recreated in its essentials, and also some valuable lessons in the elementary physiology of newspapers learnt—this last being perhaps the most useful feature of the performance, particularly if *two* newspapers are constructed, for it is in the falling out of newspapers that truth gets its chance, and the only hope of finding out what is going on is to read at least two.

But this plan has its limits, and the making of many newspapers would be a weariness to the flesh. On the whole, it is only adapted to boys in the Middle Form stage of secondary education. We approach now the fundamental question: Can history be made to "live," on its merits, and without the aid of adventitious classroom games?

The problem is conditioned by the fact that we have time to teach only bare outlines, and so little time to do even that thoroughly, that the teacher must reckon on the fact that the average boy will have forgotten nearly all the history he has ever done except what he did in the last few lessons, and the "baby history," so often disastrously wrong, and thus worse than useless, that he learnt before the age of, say, twelve, when memory was retentive. Thus the pleasures of history as they exist for the teacher, if he happens to know any history himself, the pleasure of being able to let the mind's eye rove at will over a vast, variegated, and impressive chronological landscape, are not for the pupil, unless he is gifted, or a specialist. Can we make history "live" for the ordinary secondary schoolboy?

It is said, "History repeats itself." Does it? For if it does, surely we have the clue. The text has been the topic of innumerable Sixth Form essays, and I do not propose here to vie with my former pupils. We may say baldly that in some aspects it does repeat itself and in others it doesn't. The repeating aspects can, however, be made to live very much more easily than the others, and these are therefore the aspects to which the teacher should direct himself.

Let me take an example: the Hundred Years' War. What is the part of the Hundred Years' War that has not and will not repeat itself? Bows and arrows. We need not trouble our heads about the details of any of the battles and sieges, though so often they are put in the very centre of the picture, and crowd out everything else. The aspects of the Hundred Years' War

that can be made really interesting, because they are really interesting, are those aspects illustrating seemingly eternal laws of politics and human nature, which are operating on a far vaster scale to-day: the attempt of a nation that has recently realized its spiritual unity to impose its government on foreign provinces: the impossibility of permanently defying national instinct: the part played by trade and tariffs in provoking wars: the financial consequences of prolonged war: the psychological consequences of the disbandment of defeated armies: the "fruits," generally speaking, both of victory and defeat. All these things are illustrated in the Hundred Years' War, and what makes them interesting is that there are more familiar illustrations nearer to us all over Europe.

One more example before I meet the objections. The history of the relations of England and Ireland are generally shoved into a corner, partly because they are thought discreditable, but still more because they seem such a wearisome tangle. Now it happens that one of the most famous pages of old Irish history presents a singularly close parallel with the history of Ireland during the last generation. Take the periods 1778-1801 and 1881-1919, and observe: the Volunteers and the Land League: the constitution of 1782 which was tried and failed, and the various Home Rule Bills which, fortunately perhaps, were not tried: the United Irishmen and Sinn Fein: Tone and Casement *versus* Grattan and Redmond: '98 and "Easter Week": the Union and—well, the Convention and the Conscription and all the rest of it, the fascination lying, of course, in the fact that the second series is incomplete.

Now for objections.

1. "We have to get the boys through the 'certificate,' and all our time is taken in stuffing them with facts." That is of course a pity, but is worth bearing in mind that, cramping as examinations are, the examiners mean well: they do not want cram, and they *profess* that boys who've learnt to use their minds as well as their memories will not come off altogether second best.

2. "This means giving half the history lesson to politics instead of history." It need not, but suppose it does: politics is history, contemporary history, and consequently the history most worth knowing. Then why not drop the history of the distant past altogether and concentrate on politics? For this reason, that the history of the distant past has the merit (not the defect, this time) of being "over and done with." We can follow, with complete dispassionateness a series of transactions to their conclusion and note the results for application.

3. "A controversial atmosphere will be introduced." It may be: if it is, education will be proceeding. This was Socrates' method. It is true he was put to death for it, but it was a glorious end, and should be imitated.

4. "These ancient and modern parallels are delusive." Here is a solid difficulty: it is true that the repetitions of history are never mechanically exact. That is where the teacher must use his judgment.

[In the next article I shall deal with English Literature.]

## SUBJECTS AND METHODS.

### Art and Industry.

THE latest pamphlet published by the Ministry of Reconstruction deals with Art and Industry. All manufacturers and educationists should read this pamphlet, for it takes a point of view not generally appreciated, but one which will have to be adopted sooner or later.

It is made clear that one of the great needs of the time is a national effort to build up our industry, not by cheapness of production, but by an improvement in the design, craftsmanship and presentation of our goods. Even so long as 1692 the value of Art training to industry was emphasized by that great architect Sir Christopher Wren. Yet over two hundred years later the nation still fails to grasp the meaning and place of Art in education and industry.

A study of the problem of so-called public taste proves that the public is not an originating force by reason of artistic demands. It is rightly held that the public cannot demand that of which they have no knowledge. Yet the general public is receptive and imitative, and will endure a considerable amount of pain and inconvenience to be in the prevailing fashion.

It is only fair, however, to admit that at the present time they prefer a charming and useful article to one which is useful but ugly.

Speaking broadly, the supply creates the demand in matters of taste.

The responsibility therefore rests mainly with the producers and distributors until such time as education has developed public taste to a full understanding of æsthetic values, and our most pressing need is to educate these people who wield an immense and autocratic power as to what shall or shall not be sold in our shops.

Therefore one of the best and quickest ways of improving public taste is to provide for salesmen and wholesale buyers special instruction in Art throughout the country, of the kind already given in the L.C.C. Central School of Arts and Crafts.

The alternative way of dealing with this question of public taste is to get at the public direct.

Much good might be done by lectures and demonstrations with actual examples, and lantern slides, of good and bad specimens of historic and modern Art work.

The lecturer would show why a thing was good or bad, and explain the principles upon which good work was achieved.

The syllabus would cover: colour æsthetics, ideals in architecture, house decoration, house furnishing, personal decoration, town planning. Some instruction on what to look for in pictures and sculpture might usefully be added.

Such a training would be helpful to everyone, whether they possessed technical ability or not. In the past, training in artistic taste has depended on the practice of some art or craft involving the possession of a natural artistic ability.

In dealing with the methods to be adopted to improve the present ineffectual direction and administrative control of art education, the pamphlet endorses the view now generally accepted by educationists that apprenticeship training must be given as a rule in our schools during the daytime, and not in the evening, when the student is mentally and physically tired; and that such training must be regarded as education in its widest sense, and not merely as vocational training.

Some far-reaching suggestions are made with regard to the general organization of our schools of art.

"To enable the schools of art to support their heavy responsibilities there must be administrative reform, and the present policy of organized competition on an unlimited curriculum is harassing and destructive. The opportunities for the development of the schools of art vary in accordance with the conditions and requirements of different districts; and although certain subjects of instruction may be capable of considerable development in certain schools, the bulk of these schools must always remain of the lower standard of achievements." This view is one which many art masters do not share, and it may be pointed out here that the average school of art does not attempt to teach all branches. Far from it.

To remove these disabilities the Ministry of Reconstruction suggests that:

"Schools of art should be grouped in areas and organized in a well ordered scheme culminating in central colleges."

Now, the National Society of Art Masters have gone very thoroughly into this question of grouping and grading, and although they recognize that some system of grouping of schools is necessary, they strongly object to the drastic limiting of the curriculum of all but a few of the more fortunately situated schools; because they consider that such limitation would result in loss of initiative, and penalize to an unnecessary extent the great majority of districts.

The N.S.A.M. suggest that the range of the schools in a national scheme should be classified as—(a) Minor schools affiliated to schools of arts and crafts, art classes, and art classes in junior technical institutes; (b) trade schools; (c) schools of art and crafts; (d) provincial colleges; (e) the Imperial College of Art.

The whole of these schools should be linked together by means of scholarships, with maintenance allowance where necessary. Under this scheme the present fully recognized schools of art would retain the greater part of their curriculum, but would not attempt to give advanced instruction in the application of art to industries not existing in their districts. Neither would they expect to complete the education of an art master, but would depend on provincial colleges or the Imperial College of Art for graduate courses. Another alternative, but one which has not yet been considered by the N.S.A.M., would be for the country to be divided into areas, and the recognized schools of art in each area, after consultation and consideration of local requirements, should by agreement each specialize in one particular branch of art work, and the advanced students from each district should be transferred to the school which specialized in the subject required.

It is apparent that the question of organization is one needing the earnest consideration of the authorities concerned.

Geo. C. DUXBURY,  
National Society of Art Masters.

### Civics and Eugenics.

THE Committee of the Summer School of Civics and Eugenics has arranged to hold its second school in August, during the first two weeks. The centre selected for the meeting this year is Cambridge. The Vice-Chancellor has kindly placed the University Arts School at the disposal of the Committee, and all lectures, seminars, the exhibition of books and surveys, the Students' Library, Common Room, &c., will be under the same roof. In addition, the Lecture Theatre of the Botanical School will be available.

The programme will fall into two portions, the first week being devoted to a preparatory course, dealing with the scientific bases of educational and social work, and the lecturers of the second week dealing with special applications of civics and eugenics to the work of the teacher and social worker respectively. Advanced courses for selected students will be organized in biology, philosophy and theory of citizenship, and practical psychology. These courses will only be held if sufficient students apply. They will be required to satisfy the lecturers taking the courses that they have sufficient knowledge to be able to avail themselves of this more advanced work. As previously, the National Council for Combating Venereal Disease will organize a Speakers' Course, and a Speakers' Course in Citizenship will also be included this year. The Regional Association will organize a survey of Cambridge during the fortnight, and a Eugenic and Civic Exhibition will be under the direction of Mr. Harold Peake. A Publishers' Exhibition and a Lending Library for students will be arranged.

Hostel accommodation will be under the personal supervision of Miss Elizabeth Clark. Those desirous of obtaining further particulars of the School should apply to the Secretary, Summer School of Civics and Eugenics, 11 Lincoln's Inn Fields, London, W.C.2.

## CHRONICLE OF EDUCATION.

- 18 March.—The Standing Committee of the House of Commons decided that all the powers and duties of the Board of Education with respect to the medical inspection and treatment of children and young persons should be transferred to the new Ministry of Health.
- 25 March.—Annual Conference of the National Education Association. Report submitted that there were few signs of any well-informed opinion in the country to bring the Education Act into operation.
- 25 March.—Prof. C. W. Oman (Co. U.) elected as member of Parliament for Oxford University.
- 26 March.—First meeting of the newly elected Education Committee for London. Sir Cyril Cobb appointed Chairman and Mr. H. L. Liversedge Vice-Chairman.
- 27 March.—Visit of the King and Queen to the Central School of Arts and Crafts, London.
- 28 March.—Conference of Wardens of Settlements, held at the Passmore Edwards Settlement, with the object of forming an Association to take part in aiding research into social questions. Address by Mrs. Humphry Ward.
- 7 April.—Dr. P. D. Innes, Principal Assistant to the Chief Education Officer for London, appointed as Chief Education Officer for Birmingham.
- 9 April.—Education Estimates for 1919-1920 issued. Increase of fifteen and three-quarter millions. University grants trebled.
- 10 April.—Announcement that the Ramsay Memorial Committee have offered £25,000 to the University of London to aid in the foundation of a Laboratory of Chemical Engineering.

### American Soldier Students in Manchester.

A number of American soldier students have arrived for the opening of the spring term at Manchester University. The party consists of twenty-four officers, thirty-four non-commissioned officers, and twelve other ranks. All, or nearly all, have been at one or another of the American Universities and about half are graduates. They have all been in France on active service, and they belong to different corps. A few will be on the medical side, but the greater number are to attend lectures and receive tuition on such special subjects as those taken at the Municipal College of Technology in textile courses and industrial administration. Engineering, including sanitary engineering, and chemistry are among the subjects which will be taken up. Captain Paul V. Brown, of the Engineering Corps, is in command of the detachment, and the adjutant is Lieutenant Proctor.

The men intend to form two baseball teams during their stay in Manchester.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### University College, London.

The Annual Report of University College, London, has just been issued. Whereas in normal times the total number of students, day and evening, amounts to about 2,200, the report shows that the number last session was 1,071. This number included 21 officers and men who attended special courses provided for members of H.M. Forces and 67 who attended special vacation courses, so that the actual number of ordinary students was 983, of whom 573 were women. The report further shows that the fee revenue last year only amounted to £13,581, as compared with a normal fee revenue of between £29,000 and £30,000 a year. War economies of every kind have been maintained, and expenditure has been deferred wherever possible. The financial position continues, however, to be a difficult one, and unless further help from the Treasury is forthcoming, there will be a deficit on the College Establishment Account of nearly £13,000 at the end of the current session.

The report refers to the many War activities of the College, and shows that special courses have been arranged in all faculties to meet the needs of students returning from War service.

The work of the Department of Italian, under Prof. Cippico, has been extended, and the newly instituted Department of Scandinavian Studies has made a good start. In these, as in most of the departments of the College, the ordinary courses have been supplemented by useful public courses. The appeal for funds for the institution of a Chair of Dutch Studies has met with a ready response, and the Committee charged with the matter hope shortly to complete their work; they still require about £5,000.

The total number of past and present members of the College who have undertaken War service now stands at 2,650. A final issue of the Pro Patria List will be published as soon as possible, and will include the names of 253 who have fallen in the War. A War Memorial Committee has been formed, and a scheme for the memorial will be issued shortly.

### St. Andrews University.

The Trustees of the Walker Trust (associated with the University of St. Andrews), who a little over a year ago awarded prizes for essays on "Prayer," and whose invitation to all persons throughout the world to contribute essays for these prizes created great interest at the time, are now issuing an announcement of a group of prizes offered for essays on "Spiritual Regeneration as the Basis of World Reconstruction." The prizes offered include four students' prizes of £25 each, four workers' prizes of £25 each, and an open prize of £200. In the case of students and workers, the prizes offered are allocated to four divisions—one to Great Britain and Ireland, one to other parts of the British Empire, one to the United States of America, and the fourth to other countries. Those who wish to obtain copies of the announcement of the conditions and the prizes offered should apply to the Secretary of the Walker Trust, Rothes, Markinch, Fife, Scotland.

A representative selection of the essays on "Prayer" will be published in the autumn of 1919 by Macmillan, under the title "The Power of Prayer." The volume will contain a study of the essays as a religious and theological document by the Rev. W. P. Paterson, D.D., Professor of Divinity in the University of Edinburgh.

### Birkbeck College, London.

On the invitation of the Governors of Birkbeck College, London, Lord Haldane has accepted the position of President of the College, in succession to the late Lord Alverstone.

## PERSONAL NOTES.

**Director of Education for Cheshire.**

At a meeting of the Cheshire County Education Committee, Mr. Charles Francis Mott, of Stafford, Assistant Secretary and temporarily acting Director for Higher Education to the Staffordshire Education Committee, was appointed Director of Education for Cheshire at a salary of £1,100 a year. There were 139 applicants.

Mr. Mott is 41 years of age, was educated at Reigate Grammar School, King's College, London, and Trinity College, Cambridge, and holds the M.A. degree.

**New Cambridge Professor of Physics.**

Sir Ernest Rutherford, F.R.S., was elected on April 2nd to the Cavendish Professorship of Experimental Physics, rendered vacant by the resignation of Sir J. J. Thomson, O.M., Master of Trinity, who had occupied the chair since 1884. The first occupant of the chair, in 1871, was James Clerk Maxwell, who was followed by Lord Rayleigh, now Chancellor.

Sir Ernest Rutherford was born at Nelson, New Zealand, in 1871. From New Zealand University he proceeded to Cambridge in 1893, where he took his degree as a research student, and gained the Coutts Trotter Studentship in Natural Science in 1897. Doctors' degrees have been conferred upon him by several Universities. He has been Bakerian Lecturer at the Royal Society, Rumford Medallist, Barnard Medallist, Bressa Prizeman, and Nobel Prizeman for Chemistry. For nine years he was Macdonald Professor of Physics in McGill University, and then became the Langworthy Professor of Physics and Director of the Physical Laboratories at Manchester University.

**Lecturer in Social Science at Liverpool.**

The Council of the University of Liverpool have appointed Miss Lloyd Davies to the Lectureship in Social Science. Miss Lloyd Davies graduated at Cambridge with honours in modern and medieval languages, and since then has taken the M.A. degree of Liverpool in Philosophy.

**Professor C. E. Inglis.**

The Chair of Mechanism and Applied Mechanics rendered vacant at Cambridge by the death of Professor Bertram Hopkinson has been filled by the appointment of Mr. C. E. Inglis, Fellow of King's College and University Lecturer in Mechanical Engineering.

Professor Inglis was educated at Cheltenham and bracketed 22nd Wrangler in 1897. He gained a First Class in the Mechanical Sciences Tripos, Part I, in 1898. He was the inventor and constructor of certain bridges which have been used extensively during the War. His war services have been twice mentioned in despatches, and he gained the rank of major.

**The late Miss Edith Williams.**

Miss Edith Williams, news of whose death, after a short illness, comes from Paris, will be a great loss to educational circles in England and France. Professor of English at the Women's Colleges of Fontenoy-aux-Roses and Sèvres since their foundation, Miss Williams was always an enthusiastic supporter of a true understanding and friendship between Britain and France. She founded, and was the first President of, the International Guild, which from small beginnings in her drawing-room has grown to be an officially recognised centre, with upwards of four hundred students, for French girls studying English, as well as for women of all nationalities wishing to study French. This work made her well known to many English teachers.

Miss Williams also initiated the system of exchanging French and English student-teachers, and for this and other services to education she was, in 1914, made a Chevalier de la Légion d'Honneur, being at that time the only English woman to be so honoured. Miss Williams belonged to an old Quaker family, being a daughter of the late John Williams, of Dudley.

**Todmorden's new Director.**

Mr. James Edward Cuthbertson, Newcastle, has been appointed Director of Education at Todmorden, Yorkshire.

**Mrs. Murray of Westminster.**

Mrs. Murray, Headmistress of the Burdett-Coutts and Townshend School, Westminster, retired at the end of March, after fifty-eight years' service. She entered the school in 1861 as a pupil teacher, and has been head mistress for the past twenty-one years.

**Dr. Peter D. Innes.**

We learn that the Special Committee appointed to interview candidates for the post of Chief Education Officer for the City of Birmingham agreed to recommend the appointment of Mr. Peter D. Innes, M.A., D.Sc., Principal Assistant to Sir Robert Blair, the Chief Education Officer for London. This recommendation has been accepted by the Birmingham Education Committee, and Dr. Innes will enter upon his new duties in May.

**The Late Mr. Francis Storr.**

It is with very great regret that we record the death of Mr. Francis Storr, which occurred at his house in Mecklenburgh Square on Tuesday, April 8. He had reached the age of eighty years, having been born February 28, 1839, in Suffolk. He was the son of the late Rev. Francis Storr, and was educated at Harrow and at Trinity College, Cambridge, which he entered as a scholar in 1857. He graduated sixth in the Classical Tripos of 1861, obtaining the Bell University Scholarship. From Cambridge he went to Marlborough as an assistant master, remaining there from 1864 to 1875. During this period he made himself specially proficient as a teacher of French and German, and from Marlborough he proceeded as Master of the Modern Side in Merchant Taylors School, remaining there till 1901, where he finally retired from active teaching work. He played a large part in modernizing the work of the school, and many of his former pupils have attained to distinction, among the number being Mr. F. S. Marvin, now a Staff Inspector under the Board of Education.

Mr. Storr belonged to many societies and associations. He was a Fellow of the College of Preceptors, an active member of the Teachers' Guild, a member of the first Registration Council, and also of the present one during the first three years of its existence. He was Vice-President of the Modern Language Association, and Vice Chairman of the Women's Training and Registration Society.

For many years after his retirement from school duties he was probably far more busy than most acting schoolmasters. He is best known in connexion with the *Journal of Education*, of which he was the proprietor and editor for some fifty years, until it was purchased by Messrs. Macmillan in 1918. Under Mr. Storr's able control, the *Journal* exercised considerable influence on educational opinion, chiefly in the direction of promoting modern studies, the professional training of teachers, and the establishment of a united teaching profession. The claims of women teachers also received special emphasis, and the monthly "Occasional Notes" were always marked by shrewd and sometimes biting comment, for the editor was not inclined to spare those who seemed to him to be standing in the way of educational reform, and against such people he wielded a skilful pen with a zest which he did not trouble to conceal.

The conduct of his journal probably left him little time for general writing, but he prepared editions of Heine's "Travel Pictures," Lermontoff's "Demon," Bacon's "Essays," and also a memorial volume entitled "Life and Remains of R. H. Quick," in which he paid fitting tribute to one of his greatest friends.

He leaves a widow and four children. One of his daughters is the wife of Mr. A. D. Lindsay, Fellow of Balliol College, Oxford.

## BLUE BOOK SUMMARY.

### CIRCULAR 1102.

#### The Staffing of Continuation Schools.

In Circular 1102, issued on April 4, the Board of Education give some suggestions for the use of Education Authorities in planning how to staff their Continuation Schools. The memorandum falls under thirteen heads. It begins inevitably with a consideration of the problem of supply of teachers, pointing out that a complete system of Continuation Schools, if started now, would require 32,000 teachers at the end of three years, assuming classes of thirty on the average, and teaching hours of twenty-four a week. The actual start will be gradual, however, and it may be possible to recruit teachers in stages. It is rightly urged that an ill-service to education will be done if teachers are taken from existing schools in any large numbers. Individuals may find the new work better adapted to their powers, but every transferred teacher will leave a gap in the elementary or secondary schools, thus giving rise to a fresh problem of supply. The Board hopes that teachers for Continuation Schools will be found among the men and women who have acquired a new zeal for social service through the experiences of the war.

Happily, as we think, the Board is alive to the danger of trading upon the idealism of amateurs. It lays down the sound principle that the teachers must be paid properly, and directs the attention of authorities to the Report of the Committee on Salaries in Secondary Schools. It adds that all the arrangements should be such as will not impede the ready transfer of teachers from one type of school to another. "It is in all respects undesirable that the teaching profession should be divided into watertight compartments." The teachers in Continuation Schools should have common rooms and other amenities.

#### Sources of Supply.

It is suggested that these will be found, in regard to teachers of general subjects, first in the turnover of Secondary and Elementary School teachers. Second, in the ranks of those educated persons who have been teaching in evening schools as a spare-time occupation and may now adopt teaching as a profession. Young men and women who have been conducting youths' clubs, scout or guide troops, or who have been attending classes under the Workers' Educational Association. Finally, of course, we have mention of the officers returning from the Army—that widow's curse of all reformers. It is admitted that these sources of supply are quite inadequate, and the Board rightly insist that the Universities must furnish the main body of recruits. Cogent reasons are given for this view, and it is added that the Board's regulations for the training of teachers will be expanded so as to provide grants for the training of graduates as Continuation School teachers. Universities are invited to submit schemes, and Local Authorities are asked to say how many teachers they will need at convenient dates during the next two or three years. It should be added that the Board point out that the professional training should be supplemented by some opportunity for gaining knowledge of industrial and social conditions. "The teachers of the people must know how the people do their work; they must know the habits of their homes and what kind of recreation they prefer in their moments of leisure." And again: "In planning their training courses, the Universities must come out into the marketplace." All this is sound doctrine, for it is well to recognize at the outset that the new Continuation Schools for adolescents must be conducted and staffed by men and women of real and mature power. Let us have idealists, but no *dilettanti*.

#### General and Specialist Teachers.

For those teachers who are transferred from other schools, no long course of training will be necessary, but some will require short courses of further study in the subjects they propose to teach. Discussions, lectures, and visits to fac-

tories are suggested. Those who have not had teaching experience, and whose general attainments are below some such level as that of the Higher Locals, will need a course of study in their subjects, followed by a full year's training in teaching. This latter will probably have to be conducted on new lines by instructors who have given special attention to the problem, but some of the existing Training Colleges may give valuable help.

The case of the specialist teacher presents many difficulties. In some branches, such as Domestic Science, Art, and Physical Culture, there are courses of training already provided. These might be modified to suit the needs of teachers in Continuation Schools. In technological subjects, however, the Board suggest that Local Authorities should institute full-time or part-time courses in professional training in the Technical Institutes. This method would have the great advantage of enabling skilled craftsmen who desired to become teachers in Continuation Schools to receive instruction in the methods of teaching their own subject while studying also the general principles of education. These should certainly receive attention in order; we may take the risk of having too many teachers who think that their own subject forms the centre and circumference of all education.

#### The Experimental Stage.

It is recognized that the early years of the Continuation Schools must be a period of trial, with some failures. The rural districts will be especially difficult to work, but the Board suggest that a grouping of neighbouring villages and the employment of visiting teachers may help to overcome the difficulties. It is further suggested that a wise organization and combination of effort may furnish opportunities likely to attract men and women of ability. In this suggestion we see the germ of a new development leading to the establishment of educational parishes, with incumbents charged with the cure of minds.

Meanwhile the whole business of starting the Continuation Schools is attended by a paradox. The schools cannot start without teachers. Teachers cannot be obtained unless a prospect of reasonably secure employment is offered. The Board suggest that this vicious circle may be broken to some extent if the compulsory provisions of the Education Act are anticipated by the establishment of Day Continuation Schools on a basis of voluntary attendance. Many employers are willing to help in this way, and the Board express the hope that Authorities will do their best to encourage the movement, since it will make possible both the early absorption of trained teachers as they become available, and also afford excellent practising ground for those still in training.

#### Aims of Continuation Schools.

An important section of the Circular draws attention to the fact that Continuation Schools must differ in many respects from both Elementary and Secondary schools; from the former in the age of the pupils; from the latter in the educational aims of the pupils; from both in the restricted time for study. The younger students in Continuation Schools will be children in years, but they must not be taught or disciplined in the manner adopted for ordinary school children. Instruction and control must alike be governed by the fact that they are wage-earners. The curriculum must aim at the cultivation of physical vigour, the training of character, the exercise and development of intellectual power, the fostering of a civic spirit, and the quickening of imagination.

#### Conclusion.

Altogether this is an excellent Circular, marked by that note of enthusiasm which has distinguished several of the more recent official publications of the Board. We have even a quotation from Blake—slightly garbled, it is true, but still a welcome and refreshing thing to find in a Government circular. Following the recent Memorandum to Local Authorities on "Schemes of Work," this Circular gives still further evidence of the Board's determination to make the Education Act of 1918 a real measure.



## EDUCATION ABROAD.

**The United States Children's Bureau.  
By Miss Julia Lathrop, Chief Children's  
Bureau, United States Department of Labour.**

[EDITORIAL NOTE—This article, by Miss Lathrop, outlines some of the efforts of the United States Government to protect and conserve its child resources. Miss Lathrop is a well known leader in reform and a student of education and welfare work. She has been associated with Jane Addams, in constructive social work in Hull House, Chicago. She is a graduate of Vassar College, and in her leadership of the child work of the Bureau has introduced scientific methods of research in the approach to social problems.]

For the last six years the United States Government has carried on work for child welfare through the Children's Bureau of the Department of Labour, thus recognizing that the welfare of all children is a public responsibility.

The last report of the Children's Bureau sums up the results of six years' study of the social causes of infant mortality. It shows that as the earnings of the father increase, the infant mortality rate becomes more favourable. The studies also demonstrate the great importance of the mother being at home with the nursing child, and show that the death rate is about double if she is obliged to leave the child to supplement the family earnings. Studies in rural neighbourhoods show that there is an unnecessary waste of both maternal and infant life because of the remoteness from physicians and nurses and the cost of securing medical service.

Ignorance of the best ways to care for children exists among the rich and poor alike. The Bureau has resorted to many methods of publicity, in order to make clear the rights of the child and the way to secure them. The second year of American participation in the War was known as Children's Year. It was dedicated to educational efforts to secure an understanding of the care necessary in order to give the children of the nation a fair chance. This effort was especially sanctioned by President Wilson in a letter, in which he expressed his hope that the work would so develop as to "set up certain irreducible minimum standards for the health, education, and work of the American child."

The Children's Bureau enjoyed the co-operation of the Women's Committee of the Council of National Defence in the work of Children's Year. This volunteer organization represented more than 17,000 committees and about 11,000,000 women. Its first act was a nation-wide weighing and measuring test of babies and children too young to go to school. This test was entirely voluntary, but more than 6,000,000 children were weighed and measured, and those who were shown to be under normal were referred to physicians, hospitals, or clinics. This simple test resulted in great increase in the demands for public health nurses, *i.e.*, nurses who are paid for by the community, preferably by public funds, and who travel from house to house upon call. Such nursing service is especially valuable in the vast rural areas of the United States.

The Bureau is directed to investigate the employment of children, and at the present time is especially directed to make the inspections necessary to secure the enforcement of the child labour standards set forth in Government contracts, which require that no child under fourteen shall be employed at all, and that no child between fourteen and sixteen shall work for more than eight hours a day or six days a week, or before six in the morning, or after seven at night.

It is recognized that the best child labour law is a good school law, and, as one activity of Children's Year, the Bureau is now carrying on a Back-to-School Drive. High wages and high cost of living have led many children to leave school for work, and the Children's Bureau hopes to be able to make plain, through the local child welfare committees which have co-operated in the previous drives of Children's Year, that it is to the advantage of the individual children and of the nation that children be kept in school now, and made ready to meet the exacting requirements of the years after the War.

## OUR STATE INSPECTION.

By A PRIVATE-SCHOOL TEACHER.

ALL right. Very good. Quite fair. We were amused when the little man with the big notebook appeared during school hours the other morning. The head mistress was busy at that time, of course, but there he was, demanding to know the average number of attendances made in the school. Two of us buzzed round him. He was such a mild little man, and so eager to assure us that we were not going to be ruined. We nearly gave him breakfast, I believe; we felt so friendly. We might not be grateful, but we felt we had nothing to be ashamed of at X.

A week later the little fellow called again, with the same reassurances and the same gentle manner, to ask another simple question. He said some people were "so indignant!" I think he did not like his job. Certainly I should not, would you?

He will come to us again. We always did have the windows open, and we do not teach on the most ancient methods, so it will be good fun to see him popping in. Think, too, he comes from the Educational Authorities! We are honoured. Cheer up, Private Schools!

His visits have made me think, however. If the school is to be turned inside out and upside down, figuratively speaking, because of its grave responsibility, what of the mother? What of the father?

In almost every treatise written about education there comes a word or a sentence, a paragraph or, more frequently, a chapter to say that the *child's beginnings are so important*. Home training: the greatest factor in the upbringing of children.

Then I ask, why do we not insist upon an examination of every married man and woman as to his or her ideas upon the training of a child? It seems to me that the State could insist upon a definite course of instruction for parents soon after marriage. If we do have State education for children, let us have it for them before they are born. Often they must be born again, as every teacher knows, when they come to school! If parents were put through a compulsory examination on child nurture, perhaps the men and women of England would be less likely to marry for fun?

THE SCIENCE OF COOKING AND HEATING.—As an undoubted gas-saver, the Florence Patent "Record One-ring Table Cooker," introduced by the London Warming and Ventilating Co., Ltd., has quickly achieved great popularity, its many advantages over those of various imitators being pronounced and obvious; but the inventor, Mr. A. P. Florence, has recently succeeded in combining with the "Record" one-ring cooker the valuable addition of an ample hot-water service—sufficient not only for the washing of dishes, &c., but for a small bath for the children, as, whilst cooking the daily meals of the family, the ring is at the same time heating an ingeniously constructed boiler beneath the hot plate connected to a 15-gallon cylinder. For the convenience of those without gas supply, the Cooker may be used in conjunction with a specially designed lamp, and for large establishments a larger size is made with a double hot plate and oven.

A SENSIBLE PICTURE SHOW.—Mr. Herbert G. Ponting's exhibition of moving pictures, taken during the Scott Expedition to the Antarctic, continues to attract large audiences to the Philharmonic Hall. No better afternoon's entertainment is to be found for children during the Easter holidays.

## ASSOCIATION NEWS.

**Teachers Registration Council.**

Up to and including Tuesday, April 8, the number of applications for admission to the Register was 26,500.

Recent applicants have included many who are engaged in teaching in private schools. Such teachers should note that the Conditions of Registration provide that up to the end of 1920 admission to the Register may be gained on the ground of experience alone, without regard to academic qualifications or training in teaching. The experience submitted must, however, be satisfactory to the Council, not only in its duration (five years being the minimum) but also in its character. The Council accepts such experience only as is shown to have been obtained in schools of good standing. A form of inquiry respecting the school is sent where the Council desires fuller information. It must be understood also that where a school is accepted as a place wherein experience is valid for registration purposes, this acceptance carries no official guarantee, nor does it affect the school's position under the Education Act of 1918. The Registration Council is not concerned primarily with schools, but with teachers.

Applications respecting the recognition of schools for purposes connected with State grants or pensions should be addressed to The Secretary, Board of Education, Whitehall, S.W.1.

**The College of Preceptors.**

The Council, at their meeting on March 29, decided to invite private and other non-State-aided schools to apply for affiliation to the College, and the Standing Committees were requested to frame the conditions of affiliation and to arrange for furnishing to the affiliated schools information and advice on points of interest, including the position of such schools in relation to the Education Authorities. It was referred to the Finance Committee to consider the question of drafting a pensions scheme for teachers engaged in private and other non-State-aided schools. The following resolution was adopted:—

"That the Council feels that the unification of the teaching profession is seriously threatened by the incidence of the Teachers' Superannuation Act, and urges the Teachers Registration Council to promote the policy that all registered teachers in efficient schools shall be eligible for the State pension."

The Council considered the progress that had been made towards the setting up of a Joint Educational Council, and referred the question of taking further steps to the Future Policy Committee. The diploma of Licentiate was granted to Henry Hope Buswell and Leo William Thomas Cooper, and the diploma of Associate to Austin Henry Cooke, Annie Hildegard Ludford, and John Rhodes. The Examination Committee was requested to revise the regulations for the diploma examinations, with a view to meeting the needs of teachers of special branches. Miss Bennell was appointed one of the College representatives on the Joint Scholarships Board. Fourteen new members were elected, and it was resolved that holders of the College diplomas desiring to become members should not in future be required to obtain the signatures of proposers. It was decided to arrange for a dinner for members and their friends in commemoration of the seventieth year of the incorporation of the College by Royal Charter.

At the General Meeting, held on the same day, the reports of the Council, of the Dean, and of the auditors were adopted, and the following were elected members of the Council: Prof. J. W. Adamson, Mr. S. Barlet, Miss H. Bathgate, Miss M. Bennell, Mr. G. B. Bennett, Mr. A. D. Hardie, Mr. J. L. Holland, Mr. S. T. Shovelton, Rev. C. J. Smith, Mr. O. Sunderland, Mr. B. B. Thompson, and Mr. F. J. Whitbread, Mr. H. Chettle, Mr. J. Blake Harrold, and Mr. S. J. Walters were appointed auditors.

## LETTERS TO THE EDITOR.

**Eurhythmics.**

*To the Editor of "The Educational Times."*

SIR,—No one, least of all M. Dalcroze, has suggested that "the bulk of the best music is in need of or suited for" plastic movement. Very little music written for one instrument is suited to another. The system of M. Dalcroze is based on the common experience that children—indeed, not children alone—learn best through the happy effort of creating or re-creating. The very word Art, as opposed to Science, is understood as creative activity in the sense of actually making something to be apprehended through the senses. Is "Musicus" satisfied that a sense of music is generally taught in schools at all? Usually, what is taught is the technique of the piano, the very worst instrument, because the pupil can master to some extent this technique without ever being able to distinguish musical tone at all. If a sense of musical rhythm is to be cultivated, it can be done only by teaching children first to hear musical tone and time and then to make something—a tune, a song, a dance, some sort of pattern or rhythm. Plastic movement can produce rhythm in time only, a musical instrument is required to produce tone harmonies. But the basis of musical rhythm is time, and if you can get a class to hear rhythms in time and to produce them with their bodies, they have gone a long way towards understanding and love of music. Song is another way just as good, but in how many schools is singing properly taught, or taught at all so as to make of the voice a musical instrument? Everyone has a voice, everyone has a body. Some will like to use one and some another for the making of their rhythms. It is quite certain that many who cannot sing in time can move rhythmically.

Most children—not all—enjoy eurhythmics, it is best taught in classes, and any failure is immediately seen and felt. Eurhythmics is one part of a complete musical training as conceived by M. Jacques Dalcroze, one way of entrance to the kingdom of musical rhythm, and its use is recognized by many teachers.

If "Musicus" will disclose himself to me I shall be glad to send him some publications of the Dalcroze Society, and when he has read them perhaps he will say what he then thinks.

M. L. ECKHARD,

Hon. Sec., Dalcroze Society of Great Britain and Ireland.  
March 3, 1919.

*To the Editor of "The Educational Times."*

DEAR SIR,—Confusion is in the mind of "Musicus" when he speaks of rhythm of movement as distinct from rhythm of hearing. All rhythm is movement, however complex. A conductor beats time for the most highly developed rhythms. It is M. Jaques' vision of the physical origin of musical rhythms which makes his teaching of such educational importance.

"Musicus" is unlucky in his music-teacher friends. As a humdrum school music-teacher I have found no means of developing musical feeling and teaching rhythm equal to the exercises of Dalcroze—above all, for the dull children.

Rhythm in an infectious passion. A child can catch it best, along with his fellow-pupils in a large room, from his teacher while she plays.

One would like to have "Musicus" prove that anything formerly existed, except the conductor's beating, at all resembling the movements invented by Dalcroze. Compared with tapping, clapping, and marching they are not merely "more graceful," but more truly educational.

There are difficulties connected with the establishment of eurhythmics in the curriculum, and no doubt the Miss Murgatroyds are a nuisance. But difficulties and Murgatroyds are stimulating.

ALICE WORTHINGTON,

13 Viewforth Gardens, Edinburgh.

# SUPPLEMENT.

## SOME NOTES ON THE TRAINING OF THE TEACHER.

### **The General Question.**

When the unification of the teaching profession becomes an established fact, we shall probably look back with some wonder at the time when teachers themselves were divided in opinion as to the necessity for some technical training in their craft. Certainly it is difficult to understand how teachers could ever have been found to maintain that their work required no technical qualification, but could be accomplished by any person of sufficient intellectual capacity to acquire a measure of knowledge somewhat in advance of that required of his pupils. The conditions which brought about this state of mind were probably derived from the fact that teaching has always been thought to depend for its success chiefly upon the teacher's own attainments, fortified by qualities which are summed up in the one word "personality." The earliest efforts to provide training in England were not directed towards a training in teaching in the broad sense, but rather towards instruction in the details of some particular method. Down to the middle of last century, young men went to the British and Foreign School Society's College in the Borough Road for a short course of three months, during which they were supposed to acquire a mastery of the Lancasterian, or monitorial, system. Incidentally, no doubt, they did learn something of the general principles of teaching, but the main idea was that they were learning a method, and to this day the official term "Master of Method" reminds us that the Lecturer on Education in a training college was not so much concerned with the principles of teaching as with their application in the classroom.

### **Training for Elementary-school Work.**

One unfortunate result of confining the training of teachers to those intended for work in public elementary schools was to give rise to the notion that teachers in secondary schools were in some way absolved from the necessity of undergoing any training in teaching. This exemption it was sought to justify by asserting that the pupils in a secondary school came from an environment wholly different from that of the pupil in the elementary school, that more importance attached to the teacher's own knowledge, that the classes were usually smaller, and that the secondary school existed to give a definite training in character, whereas the elementary schools were mainly concerned with communicating the rudiments of knowledge. The scepticism concerning the value of training for secondary-school work has been strengthened by the circumstances under which it has been carried on. The University institutions have done their best under the handicap of a totally insufficient grant from the Board of Education, seconded by the still more serious drawback that head masters of public schools have openly declared their preference for men who have not taken a course of training. The young graduate who intended to take up teaching has, in the past, found that he could obtain an important post without any difficulty, provided that his scholarship and athletic record commended themselves to his future Head. If he contemplated taking

a course of training in teaching, he had to remember that such an enterprise involved an additional year in the University, with its attendant expense and, so far as he could gather, no corresponding advantage in his professional career.

### **The New Position.**

A new situation has arisen by reason of the fact that the current Regulations of the Board of Education for the Training of Teachers have departed completely from the former practice of treating the preparation of teachers for elementary schools as a thing wholly apart from the training of teachers for secondary-school work. In future, an intending teacher may elect to take as part of his ordinary training course such special subjects as will prepare him for the work to which he looks forward. This is a great advance towards the idea of a unified teaching profession, and although we shall certainly require specialist courses of training, these will come to be regarded more and more as in the nature of additions or postscripts to the preliminary training which will properly be similar in kind for all types of teaching work. The recognition of the fact that there is an element of professional equipment common to all kinds of teaching is essential if we are to break down the barriers which have hitherto existed between the various branches of the work. It is true that this common element is perhaps not yet very substantial in amount, but it is for the profession itself to provide a remedy by turning its attention towards securing a high degree of technical efficiency in all whom it consents to regard as members of its own body, for a profession does not exist merely to secure rights for those who follow it, it exists also to ensure the fulfilment of duties and the maintenance of a high standard of work.

### **Specialist Teachers.**

In every case it should be laid down that the young aspirant should secure a good general education, and a means of testing this will be provided as the work of the Secondary Schools Examination Council develops. The further preparation should be associated as far as possible with the Universities, and this applies to general or form teachers in both elementary and secondary schools. In many cases also the Universities will be able to provide the special courses required by those who intend to devote themselves to the teaching of one subject or of one or more allied subjects. This applies especially to English, Classics, Modern Languages, Mathematics, and Science. There will, however, be need also for teachers of Physical Culture, Domestic Subjects, Art, and Handwork. Although it may be that ultimately young graduates of our Universities will decide to take up one or more of these special branches, one can hardly suppose that in the immediate future the Universities will provide the necessary instruction. The current Circular (1102) on the Staffing of Continuation Schools indicates one method of dealing with this problem by suggesting that the existing training colleges should be used to prepare teachers of this type. It is essential to secure that such preparation shall cover a period

sufficient to allow for the students' gaining a mastery of the subject and a general knowledge of the principles of teaching in addition to a special knowledge of their application in the subject chosen.

### The Content of Training.

It is necessary to revise our ideas of what a training in teaching really includes. In the past it was often held to be sufficient if the student had at his tongue's end some textbook phrases relating to psychology, together with some approved maxims relating to what was called "school method." This latter generally consisted of phrases such as "from the known to the unknown," "from the simple to the complex," or "things before words," all much too condensed and definite to be accepted without question by an experienced teacher, although they were imbibed with a somewhat pathetic fidelity by generations of students undergoing the process of "training." In place of such uninspired and uninspiring *dicta*, the young teacher should have his attention directed towards the ascertained facts concerning the working of a child's mind, and he should have sufficient knowledge of the scientific processes by which these facts have been obtained to enable him to understand their application to his own particular circumstances. His teaching method must be peculiarly his own. He cannot, save in the most general way, adopt the methods of other teachers with any hope of success. It is this personal quality in teaching which makes it, for the right people, an enjoyable occupation. The same quality, since it is essential, has been adduced with some show of reason as an argument against any attempt to give teachers a professional training, and this view has too often been supported by the manifest efforts of the training colleges themselves to turn out teachers cut to one pattern instead of turning out craftsmen endowed with the power of adapting themselves to circumstances and possessed of a knowledge of principles in place of a mere equipment of second-hand precepts.

### The Need for Practice.

Before the teacher's training can be regarded as complete, there should be ample opportunity for practice under skilled guidance. It is an old saying that no training college can train a teacher and that the best it can do is to put him into a position to train himself. This is true, but there is no reason why his early efforts in the direction of training himself should not be helped by wise counsel from those of greater experience. As part of the training course the student should deliver lessons and help in the general conduct of a school. His efforts should be criticized from time to time, and he should be invited to pass his own opinion upon his performance. This latter is

highly important, for teachers are especially prone to lose the power of criticism since their work is carried on in the presence of children whose criticism is acute enough but is discreetly suppressed. Those who teach senior boys and girls in our secondary schools might often obtain valuable help and a measure of salutary guidance by inviting their pupils to set down frankly and clearly their view as to the teaching methods in the form. In the practising school the criticism will be supplied by the regular members of the staff and by the supervisors of training, and the student should be ready in every case either to justify his procedure or to admit its failure.

### Supplementary Training.

It is a fallacy to suppose that the training undertaken by a teacher at the start will endure in its effects throughout an ordinary teaching career. Further training will be necessary to enable the teacher to keep abreast of new movements. Opportunity for such further training should be provided in the form of vacation terms, during which the teacher should be expected to carry out a prearranged programme of study, not necessarily on pedagogical lines, but certainly on lines which will lead to a refreshment of mind and a new outlook on school problems. Thus the teacher of art might gain more by visiting foreign galleries than by attending courses of lectures on art.

### Summer Schools.

The institutions known as Summer Schools are admirably adapted to the needs of teachers, always provided that the students are not led to think that their attendance is futile unless they carry away a diploma of some kind. The purpose of such schools should be not to add paper qualifications, but to increase real efficiency. Hence teachers should choose such schools as promise intellectual stimulus and opportunity for discussion rather than those which offer only a short course of mechanical work. In "mechanical work" it is not intended to include only handwork. Indeed, rightly treated, a summer course in handwork may be the least mechanical of things, while, on the other hand, a course of literature, taken in a narrow and formal way for the sole purpose of obtaining a certificate, may be worse than a waste of time. At present the variety of schools offered during each summer tends to grow, and this is a healthy sign, since it means that there will be a wide choice available for teachers and more of their number will be led to give up a part of their summer vacation to the gaining of new ideas. It will be an excellent thing if we can establish the practice, so common in America, whereby teachers will voluntarily attend summer schools as part of their year's programme.

## FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION.

### A SUMMER SCHOOL

will be held during the first three weeks in August at Westfield College, University of London. One Course will consist of lectures, accounts of experiments, and discussions bearing on "Reality and Life in Education." Other Courses will be on Handwork—for guidance in preparation for the new Diploma of Handwork of the National Froebel Union—Nature Study, Gardening, Eurhythmics, Music, Sight Singing and Ear Training.

This year a few grants towards expenses will be given by the Council of the Froebel Society.

Further particulars may be obtained from the Secretary, 4 Bloomsbury Square, W.C.1.

# A SELECTION OF MODERN TEXT-BOOKS FROM MR. MURRAY'S LIST.

## CLASSICS.

(By Professors WALTERS and CONWAY.)

Greek: Deigma. A First Greek Book ... ..	4s.
Latin: Limen. A First Latin Book. Fifth Edition, 60th Thousand ... ..	3s.
Ante Limen. For Younger Beginners ... ..	2s.
Ad Limen. For more advanced Study ... ..	3s.

(By Sir WM. SMITH.)

Initia Graeca, Part I: A complete Elementary Greek Course ... ..	4s.
Principia Latina, Pt. I: A complete Elementary Latin Course ... ..	4s.

(Keys to most of the above books can be obtained by Teachers.)

Smaller Latin-English Dictionary ... ..	9s.
First Latin-English Dictionary ... ..	3s.
Classical Atlas, New Edition ... ..	7s. 6d. net.
Smaller Classical Dictionary (Revised) ... ..	9s.

## ENGLISH.

(Based on the New Terminology.)

Morgan's English Grammar, 40th Thousand ...	2s.
Kitchener's English Composition, 18th Thousand	2s.
O'Grady's Matter, Form, and Style, 10th Thousand	2s. 6d.

(By Professor WEEKLEY.)

The Romance of Words ... ..	8s. 6d. net.
The Romance of Names ... ..	8s. 6d. net.
Surnames ... ..	6s. net.

(By Professor WYLD.)

The Historical Study of the Mother Tongue ...	9s. net.
A Short History of English ... ..	7s. 6d. net.
The Growth of English ... ..	4s. net.

Edmunds's Story of English Literature, 3 vols. ...	4s. each.
Student's History of English Literature ... ..	9s.
Boas's Shakspeare and his Predecessors ... ..	6s. net.
Raleigh's The English Novel, &c. ... ..	3s. 6d. net.

## AGRICULTURE.

(By Sir DANIEL HALL, F.R.S.)

The Soil ... ..	6s. net.
Fertilizers and Manures ... ..	6s. net.
The Feeding of Crops and Stock ... ..	6s. net.

Auld and Ker's Practical Agricultural Chemistry	6s. net.
Edwardes's Ker's Chemistry of the Garden ...	2s. net.
Fream's Elements of Agriculture ... ..	7s. 6d. net.

## COMMERCE, &c.

Abbott's Commercial Theory and Practice ...	4s.
Warren's Commercial Knowledge ... ..	3s. net.
Poole's Commercial French. In 2 Parts ... ..	3s. each.
Hein's Commercial German: Part I, 4s.; Part II	5s.
Armitage Smith's Principles of Taxation ... ..	3s. 6d. net.

## MODERN LANGUAGES.

Poole's Grammaire Elémentaire ... ..	3s.
Poole and Lassimonne's Textes et Questions: Part I, 2s.; Part II ... ..	3s.
Draper's Middle Method German Course ... ..	3s.
Magnus's Concise Russian Grammar ... ..	6s. net.
De Arteaga's Practical Spanish: Pt. I, 4s.; Pt. II	5s.
Balshaw's Spanish Reader ... ..	3s. 6d.
Smith's Italian Principia, Part I, Grammar, &c. Part II, Reader ... ..	4s.

## HISTORY.

Jenks's Government of the British Empire ...	7s. 6d. net.
Fletcher's England. In 4 vols. ... ..	7s. 6d. each..
Thatcher and Schwill's General European History	10s. 6d.
Lodge's Modern Europe ... ..	9s.
Introductory History of France ... ..	3s.
Smith's Smaller Rome and Greece ... ..	4s. each.
Hardwich and Costley White's Old Testament History. In 5 periods ... ..	2s. 6d. each..
Menzies' History of Religion ... ..	6s. net.

## SCIENCE, &c.

Halliburton's Physiology. Fourteenth Edition. Revised, with an Appendix on War Diet...	16s. net..
Thomson's Study of Animal Life... ..	6s. net.
Gamble's Animal Life ... ..	6s. net.
Rogers's Junior Chemistry ... ..	4s.
Russell's Volumetric Analysis ... ..	2s. 6d. net..
Leonard and Salmon's Exercises on Physics ...	1s. 6d.
Clinton's Electric Wiring ... ..	3s. net.
Benson's Rudiments of Handicraft ... ..	1s. net.

## MATHEMATICS.

Consterdine and Barnes's Practical Mathematics	2s.
Pressland's Arithmetic ... ..	3s.
Langley's Algebra: Part I, 2s.; Part II... ..	2s. 6d.
Layng's Geometry ... ..	3s. 6d.
Andrew's Geometry ... ..	3s. 6d.

## MISCELLANEOUS.

Mill's Realm of Nature ... ..	6s. net.
Minshall's Elocution ... ..	1s. 6d. net..
Brackenbury's Primer of Psychology ... ..	2s. net.
Jones's Primer of Logic ... ..	2s. net.
Rappoport's Primer of Philosophy ... ..	1s. 6d. net.
Shedlock's Art of Story Telling ... ..	5s. net..
Norwood and Hope's Higher Education of Boys in England ... ..	12s. 6d. net..

Full Particulars of any of the above on application.

WRITE FOR CATALOGUE.

JOHN MURRAY, 50a Albemarle St., London, W.1

## REVIEWS AND NOTICES.

## General.

*The Book-keeping Teachers' Manual.* By C. H. Kirton.  
(5s. net. Pitman.)

A good deal has been written on the subject of Book-keeping; in quality much of it poor, half of it very indifferent, and very little first-class. Mr. Kirton's manual makes a notable contribution to the subject. The opening chapters reveal the fact that not only is the author a master of his subject, but that he has got to grips with the real difficulties of the teacher. He places theory in its right relationship to the practical side, and shows us the ideal type of teacher. His types of lessons and class syllabuses are excellent. The matter throughout is presented in concise and definite form without any attempt to dogmatize, and the whole is so arranged that one becomes almost fascinated with the topic—especially in the chapter on the History of Book-keeping. The Manual concludes with the examination syllabuses and specimen papers of certain bodies which provide for the examination of students and professional men. It should take an important place among the textbooks of all really up-to-date teachers of commercial subjects. N.

*The Modern Office.* By James Stephenson.  
(4s. 6d. net. Methuen.)

"This treatise deals with those activities and processes (apart from book-keeping) which constitute the daily routine of a modern commercial office." So runs the first part of the preface. Mr. Stephenson has succeeded in making a dry subject remarkably interesting, and his facts are presented in a manner both clear and well arranged. Two features of the book—the test papers at the end of each chapter and modern office terms and abbreviations—should prove of real practical value to teacher and student alike. Correspondence is dealt with in a comprehensive fashion, the examples given being carefully chosen, but the equally important subject of Filing receives only casual attention. The illustrations are disappointing; the book would hardly be the worse for their absence. The almost obsolete copying press is shown, while the up-to-date Rotary style and types of mechanical Duplicator, &c.—so essential in a modern office—are omitted. One wonders, too, whether the author might not learn something from the modern office on the subject of handwriting! F. W. N.

"Men of Science Series." *Pioneers of Progress.* By S. Chapman. (2s. each. S.P.C.K.)

The popular style of this series may be judged from Mr. W. W. Bryant's observation, at the close of his interesting biography of Galileo:—"Galileo's sufferings must have hastened the triumph of Copernicanism. This triumph was inevitable in any case, just as practically all the things for which the Chartists rose in riot have since been peacefully enacted."

Of course, Mr. Bryant has to say that the oft-told anecdote of "Eppur si muove" is false. Dr. J. A. Crowther tells the life of Faraday, of which Tyndall said: "His work excites admiration, but contact with him warms and elevates the heart." Mr. L. T. Hogben writes the story of Alfred R. Wallace—"energetic man of science, courageous reformer, and a man of warm sincerity and tenderness." Each of the three booklets has a portrait of its subject. Intelligent young men and women will appreciate these biographies.

*Submarine and Anti-Submarine.* By Sir Henry Newbolt.  
(7s. 6d. net. Longmans.)

Books about the war may now be put into the past tense, and the annoying obscurities arising from the writer's regard for the censorship may now be cleared up. Neither of these things has been done in the case of this record, but we hope that Sir Henry Newbolt will get to work on a fresh edition without delay. His story is full of thrills and instinct with that zest for the sea which he so well knows how to impart. Two schoolboys who have read the book assure us that it is "topping," and after reading it for ourselves we heartily concur. The illustrations, which include an excellent frontispiece in colour, are drawn by Mr. Norman Wilkinson.

*Lay Religion.* By Henry T. Hodgkin. "Christian Revolution Series," I. (3s. 6d. net. Headley Bros.)

It would pass out of our scope to do more than indicate the general aim of this very earnest and genial re-statement of religious views by a member of the Society of Friends, who openly names himself Pacifist in the 1914-18 sense:—"The forces of labour, the moral drive of the woman's movement, the student body eagerly seeking for truth—all these and many more streams of aspiration and effort must flow into the river upon which we may yet be borne forth into the ocean and on to the City of God."

The "Carpenter of Nazareth" is taken as the central inspiration. But, on the psychological side, many will doubt Mr. Hodgkin's doctrine of the "individual moral choice" in the strong form he gives. "The choice cannot be exercised by another," he says, and he repeatedly emphasizes a freedom which is spiritually extreme.

### CIVIC AND MORAL EDUCATION LEAGUE. Summer School of Civics and Eugenics, CAMBRIDGE, August 2—August 16, 1919.

The AIM of the School will be to give TEACHERS and SOCIAL WORKERS and all interested in EDUCATIONAL and SOCIAL RECONSTRUCTION opportunities for studying and discussing the best ways of developing and maintaining CIVIC and RACIAL IDEALS in the Individual and in the Community. All interested in Civic and Eugenic Education and in Social Reconstruction are welcome as students.

All Meetings and Classes will be held at the UNIVERSITY ARTS SCHOOL, CAMBRIDGE, by kind permission of the Vice-Chancellor of the University.

The FEE for the full fortnight's course, including admission to all Lectures, Seminars, &c. (except to the Advanced Tutorial Classes), will be £2. 2s. Special arrangements for those who come for a shorter period, or who take the Advanced Classes, will be announced later.

Enquiries should be addressed to  
THE SUMMER SCHOOL SECRETARY,  
11 LINCOLNS INN FIELDS, LONDON, W.C. 2.

## COMPARATIVE EDUCATION.

### Studies of the Educational Systems of Six Modern Nations.

Edited by PETER SANDIFORD, M.A.,  
Associate Professor of Education in the University of Toronto.  
Crown 8vo. 8s. 6d. net.

#### THE UNITED STATES.

By W. F. RUSSELL, B.A., Ph.D., Dean of the College of Education, State College of Iowa.

#### GERMANY.

By ISAAC L. KANDEL, M.A., Ph.D., Associate in the Administration of Education, Carnegie Foundation for the Advancement of Teaching.

#### ENGLAND.

By PETER SANDIFORD, M.Sc., M.A., Ph.D., Associate Professor of Education, University of Toronto.

#### FRANCE.

By ARTHUR H. HOPE, M.A., Head Master of the Roan School for Boys, Greenwich.

#### CANADA.

By Professor SANDIFORD.

#### DENMARK.

By HAROLD W. FOUGHT, B.Sc., M.A., Ph.D., United States Bureau of Education, Washington.

*Times Educational Supplement.*—"A really useful book."  
*Athenæum.*—"A valuable contribution to contemporary educational literature."

*Scotman.*—"Both valuable and interesting."

Please send for prospectus to—

J. M. DENT & SONS, Ltd.,  
ALDINE HOUSE, BEDFORD ST., LONDON, W.C. 2.

# Write Your Name Here

To Messrs. EVANS BROS., LTD., Montague House, Russell Square, London, W.C.1. *Please send me by post the Volumes marked with a cross (X) on approval for one week. I will forward remittance or return the books within a week. [Ed. Times, May, 1919.]*

(Mr., Mrs., Miss)..... Address.....

.....**The Teacher's World.** Mark a cross here..... and three specimen copies will be sent. "The Teacher's World" is the most up-to-date and popular illustrated weekly for Teachers. Contains practical articles for Teachers of infants and junior standards, by leading experts. Describes what leading authorities are thinking, saying, and doing. An inspiration and a practical help.

.....**1,000 Questions in General Knowledge.** Just Published. Based upon objects and experiences familiar to every boy and girl. The book is divided into 50 Papers and 20 questions, each set dealing with some special branch of general knowledge. The only book of its kind providing exactly what teachers need. Clear answers given to each question.

.....**The Book of the School Garden.** Contains all the help needed to make the School Garden a complete success. The whole subject is reduced to its simplest form, so that even the Teacher with little or no experience can work with the certainty of success. Clear and concise instructions are given, and many practical illustrations. 3s. 6d. net.

.....**Carpentry for Beginners.** Every teacher should have this new and unique book. It shows how teachers or pupils may make simple articles of household use. Clear instructions given, and a variety of practical designs with working drawings. Thousands of parents would gladly buy this book for their boys. Invaluable to teachers of carpentry. 5s. 6d. net.

.....**Shakespeare Plays, with Songs and Dances.** Specially arranged for School performance. Music by Martin Shaw. .... **The Pedlar.** The famous Autolycus episode from "A Winter's Tale." Contains six of the jolliest of Shakespeare's songs, and two dances set to happy English music. With staging directions, description of dresses, &c. 2s. 6d. net. .... **The Fools and the Fairies.** From a Midsummer Night's Dream. Includes eight songs and choruses, overtures, and three dances. With full instructions for dances, illustrations, and full music. 3s. 6d. net.

.....**Little Plays from Shakespeare.** Complete Shakespeare Plays, each skilfully adapted to be rendered as a short performance ..... (1) The Tempest ..... (2) Midsummer Night's Dream ..... (3) Merchant of Venice. 1s. each net.

.....**The Woodworker Magazine.** Contains practical articles, illustrated by working drawings, prepared by experts, dealing with the construction of plain and ornamental furniture. Deals with questions of light carpentry, joint making, tool manipulation, upholstery, repairing problems, and every-day difficulties. Published monthly, price 4d. Specimen copy free.

.....**The Music Student.** Mark a cross here ..... and three specimen copies will be sent. "The Music Student" appeals especially to those who desire to keep abreast of the best teaching methods of the day, and gives practical guidance in the choice of music for pupils. It is an inspiration to all who teach music and to all who love it.

.....**Youth and Music.** Place a cross here ..... and three specimen copies will be sent. "Youth and Music" presents music from the child's point of view, and helps to make each music lesson more enjoyable, and each practice hour more interesting and instructive. It gives an encouragement to the children and helps to make their work a credit to their teacher and themselves.

.....**Peasant Dances and Songs of Many Lands.** By Mrs. C. W. Kimmins, Founder of the Guild of Play. This choice book wins the hearts of young Musicians from the outset. The steps for various kinds of dances — gavottes, mazurkas, &c. — are first of all described by means of action pictures. These are followed by a series of exquisite little dances, for which simple Rhythmic Music is given, accompanied by actual photographic illustrations and directions for the dancing steps. Twenty-four varied and delightful dances are included, the music being selected with the co-operation of Sir Frederick Bridge. Suitable for lessons in Musical Appreciation, for School Concerts, Class use and Costume Entertainments. For children of all ages. Invaluable for promoting individuality, grace of movement and health of body. 7s. 6d. net.

## INVITATION

*Messrs Evans Brothers, Ltd., Educational Publishers, invite educationists, teachers, and all who are interested in the training of young people, to look through the books described on this page.*

*Kindly place a cross against the books desired, and they will be sent on approval for one week, without any obligation to purchase.*

.....**The Kingsway Book of Songs.** These songs render a dual service to Teachers of Class Singing. They provide material for many picturesque lessons in Musical appreciation. They also supply a delightful outlet for the children's love of song. Thirty Songs, by well-known Composers of children's Music, are given, including items by Martin Shaw, T. F. Dunhill, Dr. C. Hazlehurst, &c. Very suitable for class use and also school concerts. Several two-part songs with piano accompaniment given. 3s. net.

## LITERARY SECTION.

## BOOKS AND THE MAN.

**The Gloom of Youth.**

"Then what can you want to do now?" said the old lady, gaining courage.

"I wants to make your flesh creep," replied the boy.

—PICKWICK PAPERS.

It is of course well known that the town of Muggleton, in common with other erstwhile rural districts in Kent, has suffered many changes during the War. But I confess that I had not realized how great were the changes until I had occasion recently to visit the place. The farmstead of Dingley Dell has been used as the headquarters of a training camp. The pond has been drained whereon Mr. Winkle failed so lamentably as a skater. The name of Wardle is forgotten. But Muggleton remains; and it was in the village post-office and stationery store that I made a literary discovery, rivalling in its importance the immortal one which Mr. Pickwick himself made at Cobham in the shape of an inscription on stone.

My own find took the form of a battered and soiled manuscript, written in a boyish hand, with marginal drawings which were evidently meant to represent articles of food. Sausages, dumplings, a Christmas pudding, and a gigantic salmon were to be recognized, all apparently having been drawn in the intervals of literary toil. The manuscript itself bore no other signature than the word "Joe," and it is easy to imagine my surprise when I found that it contained a first-hand narrative of a boy's experiences at a boarding school in the early forties of the nineteenth century. The writer painted a doleful picture of the place, writing with a kind of artless skill that carried the reader along without fatiguing his powers of attention. A natural talent for arranging words was combined with a shrewd instinct for selecting incidents of a kind warranted to make the flesh of mothers creep, and every single hair of the scant paternal locks "to stand on end like quills upon the fretful porcupine."

The youthful author saw things through an unwashed eye, his vision being rendered the more imperfect by reason of a bilious derangement of the retina due to insufficient exercise. A marked aversion from sudatory physical exertion formed the basis of a criticism of games. The average schoolboy has his own primitive methods of dealing with physical indolence or water-shyness in a companion; and against these methods not even the claims of nascent genius, backed up by parental fondness, will serve as a protection. Our author had evidently been through the mill, and the experience had induced, as it sometimes will, a splenetic and morbid temper, which found its vent in condemning the institution from the heights of egotistic superiority.

The result was a picture which had a few elements of the truth, so placed as to produce an effect of distortion. School life is familiar to most of us, but few have experience of more than one or two schools. Hence the average father is unable to feel assured that certain things do not happen at all, merely because they were unknown in his own school. Upon the average mother a more positive effect is produced. Instead of shrugging her shoulders and observing that the school in question must be "a rotten sort of place," she believes the strabismic picture to be true and forthwith begins to exhibit tremors of maternal anxiety.

Pondering thus, I suddenly remembered the immortal aspiration of the fat boy in Pickwick, and the authorship of the manuscript was revealed in a flash. In his rare intervals of wakefulness Joe used to exhibit signs of a natural ability not to be despised. The internal evidence was perfect—the drawings of eatables marking the author's known pre-occupation with food, a characteristic which is even more manifest in a later book published under the author's full name. Above all, the impish desire to make our flesh creep, which is the chief note of the manuscript, as it was his sole confessed ambition.

It is a pity that Mr. Pickwick never saw this work. One can picture him standing in super-regal majesty and pronouncing to the author his tremendous verdict on Mr. Winkle—"You're a humbug, Sir."

SILAS BIRCH.

## REVIEWS AND NOTICES.

**Education.**

*The Great War brings it Home.* By John Hargrave. (10s. 6d. net. Constable.)

Since Principal Griffiths's contribution, in his Presidential Address to the Educational Section of the British Association, there has been no more significant treatment of the national value of the Boy Scout movement than is here provided. But the Principal's exposition is a mere flickering moonbeam compared with the full sunshine of this enthusiastic treatise. Mr. Hargrave is himself a well known Scout Master, rejoicing in his totem-name of "White Fox," which he flourishes on the title-page. To some the work may sound bombastic and unrestrained. We are unaccustomed in educational books to have this Carlylean vigour of style. Apostrophe seems out of place in works that deal with what is generally accepted as an essentially dull subject. But Thring set an example that may well be quoted as a justification for Mr. Hargrave's method of presentation. Besides, however enthusiastic and optimistic he may be, he is reasonable, eminently reasonable. If he cannot get what he wants, he is willing to take what he can get. If we object that under our present conditions few will be able to take up his camp training, he replies: "Never mind, let us at any rate have the few; and hope that by their example others will follow the lead." As for his enthusiasm, he glories in it, and goes further: he deliberately and elaborately defends fanaticism, and leads us to understand that against our hide-bound conventions nothing but fanaticism will avail.

The title is not a happy one, though it has its good points. The reader will be interested to know that what the War brings home is the need for an open-air life—a return to Nature. The noble savage is again set up for our admiration, and a rather better case is made out for him than is customary in diatribes of this kind. Rousseau would have revelled in these pages, and would have recognized the "White Fox" as a kindred spirit, but much more acquainted with the real article than the artificial condemner of artifice. Among my friends who have given themselves up to ethnology, and have gone to the ends of the earth to prosecute their studies, I find a strong, and not altogether unconscious, bias in favour of the savage, as compared with the civilized man. Of this bias Mr. Hargrave is well aware, and makes full use of it. As a dialectician, however, he is apt to take a short cut, and assume a support that is not always there. On page 32, for example, he tells us that, "In the foregoing pages we see that eminent thinkers of many different types are all in agreement." I fear that, if his opponents cared, they could raise quite as good an array on the other side. Further, he generalizes somewhat too easily in matters of psychology: as, for example, on page 335, where he says that "'Great Spirit' cannot thus be visualized."

The plain, practical, common-sense person may find a difficulty in speaking peaceably about this curiously unconventional book. He may not be able to realize that it is really dealing with even more rigid conventions than we are accustomed to in civilized life. There is a sort of wood-raft and camp pedantry as marked as that of the school and the drawing-room, and to be taken quite as seriously. On this point the White Fox leaves no room for doubt. "Half the failures that teachers and scout masters and boy specialists make are due to not taking things seriously." One is reminded of the St. Louis schoolmaster's statement: "A child is the most serious thing in Nature." The reader, bewildered by the paraphernalia of queer rhymes, stilted boy-speeches, garish garments, approved gypsy and tramp slang, is apt to feel that he is in a topsy-turvy world where nothing is real. The key to the position is that the White Fox knows his ground. He is dealing with matters from the boy's point of view; further, he knows when that view passes into the view of the man, and is content to allow the growing lad to pass naturally from one to the other. A great merit of the book is that its author takes wide views; he has developed, by the very nature of his studies, a general world philosophy, including a religion.

(Continued on page 140.)



# MACMILLAN AND CO.'S LIST.

## W. and A. K. Johnston's Publications.

For Lower Forms of Secondary Schools.

### EDINA JUNIOR HISTORIES.

Written on the Most Modern Approved Methods.

Books 1 and 2, 1s. 4d. net each.

Now Ready.

Book 1.	<b>The Age of Settlement</b>	...	...	B.C. 55—A.D. 1154.
„ 2.	<b>The Age of Chivalry</b>	...	...	A.D. 1154—A.D. 1485.

Ready Shortly.

Book 3.	<b>The Age of Discovery</b>	...	...	A.D. 1485—A.D. 1603.
„ 4.	<b>The Age of Strife</b>	...	...	A.D. 1603—A.D. 1713.
„ 5.	<b>The Age of Empire Building</b>	...	...	A.D. 1713—A.D. 1815.
„ 6.	<b>The Age of Democracy</b>	...	...	A.D. 1815—A.D. 1918.

## ATLAS GEOGRAPHIES.

**A Physical Geography.** Covering the work required for the Oxford and Cambridge Locals and other University Examinations. Illustrated by 11 maps and 85 diagrams. **2s. 6d. net.**

**Junior Atlas Geography of the World.** Containing orographical, transparent route and climatic maps, and maps showing distribution of vegetation, minerals, manufactures, population, and political divisions. **4s. net; or in parts. Tough Paper, 9d. net. Limp Cloth, 1s. net.**

**Atlas Senior Geographies.** For Upper Forms of Secondary Schools University Students. **2s. 6d. net each.**

Now Ready { **British Isles** } Each chapter is illustrated with special orographical, transparent route and economic  
 { **Asia** } and political maps of the natural region to be  
 { **Africa** } studied.  
 Europe (ready shortly)

## Practical Geography Notebooks.

40 Quarto Pages. **6d. net.**

Each Notebook contains:

<b>British Isles</b> <b>Europe</b> <b>Asia</b> <b>Africa</b> <b>Australasia</b> <b>North America</b> <b>South America</b> <b>British Empire</b> <b>Physical</b>	) 4 Contour Maps. 8 Blank Outline Regional Maps. 4 Climatic Maps. Squared Paper for Sections, Graphs, &c. Ruled Paper for Written Exercises. Practical Exercises on World Position, Size, Relief Routes, Climate, Vegetation, Animals, Minerals, Manufactures, Commerce, Distribution of Population, Political Divisions.
---	--

### Commercial Atlas Geography.

2nd Edition. **8s. 6d. net.**

**MACMILLAN AND CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.2.**

## English Literature for Secondary Schools.

NEW VOLUMES.

**Sir Philip Sidney's Defence of Poesy.** Edited by DOROTHY M. MACARDLE, B.A. Sewed. **1s. 3d.**

**Ruskin. The Crown of Wild Olive.** Three Lectures on Industry and War. Edited for Schools by J. H. FOWLER, Sewed. **1s. 3d.**

**Eliot. Silas Marner.** Abridged for Schools by MAY COPSEY, B.A. Sewed. **1s. 6d.**

**Dickens. David Copperfield.** Abridged and Edited for Schools by H. A. TREBLE, M.A. Illustrated. Sewed. **1s. 3d.**

**Hindu Tales from the Sanskrit.** Translated by S. M. MITRA. Adapted by Mrs. ARTHUR BELL. Sewed. **1s. 6d.**

**A Geography of America.** By T. ALFORD SMITH, B.A., F.R.G.S. With over 100 Maps and Illustrations. **4s. 6d.** [Practical Modern Geographies.]

**A Manual of Machine Design.** By FRANK CASTLE, M.I.Mech.E. With Diagrams. **7s. 6d.**

**Elementary Mensuration, Constructive Plane Geometry and Numerical Trigonometry.** By P. GOYEN, author of "Advanced Arithmetic," "Principles of English Composition," &c. **3s. 6d.**

**Recreations for Teachers or the Teacher's Leisure Time.** By HENRY S. CURTIS, Ph.D. **8s. 6d. net.**

**History.** The Quarterly Journal of the Historical Association. Edited by Professor A. F. POLLARD, M.A., Litt.D. **1s. 3d. net.** Annual Subscription, post free, **5s. 6d. net.**



Educational, General,  
and  
Musical Publishers.

**H. F. W. DEANE & SONS**  
**THE YEAR BOOK PRESS, Ltd.**  
 31 Museum Street, London, W.C.1.

COMPLETE CATALOGUE FREE ON REQUEST.

# HANDICRAFTS and RECONSTRUCTION

Notes by Members of the  
Arts and Crafts Exhibition Society.

**2s. 6d. net.** Of all Booksellers.

**JOHN HOGG,**  
**13 Paternoster Row, LONDON, E.C.4.**

"Be content with this world . . . Of this world we are certain. Here we are. Live. Be happy. Do not keep longing for what you have not. . . . Trouble not about the hereafter. You are sure to die and go on for ever." Religion resolves itself into what Mr. Hargrave calls "the great mystery."

It must not be supposed that the mind is neglected in the training suggested. What is wanted is "a happy combination of mental and physical training running side by side, and so interacting that it is impossible to separate the one from the other." When this is kept in view, and when it is remembered that the volume aims at covering the whole range of human life, it will be realized that it is an important contribution to educational reform. Mr. Hargrave here does for the "back to Nature" theory what Mme Montessori has done for her own theory in her recent book, in which she seeks to apply it to children of maturer age than her scheme at first contemplated. But Mr. Hargrave has gone further, and has covered the whole field. He must not be disappointed when he finds that the immediate practical results of his book are small. If he contrives, as we hope he will, to get his views taken seriously, he may be well content not to trouble about the educational hereafter. He has done his part, and done it well. J. A.

*Education and Social Movements.* By A. E. Dobbs. (10s. 6d. net. Longmans.)

Mr. Dobbs realizes that "it is much easier to draw logical inferences than to weigh the evidence of history," but, none the less, he goes very vigorously to work in drawing inferences; and we may say at once that we cheerfully acknowledge the skill with which he manipulates his historical material. We could wish sometimes that he were a little more given to summing up his results, for he leaves to his readers more than a fair share in the work of sifting out the generalizations he reaches. But, after all, our gratitude for the abundant material supplied reconciles us to the additional labour thrown upon us. We accept Mr. Dobbs's view that two of his chapters, though apparently more appropriate in a book on economics, are quite in place here, for the whole argument of the book justifies their inclusion. It is for the good of our souls—we who spend our time in studying educational problems—to have it brought home to us that our subject cannot stand alone, that it has its roots in religion, in politics, and in economics. Mr. Dobbs makes an excellent use of the medieval view that education is in some sort an alternative to labour, and uses this as one of the guiding threads through the labyrinth of educational development. Another of these threads is the conception of education as a means of social advancement, and we cannot but admire the skill with which our author follows it up to the outlet afforded by Ruskin College.

We wonder whether Mr. Dobbs is lacking in the power of artistic presentation when he deals with the social and economic conditions of the period (1700-1850) he treats, or whether he distrusts word painting and deliberately restricts himself to the more arid realm of baldly stated facts. In any case he gives an adequate supply of the relevant data, and is very generous in his footnotes. The armoury he provides will be found of the utmost service to all our educational controversialists, whichever side they adopt. For ourselves we are willing to accept Mr. Dobbs's thesis that, as the religious element was the main force in the earlier part of his period, economics is the dominant element in the later. But Mr. Dobbs does not lose sight of the social side, with its cultural elements, and we are glad to note that he calls in Adam Smith as a witness that even in these remote days labour did not lose sight of the more human sides of education. A great many of the questions that trouble our modern teachers find here a suggestion of their causes: for example, the present increase in the attendance at our schools. We welcome his explanation of how the school has come to occupy a larger place in education than formerly. Indeed, even the most *blasé* reader of educational treatises will find in Mr. Dobbs's pages something to give him a fillip and stimulate him to further inquiry. We look forward with interest to Mr. Dobbs's second volume.

*Progress of Education in India* (Vol. I). Edited by H. Sharp. (5s. 6d. Bureau of Education, India.)

This is the seventh quinquennial review, and covers the period from April 1, 1912, to March 31, 1917. The Indian educational authorities appear to be a little uneasy about publishing such a big book in War time. At any rate, they point out that it is not quite so big as usual, and they further argue that "in a country where little more than 3 per cent. of the population is undergoing instruction, the promise of responsible government as a goal, and a substantial instalment thereof as an early step, at once raises education into the position of a factor of more than ordinary importance." They are right in regarding education, therefore, as deserving very particular attention at the moment. They are, indeed, in the same position as Robert Lowe when, in view of the increased electorate, he set about educating our masters. But surely no apology is needed for presenting this handsome volume to the empire. We know all too little about India as it is, and we welcome all such means of increasing our acquaintance with the conditions under which our fellow subjects live. The volume follows its usual form, so that comparison with previous issues can be made with the minimum expenditure of time. The general style of the articles is refreshingly human for a Government production. A specially interesting feature is the large number of photographs of all kinds of educational institutions, supplied as a sort of appendix. A series of seventy-seven excellent pictures of various types of schools and colleges enables the reader to get a really satisfactory idea of the sort of institutions dealt with in the text.

*Welsh Education in Sunlight and Shadow.* By G. Perri Williams. (5s. net. Constable.)

This book contains 360 pages, and falls naturally into two parts—133 pages of text and the rest appendix. The disproportionate size of the appendix is to some extent condoned by the fact that it contains many blank pages. Why they occur at this time of paper stress may puzzle the reader. Probably some printing exigency accounts for the peculiarity. A more real justification of the ample appendix is that Mr. Williams lays great stress on the important influence exercised by examination papers in dominating the teaching, and is anxious to document the statements he makes in the text. He confines himself to secondary and University education, and finds much need for improvement in both. On the whole, he sees more shadow in the present situation than sunshine, but he is not without hope. His chapter on "What it might be" points the way towards the sunshine, and certainly the reader is left in no doubt about the way he ought to go if the light is to be attained. The book is a sort of more practical "What is and What might be," and if it lacks the charm of the earlier work it more than makes up by its directness and vigour. The author writes as a Welshman to Welshmen. He wants Wales for the Welsh, and in particular sees no reason why the Welsh University should be staffed by Englishmen, and grudges as lost to Wales the Welshmen who have attained to Chairs in the English Universities. In his own contribution to the discussion Mr. Williams shows himself to be master of the details of his subject, and he is very happy in the way he introduces actual instances in support of his general thesis. For example, it is very effective to be able to say that "there's only one Welsh graduate who took honours in Welsh and French in his degree." Altogether a spirited and interesting treatment of an important subject. J. A.

*A Text Book of Sex Education.* By Walter M. Gallichan. (6s. net. T. Werner Laurie.)

This work is meant for the use of parents and teachers. Its author is fully alive to the delicacy of his subject, as is proved by the formidable list of learned names that he submits as approving of the need for such teaching as he supplies. The book falls into four parts: the first dealing with General Considerations, the second with Scientific Teaching.

(Continued on page 142.)

# TAKE YOUR PUPILS TO

Mr. Herbert G. Ponting's

FAMOUS KINEMA LECTURE

**"WITH CAPTAIN SCOTT  
IN THE ANTARCTIC"**

AND

**"ANIMAL LIFE AROUND  
THE SOUTH POLE"**



Some Press Opinions of Mr. Herbert G. Ponting's Famous Kinema Lecture:

From the *Daily Telegraph* :

**"For intrinsic interest no moving pictures ever produced since the invention of the kinematograph can compare with these.**

"The tragedy of the story is relieved by Mr. Ponting's entrancing studies of nature in the Southern seas and on the frozen continent. 'Killer' whales chasing seals, the seals themselves in all the intimacy of their domestic life, the gulls hatching and rearing their young, and, above all, the Adélie penguins, providing scene after scene of inimitable comedy.

**"No history of the expedition, however brilliantly written, could possibly enable us to realise what Polar exploration means as do these living pictures."**

From the *Evening News* :

"Mr. Herbert G. Ponting is telling at the Philharmonic Hall the story that can never die—the wonderful story of Captain Scott's South Polar Expedition, with new pictures. More than 100,000 British soldiers in France have acclaimed this great film of British adventure, endurance, sacrifice and heroism as **the greatest of all films.** Mr. Ponting's brilliant Lecture, which accompanies the pictures, is one of the most thrilling descriptions of real adventure ever told. He was the man who was there, the man who saw all that he shows and tells about, and who kinematographed the whole of the film."

From *Country Life* :

**"It is a great thing for England that Mr. Ponting should deliver this lecture and show these pictures. Never before has it befallen that an Englishman had such a story to relate.**

"Mr. Ponting had himself been with the Scott Expedition, and had taken these wonderful moving-pictures which enthralled his audience. As he told their story, he was in the position of a minstrel of old reciting to his harp the great deeds of his Chieftain who could never himself return to tell the tale.

**"There is no need for us to recount here the story which is written in every British heart, but it is well to remember that to the young it will be always fresh. That is one reason why we should like all schools to have an opportunity of seeing these extraordinary films.**

"A still greater reason is that the story of Captain Scott cannot be too closely or too widely known among the young people of this generation. It tells of heroism without swords. The boy who gets a good grasp of the extraordinarily hard conditions which the explorers had to face, and then hears how they were confronted with restless energy and unwavering courage, has got into his head **such a lesson as no schoolmaster could teach or minister preach."**

From the *Daily Mirror* :

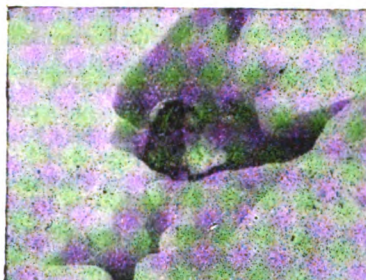
**"To see Mr. Ponting's historic film, and hear his brilliant lecture, is to realise what being an Englishman should mean. Some people talk of a subsidised theatre. This should be a subsidised film. Nay, more than that, people should be made to see it."**

**TWICE DAILY,  
2.30 and 8.15**

**PHILHARMONIC HALL**

*For Special Terms to  
Schools write to the  
BOX OFFICE*

:: **GREAT PORTLAND STREET, W.** ::



Hang this page up in the classroom for your pupils to read

the third with Educational Factors, and the fourth with such matters as The Menace of Ignorance, Women's Part in Sex Education, and the Views of Modern Teachers. The book is eminently practical: the subject is treated with scientific precision, the style is good. Altogether the matter is handled in as delicate a way as is possible. Unwilling as most of us are to deal with this subject at all, we all have an uncomfortable feeling that we are cowardly in avoiding it. Accordingly, a book like this should not be passed by merely because we dislike the subject. Those of us who have any responsibility for the morals of young people must take some notice of the important issues raised in sex relations, and nowhere could the subject be better studied than in Mr. Gallichan's pages. Naturally the Educational Section will be of most interest to readers of this journal. There they will find not only a sensible treatment, but a very valuable bibliography.

*Handicrafts and Reconstruction.* Notes by Members of the Arts and Crafts Exhibition Society. (2s. 6d. net. John Hogg.)

The quality of this valuable book is revealed in part by the page of contents. We have an introductory chapter by Mr. W. R. Lethaby, who pleads for a return to the handicraft tradition, pointing out that the very life of the State may be bound up with the survival of the crafts and the types of inventiveness and initiative they produce. This chapter is followed by others on: The Crafts in Education and Reconstruction, by H. Wilson; The Traditional Country Crafts, by A. H. Powell; Basket Making, by Thomas Okey; Weaving and Textile Crafts, by May Morris; Local Building Crafts, by Thackeray Turner; College Building, by R. W. S. Weir; Agriculture and Craft, by Christopher Turner; Education for Industry, by W. R. Lethaby; Craft Workshops in Towns, by Laurence A. Turner; Small Associations for Sale and Production, by Christopher Whall; Local Societies of Arts and Crafts, by J. Paul Cooper; The Aims of the Arts and Crafts Exhibition Society, by W. A. S. Benson. All these writers are acknowledged authorities, and they have produced a book which is full of enthusiasm and valuable suggestions. Broadly, the claim they make is that art should function in our lives. "The time has come when Art Schools should be expected to produce for service." This is sound doctrine, and may well be taken for a text by municipal and education authorities. The book itself should be bought and read by everybody who cares for the public welfare or who is weary of the somewhat pretentious and unreal claims of the kind of art work and art teaching which believes that beauty is only skin deep. R.

### Modern Languages.

- (1) *Schritt für Schritt.* By Hanna M. Oehlmann. (Ginn.)
- (2) *Andromaque* (Racine). Edited by E. J. A. Groves. (Blackie. 10d. net.)
- (3) *Prise de la Bastille* (Michelet). Edited by Louis A. Barbé. (Blackie. 8d. net.)
- (4) *Tartaria sur les Alpes* (Daudet). Edited by Walter Peirce. (Henry Holt & Co. and Bell. 3s.)
- (5) *Lectures Françaises Phonétiques.* Par Paul Passy. (Heffer. 1s. 3d. net.)
- (6) *Selections of Russian Poetry.* Edited by B. A. Rudzinsky. (Blackie. 2s. 6d. net.)
- (7) *Fourth Russian Book.* By Nevill Forbes. (Oxford University Press. 2s. net.)
- (8) *A Russian Vocabulary.* By E. G. Underwood. (Blackie. 2s. 6d. net.)
- (9) *Russian Accentuation.* By E. G. Underwood. (Blackie. 3s. 6d. net.)
- (10) *A Russian Notebook.* By E. G. Underwood. (Blackie. 3s. 6d. net.)

We shall never develop anything like a standardized and permanent system of language teaching out of our present experimental stage till we have clear ideas on the actual matter to be taught, as distinct from the process of teaching it. What is knowing a language? What, to begin with, is the position of the native in regard to his own spoken language? He possesses—(1) A very large number of the most frequently used sentences, phrases, and terms "on the tip of his tongue." (2) The power to form new sentences and phrases, on the analogy of those he has on the tip of his tongue. For example, a child that has heard all its life the sentences, "Mother's gone to church,"

"Father's gone to the club," repeats these sentences, as required, without the need of a moment's reflection. At a later date, when mother has the vote and father has flown to the consolations of religion, the child easily forms, by analogy, the new sentences, "Mother's gone to the club," "Father's gone to church." (3) The power to understand any sentence, however rapidly spoken.

These are the three essentials as far as matter is concerned. We venture to indicate some inevitable inferences in regard to the essentials of method. (1) The first stage must consist of learning the most frequently used sentences by heart, however much this process may be disguised (as it wisely is disguised) by the direct method of question and answer, and of acting, recitation, and singing. The pupil must learn to speak these sentences at the correct speed, for it will, it is hoped, soon come to be generally realized that a sentence spoken with less than a native's rapidity is a sentence mispronounced, speed being just as much a factor in pronunciation as, for example, stress or intonation. (2) The grammar will consist entirely of such explanations and paradigms as will enable the pupil to understand the structure of the "tip-of-the-tongue" sentences, with a view to applying the analogies correctly when forming new sentences. Matter will never be subordinated to grammar, as by postponing useful sentences on account of their grammatical irregularities, or by introducing useless sentences to illustrate grammatical points. (3) The pupil will be accustomed, as far as possible, to understand sentences spoken at correct speed. The teacher will put all questions and deliver all dictation at top speed, choosing, of course, familiar language, preferring to repeat a sentence till it is understood, rather than lower the rapidity of utterance. (4) With a view to saving the pupil from forgetting what he has learned (chiefly from forgetting words), and introducing him gradually to the literature, there will be "rapid readers," with vocabularies and translations; or, failing translations, with notes to help the pupil over the hard passages. (5) With a view to anticipating the mistakes which arise by faulty transference of the native idiom to the foreign language, there will be, at a very late stage, a limited amount of *idiomatic* translation from the native into the foreign language.

How do the books before us stand the test? *Schritt für Schritt* is an admirable little Direct Method book with a carefully chosen vocabulary. But the tendency to be guided by a happy instinct, rather than by the rigorous application of an exactly defined principle, appears in the very first pages, in such conversationally useless phrases as: "Da kommt auch noch ein Wolf," "Ein kleiner Knabe (a literary word, by the way; should be *Junge*) Schmeckt gut," "Wenn du mich fusst."

The Russian books we cannot entirely commend. Mr. Underwood's *Russian Notebook* is an example of over-emphasizing of a detail of method—the fad about grammar by induction. One wonders whether such a book is ever filled in. Certainly not inductively, on each pupil's initiative. No master would risk a 3s. 6d. book in that way. Seventy pages on "Russian Accentuation" are enough to appal the stoutest heart. We advise every pupil to follow the counsel, given by the author himself (pages 4 and 6), to note the accentuation of each word as one meets it in one's reader, till the correct accent is used spontaneously. One could learn by heart many hundreds of sentences from accented Russian readers in the time it would take to master all these horrifying rules and exceptions.

Mr. Underwood voices a common error in the preface to his *Russian Vocabulary*, when he suggests that Russian vocabulary is difficult in any unique degree. And in any case the committing to memory of lists of words with English equivalents is quite the worst way to acquire it. The haphazard character of our present experimental stage appears in the curious omission of the numerals and the days of the week, two of the few really useful lists, because they can be learned by repetition without the intrusion of English equivalents.

Mr. Forbes, with the long lists of isolated sentences in his First and Second Russian Books had already set us wondering whether the novelty of his method was the result of an original consideration of first principles, or merely of an instinctive craving to be "up to date." We are forced to the latter verdict. We have allowed translation from the native into the foreign

(Continued on page 144.)

**INDISPENSABLE TO ALL  
TEACHERS.**

*The*  *Times.*

**LITERARY SUPPLEMENT.**

Gives PROMPT and EXPERT REVIEWS of all NEW BOOKS.

EVERY THURSDAY, TWOPENCE.

From any Newsagent; or post free 10/10 a year (13/- abroad).



*The*  *Times.*

**EDUCATIONAL SUPPLEMENT.**

Is a COMPLETE NEWSPAPER and REVIEW.

EVERY THURSDAY, ONE PENNY.

From any Newsagent; or post free 6/6 a year (8/8 abroad).

*Specimen copies of these Supplements will be sent post free to any address on application to :—*

**THE PUBLISHER, Printing House Square, London, E.C. 4.**

language its proper place. But when it comes to 3,500 lines of it! . . . And besides, Mr. Forbes defeats the very aim of such translation, by deliberately "framing" very many of "the English sentences according to the rules of Russian syntax." It is a pity, for Mr. Forbes has a great sense of humour. "Our housemaid is a Scotswoman; her *fiancé* is a policeman; they will be very happy" is one among many gems.

Of the literary readers, *Selection of Russian Poetry* deserves a review to itself. It is quite charming in every way. When one reads a piece of the delightful translation, one is amazed to find, on comparison, how literal it is.

*Tartarin sur les Alpes* and *Prise de la Bastille* are pleasant books, and the notes confine themselves to their proper function of being helpful.

As for *Andromaque*, we have often wondered what useful purpose, linguistic or literary, can be served by such notes as "Voilà ses yeux, sa bouche, et déjà son audace." Cf. "Sic oculos, sic ille manus, sic ora ferebat" (Enéide III). What a lucky thing boys never look up references! They wouldn't get far if they did. Another kind of comment in which Mr. Groves indulges is illustrated by the following:—"Vous ne donnez qu'un jour, qu'une heure, qu'un moment." Gradation descendant! 'Hector tomba sous lui (Achille). Troie expira sous vous' (Pyrrhus). Il aurait mieux valu écrire, 'Troie tomba sous vous et Hector expira sous lui' (Subigny)."

All the principles that apply to the teaching of the spoken language apply equally well to the written. What is essential is to realize that the spoken and the written are two distinct, though very similar, languages, and that, if we do not preserve this distinction, our pupils will no more learn to use either correctly than if they began at one and the same time to learn, for example, Irish and Scottish Gaelic. This consideration makes it quite unintelligible how one with a reputation like M. Paul Passy's can first remark in his preface, "Ce qu'on désire surtout, c'est une connaissance *pratique* de la langue: arriver à la comprendre facilement et à la parler couramment," and then proceed to serve out such conversationally useless material as this: "Car les femmes n'ont point de caste ni de race . . . leur finesse native, leur instinct d'élégance, leur souplesse d'esprit, sont leur seul hiérarchie."

Meanwhile, with all these points to discuss, our *Modern Language Teaching* is still occupied with such questions as whether a vowel were not better called a "syllabic," and our *Modern Language Review* devotes itself with real zest to Middle English and Old French, to etymology and the "sources" (word as blest as "Mesopotamia") of Anatole France, to the dispute about the iambic or the trochaic basis for English prosody, to Dante and Walther von der Vogelweide.

"Oxford Russian Plain Texts."—*Select Poems of Lermontov*. (1s. 3d. net.)

Fortunately the text is not so plain as the title would lead one to suppose, for the accent is marked throughout, and a text with accents is, for one who understands the first principles of Russian pronunciation, very nearly the same thing in effect as a phonetic text. There are only a few words whose pronunciation cannot be known at sight with the aid of the accent-mark.

*Italian Grammar Self Taught*. By A. C. Panagulli. (3s. net, cloth; 1s. 9d., paper. Key to above, 9d. net. Marlborough.)

These books are intended to aid the private student. A concise and simple arrangement of the rules, accompanied by well chosen examples and extracts from Italian authors, is further supplemented by a list of idioms and a useful vocabulary. In the second edition, some recapitulatory tests are added, with passages for reading practice. An excellent example of this well known series of language manuals.

O. C.

## English.

*Essays on Goldsmith by Scott, Macaulay, and Thackeray, with Selections from his Works*. By G. E. Hadow and C. B. Wheeler. (2s. 6d. Clarendon Press.)

A useful compendium, containing good selections from Goldsmith's prose and poetry, with copious notes.

"English Classical Authors."—(1) *Spenser's Faery Queene* (Book V). Edited, with Introduction and Notes, by Alfred B. Gough. (3s. net.) (2) *Carlyle: Past and Present*. Edited, with Introduction and Notes, by A. M. D. Hughes. (3s. 6d. net.) (Clarendon Press.)

These are scholarly editions, and, with their lengthy introductions and copious notes, will be welcomed by all students of literature.

"Annotated English Texts."—(1) *Macaulay's Essay on William Pitt the Younger*. Edited by W. K. Leask. (1s. 6d. net.) (2) *Childe Harold's Pilgrimage*. Edited by David Frew. (2s. net.) (3) *Macaulay's Life of Johnson*. Edited by John Downie. (1s. 6d. net.) (4) *Spenser's Faery Queene* (Book II). Edited by W. K. Leask. (2s. net.) (5) *Scott's Lord of the Isles*. Edited by W. K. Leask. (1s. 6d. net.) (6) Tennyson: *The Coming of Arthur and The Passing of Arthur*. Edited by David Frew. (9d. net.) (Blackie.)

Useful editions without any special features, containing the usual introductions and notes.

*The New Chivalry and other Poems*. By the Rev. E. E. Bradford, D.D. (Kegan Paul.)

Dr. Bradford we know as a writer of melodious verse. The present volume contains many elegant and musical numbers. Yet the subject-matter of many of the poems is unusual. "Boy love," as Dr. Bradford would interpret it, may have "more in it of Christ than Socrates," but to find a succession of poems to "Hilary," "Frederick," "Frank," "Will," and others is not common in English verse. We imagine the boys themselves, if they exist, looking rather red and sheepish. We think on the whole we prefer the ardent robust lustiness of the seventeenth century lyrics.

"Pitt Press Series."—Milton: *Arcopagitica*. With a Commentary by Sir Richard Jebb. (Cambridge University Press.)

The inclusion of Jebb's Commentary makes this edition of notable value to students of literature.

*My Country*. A Textbook in Civics and Patriotism for Young Americans. By Grace Turkington. (Ginn.)

A book in which the big drum of Liberty is thumped with most resounding blows. With its numerous headlines on every page and the constant reiteration of the "greatness" of the country, it may perhaps achieve its purpose with young Americans. It may be possible to teach patriotism in this way, but Englishmen will prefer less noisy methods.

"Practical Hints for Junior Teachers."—(1) *Reading a Recitation*. (2) *The Geography Lesson*. (6d. net each. E. Arnold.)

Books on School Method of late years have tended to become so diffuse and general, and so pretentious in many cases, that it is refreshing to read these little booklets, with their sound, simple, and direct advice to young teachers. "The Geography Lesson" is especially good. We shall look for an extension of the series, and hope that succeeding authors will not in modesty remain anonymous. Teachers old and young may read these with profit.

"English Literature for Secondary Schools."—(1) *David Copperfield* (abridged). Edited by H. A. Treble. (1s. 3d. net.) (2) *Hindu Tales from the Sanskrit*. By S. M. Mitra. (1s. 6d. net.) (Macmillan.)

These maintain the standard of a useful series. Each contains notes and exercises, and is sufficient for one term's work.

F. F. P.

We welcome the first issue of a new publication bearing the title *English*. It is designed to promote the right use of our mother tongue by "readers and writers, Government officials, teachers and preachers, authors, journalists, business men, public speakers, private students, and all lovers of the English language at home and abroad." If all the beneficiaries respond as they should, the success of the new journal is assured. It is published by P. Macnamara, Barham House, Handel Street, London, W.C.1, and the price per month is sixpence net.

(Continued on page 146.)

## HARRAP'S LATEST PUBLICATIONS.

### EDUCATING BY STORY-TELLING.

[Just Ready] Showing the Value of Story-telling as an Educational Tool for the Use of all Workers with Children. By KATHERINE DUNLAP CATHER. Size 8½ by 5½ inches. 448 pages. 7s. 6d. net.  
An important feature of this most valuable book is the Bibliographies. Every section has its list of helpful sources; and there is an extensive list of the best books containing suitable material for the story-teller. Most helpful of all is a unique bibliography of stories for eight years of a child's life, carefully graded and arranged under suitable months of each year.

### AN IMPORTANT NEW BOOK.

### THE HISTORY OF ARYAN RACE IN INDIA.

From the Earliest Times to the Death of Akbar. By E. B. HAYELL. With Photogravure Frontispiece. 32 Full-page Plates and Maps, &c., and Full Index. 620 pages. Gilt top, 15s. net. Also in Half Morocco, 30s. net.

"An informing and illuminating work for which Students and Politicians should be profoundly grateful. Many illustrations of Indian Art and Architecture add to its value and interest."—*Yorkshire Post*.

### AN INTRODUCTION TO THE HISTORY OF SCIENCE.

By Dr. WALTER LIBBY, M.A. With Eight Illustrations. Size 7½ by 5 in. 304 pages, 5s. net.

"Efficiently written, and free from excessive detail."—*Saturday Review*.

### HARRAP'S INTRODUCTORY ALGEBRA.

By WILLIAM FARQUHARSON, M.A., Daniel Stewart's College, Edinburgh. Crown 8vo, 180 pages, with Answers, 2s. net. Also without Answers, 1s. 9d. net.

From the Principal of a Preparatory School:—"Farquharson's Algebra is first-rate, and I shall put an order through in due course. I hope the book will have the success it deserves, for of the large number of elementary Algebras I have perused in my search for something suitable for beginners, this is the only one that appears to have realized and provided for the extraordinary difficulty of the subject for small boys."

### ENGLISH EXTRACTS AND EXERCISES.

For Comparative Study and Training in Composition. By F. H. PRITCHARD, Lecturer in Literature at the Municipal Technical School, Devonport. Large Crown 8vo, 256 pages, 2s. 6d. net.

An admirable practice-book in English for lower and middle forms in secondary schools, and for upper classes in primary schools. The main idea is to centre all the week's work in English round a suitable extract. The exercises are abundant, and in many cases novel in character. No essential point in elementary English is left untouched, and wherever possible opportunity is taken to stimulate interest in the author or extract under consideration.

### A FIRST SPANISH COURSE.

By Profs. E. C. HILLS and J. D. M. FORD. With exercises and vocabularies. Crown 8vo, 340 pages, 4s. 6d. net. Key, for Teachers only, 5s. 3d. net.

This easier course is designed for much younger pupils than the Author's previous work.

"A prominent feature is the RESUMEN GRAMATICAL in Spanish at the end of each lesson."—*The Journal of Education*.

### LIBRO DE LECTURA PARA PRINCIPIANTES.

Edited by E. MAUBER, Reading School. With Vocabulary and Exercises. Small Crown 8vo, limp, 160 pages, 2s. net.

### A SCHOOL GRAMMAR OF PRESENT-DAY FRENCH.

By J. E. MANSION. Crown 8vo, 256 pages, 3s. 6d. net. [Just ready]

A new reference French grammar for middle and senior forms, special features of which are the stress laid on fundamental principles, and careful differentiation between the normal constructions of the language and those which belong to emotional, colloquial, or literary expression.

## HARRAP'S BILINGUAL SERIES

General Editor—J. E. MANSION.

Each Book price 1s. 6d. net.

Modern Language Readers for the student who wishes to enlarge his vocabulary through reading. Each book consists of a carefully selected story, or other suitable material, with text and translation on opposite pages and a few Notes. The Series will include books in all the principal languages.

### FIRST ANNOUNCEMENT.

- FRENCH.** A. Daudet: *Lettres de mon Moulin* (Selected). (Ready)  
E. About: *Les Jumeaux de l'Hôtel Cornaille*. (Ready)  
W. W. Jacobs: *Selected Stories*. (In the Press)  
E. A. Poe: *The Gold Bug*. (Ready)  
J. S. Keyworth: *French for the Traveller*.
- SPANISH.** V. B. Ibáñez: *La Corrida*. (In the Press)  
W. W. Jacobs: *Selected Stories*. (In the Press)  
J. S. Keyworth: *Spanish for the Traveller*.
- ITALIAN.** M. Bandello: *The Story of Romeo and Juliet*. (In the Press)  
W. W. Jacobs: *Selected Stories*. (In the Press)  
J. S. Keyworth: *Italian for the Traveller*.
- GERMAN.** F. Gerstäcker: *Germelshausen*. (In the Press)  
T. W. Storm: *Immensee*. (In the Press)  
W. W. Jacobs: *Selected Stories*.  
J. S. Keyworth: *German for the Traveller*.
- RUSSIAN.** Pushkin: *Selected Tales*.  
W. W. Jacobs: *Selected Stories*.  
J. S. Keyworth: *Russian for the Traveller*.

The volumes are of handy size for the pocket—6½×4 ins. Each contains 128 pages, bound in stiff paper cover. Price 1s. 6d. net.

London: GEORGE G. HARRAP & CO. LTD.

Directors: GEORGE G. HARRAP, G. OLIVER ANDERSON.

2 & 3 Portsmouth St. Kingsway London W.C.2.

## UNIVERSITY OF LONDON MATRICULATION EXAMINATION.

### ENGLISH PAPERS

September 1915—June 1918  
Bound up together. 1s. 6d. net. Postage, 2d.

### ARITHMETIC AND ALGEBRA (with Answers).

### GEOMETRY AND MECHANICS

ALONG WITH

### MATHEMATICS MORE ADVANCED

(with Answers).

September 1915—June 1918.

Bound up together. 2s. net. Postage, 8d. extra.

### THE STUDENT'S GUIDE

Making the Most of One's Mind.

By JOHN ADAMS, M.A., B.Sc., LL.D.  
(Professor of Education in University of London).

*The Times Educational Supplement*.—"Dr. Adams has written an admirable book, and a student may be regarded as fortunate who avails himself of its wisdom."

*The Teacher's World*.—"Prof. Adams combines in a rare and refreshing manner the wisdom of a philosopher with the acumen and practical skill of a man of affairs."

Fifth Impression. 4s. 6d. net. Postage, 5d.

### EVERYMAN'S CHEMISTRY

The Chemist's point of view and his recent work told for the Layman

By ELLWOOD ENDRICK.

*The Times*, in a two column review.—"We commend the volume heartily to a wide circle of readers."

*Dr. J. L. PATON, of Manchester*.—"I think the book ought to be distinctly useful in the attempt to familiarize our young boys, especially classical boys with some of the staple processes of the application of chemistry to production and the methods of scientific discovery. It is quite a live book."

With Illus. 8s. 6d. net. Postage, 6d. extra.

### A SCHOOL CHEMISTRY

By W. H. RADCLIFFE, B.Sc., F.C.S.,  
(Chemistry Master of Tenison Schools).

Part I. 3s. Part II. 1s. 6d.

### A SHORT HISTORY OF MODERN EUROPE

From the French Revolution to the Great War.

By EUGENE L. HASLUCK, B.A.

With many specially prepared maps. 3s.

### A SHORT HISTORY OF MODERN ENGLAND

By FREDERICK BRADSHAW, M.A., D.Sc.

With maps. 3s.

### MATRICULATION ENGLISH COURSE

By B. J. SPARKS, B.A., B.Sc.

Senior English Master at Portsmouth Secondary Schools.

Cloth, 3s.

### A Fascinating Study of World History.

### GEOGRAPHY AND WORLD POWER

By JAMES FAIRGRIEVE, M.A., F.R.G.S.  
of the London Day Training College.

With 80 Illus. New Impression. 4s. net. Postage, 5d.

### NEW REGIONAL GEOGRAPHIES

By LEONARD BROOKS, M.A., F.R.G.S. Edited by JAMES FAIRGRIEVE.

Vol. I: AMERICA.

Vol. II: ASIA AND AUSTRALASIA.

Ready. 3s. 6d. each, with large number of original illustrations.

Vol. III: EUROPE AND AFRICA.

Will be issued as soon as the new boundaries are settled.

### THE BRITISH ISLES

With new Illus. Now ready. 2s. 6d.

Other Vols. in active preparation.

### ECONOMIC GEOGRAPHY of the BRITISH EMPIRE

By C. B. THURSTON, B.Sc.

Geography Master at Kilburn Grammar School.

With specially prepared maps and tables.

UNIVERSITY OF LONDON PRESS,  
18 Warwick Square, London, E.C.4.

"Class Books."—*Oral and Written Exercises in English Composition*. By R. S. Wood. (Primary Book, 6d.; Junior, 7d.; Intermediate, 8d.; Senior, 9d. Macmillan.) Contains copious exercises on traditional lines.

*English Grammar*. By J. S. Norman. (1s. 6d. net. Yearbook Press.)

A suitable little compendium for those who intend to take a language course.

*The Pupil's Classbook of English Composition* (Book I). By E. J. S. Lay. (1s. 6d.)

The author is a prolific writer of classbooks, and seems in danger of degenerating into what a former Chief Inspector of Schools called a "universal expert." Apparently his books are intended to dispose entirely of any necessity for a class teacher. This book professes to instruct the child how to write "nice stories and beautiful letters." A few poems masquerade as "Pleasant Thoughts Worth Remembering," while there is much gushing verbiage about "jolly games," "If-I-were" stories, "when suddenly" stories, and a "Little Dictionary" is appended. The author's stated aim is to accustom the pupils habitually "to do more for themselves," but we think ourselves that a teacher's personal directions are of infinitely more value than the pseudo-simplicity of the directions in books of this type.

"The Kingsway Series."—(1) *The Kingsway Book of Famous Explorers*. By R. J. Finch, F.R.G.S. (2) *The Kingsway Book of Geography Stories*. By R. J. Finch, F.R.G.S. (3) *Tests of Progress: English*. (Pupil's Book, 1s. net; Teacher's Book, 2s. net.) (4) *Tests of Progress: Arithmetic*. (Pupil's Book, 1s. net; Teacher's Book, 2s. net.) (5) *Little Plays from Shakespeare*. Short acting versions for young people. (a) "The Tempest." (1s. net.) (b) "Midsummer Night's Dream." (1s. net.) (Evans Bros.)

Messrs. Evans Bros. are making an enterprising attempt to capture the market in the matter of books for class teachers. The batch before us is of uneven merit. The geography books are concisely written and the matter well selected, but the compiler's advice to teacher to turn themselves into mechanical gramophonic retailers of the subject-matter is to be deplored. We would prefer to see the same matter in School Readers. Such books as these encourage the lazy class teacher and stultify all effort on the part of the conscientious teacher.

The "Tests of Progress" are suitable for older scholars. The English tests are traditional, and the arithmetic tests are up to date and even ultra-modern. They savour more of "smartness" than real scholarship, but are rightly not confined to arithmetic in its narrower conception.

The "Little Plays" are somewhat daring truncations of Shakespeare. We are dubious of the value of Shakespeare to children of the age for whom these are apparently intended, and we are old-fashioned enough to prefer "Lamb's Tales" to any of these abridgments. F. F. P.

*The Story of Dr. Johnson*. Being an Introduction to Boswell's "Life." By S. C. Roberts. Illustrated. (4s. 6d. net. Cambridge University Press.)

Mr. Roberts has done his work well. He need not fear the critics: this is no mere Boswell abridged, but is complete in itself. Intended primarily for younger readers, it will appeal to all literary students. It is well written, and in its pages Johnson the boy, the man, the critic, the friend, and the traveller lives again. Beautifully produced, with many full-page illustrations and portraits, we know of no better introduction to this dominant character of a brilliant period.

"The Poetry and Life Series."—*Johnson and Goldsmith and their Poetry*. By W. H. Hudson. (1s. 6d. net. Harrap.)

A good addition to this well known series. The book naturally contains more of Goldsmith than of Johnson, who is not always remembered as a poet. Each author is dealt with biographically and critically according to the plan of the "Poetry and Life" series, which is to emphasize the relation of personality to production.

## Mathematics.

*Mnemonic Notation for Engineering Formulae*. Report of the Science Committee of the Concrete Institute. With Explanatory Notes by E. Fiander Etchells. (6s. 3d. net, post free. London: E. & F. N. Spon. New York: Spon & Chamberlain.)

As long ago as 1907 Mr. E. Fiander Etchells, Assoc. M. Inst. C.E., &c., formulated the main principles of the standard system of notation which is advocated in the pages of the present volume. His pioneer work met with the approval, and also with the active support, of the Science Standing Committee of the Concrete Institute, several of whose members assisted in the development of the primary conception. On Mr. Etchells naturally has devolved the responsibility of putting into a form suitable for publication the results of his own and the Committee's labours, and the able explanatory notes which form an integral part of the text, and which elucidate the principles of the system, are due to his pen. Apart from these notes, the text consists largely of compact and carefully considered tables illustrative of the symbols proposed as suitable. The idea which underlies the projected scheme of notation is that of creating a standard symbolic system from which arbitrary elements shall be absent, and in which, therefore, every symbol shall have a real significance and a real connexion with that which it represents. Theoretically speaking, the idea is excellent, and it is to be hoped that in practice certain inevitable objections which present themselves may eventually be in some considerable degree overcome. Of these there may perhaps be mentioned two in particular: (1) the risk of the system becoming too elaborate, and of its necessitating as a consequence too much detailed and special study on the part of those who use it; (2) that which arises from the fact that, even when every available advantage has been taken of the various existing alphabets and of variety of type, there is certain to remain a deficiency in the number of distinct symbols at the disposal of an author; whence it follows that it will still become ultimately impossible to carry out fully the desired object.

The underlying principles of the system have, of course, been long recognized as natural and helpful. We have but to turn over the pages of any standard textbook or any branch of mathematics to meet with manifold instances. For example, in a work on mensuration,  $l, b, d, h, \dots$  are the accepted symbols employed in connexion with length, breadth, depth, height,  $\dots$ . In mechanics  $V, v, a, g, W, w, \dots$  are used when dealing with velocities, acceleration, gravity, weight,  $\dots$ . And similar testimony is afforded by other branches of mathematics. Moreover, the ideas of "greaterness" and "lesserness" which play an important part in the new scheme, find a place in the selection of such symbols as  $R, r$ , to denote respectively the radii of the circum- and in-circles of a triangle. The special debt owed to Mr. Etchells and his colleagues by engineers—for whose benefit the present work was primarily undertaken—and by mathematicians generally, consists in this: namely, that the promoters of the general standard notation have gathered up the already existing threads and have woven them together with a multitude of others of kindred sorts into a fabric. The process adopted in order to arrive at any special symbol is as follows: the word denoting the quantity or magnitude under consideration is cut down gradually until there remains only its initial letter—its acrologic symbol—and this becomes its sign.

It may reasonably be inferred that by the retention of intermediate forms, syllabic in character, the devisers have sought to provide a reserve of symbols which will be needed in the cases—and their name will be legion—where identity of acrologic forms would cause ambiguity. Among the symbols chosen, the inverted minute does not look happy, although the purpose it serves is good from the point of view of economy. On the other hand, the use of  $\theta$  and  $\psi$ , to denote inclination to the horizontal and vertical planes respectively, is very neat. The writer desires to draw the attention of any who think of purchasing the volume to the possibility of obtaining it by applying to the Secretary of the Concrete Institute, Denison House, Vauxhall Bridge Road, S.W.1.

C. M.

(Continued on page 148.)



# GEORGE PHILIP & SON, L<sup>TD</sup>

## PHILIPS' COMPARATIVE WALL ATLASES

**Europe, British Isles, Asia, Africa, N. America, S. America, Australia, and World Relations.** Under the joint editorship of J. F. UNSTRAD, M.A., D.Sc., and E. G. R. TAYLOR, B.Sc. Arranged for **Comparison** to show by means of Eight Maps the chief facts of Geographical Phenomena. Singly, **2s. 6d.** net each, also mounted on cloth and eyeletted, **6s.** net each; complete from **32s. 6d.** net. Coloured Miniature Wall Atlas Europe free.

## ESSENTIALS OF WORLD GEOGRAPHY

By J. F. UNSTRAD, M.A., D.Sc., and E. G. R. TAYLOR, B.Sc. A broad view of the chief features of the earth and its inhabitants. The most important matters, both of physical and human geography, are dealt with in a simple manner.

Crown 8vo, 256 pages, with abundant diagrams and maps, **3s.**

## GENERAL AND REGIONAL GEOGRAPHY

A new Textbook of Modern Scientific Geography for Teachers and Students. By J. F. UNSTRAD, M.A., D.Sc., and E. G. R. TAYLOR, B.Sc. With 140 Maps and Diagrams specially drawn. 520 pages, large 8vo, **7s. 6d.** net.

## SYNTHETIC MAPS

Eight sets. **The World, Six Continents, British Isles.** By E. G. R. TAYLOR, B.Sc. For the study of geographical relationships by the imposition of various transparent maps upon coloured foundation maps. Each Set consists of two Coloured Foundation Maps and eight Transparencies, together with Suggestions for Class Use. In stout Manilla case, 11 by 9 inches. **9d.** net per set. Also separately, printed on cartridge paper for use as hand maps, **3d.** net each.

## CONTOUR EXERCISE BOOK

By ERNEST YOUNG, B.Sc., and JAMES FAIRGRIEVE, M.A. A drawing book in which the pupil can actually work out geographical problems. Gives in a few pages a graded course of contour map drawing, with Diagrams of Contours. With lines ruled for drawing sections. Size, 11 by 7 inches. **6d.** net.

## NEW SCHOOL ATLAS OF MODERN HISTORY

By RAMSAY MUIR, M.A., Professor of Modern History in the University of Liverpool. **Over 121 Maps and Diagrams.** Emphasis is throughout placed on the *physical basis* of historical geography.

Demy 4to (11 by 9 inches), cloth, **4s. 6d.** net.

## HISTORICAL ATLAS FOR STUDENTS

By same Author. Cloth, **12s.** net; quarter leather, **16s.** net.

## "PIERS PLOWMAN" HISTORIES

Presenting history in different ways to suit the different stages of the mind's development: to the youngest as simple stories; to those a little older as picturesque descriptions of social conditions; to the elder ones as the development of national life and government.

Seven Junior Books from **1s.** Four Senior Books (for Teachers and Students) from **6s.** net.

We shall be happy to submit any of the above for inspection if desired. Lists of Wall Maps, Geographical Apparatus, and Textbooks on application to

**32 Fleet Street, London, E.C. 4.**

# IN THESE DAYS, TIME IS PRECIOUS! DON'T WASTE IT

in trying to teach your children second rate, uninteresting songs!

It isn't worth the trouble, when you have the BEST at your service in CHILD SONGS.

This is the opinion of Hundreds of Teachers.

**100,000** copies of the Music Editions have already been sold, and in addition we have issued over **100,000** Books of the Words. **THESE FIGURES SPEAK!**

# CHILD SONGS

Edited and in part composed by CAREY BONNER.

With Foreword by GEO. HAMILTON ARCHIBALD.

**VOL. I.—For the PRIMARY Departments of the Sunday School and Day School and for Home Singing.**

Contains 200 Songs and Music, including Birthday Songs, The Cradle Roll, Sunshine Songs, Story Songs, Marching Songs, Hush Music, &c., &c., with Alphabetical and Classified Indexes, Order of Exercises and Hints on the Teaching of the Pieces.

**VOL. II.—For Primary and JUNIOR Departments and for Home Singing.**

Contains Songs of the Months; Songs to illustrate—The Life and Work of Jesus Christ; Heroism, Duty and the Christian Virtues; Play; Bible Stories—Old and New Testaments; Nature Talks; Opening and Closing Worship; Marches—Vocal and Instrumental; The Seasons, with a Number of Pieces suitable for Week-Day Use.

### PRICES PER VOLUME—

#### Music Editions.

Illustrated Paper Covers ... ..	<b>3s. 6d.</b> net.
Limp Cloth Covers ... ..	<b>4s. 0d.</b> "
Cloth Board Covers ... ..	<b>4s. 6d.</b> "

#### Words Only.

Paper Covers ... ..	<b>6d.</b> net.
Limp Cloth ... ..	<b>6d.</b> "

In Ordering, please state clearly which Volume (1 or 2) is required.

Of all Booksellers and from

**THE PILGRIM PRESS, 16 Pilgrim Street, LONDON, E.C.4**

**THE SUNDAY SCHOOL UNION, 57 and 59 Ludgate Hill, LONDON, E.C.4**

*An Introduction to Statistical Methods.* A textbook for college students, a manual for statisticians and business executives. By Horace Secrist, Ph.D. (10s. 6d. net. Macmillan.)

A book which is typically American in spelling, language, choice of example and as representative of the publisher's art. As an introduction to statistics it is sound; all ordinary terms and methods are explained. Particularly clear are the chapters on Diagrammatic Representation and Graphical Representation, while the exposition of "Average," "Median," and "Mode" is excellent. As a whole the book is complete and comprehensive; highly technical, though professedly non-mathematical and informative, without being pedantic and diffuse. It should be of value to every student of economics, though we should welcome an English edition with examples from English industry. The author's debt to Bowley is, of course, a large one, but is fully acknowledged. The synopsis of contents, the plates, the bibliographies at the end of every chapter, and the indexes are all admirable. F. F. P.

*A First Course in the Calculus (Part I).* By William P. Milne, M.A., D.Sc., and G. J. B. Westcott, M.A. 3s. 6d. Bell.)

"If the elements of the Calculus are based on geometrical imagery, the young student finds the study of the Calculus not too hard and well worth his efforts." Starting from this standpoint, this short course, without using any trigonometry, introduces the methods and a great number of practical applications of the Calculus. The only derivative dealt with is that of  $\sigma$  and its combinations; even product and quotient form are not mentioned. The book can thus be used with pupils of fifteen or sixteen, and cannot fail to interest them and stimulate all their mathematical work.

If one may criticize so useful a book, it seems rather out of place to introduce the idea of curvature, and the whole of Chapter X on Centres of Gravity, Moments of Inertia, and Centres of Pressure would perhaps have been better left for Part II. The book will be welcomed by very many teachers who have wished to introduce this eminently practical subject earlier in the school curriculum.

It only remains to add that the Historical Introduction could not be bettered. A. R. T.

## Chemistry.

*Organic Compounds of Arsenic and Antimony.* By Gilbert T. Morgan. (16s. net. Longmans.)

Nearly to the end of the nineteenth century, "Organic Chemistry" comprised almost exclusively the compounds of carbon with hydrogen, oxygen, nitrogen, and sulphur. Exceptions to this rule were few, and none was of technical importance. To this list of elements must now be added (among others) arsenic and antimony, which are shown to form large classes of compounds, each class consisting of series of members characterized by well defined properties in common. These compounds are dealt with very thoroughly in Prof. Morgan's treatise. Instead of following the time-honoured custom of works on Organic Chemistry and grouping his compounds into classes—such as (1) arsines: (a) primary, (b) secondary, (c) tertiary; (2) chlorarsines: (a) primary, (b) secondary; (3) arsenious oxides, and so on—the author has followed a classification which appears to be roughly (but yet not strictly) chronological. It may be objected that this arrangement does not make the subject matter easily intelligible to the reader on first acquaintance, but for the advanced student the historical method has many points in its favour.

First are described the cacodyl compounds, which are essentially the secondary methyl members of the large classes of chlorarsines ("cacodyl chloride"), arsenious oxides ("cacodyl oxide"), arsenic acids ("cacodyl acid"), &c. Chapters then follow on aliphatic and aromatic arsenicals and antimonials, and the two subjects are treated in what may be described as good and comprehensive essays.

The Béchamp reaction is then discussed in considerable detail in a chapter on Atoxyl, which leads up to an account of the manner in which, by application of this reaction, numerous substances of therapeutic value—some of highly complicated

structure—have been prepared. The chapters which follow, headed "Salvarsan" and "Neosalvarsan" respectively and a later chapter on "Luargol," detail results of more recent work of a purely technical nature on substances having a therapeutic action. The remaining chapters of the book are concerned with "Aromatic primary arsines," "Aromatic antimonials," and "Miscellaneous organic derivatives of arsenic and antimony." Probably because of the miscellaneous compounds dealt with, a lack of co-ordination of facts is here noticeable.

The book concludes with an appendix in which methods of analysis of organic arsenic and antimony compounds are described, and a very useful bibliography. As the first book in English dealing with organic arsenic and antimony compounds Prof. Morgan's monograph is particularly valuable and can be highly recommended. T. S. P.

*The Applications of Electrolysis in Chemical Industry.*

By A. J. Hale. (7s. 6d. net. Longmans.)

This monograph gives details of the electrolytic methods for winning various metals, for manufacturing hydrogen and oxygen, and for the production of caustic soda, chlorine, and salts of the oxy-acids of chlorine. Some dozen inorganic compounds, such as white lead, persulphates, &c., are also dealt with, and brief reference is made to the electrolytic production of organic compounds. The author has apparently made a thorough search of the literature on the subject, and all the important processes are given; the monograph should form a very useful reference book on the subject.

It would have been much better, however, if the author had given freer rein to his critical faculties, since then the description of some processes would probably have been cut out altogether. For example, Borchers' method for making sodium from fused sodium chloride is given, together with a diagram, whereas, as far as the writer of this review is aware, it has never been used to any extent, since it could not compete with the method making use of fused sodium hydroxide. At least one well known writer of a textbook on Inorganic Chemistry gives a description of Borchers' process, which seems to be such a delightfully simple one, as a going concern, and such a thing is likely to happen again if the error is perpetuated in a monograph on the subject. In view of the work of Leblanc, which is mentioned by the author, Beckers' modification of Castner's process for making sodium does not seem to be of much value, and the question may be asked as to whether the Acker process for sodium hydroxide has been resuscitated since the works were burnt down some years ago. The space allotted to these processes could be better used, for example, in describing more clearly the stirrer in the Edsa-Wilderman cell, as the mechanism is not clear from the text, and in a fuller account of the Haas-Oettel cell. Surely something has gone wrong with the account of the Solway-Kellner cell, and is it entirely correct to say that in mercury cells, such as the Castner-Kellner, the amalgam is decomposed by water?

In referring to persulphates (page 134), the inference to be drawn from the text is that a high-current density is necessary at both electrodes, whereas it is used only at the anode.

In the Introduction, a useful account is given of the general principles of electrolysis, and an explanation of the terms relating thereto, but even here there is a tendency to too much condensation at the expense of clearness. At times the author is fond of referring to some one explanation of phenomena which are little understood, as, for example, on page 5, where he writes, "possibly the heat of hydration of the ions furnishes the energy necessary for ionization"; and on page 10, where reference is made to Spear's theory of the influence of colloids on electro-deposition. Such references are best left out. On page 7 occurs the well worn but incorrect statement that it is possible to calculate from the heat of formation of compound the voltage necessary to decompose it. How often will it be necessary

(Continued on page 150.)

# BLACKIE'S

BOOKS FOR THE

## STUDY OF ENGLISH.

### PICTURE COMPOSITION.

Teaching of English through Pictures.

By LEWIS MARSH, M.A., Head Master of Ealing County School. In Three Books, each containing 16 full-page beautifully coloured Pictures and many other Illustrations. Cloth covers, 9d. each.

### PREPARATORY COURSE OF LITERARY READING AND COMPOSITION.

Edited by LEWIS MARSH, M.A. Illustrated from Famous Paintings. 2s.

### SENIOR COURSE OF LITERARY READING AND COMPOSITION.

Illustrated from Famous Paintings. Edited by LEWIS MARSH, M.A. 2s. 6d.

### WORDS: THEIR ORIGIN AND USE.

A Correlated Scheme of Spelling, Derivation, Reading, Dictation, and Composition. By F. W. CHAMBERS and A. J. KER, Northfield Boys' School, West Ealing, London. In two Books, each with a companion Teachers' Book, 10d. each. TEACHERS' BOOKS, containing the Scholars' Books and 40 additional pages of Notes. 1s. 6d. net.

### POETIOA: A Book of English Verse for Repetition.

Chosen and arranged by JOHN RIDGES, M.A. (Cantab.), sometime Head Master of Leighton Park School, Reading. Illustrated with Portraits. Divided into three Parts for the three school years ending at 15 or 16. Daintily bound in art linen, 2s. 6d. net. Also issued in four Parts, cloth covers, 10d. net each.

### THE CALL OF THE HOMELAND.

A collection of English Verse. Selected and arranged by R. P. SCOTT, LL.D., and KATHERINE T. WALLAS, M.A. In two Volumes. 2s. 6d. net each. Also, in one volume, cloth elegant. Suitable for presentation, 5s. net.

Book I. Echoes from History—Britain Overseas—The Sea—The Changing Year.

Book II. The English Countryside—Home—Exile—Compatriots—The Call to Serve—The Call to Happiness.

### ENGLISH POETRY FOR THE YOUNG.

Compiled and edited by S. E. WINBOLT, M.A., Christ's Hospital, 1s. 6d.

### AN EDGBASTON POETRY BOOK.

For Girls' Schools. Edited by EDITH M. COLMAN, Edgbaston High School for Girls, Birmingham. 2s. net.

### BLACKIE'S ENGLISH TEXTS.

Edited by W. H. D. ROUSE, Litt.D., Head Master of the Perse School, Cambridge. A wealth of material for the literary study of English. Each book has a brief introduction dealing with the author's life and place in literature, but no notes. Over a hundred volumes are now in the series, offering a wide field for selection in General Literature, Travel and History.

### BLACKIE'S SMALLER ENGLISH CLASSICS.

Selections from Standard Authors. Edited by Competent Scholars, with Biographical Sketch and Explanatory Notes. Each, paper, 3d.; limp cloth, 5d.

### THE JUNIOR SCHOOL SHAKESPEARE.

A series of the greater Plays, edited, with Introduction, Notes, &c., by Experienced Scholars, for Junior Students and Junior Candidates in the University Local Examinations. The Plays are edited chiefly from the literary standpoint, although philological notes, where such are required, are given. Clearly printed and neatly bound in limp cloth covers. With Coloured Frontispiece. Price 10d. each.

### THE PLAIN-TEXT SHAKESPEARE.

A neat edition of the greater plays of Shakespeare, presented in a serviceable form at a cheap price. The text follows the well-known Junior School Shakespeare, which omits everything that might be thought undesirable in class reading. Cloth covers, price 7d. each.

### THE PLAIN-TEXT POETS.

With Introductions by teachers of experience and position, but no further notes are given. With Frontispiece, neatly bound in cloth covers, limp, 10d. each.

### THE MODERN CLASS-BOOKS OF ENGLISH.

A Complete Preliminary Course in Composition, Word-building, Phrase-building, Spelling, Grammar, and Analysis. By F. W. CHAMBERS and A. J. KER. In five Books, each with Companion Teachers' Book.

**BLACKIE & SON, LTD.,**  
50 OLD BAILEY, LONDON, E.O.4.  
GLASGOW AND BOMBAY.

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra

## WINSOR & NEWTON,

### Prepared Water Colours,

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,

and WHOLE, HALF, and LARGE TUBES.

QUARTER PANS of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39 Rathbone Place, London, W.1. Established nearly a Century.

## TUITION BY POST.

Practical Training in

## SHORTHAND,

BOOK-KEEPING AND ACCOUNTANCY,

COMMERCIAL PRACTICE, BANKING,

ADVERTISING, COMMERCIAL LAW.

Pitman's Postal Courses are admirably adapted for teachers who are unable to take advantage of the ordinary facilities for receiving oral instruction, but desire to qualify in commercial subjects. Each lesson is a full exposition of that part of the subject covered. One course, or any group, may be commenced at any time, and from any stage of present knowledge.

Write for details, stating the subjects in which you are interested.

*Pitman's School*  
BUSINESS SECRETARIAL & CIVIL SERVICE TRAINING

The Leading Teachers' Training Centre in the Kingdom for  
Commercial Subjects.

Principal: FREDERICK HEELIS, F.R.S.A.,  
180 SOUTHAMPTON ROW, LONDON, W.C.1.  
Seven London Branch Schools, and at Bristol and Leeds.

to emphasize that this is only true in a limited number of cases, where the temperature coefficient of the electromotive force is nil?

Throughout the book, hydroxide ion (OH<sup>-</sup>) is often loosely referred to as "hydroxyl"; on page 2, the cupric ion is written as "Cu" or "Cu<sup>++</sup>"; and on page 3, the chloride ion as Cl<sup>-</sup> or Cl. It is, however, a pleasure to note that the author has escaped from the yoke of the usual explanation of the formation of chlorates by the interaction of chlorine and alkali hydroxide, and gives some account of the valuable work of Foerster and Müller in this connexion. T. S. P.

*The Zinc Industry.* By Ernest A. Smith.  
(10s. 6d. net. Longmans.)

It has required a war to awaken England fully to the position she was in with respect to the zinc industry. The awakening came just in time, as in the course of a few more years it would probably have been found that the main supplies of zinc ores had been cornered by German competitors. To quote the author's words, "It may have been the absence of a special literature dealing with the position of the zinc industry in recent years that partly accounts for the lack of interest hitherto shown in this branch of British metallurgy," but in any case this interest has now been fully awakened. The gap in the literature is now admirably filled by the publication of the present monograph, in which are given a general survey of the development of the zinc industry and a discussion of its present and possible future position in relation to the various metal industries of the country. Technical details are only briefly referred to, but the general student will find an adequate and interesting account given of the subject. The statistics given are especially valuable at the present time. The book is specially to be recommended, and worthily fulfils the object for which it was written. P.

### Biology.

*Civic Biology.* A Textbook of Problems, Local and National, that can be solved only by Civic Co-operation. By Prof. Clifton F. Hodge and Dr. Jean Dawson. (7s. net. Ginn.)

There has been no paper shortage in America, judging by this excellently produced book. The idea of the book is expressed in the coloured frontispiece; the question, "A man-made Paradise or a man-made desert—which?" being applicable to every landscape and home in the world. The authors write mainly for teachers, and American teachers primarily; but teachers in this country may derive considerable stimulus and guidance on the lines of what might be called Applied Nature Study. The Nature-study craze of ten years ago has apparently led nowhere; in fact, it has lost its original freshness, so that now we see such things as "a railway engine" figuring as a subject for Nature Study, and we find many teachers content to let their pupils study pictures of squirrels or camels, fondly imagining that they are fostering a love for Nature. This book clears the air once more and shows us the true purpose of Nature Study.

The range of topics dealt with is very wide. Birds, trees, forestry, weeds, poisonous plants, house flies, mosquitoes, cabbage butterflies, mites and ticks are each dealt with and considered from the point of view of their harmfulness or helpfulness to man and his industries. The authors see that the only way to attempt to stamp out some or all of the many preventable diseases and "plagues" that afflict mankind is to educate the community through the school, so that all may co-operate. They point out that at present we merely drive the pests—*e.g.*, rats—from our barns to our neighbours' barns—and *they come back*.

Accordingly they deal very fully and forcibly with rats, filth flies, malignant bacteria, rusts and smuts, and animal parasites. In fact, they present their case so well that, after reading this part of the book, one feels almost afraid to live for fear one might die.

Intelligent bird study is advocated, but we miss practical advice on how to proceed—*e.g.*, advice on the value of field-glasses and telephoto-snapshots, on devices for camouflaging the observer, and on how to discover the food of birds without killing them and examining the contents of their crops.

The book emphasizes the application of biological knowledge to public hygiene, and suggests that the house-fly pest may be stamped out if the methods recommended are followed. "No man who does not know better than to put his bare hand over a milk bottle, or a woman who does not know better than to take candy from a tray with her bare fingers, has any right to serve the public. Our millions of preventable infections, and our more than 500,000 deaths annually, are the measure of our need in this direction." We need a book on similar lines written for English conditions, and we need a sister society to the American Civic Association, which "stands for more beautiful homes and country roads, more beautiful towns, the abatement of smoke and bill-board nuisances, and the conservation of natural beauty."

The authors urge the civic planting of vines in public places. We are not altogether behind in this country, since one northern suburb of London has already planted fruit trees in its public grounds. It rests now with teachers to bring up their pupils in the right civic spirit, to regard these fruit trees with respect. The allotment movement in this country should support the authors in their claim that "every community organization ought to have a committee on fungous diseases of plants and their practical control." Dover set an example in 1918 by paying for 25,000 cabbage-white butterflies at 4d. per 100.

In any future edition Plates II and III should be inserted at page 162, and "host" substituted for "boast" (page 175); and some loose statements on pages 197, 206, 249 should be amended. English readers should not be misled by the statement, on page 301, that 231 cubic inches of water, weighing 8.34 pounds, make a gallon. The authors are speaking of the American gallon, and are correct.

H. V. DAVIS.

### Music.

- (1) *Singing Class Music.* (E. Arnold.) (2) *The Laureate Song Book: Part I.* (E. Arnold.) (3) *The Yearbook Press Series of Unison and Part Songs:* Nos. 144-150. (4) *Peasant Dances.* Compiled by Mrs. Kimmins. (Evans Bros.)

Not so long ago, if one wanted songs for children, it was necessary to be content either with the old nursery Rhymes or with very poor stuff written by incompetent amateurs. To-day, composers of note are working in this field, and some of them with notable success. Many of the songs in "Singing Class Music," notably Stanford's "Haymakers' Roundelay" and Nicholson's "The Dandelion," also "The Butterfly's Ball" (Silver) and "Threnody" (Buck), in the Yearbook Press Series, just hit the happy mean between triteness and modernity. But is there anything to be gained by introducing far-fetched and sometimes clumsy modulations, as in Whittaker's "Buttercups and Daisies" and "The Squirrel"? The composer, too, of "England all the Way" has avoided the commonplace only by introducing the ugliest of intervals. Studied originality has no charm for children. In nearly all the songs the pianoforte accompaniment is an essential feature, another departure from the older practice. Taken as a whole, the above series is well worth the attention of progressive teachers.

It is a question whether, apart from Mr. Dunhill's artistic accompaniments, the "Laureate Song Book" was really wanted. The old nursery rhymes have been well edited before, and to "mate long-cherished rhymes with new melodies" is, in our opinion, a retrograde proceeding. Nevertheless, to those who have no good edition of the old favourites, this collection can be commended.

A new volume by Mrs. Kimmins is sure to be welcomed. Provided one assumes that it is possible to acclimatize alien dances in England, this book should achieve its object. The musical part of the work is admirably done. The illustrations are lavish and the description of the movements will probably be intelligible to the expert teacher of dancing, although to the layman they look decidedly bewildering.

R. W.

(Continued on page 152.)

# D. R. EVANS & CO., LTD.

**Produce Merchants,**  
**68-69 FARRINGDON STREET,**  
 London, E.C. 4.

*Leading Suppliers to Colleges and Schools.*

## FOOD ARRANGEMENTS FOR THE SCHOOL.

We offer the following selected goods from our General List at reduced prices.

### GROUND COFFEE.

Special School Blend ... .. Per lb. **1/6, 1/8**

### PURE COCOA.

1 cwt. cases ... .. Per lb. **1/9**; Loose per lb. **2/-**

### TABLE SYRUP.

14 lb. free tins ... .. Per tin, **12/3**

### SWEET MANGO CHUTNEY.

Per bottle (reputed quarts) ... .. **4/6**

### CONDENSED MILK.

Sweetened 48 x 1s. in case ... .. Per case, **46/6**

Unsweetened 48 x 1s. in case ... .. Per case, **38/-**

### RICE.

Fine Bold ... .. Per lb. **3½d.**; Per cwt. **31/-**

Extra Quality ... .. " **3½d.**; " **34/-**

Ground Rice ... .. " **4d.**; " **35/-**

### HAM AND TONGUE.

6 lb. tins, 12 tins in case ... .. Per case, **105/-**

### DRIED FRUIT.

Dates ... .. Per lb. **6d.**

Figs ... .. Per lb. **6½d.**

Apple Rings ... .. Per lb. **1/-**

Raisins ... .. Per lb. **1/-**

Dried Bananas ... .. Per lb. **1/3**

### CANNED FRUIT (California in Syrup).

Apricots **2½s.** ... .. Per doz. **25/6**

Pears **2½s.** ... .. " **27/6**

Peaches **2½s.** ... .. " **25/6**

Sliced Pines ... .. " **24/6**

Grated Pineapples **2s.** ... .. " **22/-**

### SWEETENED CUSTARD POWDER.

Per lb. **10d.** ... .. Per cwt. **90/-**

### SARDINES.

Les Propres 36 oz. tins, 36 fish ... .. Per doz. **36/-**

(splendid quality)

### MEATS AND FISH PASTE.

4½ lb. dishes (two dishes together) ... .. Per lb. **2/4**

Bloater Paste 1 lb. tins ... .. Per doz. **20/-**

### CALIFORNIAN HONEY.

60 lb. free tins ... .. Per cwt. **100/-**

### MARGARINE.

High Class Table, Specially Blended ... .. Per lb. **9d.**

We can supply any quantity, weekly orders are now being booked.

### SHREDDED SUET ... .. per lb. **1/4**

### ALL GOODS CARRIAGE PAID.

We shall be pleased to send our complete list on application.

**MAY WE HEAR FROM YOU TO-DAY?**

# W.E.A. EDUCATION YEAR BOOK

Part I. Introductions by Leading Authors, including G. B. Shaw, John Galsworthy, J. A. Hobson, and H. G. Wells.

- .. II. The Education System.
- .. III. Education in other Countries.
- .. IV. Universities and the Workers.
- .. V. The Workers' Educational Association.
- .. VI. Educational Movements.
- .. VII. Organization of the Teaching Profession.

**50 CONTRIBUTORS—514 PAGES—THREE INDEXES.**

"Its title gives no idea of the contents of this remarkable volume. It contains, with other interesting material, a fascinating miscellany of *obiter scripta* on education by all sorts and conditions of thinkers and writers. . . . The editors' aim, they tell us, is to 'set people thinking about educational progress,' and the writers were given 'entire freedom to say what they pleased.' . . . The book, though by no means resembling the orthodox yearbook, deserves a wide circulation, for it will certainly not only 'set people thinking about educational questions,' but wondering why authorities with views so diverse manage to exert so much influence."—*Journal of Education.*

**Cloth, 5/-.**    **Postage, 6d.**    **Paper, 3/6.**

Of all Booksellers, or from the

**W.E.A. Book Department,**  
**16 Harpur Street, Holborn, W.C.1.**

### THE

## FRIENDS' PROVIDENT INSTITUTION.

for Mutual Life Assurance

(Head Office: Bradford, Yorks)

The Institution having made a special study of Educational requirements, offers advantageous Policies for men and women, which include

**POLICIES COMBINING LIFE ASSURANCE**

**AND CAPITAL ON RETIREMENT**

**PENSION SCHEMES FOR SCHOOL STAFFS.**

**POLICIES FOR PROVIDING FOR THE  
 COST OF THE EDUCATION OF CHILDREN.**

Write for particulars of any of these (giving date of birth), to:—

**THE LONDON MANAGER,**  
**FRIENDS' PROVIDENT INSTITUTION,**  
**17 Gracechurch St., London, E.C.3.**

**Scripture.**

- (1) "The New Commentaries."—II *Samuel*. By G. W. Wade, D.D., and J. H. Wade, M.A. (3s. 6d. net. Murby.) (2) "Smaller Scripture Manuals." II *Samuel*. By the same Editors. (1s. 6d. net. Murby.)

These volumes form parts of two valuable series, already favourably known to teachers. These latest additions will be welcomed, especially as they deal with one of the most important books of the Old Testament, and one, moreover, which is especially useful for young students. Dr. Wade, of Lampeter, is a well known authority on Hebrew history, and the introduction to the Commentary is marked by ripe knowledge and a wise use of the results of recent researches. It forms an invaluable preliminary study, introducing the pupil to problems of criticism and to the consideration of sources and methods. The text of the Revised Version is printed in the upper part of each page, the Commentary finding a place in footnotes. These notes are admirably done, and each section of the story has an explanatory preface of great service. The smaller volume is an adaptation of the Commentary for more youthful pupils. Both volumes are excellently produced, and in this respect are worthy of the care and skill which has been bestowed by the Editors.

**General.**

*University Olympians*. By A. P. Baker.  
(Haffer & Sons.)

Mr. A. P. Baker knows his Cambridge thoroughly and gives a series of twelve University Sketches in heroic couplets, which often possess wit, antithetical turn, and neat alliteration. "Behind the Backs" strikes us particularly as happily touching on a less familiar side of University life. Here and there Mr. Baker's technique could be improved, as in the first line of "Inceptor in Arts."

*How to become a Woman Doctor*. By Emily L. B. Forster.  
With a Foreword by W. J. Fenton, M.D., F.R.C.P., Dean of the Charing Cross Hospital Medical School. (3s. net. Charles Griffin.)

The war has had the effect of greatly increasing the number of women who desire to undertake a medical career; and the passing of the Education Act, with the coming Health Ministry, will extend the scope of work open to women doctors. Hence this little volume is most timely and useful, giving, as it does, in the clearest possible manner, full particulars of the many avenues to the profession. Dr. Fenton urges that in a profession practised by both sexes working together under similar conditions, it has come to be realized that the best results are more likely to be obtained if their educational opportunities are identical. He says the experiment of co-education in medical schools has been a success. Head mistresses of secondary schools should have this book at hand for reference when consulted by their pupils concerning a medical course.

*Children's Garments*. By Emily and Marian Wellbank.  
(5s. Pitman.)

For the patterns in this book we have nothing but praise. But it is difficult to recommend anyone to adopt this means of obtaining a pattern by measuring and plotting out on paper when a cut-out specimen can so easily be secured. The mother of a family who makes her children's garments generally chooses the more expeditious method of laying a cut-out pattern on her material. As a means of teaching a class of pupils to draft patterns it would serve a useful purpose, but even in this case who could object to labour and time being saved by the use of a ready-cut pattern?

M. E. R.

**PUBLISHERS' ANNOUNCEMENTS.****Cambridge University Press.**

Miss Florence L. Bowman, Lecturer in Education at Homerton College, Cambridge, has written a history for beginners entitled, "Britain in the Middle Ages," shortly to be published by the Cambridge University Press. The book is fully illustrated with reproductions of medieval pictures.

**PUBLICATIONS RECEIVED.**

ALLEN & UNWIN.

- God and Personality. By Clement C. J. Webb. 10s. 6d. net.  
"As a Man Thinketh . . ." The Personal Problem of Militarism.  
By Ernest E. Unwin. 2s. 6d. net.  
*The Vineyard*. Organ of the Peasant Arts Guild. (Easter number.)  
Edited by Maude Egerton King. 1s. net.

BELL.

- Fermat's Last Theorem. Three Proofs by Elementary Algebra.  
By M. Cashmore. 2s. 6d. net.

BLACKIE.

- Aids to the Study of History.—No. 1: Some Practical Hints for  
the Youthful Historian. By C. H. K. Marten, M.A. 3d. net.

BLACKWELL.

- The Death of Turnus. Observations on the Twelfth Book of the  
Aeneid. By W. Warde Fowler, M.A. 6s. net.

CAMBRIDGE UNIVERSITY PRESS.

- Le Colonel Chabert. (Balzac.) Edited by Sydney H. Moore, M.A.  
3s. net.  
La Vie Nomade. (Jusserand.) Edited by A. Wilson-Green, M.A.  
4s. net.

CONSTABLE.

- Greek Leaders. By Leslie White Hopkinson. 5s. net.

DENT.

- The State and the Nation. By Edward Jenks, M.A., B.C.L.  
4s. net.  
New Town. Edited by W. R. Hughes, M.A. 2s. net.

LONGMANS.

- Composition and Literature. By Eugene R. Musgrove, A.M. 6s.  
College Composition. By Charles Sears Baldwin, A.M. 6s. net.  
Prominent Points in the Life and Writings of Shakespeare. Ar-  
ranged in Four Tables. By William Poel. 2s. net.

MACMILLAN.

- The Crown of Wild Olive. (John Ruskin.) Edited by J. H. Fowler,  
M.A. 1s. 3d.  
Silas Marner. (George Eliot.) Abridged for Schools by Mary  
Copsey, B.A. 1s. 6d.  
Sir Philip Sidney's Defence of Poesy. Edited by Dorothy M.  
Macardle, B.A. 1s. 3d.  
Elementary Mensuration, Constructive Plane Geometry, and  
Numerical Trigonometry. By P. Goyen. 3s. 6d.  
The Principles of Citizenship. By Sir Henry Jones. 3s. 6d. net.

MELROSE.

- Reference History of England from the Norman Conquest to the  
Death of Edward VII. By M. E. Hamilton Hunter and G. G.  
Ledsam. 6s. net.  
Old Junk. By H. M. Tomlinson. 4s. 6d. net.

METHUEN.

- Greece before the Conference. By Polybius. With a Preface by  
T. P. O'Connor. 5s. net.

OXFORD UNIVERSITY PRESS.

- Tales by Washington Irving. Selected and Edited, with an Intro-  
duction, by Carl van Doren. 3s. 6d. net.  
Examination Papers in Phonetics. By Daniel Jones, M.A. 2s. 6d.  
net.  
Selections from James Boswell's Life of Samuel Johnson. Chosen  
and edited by R. W. Chapman, M.A. 3s. 6d. net.

RIVINGTONS.

- Grammar of Modern French. By A. R. Florian, M.A. 3s. 6d.  
Elementary French Grammar. By A. R. Florian, M.A. 2s. 6d.  
Sentences for Translation into French. By A. W. Street, B.A.,  
and A. Lee, B.A. 2s. 6d.  
Spanish Conversation. Book I. By E. A. Paton. 2s. 6d.

HERBERT RUSSELL.

- Book Ways. An Introduction to the Study of English Literature.  
By Edith Kimpton, M.A. 3s. net.  
An Elementary Algebra for Junior Students. By J. Lightfoot,  
D.Sc., M.A. 3s. 6d. net.  
Graphic Algebra for Elementary and Intermediate Students. By  
J. Lightfoot, D.Sc., M.A. 1s. net.  
The Educational Ideas of Pestalozzi and Froebel. By F. H. Hay-  
ward, D.Lit., M.A., B.Sc. 2s. 6d. net.

SOCIETY FOR PROMOTING CHRISTIAN KNOWLEDGE.

- Helps for Students of History Series.—The Care of Documents and  
Management of Archives. By Charles Johnson, M.A. 6d. net.  
The Public Record Office, Dublin. By Robert H. Murray,  
Litt.D. 8d. net.

### THREE ITEMS

comprise a remarkably efficient and satisfactory equipment of apparatus for Practical Mathematics and Mechanics, viz.,

- CUSSONS' CAPSTAN BLOCK SYSTEM
- CUSSONS' RIBBON ATWOOD MACHINE
- CUSSONS' FLETCHERS' TROLLEY

*Full Catalogues and Instructions.*

## G. CUSSONS, Ltd.,

The Technical Works,

### LOWER BROUGHTON, MANCHESTER.

And THANET HOUSE, 231 STRAND,  
LONDON, W.C. 2.

**The Educational & Scholastic Bureau,**  
SIGILIAN HOUSE, SOUTHAMPTON ROW, LONDON, W.C. 1.

Scholastic Agents to numerous members of the Private Schools Association.

**INTRODUCTION OF PUPILS. ASSISTANT MASTERS and MISTRESSES.**

**VISITING PROFESSORS. TUTORS. MATRONS. GOVERNESSES.**

**TRANSFER OF SCHOOLS. SCHOOL PARTNERSHIPS.**

**INSURANCES arranged for SCHOOLS covering all RISKS.**

**SCHOOL ADVERTISING.**

The Instructions of Principals of PRIVATE SCHOOLS will receive prompt and careful attention.

### THE NATIONAL SOCIETY OF ART MASTERS.

Patron: HIS MOST GRACIOUS MAJESTY THE KING.

**School Drawing Certificate for Teachers in Elementary Schools.**

The Examinations are held in May. Entries close on March 24th.

**Examinations in Drawing for Secondary and Other Schools.**

The Examinations are held in June. Entries close May 10th.

**Internal Examinations in Schools of Art and Art Classes.**

Dates are arranged to suit individual Schools.

Copies of these schemes and forms of application may be obtained on application to the Secretary.

**ALFRED SHUTTLEWORTH, A.R.C.A.,**  
45 Bedford Row, London, W.C. 1.

THE INCORPORATED

## Froebel Educational Institute,

Colet Gardens, Talgarth Road,  
West Kensington, London, W.14.

President, RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer, MR. C. G. MONTEPIORE, M.A.  
Secretary, MR. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

Principal: MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.  
Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

### MEDICAL PRELIMINARY EXAMINATIONS.

The

### UNIVERSITY EXAMINATION POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes. Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal,

MR. E. S. WEYMOUTH, M.A. (Lond.),  
17 Red Lion Square, London, W.C. 1.

### EXAMINATION PAPER

AS USED BY THE

### COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Euled both sides.  
Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.  
" " 960 " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.  
Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
Music Paper.

(Postage extra.) Remittance should accompany Order.

F. W. SHELBORNE & CO., Wholesale and Retail Stationers,  
Telephone Holborn 690. 63 HIGH HOLBORN, LONDON, W.C. 1

TO TEACHERS.—We have a special line in Drill Shoes, plain, canvas uppers, with stout rubber soles, in black, brown, or white. Prices 10's to 1s, at 3s. 6d.; 2's to 7's, at 3s. 11d. A sample shoe will be sent to compare with other kinds your pupils may be wearing. Special prices for quantity orders.

**MADDOCK & SON, "Sports & Games Shoe Makers,"**  
272 FULHAM ROAD, LONDON, S.W. 10.

Please mention paper when writing.

## DUTTON'S <sup>20</sup> HOUR SHORTHAND

DUTTON'S Shorthand has only 6 rules and 29 characters. Complete theory learned in 20 hours. That stage reached, practice quickly gives high reporting speeds. Send 2 stamps for specimen lesson to Dutton's College (Desk T. 7), Skegness.

CAREY'S GRADUS.

"GRADUS AD PARNASSUM  
WITH THE ENGLISH MEANINGS.

Edited by the late DR. CAREY.

Revised Corrected, and Augmented by a Member of the University of Cambridge.

Part 8vo, cloth, price 7s

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

---

---

## OFFICIAL LIST

OF

## REGISTERED TEACHERS.

---

---

The Statutory duty of the Council is to frame and keep a Register of Teachers, and a list of those registered under the conditions prescribed by the Council will be published from time to time. The first list was issued in 1917, and the second one is now in course of preparation.

In addition to its statutory duty, the Council has acted in co-operation with the Board of Education in many important matters affecting the interests of Teachers.

Up to and including Thursday, the 10th April, 1919, the number of applications for admission to the Register was 26,500. All qualified Teachers who have not already registered should write at once to:—

THE SECRETARY,  
TEACHERS REGISTRATION COUNCIL,

47 BEDFORD SQUARE,

LONDON, W.C. 1.



**VISITORS TO THE N.U.T. CONFERENCE**

are cordially invited to visit our Stall in the Publishers' Exhibition.

**EDUCATIONAL DEMONSTRATIONS**  
in Plasticine and Nov-lart will be given at frequent intervals by

Mr. WM. HARBUTT, A.R.C.A.,  
at 4 CAMBRIDGE VILLAS, PROMENADE, opposite the main entrance to the Exhibition. We shall be pleased to meet YOU there.

**HARBUTT'S PLASTICINE, LTD.,** 203 Bathampton, Bath.  
London Showroom: 56 Ludgate Hill, E.C. 4.

**BOOKS.** NEW OR SECOND-HAND. Orders promptly Dispatched.

Inquiries from readers of "The Educational Times," at home or abroad, will receive the personal attention of

**JOHN DAVIS** (Successor to THOMAS LAURIE),  
13 Paternoster Row, London, E.C. 4.

**BOOKS** On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

Second Hand and New  
**BOOKS SENT ON APPROVAL.**

Catalogues Free. State Wants. Books Bought.

**W. & G. FOYLE,** 121/125 Charing Cross Road, London, W.C. 2.

**SECOND-HAND SCHOOL BOOKS.**

Please write for Catalogue to

**GEORGE OVER,**  
Educational Bookseller, RUGBY.

**DALCROZE EURHYTHMICS CLASSES**

to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY, BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHEND-ON-SEA, SUNDERLAND TAUNTON, and TUNBRIDGE WELLS. Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS, Ltd.,  
23 Store Street, London, W.C. 1.

**The Incorporated London Academy of Music.**

**DR. YORKE TROTTER'S TRAINING COURSE FOR TEACHERS.**

The Course includes:—

**RHYTHMIC METHOD IN ALL ITS BRANCHES,**  
**MUSICIANSHIP, HARMONY, EAR TRAINING,**  
**&c. PIANO TECHNIQUE.**

*Class Management and Preparation of Lessons.*  
*Voice Production and Teaching of Class Singing.*

**The New Term begins on May 7th, 1919.**

Full particulars as to the Course, fees, &c., can be had from the **SECRETARY,** 22 Princes Street, Cavendish Square, W. 1.

"Dr. Yorke Trotter, having brought the mental realm and psychology into his Rhythmic Method of Music, has, in the widest sense of the word, made it religion—the worship of the good, which, in the Greek, is synonymous with the beautiful."

**DUSTLESS**

**and HYGIENIC ROOMS**

In **SCHOOLS, LABORATORIES, &c.**  
**USE** The British Made and Owned

Odourless, or Powerful Germicidal

**FLORIGENE**

(A Regd. Name suggested by FLOOR-HYGIENE)

**EARLY** in the **EASTER VACATION**  
for best results.

"Florigene" has been continuously used for many years on Wood, Concrete, and Stone floors of every description, also on Linoleum and Cork Matting in Government and Municipal Buildings, and in all kinds of Schools, and other Institutions in the United Kingdom and Colonies.

"Florigene" costs little, is easily applied by unskilled, and saves time and labour.

It is **IMPORTANT TO NOTE** that

**ONE APPLICATION** of "Florigene" **ALLAYS** THE DUST and DIRT for **2 to 12 months**, according to traffic, not only during each sweeping (without Sprinkling of any kind) but also throughout all the intervening periods — which is of greater hygienic importance.

These sanitary, labour-saving, and economic advantages are **NOT** attained by sweeping-powders or any other method.

Not sticky—the ordinary daily dry sweeping alone required—Scrubbing being optional.

"Florigene" is strongly recommended by **Medical and other expert authorities.**

**A Head School Mistress** writes:—

"I am glad to have the opportunity of recommending 'Florigene.'" We have used it regularly on both wood and linoleum, and found its effects most beneficial, both in laying the dust and preserving the surface."

(Repeat orders since received.)

**A Grammar School Head Master** writes:—

"We have used your 'FLORIGENE' for several years in this School, and we have found it excellent in keeping down dust, which is now never to be seen anywhere. I believe the health of this School has been better since. The air is certainly more pleasant to breathe when movements are going on; there is also a great saving of labour in cleaning."

(Repeat orders since received.)

Numerous other Testimonials can be produced.

Send for particulars, Medical Reports, &c., to

**THE "DUST-ALLAYER" CO.,**

**NEW ADDRESS—4 Vernon Place,**

∴ BLOOMSBURY SQUARE ∴  
**LONDON, W.C. 1.**

Contractors to Admiralty, War Office,  
India Office, H.M. Office of Works, L.C.C.,  
and Colonial Governments &c., &c.

THE  
EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

156

(Founded 1847.)

April 1919.

IMPORTANT EDUCATIONAL BOOKS

Second large Edition in the Press.

**THE PLAY WAY.**

An Essay in Educational Method.

By H. CALDWELL COOK, M.A.

Demy 8vo, Illustrated from Photographs. 8s. 6d. net.

"The book is of the first rank, and we feel that our duty at the moment is to secure that it should be singled out for close study by all who are prepared to revise their methods when fresh light is presented."—*Journal of Education*.

**THE PEOPLE OF ENGLAND.**

A Social History for Schools.

By STANLEY LEATHES, C.B., M.A.

Vol. I. **THE PEOPLE IN THE MAKING.**

From the Earliest Times to the Invention of Printing.

Vol. II. **THE PEOPLE IN ADVENTURE.**

To the French Revolution.

Each volume 320 pp., with over 100 Illustrations. 3s. 6d. net.

"We hope that Mr. Leathes's work, besides delighting the child with its unfailling fertility of interest, may stimulate the teacher to make such methods his own. . . . The pictorial illustrations are many and well chosen."—*Times*.

HEINEMANN'S SCIENCE MANUALS.

**INTRODUCTORY ELECTRICITY AND MAGNETISM.**

By CARL W. HANSEL, B.Sc.

Over 300 Illustrations and Diagrams. Crown 8vo. 2s. 6d. net.

A complete first course in electricity and magnetism based upon actual experiment, and embracing the recent changes and recommendations of the Board of Education's new syllabus.

**A FIRST-YEAR COURSE IN GENERAL SCIENCE.**

A Combined Text-book and Note-book.

By E. A. GARDINER, M.A., F.C.S.

3s. 6d. net.

This book presents an experimental course of general elementary science, and is an attempt to save time for the boy and labour for the teacher. It is divided into three sections:—I, Simple measurements. II, Some Common Apparatus and Instruments. III, Properties of Water and Air.

**EXPERIMENTAL DOMESTIC SCIENCE.**

By R. H. JONES, M.Sc., F.C.S.

With over 80 Illustrations and Diagrams. Crown 8vo.

2s. 6d. net.

This book provides a suggested course for Domestic Science Schools and Girls' Schools generally, based upon the view that Science can be directly and adequately taught in the kitchen. The chief scientific principles in their application to domestic subjects are made clear by drawing upon everyday experience, and by the aid of kitchen utensils and commodities.

**EXPERIMENTAL MENSURATION.**

An Elementary Text-book of Inductive Geometry.

By H. S. REDGROVE, B.Sc. (Lond.), F.C.S. 2s. 6d. net.

The special feature of this book is the combination instead of the usual separation of Elementary Geometry, Trigonometry, and Mensuration. It is suitable for first and second-year students of Technical Schools.

NOTE.—Mr. Heinemann will be glad to hear from teachers who have manuscripts on educational matters which they desire to publish.

The Only Authorised Books on the Montessori Method.

**THE MONTESSORI METHOD.**

By Dr. MARIA MONTESSORI.

Illustrated. 8s. 6d. net.

In this book Dr. Montessori gives a clear explanation of her method and the principles upon which it is based.

**DR. MONTESSORI'S OWN HANDBOOK.**

A Manual for Teachers and Parents.

3s. 6d. net.

As a supplement to her larger book on the Method, Dr. Montessori has produced this explanatory manual, which is invaluable for all teachers.

A New Montessori Book.

**THE ADVANCED MONTESSORI METHOD.**

By Dr. MARIA MONTESSORI.

Vol. I. **SPONTANEOUS ACTIVITY IN EDUCATION.**

8s. 6d. net.

Vol. II. **THE MONTESSORI MATERIAL FOR CHILDREN UP TO ELEVEN YEARS.** 12s. 6d.

net.

"A contribution to scientific pedagogy such as we have not had since the institution of the kindergarten eighty years ago."—*School Guardian*.

**A COMMON-SENSE ALGEBRA.**

By ASA BURNISTON, L.C.P. (Hons.).

1s. 6d. net. With Answers, 2s. net.

Suitable for use in the Upper Classes of Elementary Schools, in Evening Schools, and in the Lower Forms of Secondary and Technical Schools. An extremely useful and enlightened introductory algebra.

**ELEMENTARY BUSINESS TRAINING.**

By V. H. ALLEMANDY.

Crown 8vo. 3s. net.

This book is intended for use in the Upper Classes of Elementary Schools and in Commercial and Evening Classes.

**THE BRITISH ISLES.**

By A. B. ARCHER, M.A.

Illustrated. 2s. 6d. net.

This is the first book in a new series, forming a Secondary School course in Geography, and is suitable for the Lower Middle Forms.

**AVENTURES ET MERVEILLES.**

A Simple French Reader for Junior Forms.

By C. V. CALVERT, B.A.

Crown 8vo. 300 pp. Illustrated. 2s. 6d. net.

**FRENCH TRANSLATION AND COMPOSITION.**

By H. J. CHAYTOR, M.A., and E. RENAULT, B.A.

Crown 8vo. 2s. net.

**SCIENCE AND EDUCATION.**

Edited, with an Introduction, by Sir RAY LANKESTER.

1s. 6d. net.

This volume contains seven lectures which were delivered by Whewell, Faraday, Latham, Daubeny, Tyndall, Paget, and Hodgson before the Royal Institution in 1854.

LONDON: WILLIAM HEINEMANN, 20-21 Bedford St., W.C.2.

# THE EDUCATIONAL TIMES

A REVIEW OF IDEAS  
AND METHODS.

Founded 1847.



New Series. Vol. 1. No 5.  
Old Series. Vol. 71. No. 673.

MAY, 1919.

{Price Sixpence Net;  
{By post, Eightpence.

## THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

The SECRETARY,  
Teachers Registration Council,  
47 Bedford Square,  
London, W.C.1.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C.1.

### MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.

Particulars concerning the privileges of membership may be obtained from the Secretary.

### MEMBERS' DINNER.

In commemoration of the seventieth year of the Incorporation of the College by Royal Charter, a Dinner for Members and their friends will take place at the Connaught Rooms, Great Queen Street, W.C., on Friday, the 20th of June.

### DIPLOMA EXAMINATIONS.

The Regulations for 1920 will be ready for issue in June. Special provision will be made for the admission of teachers of Music, of Art, of Commercial subjects, and of other special branches.

## THIS ISSUE CONTAINS:

Essays on

Simple Laboratories,

Some Foreign Masters,

and

Peace Celebrations.

With a SUPPLEMENT on

The Annual Conference

of the

National Union of Teachers.



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A)**  
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London District and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 15th, 1919.

**SCHOOL EXAMINATIONS (Syllabus B).**  
Held throughout the British Isles three times a year, viz., October-November, March-April, and June-July. Entries for the October-November Examinations close Wednesday, October 8th, 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,  
14 & 15 Bedford Square, London, W.C.1.

Telegrams: "Associa, London."

## THE INCORPORATED SOCIETY OF MUSICIANS.

Founded 1882. Incorporated 1892.

### OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

### ADVANTAGES OF MEMBERSHIP.

A Benevolent Fund for members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters: Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

### LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupils.

Full particulars may be obtained upon application to the General Secretary, 19 Berners Street, W.1.

## UNIVERSITY CORRESPONDENCE COLLEGE

(Founded in 1887).

### PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

## LONDON UNIVERSITY DEGREES.

(Graduates of British Universities and holders of certain Diplomas can register as matriculated students of London University without passing the Matriculation Examination.)

### A SHORT GUIDE

to London University Examinations, giving full Particulars of Courses and Fees, post free to PRIVATE STUDENTS from—

THE SECRETARY,

No. 15 BURLINGTON HOUSE, CAMBRIDGE.

# NORMAL

NORMAL CORR. COLLEGE  
(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Froebel. L.L.A. Pupil Teachers. Preliminary Certif. Certificate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	---

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47 MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110 AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO-FORTE METHOD.

EAR TRAINING AND SIGHT SINGING  
FROM SOL-FA AND STAFF.

New Training Classes for Music Teachers, held weekly, will begin each term at the Wigmore Hall Studios, Wigmore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.E.C.M. An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, LTD.

9 Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.**

Registrar: Mr. E. A. VIRGO.

**The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.**

Interviews by appointment from 12 noon to 1.30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12.30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,  
14, 16, & 18 BLOOMSBURY STREET, LONDON, W.C. 1.  
Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11.30 a.m. to 1 p.m., and 3 to 5 p.m.  
Saturdays, 11.30 a.m. to 1 p.m., and 2 to 3 p.m.  
When possible, special appointments should be arranged.

Registrar, Miss ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

POSTAL TUITION

For London University  
MATIC., INTER., & FINAL  
B.Sc., B.Sc. (Econ.), B.D.,

FREE GUIDE  
on application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNIZED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON, B.A.  
London, M.A. Sheffield, Girton College, Moral Sciences Tripos, Cambridge Teachers' Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salusbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(ESTABLISHED OVER 80 YEARS.)

Proprietors:—

Messrs. Griffiths, Powell & Smith.

Offices: 12 & 13 Henrietta Street,  
Covent Garden, London, W.C. 2.

Telegraphic Address:—

Scholasque, Westrand, London."

Telephone:—7021 Gerrard.

Scholastic.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for Sale, sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

Assistant Mistresses.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

## CHERWELL HALL, OXFORD.

RECOGNIZED BY THE BOARD OF EDUCATION, BY THE OXFORD DELEGACY, AND BY THE CAMBRIDGE UNIVERSITY SYNDICATE FOR SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.  
(Late Lecturer in Education, Manchester University)

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms,  
from 66 Guineas.

A shortened Emergency Course has been arranged.

Scholarships of £50 are awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 are awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY L.L.A. Scheme, The University, St. Andrews.

## ST. JOHN'S SCHOOL, LEATHERHEAD.

In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 35 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz. Clergy 60 guineas, Laymen 60 guineas per annum. Day Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, &c. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £30, £25, and £20 per annum. Scholarship examination for 1919 on the first Wednesday in July: entries close the last day of June.

For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

The finest imaginative workmanship in  
**MEMORIALS.**

TABLETS, cast, engraved, and  
in enamel,

CALVARIES,

and

STAINED GLASS WINDOWS.

**H. H. MARTYN & Co., Ltd.,**  
CHELTENHAM,  
and 5 Grafton Street (off Bond Street),  
LONDON, W. 1.

Mlle Marie Poujaud, Villa de la Source, Tillières-sur-Avre, Eure, France, will be pleased to give CORRESPONDENCE LESSONS in French or to correct Letters written to her. Eight letters for £1. Reference—Miss INGHAM, Moira House, Eastbourne.

**POSTS VACANT.**

**LEAMINGTON SECONDARY SCHOOL FOR GIRLS.**—Required in September, a **SCIENCE MISTRESS** to teach Botany, Elementary Chemistry, and Physics. Degree and experience essential. Salary from £160 according to qualifications. Apply, giving full particulars and enclosing copies of three testimonials, to the **DIRECTOR OF EDUCATION**, Avenue Road, Leamington. Applications must be endorsed "Science Mistress."

**CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

Wanted, at once, Uncertificated **ASSISTANT MISTRESS** for the Senior Department of St. Paul's C.E. School.

For Form of Application and Scale of Salaries send stamped addressed foolscap envelope to **PERCIVAL SHARP**, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

Wanted, Certificated **ASSISTANT MASTER** for St. Paul's C.E. School.

For Form of Application and Scale of Salaries send stamped addressed foolscap envelope to **PERCIVAL SHARP**, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

Wanted, Certificated **ASSISTANT MISTRESS** for St. Anthony's C.E. School, Senior Department, and Uncertificated **ASSISTANT TEACHERS** for Christ Church C.E. School, Senior Department, and St. Lawrence's R.C. School, Boys' Department.

For Form of Application and Scale of Salaries send stamped addressed foolscap envelope to **PERCIVAL SHARP**, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**POSTS VACANT.****CITY OF BIRMINGHAM EDUCATION COMMITTEE. COUNCIL SECONDARY SCHOOLS.**

The Education Committee invite applications for the following posts:—

**CENTRAL SECONDARY SCHOOL FOR BOYS.**

Assistant Master (Engineering).  
Assistant Master (Modern Languages).  
Assistant Master (Science).

**GEORGE DIXON SECONDARY SCHOOL FOR GIRLS.**

Assistant Mistress (Mathematics).

**KING'S NORTON SECONDARY SCHOOL FOR BOYS.**

Assistant Master (Modern Languages, with special qualifications in French).

**KING'S NORTON SECONDARY SCHOOL FOR GIRLS.**

Assistant Mistress (Mathematics and English).

**WAVERLEY ROAD SECONDARY SCHOOL (MIXED).**

Assistant Master (Modern Languages).

**ERDINGTON SECONDARY SCHOOL FOR GIRLS.**

Assistant Mistress (Mathematics, Chemistry, and Physics).

Forms of application and scale of salaries (just revised) may be obtained from the undersigned. Applications must be sent in not later than the 31st May. Candidates wishing to be considered in connexion with more than one vacancy must send in separate applications for each School concerned.

**JNO. ARTHUR PALMER**,  
Secretary of Education.  
Education Office,  
Council House,  
Margaret Street.

**POSTS VACANT.**

**THERE** is a vacancy in good School in Southern County for **SENIOR MISTRESS**, with a view to succession. Salary £100. Gross average receipts £1,400. Goodwill one term's fees. Furniture at valuation. Apply—Messrs. J. & J. PATON, Educational Agents, 143 Cannon Street, London, E.C.4.

**WHITELANDS TRAINING COLLEGE FOR WOMEN TEACHERS, CHELSEA, S.W.3.**

**WANTED**, for September, a **LECTURER**, to direct the training of **CONTINUATION SCHOOL TEACHERS** at the above College. Degree, and experience in both Teaching and Social work desirable. Salary £180-£250 non-resident, according to qualifications and experience. Forms of application can be obtained from the **SECRETARY**, and must be returned by May 20th.

**WANTED**, in September, **Governess** for boy of 11 and girl of 9. After school hours, including Saturdays and Sundays. Good knowledge of Latin and French essential. Resident or non-resident. Reply—Box 476, **SAMSON CLARK & Co., Ltd.**, 58 Great Portland St., W.1.

**PARTNERSHIP.**

**JUNIOR PARTNERSHIP** offered in good middle-class Boys' School. Ample scope. Growing neighbourhood. Young enthusiastic worker welcomed. Write full particulars—**THE PRINCIPAL**, Littleton House, Knowle, Bristol.

**TO HEAD TEACHERS FLAGS FOR PEACE DAY.**

Parcel of Flags sent post free entirely without charge to Teachers who will undertake to distribute them carefully without waste.

Write—**Wood-Milne, Ltd.**,  
**The Rubber Footwear Specialists**,  
42/46 Wigmore Street, London, W.1.

# The Future Career Association.

(Established 1904)

The Association advises as to the best methods of training for and entry into all

**PROFESSIONS AND OCCUPATIONS.**

Supplies accurate information regarding

**Scholarships, Exhibitions, and Bursaries at all Schools or Universities.**

Suggests suitable

**Preparatory, Private, Public, and Technical Schools, University Colleges, Universities, and Tutors.**

**EACH CASE CAREFULLY CONSIDERED ON ITS MERITS.**

**DEPARTMENTS.****The Schoolmasters' Intelligence and Advisory Bureau (Ann. Subscription, £1. 11s. 6d.).**

Entitles Members to a Monthly Publication containing particulars of Forthcoming Examinations, Scholarships, Alterations in Regulations, Career Summaries, and other items of importance. Private information also given on all questions concerning courses of training or careers.

**A Consultants' Department for Parents and Guardians.**

Private advice on all matters affecting the education and futures of Boys and Girls.

**An Appointments Department.**

For negotiating Pupilages, Apprenticeships and other positions.

**Tuition Department.**

Elementary Engineering, Drawing, &c.

**Publications.**

"Choosing a Boy's Career." Career Summaries, 1 to 90. "NOTIFICATIONS"—A monthly Journal for Schoolmasters.

For further particulars write to Secretary.

**53 VICTORIA STREET, WESTMINSTER, S.W.1.**

Telephones Victoria 4163 and 5942.

**CONVEYANCING DEPARTMENT.**

This Department is now under the direction of **Mr. F. C. NEEDS, B.A.**, whose experience, advice, and assistance are unreservedly placed at the disposal of **Purchasers** free of charge.

**TRANSFERS and PARTNERSHIPS arranged by correspondence or interview.**

**INSPECTIONS and VALUATIONS undertaken.**

An **unusual opportunity** offers itself to a young energetic lady of good social position, with educational qualifications, to acquire a **partnership** in one of the best **Finishing Schools** near London. Sound investment, but monetary consideration of secondary importance.

**FOR SALE (inter alia).**

- In Home Counties.**—A Partner (married) required in a high-class Boys' Preparatory School of about 60 Boarders. The Premises are Vendor's Freehold and contain Private Chapel, Swimming Bath, Gymnasium, and stand in about 15 acres of grounds. The School is full and the price asked for the half-share of the goodwill, school furniture, plant, and apparatus, £3,000.
  - Cheshire.**—High-class Girls', unopposed, and situated in a wealthy and hunting centre. 8 weekly Boarders, and 12 Day, all at high fees. Receipts about £1,000. Excellent premises. Expenses small. A lady of good social position and education would find this a unique School and investment. Goodwill £400.
  - On the Borders of the Peak District.**—Flourishing Girls' and Boys' Preparatory of 80 pupils, of whom a few are Boarders. Receipts £1,350 last year. Profits over £600. Splendid investment for two ladies, or for a married gentleman whose wife could assist with the girls. Goodwill and all School furniture, &c., 700 guineas.
  - South Coast.**—Flourishing Girls' School. 13 Boarders, 40 Day pupils. Receipts over £1,200. Expenses £800. Goodwill only £100. House and School furniture at valuation. Freehold premises £750. Mortgage arranged.
- Ladies of education and good experience, with capital of from £2,000 to £3,000. Excellent investment in a high-class Ladies' School, situate in good premises and grounds on the South Coast.

## SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

### **Truman & Knightley** —SCHOLASTIC AGENTS—LTD—

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for

**LADY MATRONS and HOUSEKEEPERS**

for schools.

No charge for registration.

::

Moderate commission.

#### SCHOOL TRANSFER DEPARTMENT.

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

**Offices: 158-162 OXFORD ST., LONDON, W.1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: MUSEUM 1136.

# PATON'S LIST of SCHOOLS and TUTORS

**An Aid to Parents in the Selection of Schools.**

22nd ANNUAL EDITION NOW PREPARING.

EVERY YEAR THOUSANDS OF PARENTS  
:: :: CONSULT THIS BOOK. :: ::

"I am sending you the order for the twenty-first annual issue of your great book; and may the second period on which it has entered be of as much use and help in the educational world as the first."

"Please insert my pages as usual. I believe I get more pupils from that than from any other source."

"I enclose a request to have my notice renewed. I would not for anything leave it off now."

"You will possibly be glad to hear that a lady named \_\_\_\_\_ is sending her boy to me. In this case, she tells me, the name of the school was obtained from your List, and so, I believe, no further commission is due from me."

"When I first came here I spent over £50 in six months' advertising in the leading papers—result, **one** boy. Then I came under your agency—result, a **steady stream** of boarders every term, more than filling up the vacancies caused by boys leaving. I have already had to open another dormitory, and am on the point of 'venturing' on another boarding house."

"I find it most useful to my patients when seeking information about sending their boys and girls away, and have kept a copy in my waiting-room for some years."

"Two years ago you sent me a pupil named \_\_\_\_\_. Through her parents I have had **four** good pupils this year from four different places, and through two of these

I have **five** more coming this term: that is ten pupils from paying **one** commission."

"I have much pleasure in renewing the advertisement in your excellent Guide, and should like to take the opportunity to express to you my best thanks for the invaluable help of your agency."

"I enclose order form, duly signed. . . I am more than grateful for the excellent service your Agency does my school."

"I am returning the advertisement at once with a little addition. . . We have this term **four** pupils introduced by you, and I am much obliged to you for your help. It makes all the difference in these difficult days whether one has a full school or not."

**Specimen Copy and full particulars sent free of charge to  
Head Masters and Head Mistresses.**

**J. & J. PATON, Educational Agents,**

143 CANNON STREET, LONDON, E.C.4. Telephone: Central 5053.

The  
University Tutorial Press, Ltd.

SELECTED CLASS BOOKS  
FOR  
MIDDLE AND LOWER FORMS.

Mathematics and Science.

- ALGEBRA, JUNIOR.** By A. G. CRACKNELL, M.A., B.Sc., and AUGUSTUS BARRACLOUGH, M.A. 3s. 6d. With Answers, 4s.
- ARITHMETIC, PRELIMINARY.** By AUGUSTUS BARRACLOUGH, M.A. 2s. With Answers, 2s. 3d.
- ARITHMETIC, THE JUNIOR.** By R. H. CHOPE, B.A. *Third Edition.* (With or without Answers.) 3s. 6d.
- BOTANY, JUNIOR.** By FRANCIS CAVERS, D.Sc. 3s. 6d.
- CHEMISTRY, PRELIMINARY.** By H. W. BAUSOR, M.A. 2s.
- CHEMISTRY, JUNIOR.** (A course of combined theoretical and practical work.) By R. H. ADIE, M.A., B.Sc. *Second Edition.* 3s. 6d.
- GEOMETRY, PRELIMINARY.** (A new helpful geometry for beginners.) By F. ROSENBERG, M.A., B.Sc. 2s. 9d.
- GEOMETRY, JUNIOR.** By A. G. CRACKNELL, M.A., B.Sc. 3s. 6d.
- HEAT, JUNIOR.** By JOHN SATTERLY, D.Sc., M.A. 2s. 9d.
- MAGNETISM AND ELECTRICITY, JUNIOR.** By R. H. JUDE, D.Sc., M.A., and JOHN SATTERLY, D.Sc., M.A. 3s. 6d.
- MECHANICS, JUNIOR.** By F. ROSENBERG, M.A., B.Sc. 4s. 6d.
- MECHANICS AND PHYSICS, AN INTRODUCTORY COURSE OF.** (Mechanics and Heat.) By W. M. HOOTON, M.A., M.Sc., F.I.C., and ALFRED MATHIAS. 2s.
- SCIENCE, JUNIOR EXPERIMENTAL.** (Physics and Chemistry.) By W. M. HOOTON, M.A., M.Sc. *Second Edition.* 3s. 6d.

Languages, History, and Geography.

- ENGLISH COURSE, PRELIMINARY.** (Grammar and Composition.) By A. M. WALMSLEY, M.A. 2s.
- ENGLISH COMPOSITION, JUNIOR.** By E. W. EDMUNDS, M.A., B.Sc. 2s.
- ENGLISH GRAMMAR, WITH PARSING AND ANALYSIS, JUNIOR.** By A. M. WALMSLEY, M.A. *Second Edition.* Revised and enlarged. 2s.
- GEOGRAPHY, PRELIMINARY.** By E. G. HODGKINSON, B.A., F.R.G.S. 2s.
- GEOGRAPHY, JUNIOR.** By G. C. FRY, M.Sc. 3s. 6d.
- HISTORY OF ENGLAND, PRELIMINARY.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, M.A. 2s. 9d.
- HISTORY OF ENGLAND, SCHOOL.** By M. E. CARTER, Honour School of Modern History, Oxford. 4s. 6d.
- FRENCH COURSE, PRELIMINARY.** (Grammar and Translation.) By H. J. CHAYTOR, M.A., and H. E. TRUELOVE, B.A. *Second Edition.* 2s.
- FRENCH COURSE, NEW JUNIOR.** (Reading, Grammar, and Translation into French.) By G. A. ROBERTS, M.A. 3s. 6d.
- FRENCH COURSE, DIRECT.** By H. J. CHAYTOR, M.A. Illustrated. 2s. With Vocabulary (French-English). 2s. 6d.
- FRENCH READER, NEW JUNIOR.** (With Notes, Vocabulary, and a *Questionnaire* to each extract.) By J. P. R. MARICHAL, L. es L., and L. J. GARDINER, M.A. 2s. 9d.
- LATIN COURSE, NEW JUNIOR.** (Latin Translation, Grammar, and Composition.) By J. V. THOMPSON, M.A., and LL. M. PENN, M.A. 4s. 6d.
- SPELLING AND PUNCTUATION** (with Pieces for Dictation.) By HARRY SHOOSMITH, M.A. *Second Edition.* 1s.

Complete Educational Catalogue, and Catalogue of Class Books for Secondary Schools post free on application.

University Tutorial Press, Ltd.,  
High Street, New Oxford Street, London, W.O. 2.

A SELECTION FROM  
METHUEN'S EDUCATIONAL LIST

Announcement List and Catalogues sent on application.

- Home and State:** An Introduction to the Study of Economics and Civics. By SUSAN CUNNINGTON, Principal, Wiston's School, Brighton. Crown 8vo. 3s. 6d.
- Junior English.** By F. J. RAHTZ, M.A., B.Sc. 15th Edition. Crown 8vo. 2s. 3d.
- Senior English.** By F. J. RAHTZ, M.A., B.Sc. 12th Edition. Crown 8vo. 6s.
- English Composition from Models.** By C. ROONEY, B.A., LL.B. Crown 8vo. 3s. 6d.
- A Class-Book of Dictation Passages.** Selected by Canon WILLIAMSON, B.A. 21st Edition. Crown 8vo. 2s. 3d.
- A Short Story of English Literature.** By EMMA S. MELLOWS. Crown 8vo. 4s.
- Ballads of the Brave:** Poems of Chivalry, Enterprise, Courage, and Constancy. By Canon F. LANGBRIDGE, M.A., D.Litt. 5th Edition, revised. Crown 8vo. 5s. net.
- A History of Great Britain.** By E. M. WILMOT-BUXTON, F.R.Hist.S. With 20 Maps. 5th Edition. Crown 8vo. 5s.
- The Industrial History of England.** By H. DE B. GIBBINS, M.A., Litt.D. With Maps and Plans. 23rd Edition. Crown 8vo. 5s.
- Makers of Europe.** An Outline of European History. By E. M. WILMOT-BUXTON. 16th Edition. Crown 8vo. 5s.
- By Road and River.** A Descriptive Geography of the British Isles. By E. M. WILMOT-BUXTON. With Maps and Illustrations. Crown 8vo. 3s. 6d.
- The Dominion of Man.** General Geography in its Human Aspect. By E. PROTHORP. With 36 Illustrations. 4th Edition. Crown 8vo. 3s. 6d.
- A Commercial Geography of the British Empire.** By Professor L. W. LYDE, M.A., University of London. 10th Edition. Crown 8vo. 3s.
- Historical and Modern Atlas of the British Empire.** By C. GRANT ROBERTSON, M.A., Oxford, and J. G. BARTHOLOMEW, F.R.S.E., F.R.G.S. Demy 4to. 6s. net.
- History and Geography Examination Papers.** By C. H. SPENCE, M.A. 3rd Edition, revised. Crown 8vo. 3s. 6d.
- First French Lessons.** By A. M. M. STEDMAN, M.A. 13th Edition. Crown 8vo. 1s. 6d.
- A Junior French Grammar.** By L. A. SORNET and M. J. ACATOS. 4th Edition. Crown 8vo. 3s.
- A Junior French Prose.** By R. R. N. BARON, M.A., Cheltenham Grammar School. 8th Edition. Crown 8vo. 3s.
- French Prose Composition.** By R. R. N. BARON, M.A., Cheltenham Grammar School. 8th Edition. Crown 8vo. 3s.
- French Examination Papers in Miscellaneous Grammar and Idioms.** By A. M. M. STEDMAN, M.A. 17th Edition. Crown 8vo. 3s. 6d.
- First Latin Lessons.** By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 15th Edition. Crown 8vo. 2s. 6d.
- Easy Latin Exercises.** By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, M.A. 16th Edition. Crown 8vo. 2s. Key, 5s. net.
- A School Latin Grammar.** By H. G. FORD, M.A., Trinity Grammar School, Melbourne. 4th Ed., revised. Crown 8vo. 4s.
- Latin Examination Papers in Miscellaneous Grammar and Idioms.** By A. M. M. STEDMAN, M.A. 17th Edition. Crown 8vo. 3s. 6d.
- A New Junior Arithmetic.** By H. BOMPAS SMITH, M.A., University of Manchester. 4th Edition. Without Answers, 3s. With Answers, 4s.
- Elementary Experimental Science (Physics and Chemistry).** By W. T. CLOUGH, A.E.C.Sc., and A. E. DUNSTAN, D.Sc., F.I.C. 17th Edition. Crown 8vo. 4s.
- The Complete School Chemistry.** By F. M. OLDHAM, M.A., Dulwich College. With 25 Illustrations. 12th Edition. Crown 8vo. 7s. 6d.
- General Knowledge Examination Papers.** By A. M. M. STEDMAN, M.A. 8th edition, revised by C. G. BOTTING, M.A. Crown 8vo. 3s. 6d.

METHUEN & CO., LTD.,  
36 Essex Street, Strand, W.C.2.



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

MAY 1919.

## CONTENTS.

	PAGE
Notes and Comments ... ..	163
An Irish Song ... ..	165
Simple Laboratories. By Herbert McKay ... ..	165
Some Foreign Masters. By W. C. B. ... ..	167
Can these Bones Live? III. Schoolmasters. By David Somervell ... ..	168
Chronicle of Education ... ..	169
Personal Notes ... ..	170
Education Abroad ... ..	171
Schools, Colleges, and Universities ... ..	171
Blue Book Summary ... ..	172
Association News ... ..	172
Literary Section:—	
Books and the Man: A Schoolmaster's Odyssey. By Silas Birch ... ..	182
Reviews and Notices ... ..	182
Publications Received ... ..	194
Publisher's Announcements ... ..	194
Supplement:—	
The Annual Conference of the National Union of Teachers. By our Special Correspondent ... ..	173
Peace Celebrations: A School Competition ... ..	175
Subjects and Methods: Summer Schools in 1919 ... ..	177

[Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.]

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued on the fifteenth of each month.

### PRICE.

The price per copy is Sixpence net. By post Eightpence. Subscription for one year, including postage, Seven Shillings. Subscription for three years, including postage, One Pound.

### ADVERTISEMENT RATES.

Whole Page ... £5 5s. 0d. | One Quarter Page.. £1 10s. 0d.  
One Half Page ... £2 15s. 0d. | One Eighth Page... 17s. 6d.

Per inch, narrow column ... 6s. 0d.

Posts Vacant or Wanted  
(30 words or under) ... 2s. 0d. } Prepaid.  
Each additional 10 words... 6d. }

Special arrangements for series and position pages.

### ADDRESS.

Letters to the Editor and Books for Review should be addressed to— THE EDITOR, THE EDUCATIONAL TIMES,  
31 Museum Street, London, W.C.1.

Letters concerning Subscriptions and Advertisements should be addressed to—

THE PUBLISHERS,  
THE EDUCATIONAL TIMES,  
31 Museum Street, London, W.C.1.

## NOTES AND COMMENTS.

### English in Schools.

AFTER science and modern languages, we are to have a Committee on English. Sir Henry Newbolt and his colleagues are charged to inquire into the position occupied by English (language and literature) in our educational system. They are to advise how its study may best be promoted in schools of all types, and are to have regard to the demands of a liberal education, the needs of business, the professions and public services, and the relation of English to other studies. Truly this is a wide field to explore, and the task will probably make extensive demands upon the energies of Sir Henry Newbolt and his fellow knight, Sir Arthur Quiller Couch, not to mention such authorities as Mr. J. H. Fowler, of Clifton, or Prof. Boas. An excellent opportunity is afforded for a major campaign between the philologists and the scribes, and for minor encounters between the grammarians and those who pine for "free expression." We shall probably be told that far too little time is given to the study of the mother tongue, and it is very likely that we shall be afforded little or no clue as to what the study really involves. At the outset of its labours the Committee might do worse than ponder over the well known passage in Milton's "Tractate," where he condemns the practice of forcing the empty wits of children to compose themes, verses, and orations, which are the acts of ripest judgment. . . . "They are not matters to be wrung from poor striplings like blood from the nose."

### Formalism.

THERE is a dangerous tendency in Departmental and other Committees to state their views in a form which is too precise and rigid. One of our educational newspapers has lately been revelling in a correspondence on the teaching of grammar and uttering solemn warnings on the decay of syntax. Yet even if grammar were taught most perfectly and the rules of syntax observed religiously, we might fail completely to achieve success in the literary art. An Oxford professor, who ought to have known better, once observed that the whole art of writing consisted in having something to say, combined with the ability to say it clearly. This naive attempt to place "Bradshaw's Railway Guide" in the forefront of our English classics recalls the foolish and misleading injunction, "Be good, and you will be beautiful." Young students of the literary art should begin by perceiving that there are different ways of saying the same thing, that the purpose of saying anything is to convey ideas, that this involves the use of conventional arrangements of words and some regard for accepted rules of grammar and syntax. Beyond this they should be encouraged to develop their own style, studying models if they choose, as Stevenson did when he "played the sedulous ape to Hazlitt," but always with the purpose of mastering the permanent principles rather than the current rules of expression.

**“Themes, Verses, and Orations.”**

SOME teachers seem to fail completely in their understanding of the purpose of English studies. Topics prescribed for essays are sometimes beyond any possible or desirable range of the schoolboy mind. Instead of asking the pupil to produce an essay on some subject with which he is familiar, the master will ride his own hobby and invite juvenile treatises on controversial topics in history or literature. Some years ago it was seriously proposed that candidates for matriculation in one of our provincial Universities should be asked to write an essay on Wordsworth's "Ode on the Early Intimations of Immortality." Fortunately it was realized that the philosophical disquisitions of youths of sixteen or thereabouts would probably have little value. We have broken away from the old fashion of demanding essays on such subjects as "A Stitch in Time saves Nine," but we are slow to perceive that the beginner finds the best practice in simple efforts at concise description, with frequent exercises in simple verse forms. The latter are often enjoyed by young people, possibly because verse came before prose as a form of literary expression and therefore makes a special appeal to the primitive mind of youth. Certainly we have found that boys will make a far more satisfactory attempt to write "The Reflections of a Scarecrow" in thirty lines of heroic couplets than they will to write thirty lines of prose on "The Character of Malvolio."

\*   \*   \*   \*

**The Army as a School.**

In a leading article recently the *Times* newspaper developed a remarkable argument in favour of universal military service. After commending the new scheme of Army education, which was described at first hand in our last issue, the writer goes on to say that we shall not go back to the small professional Army of pre-war days. The new Army will have a professional nucleus, but we shall no longer believe in keeping a small standing Army to train a large reserve. Instead, we must have in the reserve "the intelligence and muscle of the whole nation." The War has shown that we no longer want human machines as soldiers, and that the greater part of successful fighting is a transference of civilian virtues to another setting. Thus runs the argument, and one would suppose the right conclusion to be that a scheme of education which fostered civilian virtues to the greatest possible extent would afford the best preparation for war. The writer, however, draws a different conclusion—namely, that the right sort of Army may be a great popular University. Hence the larger the Army the better, since we ought not to limit opportunities for education. It is difficult to gather what this means. Is it proposed to place the new Army under the control of the Board of Education, or to hand our schools over to the Army Council? Are we to have a nation which possesses an Army or an Army which possesses the nation? If the Army is to be the supreme school of civic virtues, surely all our girls and young women must enrol at once.

**Doctors and Schools.**

PROBABLY there is little immediate risk of our schools being placed under the Army Council, but another Department of State is doing its best to capture them. This is the new Ministry of Health, the organization which is being shaped in the Committee room of the House of Commons. Despite the vigorous protests of Mr. Fisher, the Committee have decided that all the powers now exercised by the Board of Education in regard to the health of school children shall be handed over to the new Ministry. It will be remembered that the Board's powers under the Education Act were considerably extended so as to include continuation schools, secondary schools, and privately conducted schools. The doctors will now come in under the supervision of Sir Robert Morant, who will thus resume an important part of his former activities in connexion with education. We may be certain that the new medical service for schools will lack nothing of vigour, but there is a manifest danger of undue interference with the proper business of the teachers. The doctors have the knack of seeming confident and accurate in diagnosis. They speak as oracles concerning our bodily condition and needs, few daring to ignore their opinions. If and when they have the final voice in all that concerns the physical wellbeing of our school children, we may expect that the Board of Education and the teachers will find themselves compelled to assert with some vigour their rightful claims in the schools.

\*   \*   \*   \*

**Conferences and Opinions.**

OUR Supplement this month contains reports of the annual gathering of the National Union of Teachers. Taking with these the press notes of the Conference as it progressed from day to day during Easter week, we gather the impression that many of the rank and file of the members are in a truculent mood, and disposed to move more rapidly than their appointed Executive. In ordinary trade union circles this kind of thing is ascribed to want of "discipline," but such an indictment would surely not apply to teachers! The present position seems to us to be due to the fact that the members of the Union have many desires, but no co-ordinated policy. The Executive, faint yet pursuing, tries to construe the expressed wishes of its constituents in terms of a policy which shall be at once progressive and practicable. It is a difficult task, especially when in an important decision, such as the one on equal pay for men and women, it is found that only one-half of the members take the trouble to vote. As it is, the Executive is technically bound to press forward a claim which has been made formally by only one-third of the Union. The discussion on Whitley Councils was even more significant, for an alteration in the official policy was suggested and approved, so that, instead of promoting a central committee representing teachers and employing authorities, in association with the Board of Education, the Executive is

instructed to press for the establishment of teaching as a "self-governing profession," with full partnership in the administration of education.

\* \* \* \*

### Teachers as "Bolshevists."

THE opponents of the desire for full partnership in administration were quick to describe the proposal as "sheer Bolshevism." The assiduous labours of a certain section of our daily press have resulted in associating Bolshevism with every sort of wanton crime, and we should be slow to think that there are many potential criminals in the N.U.T. The advocates of a self-governing profession probably aim at nothing more than a recognition of their right to take part in framing the policy which they are later to carry out. It is becoming understood that teachers ought to be self-governing to the extent, at least, of having a share in deciding who shall be regarded as fully qualified to teach. A further need is that the individual teachers should feel that they have some share in educational policy beyond that of servants obeying orders. In every industry there is a growing desire on the part of the workers to gain a share in management. This is not primarily due to a desire for wealth. It is the outcome of a human need, for nobody can feel true happiness in work which is not in some measure the expression of his own personality. The factory system kills individuality in work, and the worst evil of bureaucratic control in education is that it treats schools as factories and our educational system as a commercial undertaking.

---

### AN IRISH SONG.

---

*Tune: "The Groves of Blarney."*

LEAVE me, leave me alone,  
As the night gathers fast,  
In the gloom and the silence,  
To dream of the past.

To you, and to many,  
The present is bright;  
But the dreams of the past  
Are my only delight.

Death has taken away from me  
Her I loved best,  
And the wild ocean rolls  
Between me and the rest.

No more, save in dreams,  
I my lost one may see,  
There is nothing but memory  
Left unto me.

T. H. BROWN.

### SIMPLE LABORATORIES.

By HERBERT MCKAY.

THERE has been a great extension of science teaching in recent years and a great improvement in teaching methods. It is now generally recognized that every school should have a laboratory, where pupils can experiment for themselves. Teachers and school authorities are faced with the problem of providing these laboratories. Does this mean the erection of a special building, the provision of elaborate benches, and expensive apparatus? If so, the idea will have to be abandoned by practically all elementary schools and a great number of secondary schools, especially those privately conducted.

A laboratory is simply a place where individual pupils can carry out experiments, and the less there is to distract attention from the matter in hand the better. The idea that elaborate furniture and apparatus is necessary has grown out of a confusion between laboratories used for teaching purposes and laboratories used for advanced research work. A little reflection will show that the requirements of the two are quite different.

*For teaching purposes an elaborate laboratory is not merely unnecessary—it may be a hindrance to good work.*

Any classroom may be turned into a simple laboratory, but it is well to choose one which is well lighted and well ventilated. Certainly no pupil should be allowed to perform experiments in a dark corner. The benches should be arranged so that they are all well lighted.

A laboratory may be arranged to accommodate twenty-five pupils, but twenty, or even a less number, is more satisfactory. The simplest form of bench is a flat table. For pupils from twelve to sixteen years of age the tables should be 2 ft. 8 in. high. This height allows pupils to work with comfort. Wide tables, with pupils working at both sides, are more economical of space than narrower tables with pupils at one side only, but the latter have the advantage that all the pupils face the teacher. The size of the classroom and the number of pupils to be accommodated will decide which form of table is to be used.

Pupils usually work in pairs, and at least three feet should be allowed for each pair. Three narrow tables, each 12 ft. long, will provide places for twenty-four pupils. These tables should be 2 ft. 6 in. wide, and they should be placed 3 ft. from each other, to allow room for the teacher to pass without disturbing pupils at work. It will be seen that the tables occupy a floor space of 12 ft. by 13 ft. 6 in. To the latter length must be added space for the pupils working at the table at the back. The 12 ft. length cannot with any comfort be reduced, but 15 in. might be saved in the other length by reducing each of the widths by 3 in.

Twenty-four pupils might also be accommodated at two wide tables, each 9 ft. long and at least 4 ft. wide. The space between these tables should be not much less than 5 ft., to allow the teacher to pass between two rows of pupils. These two tables occupy a floor space 9 ft. by 13 ft., but to the latter dimension must be added space for the pupils at the front and at the back.

Notice also that a single-width table 12 ft. long would accommodate sixteen pupils.

The tables should be solidly constructed, so that they are quite firm. The tops may be of deal, and they should be rubbed occasionally with oil or melted paraffin.

About an inch in from the edge of the table, and running right round, a semi-circular groove should be made to catch spilt mercury and other liquids.

A rail should run across each table, about 3 ft. above it and 15 in. in. On wide tables there should be two rails. Half-inch iron bars, supported by wooden standards, are convenient—there may be four standards for each rail. These rails are to hang pulleys and other apparatus on.

A chair or a stool should be provided for each pupil.

A supply of gas is necessary. A pipe may be run under each table. Where wide tables are used there may be a two-way connexion for each four pupils—two pupils at each side of the table. In a 12 ft. table there would be four such connexions, or these may be reduced to two four-way connexions, one at a quarter of the length from each end of the table. For narrow tables two two-way connexions are suitable.

There should also be a supply of water. Sinks and water taps may be placed at the ends of the tables, or if more convenient they may be placed in corners of the room. In any case two are enough, and they should be easily accessible.

Balances and scales may be placed on a narrow bench along one of the walls. This bench should be solidly constructed, like the tables. At least two balances are desirable, and a pair of scales for large rough weighings. The balances might be placed at the ends of the working benches.

At the end of the laboratory, and parallel with the working benches, a demonstration table may be placed. This may be 3 ft. high, at least 6 ft. long, and 2 ft. 6 in. wide. There should be a supply of gas and water. Behind the demonstration table a large blackboard may be fixed.

Cupboards should be provided for storing notebooks and apparatus. The cupboards for the apparatus should be glazed.

A draught chamber is not necessary, but it is a useful adjunct to a laboratory. The chamber itself is easily constructed. It may be 2 ft. wide by 1 ft. 6 in. deep and 2 ft. 6 in. high. The front should be a glass frame which can be raised or lowered. If it is counter-balanced like a window frame it will be easier to move, but this is not necessary. The top should slope up in every direction toward the outlet.

The outlet may be a galvanized iron pipe carried up to a chimney or to the top of the building. At a convenient spot in the pipe a gas connexion should be fitted. A gas jet is to be lighted when the draught chamber is in use, so that obnoxious fumes may be carried off.

It has not been said whether the simple laboratory described is to be used as a chemical or a physical laboratory, because no distinction is necessary at this stage. Elementary experiments can be carried out equally well whether they are chemical or physical.

The supply of apparatus provides another problem, but one that is not difficult to solve. The apparatus may be as simple as the laboratory. There are great educational advantages in simplicity. Attention is

not distracted from the essential points in the experiments themselves. Making apparatus encourages the habit of self-reliance and helps to make pupils ingenious.

Certain things must be provided. Each two pupils should have a Bunsen burner, with rubber tubing to connect it to the gas supply, a tripod stand, and wire gauze, a retort stand with three rings and a clamp, a supply of  $\frac{3}{4}$  in. and  $\frac{1}{2}$  in. test tubes, several 4 oz. and 8 oz. flasks, several gas jars, a supply of glass tubing in 2 ft. lengths from 3-16 to  $\frac{1}{4}$  in., rubber corks with two holes to fit the flasks, a supply of corks, two bar magnets and a small pivoted test magnet, a funnel, a blowpipe, and a trough.

In addition there should be thermometers reading well above 100° C., some barometer tubes, several lamp chimneys, slips of mirror 1 in. by 3 in., convex and plano-convex lenses of about 4 in. and 10 in. focal length, rectangular blocks of glass, triangular prisms, and rods of glass, vulcanite, and sealing wax.

The general stock should contain a supply of hydrochloric, sulphuric, and nitric acids, with small bottles for use by pupils. There should also be supplies of fine sand, salt, saltpetre, potassium chlorate, manganese dioxide, calcium chloride, sulphur, phosphorus, magnesium ribbon, granulated zinc, copper wire and copper turnings, iron filings, liquid ammonia, litmus, charcoal, and marble chips.

Other things may be added, but the above lists contain practically all that is required for an elementary course in chemistry and physics.

It may be noticed that many things are omitted from the lists of apparatus which are usually included. The omissions are intentional, because most apparatus serves its purpose better if made by the pupil. Much apparatus may be made in the classroom or the laboratory or in the woodwork class.

Small jars serve the same purposes as more expensive beakers. Substances may be heated or burnt on tin lids. A graduated jar may be made by pasting a strip of paper on a gas jar, pouring into the jar weighed amounts of water, and marking the surface-level each time. Graduating the jar is a useful exercise in itself. These are given as examples of what may be done. It is a fact that most of the expensive apparatus often provided can be imitated successfully at little or no cost, or can be replaced by inexpensive apparatus.

\* \* \* \* \*

One other point may be noted. Experiments with light are so attractive that a dark room should be arranged if possible. The room may be quite small, it should have a south window, and it should be used on bright sunny days. The room may be darkened by pinning over the windows sheets formed by pasting one sheet of brown paper over another. In a convenient spot a small circular hole should be cut to admit a beam of sunlight. This beam may be reflected, refracted, analysed by a prism, brought to a focus, and projected on a screen. The room may also be used as a photometric room.

*The Magic Horseshair.* By James A. Wightman.  
(2s. 6d. net. Fisher Unwin.)

The story is good, concerning, as it does, the adventures of Paddy Dolan and a kindly leprechaun. The drawings are deplorable, and ought not to appear in a book intended for children.

## SOME FOREIGN MASTERS.

By W. C. B.

It is, or it used to be, an established custom to speak disparagingly—even derisively—of the foreigner who undertakes to teach his own language in English schools. The foreign master in a school story, such as "Vice Versa," is apt to be taken as a representative of his class; we regard him as a type, and justify our opinion by our experience.

Yet perhaps we pride ourselves too much on the vividness of our recollections and impute our failure to learn French and German to the inefficiency of our teachers, when the blame rests largely on ourselves. If we recall what we were in our schooldays, we shall perhaps begin to suspect that our manners may have had something to do with our slow progress. Past generations of public-school boys regarded the foreign master chiefly as a butt for ridicule, and treated him as if he were entitled only to a minimum of respect.

It may be that in describing our school experiences we have often given snapshots of our instructors and have passed them off as portraits, in perfect good faith, but with an unintentional disregard for facts. Recollection easily brings up deficiencies; and reflection is needed to discover merits. There were merits more numerous and more splendid than at the time we were able to discern.

We condemn the ways in which we were taught, the ways which seemed to keep us from being on speaking terms with French and German—the old method of unlimited grammar and little else. Children of the present generation, we are led to believe, learn to speak these languages as soon as they begin to study them. The "direct" method is the vogue to-day, and this is guaranteed to mean "directly." The old method was slow, perhaps stodgy. But was it really stupid, and did it, as we hear so often, prove an utter failure?

I speak from later experience as well as from earlier recollection. I was taught in the old-fashioned way, and certainly, while I was at school, I was not taught to speak the languages I studied. But some years afterwards I discovered I had learnt more than I had realized. When I began to travel on the Continent, I found that the silliest falsehood ever uttered was the well known saying, "English will carry you anywhere." It wouldn't, because it was as unknown as Chinese. I had to fall back upon the French and German that my much-despised masters had taught me—and it came back and came out. Thanks to their now obsolete methods I had received a thorough grounding in grammar and syntax, and, by applying confidence and common sense to these, I was able wherever I went to make myself understood and even to carry on lengthy conversations. My masters were not so hopelessly inefficient, after all. Their teaching, because it was solid, survived.

Of those masters I wish to speak with gratitude and respect. They deserve more commendation than they ever received in their working days.

One of these masters was in his day eminent even among the writers of French grammars by his work in adapting famous French school books for the needs of English pupils. They were the books of the time, and if they have been superseded they have

only suffered the fate of many other inventions that have marked an era in the history of human thought.

This master was certainly not the typical Frenchman of a school story. There was a commanding air about him which ensured at least outward respect. His tall figure and his dignified deportment suggested Mr. Turveydrop, but there the likeness ceased; the admirer and admired of the Prince Regent assumed airs to which he had no inherent right, the French master displayed graces that were the natural expression of a graceful character. If we sometimes succeeded in deluding him by our cunning, we never attempted to defy his authority; we never dreamt of taking liberties with him. He was full of good humour, and delighted in telling us amusing stories; there was a certain degree of solemnity in his way of telling them which increased our gaiety. But he never failed to make us feel that he was essentially serious, and that in our dealings with him it was not safe to overstep the mark. He was perhaps rather too lenient, and we should have made more progress if he had made greater demands upon us, but we were conscious of a reserve of righteous wrath ready to be poured forth if occasion required. His intellectual gifts were of a high order, and his mind was a storehouse of learning. He was a Hebrew scholar, and was well read in "The Ancient Fathers," whose opinions he always cited when giving us a weekly Scripture lesson. He did not confine his activities to his classroom, but, in addition to a conscientious carrying out of the duties of his post, he threw his energies into many departments of school life, and for a long period was President of the Rowing Club. His great desire was to die in harness; he could never have resigned himself to resignation. His wish was granted, and his death, after a short illness, deprived the school of one who loved it and lived for it. His colleagues lost a loyal friend and a wise counsellor.

A superficial view of his successor would be at once unjust and untrue. He was perhaps more fitted to write books for others to use in teaching French than for the teaching of French himself. Of his books there can be only one opinion: they must, if used according to his directions, infallibly result in a sound knowledge of French and produce in the pupils a real interest in the study of that language. As it was, his coming marked the beginning of a new era, and for a time at least more interest was taken and more progress made than had been known for years. This is no disparagement of his predecessor, though the new master was certainly the better teacher of the two, but it merely illustrates the fact that a change of instructors sometimes produces fresh interest in the instructed.

The great feature in this master was his thoroughness. He was systematic, without being a slave to a system. His industry was unwearied, though much of his work must have been wearisome. I shall always associate him with piles of exercises, each carefully and neatly corrected. It was impossible for him to do anything in a slipshod manner; his solid work was the natural outcome of his solid worth. If only we had caught his spirit and had responded to his ceaseless efforts, we should have learnt both to read French intelligently and to speak it correctly and fluently. But for the most part we failed to respond, and we cannot blame our teacher

if he did not produce in us a knowledge that we declined to acquire.

If this master was deficient in discipline it arose from the whole nature of the man, and was almost a virtue. He had a mind far above the idea of punishment, and he tried to act as if his pupils were above the need of it. Punishment seemed to distress and disgust him. His ideal was

By winning words to conquer willing hearts,  
And make persuasion do the work of fear.

But most of his pupils needed more than the words of remonstrance, which as a rule were all that met even the most outrageous conduct. Neither their indolence nor insolence could betray him into temper or unseemly language, or make him relax his efforts or lessen his interest in their welfare. He had a forgiving nature and quickly forgot any action—or inaction—once he had said or done whatever he thought it required. And to those pupils who took an interest in their work he was always ready to give every help in his power. If it must, in justice to him, be said “of whom his pupils (for the most part) were not worthy,” it is doubtless true that many of them—perhaps even some of the most graceless—realize now after many years that, in despite of themselves, so thorough was the teaching, they learnt even when they were refusing to be taught.

Of my two German masters I can only say that the one point of resemblance between them was that both their names began with the same letter. In all other respects (including the respect with which we treated them) they were entirely unlike. The second one needs only a passing allusion; he came to us with a great reputation, but he had the misfortune to succeed a master who had established himself in our hearts. He took his predecessor's place, but he could not fill it. Herr — imperiously demanded that we should speak German; Dr. —, without making any such demand, made it possible for us to do it in the future by giving us a solid and scientific foundation in the present. I can speak of him only with admiration and affection. He was conspicuous as he walked through the school for his vigorous stride, and this stride was the sign and expression of a correspondingly vigorous mind. His energy was amazing, for by working by night as well as by day he contrived to teach at two great public schools. He came to us at night, but we never suffered through having him after he had been teaching elsewhere during the day. He was always as fresh and alert as if his day's work were only beginning. He spared neither pains nor brains in teaching us, and thoroughness was the mark of all he did. He was convinced that no language could be learnt without beginning by a systematic study of the grammar, and he acted throughout on this conviction. But he was no “dry-as-dust” professor; he made everything interesting and spiced his teaching with fun; he also had a power of explaining which helped us over many a difficulty. If he had a defect it was that his kindly nature led him to give us more help than was good for us. Perhaps he was happy in dying before the Great War, before even there were signs or thoughts of it, for he loved our nation and gave the best years of his life to serving it well. The remembrance of such men as Dr. — may make us hope that the more bitter remembrances of the War may some day pass away.

## CAN THESE BONES LIVE?

By DAVID SOMERVELL.

### III.

#### SCHOOLMASTERS.

LAST month I undertook that the present article should be devoted to the teaching of English Literature, but since then I have been reading “Joan and Peter” in a borrowed copy, and before I part with the book I should like to say my say—or a fraction of it—upon the problem that troubles the book from cover to cover, and is finally left unsolved. The nature of the problem is precisely indicated by my title and sub-title.

Every schoolmaster should read “Joan and Peter”: we may pray for an early cheap edition as a national benefit. Mr. Wells has nothing really new to say about education, but he says the old things so well and so comprehensively as to renew them in our minds. Mr. Wells is a great writer, because he presents better than any one else the reasonable discontents of the ordinary intelligent public.

As the reader probably knows, Joan and Peter are two orphans who come into the charge of one Oswald Sydenham. Oswald is an excellent man—he is, in fact, our old friend Mr. Wells disguised as a V.C.—whose career of pioneering in Central Africa is cut short in the nineties by tropical fever. Wealthy and well connected, he comes home with no obvious future in life beyond the care of his wards. All his frustrated energies go into the discharge of this task. He becomes an educational fanatic.

So the quest for a live schoolmaster begins. What is a live schoolmaster? One who, having figured out for himself the type of *élite* required to govern and guide the English people and the British Empire so that they play a part worthy of their immense responsibilities in the modern world, proceeds to devise and execute an educational system that will produce such an *élite*.

The quest ends in failure. Oswald learns much by the way, of course. Chiefly, he learns how terribly the best-intentioned schoolmasters are conditioned by the circumstances of the society they are trying to improve upon. After a straight talk with Mr. MacKinder, the best specimen of the profession he met, “Oswald realized for the first time the eternal tragedy of the teacher—that sower of unseen harvests, that reaper of thistles and wind, that serf of custom, that subjugated rebel, that feeble, persistent antagonist of the triumphant things that rule him.” Later, he virtually despairs: “Perhaps the problem of making the teacher of youth an inspiring figure is an insoluble one. . . . They seemed to be for the most part little-spirited, gossiping men. They had also an effect of being underpaid; they had been caught early by the machinery of prize and scholarship, bred ‘in the menagerie’; they were men who knew nothing of the world outside, nothing of effort and adventure.”

Now there is one curious point about all this which supplies the clue to the whole business. Mr. Wells may see the point, but if he does it is part of his humour to refuse to stress it, and leave to one reader in ten the satisfaction of finding it out for himself. As such a method would not be in character with Mr. Wells as I conceive him, I prefer to suppose that he more or less missed the point himself.

When Oswald's African career had been concluded, he was very much at a loose end, and volubly complained of the fact; indeed, it is difficult to conceive how so strenuously active-minded a man passed his time when Joan and Peter were away at school. He is an educational fanatic. *Why on earth did he not become a schoolmaster?* Of course, he lacked the formal academic qualifications, but, even so, any school would have jumped at him—an aristocrat, a V.C., a man of wide reading and general acquirements. Or he could have started a school of his own. Seemingly the idea never entered his head. Again, when at the end of the book he relinquishes his guardianship, and charts for Joan and Peter their final sailing directions, it never occurs to him to suggest that they would find their highest usefulness in the profession whose lack of men of character and talent he has diagnosed as the fundamental weakness of the world. Or, take Mr. Mackinder: he only resolved to be a schoolmaster when he realized that "his slender and delicate physique debarred him from most active occupations."

There is one character in the book, indeed, who would from the highest motives have become a schoolmaster had he not been killed in the War—Wilmington, a good fellow, though humourless and unmagnetic. He writes: "Man is a sedentary animal, and the schoolmaster exists to prevent his sitting down comfortably. This human weakness for just living can only be corrected in the schools. When the War is over I shall try to be a schoolmaster. I shall hate it most of the time."

There you have the whole situation in a nutshell: the live people won't become schoolmasters because, quite apart from financial considerations, they feel it is hopeless; the dead majority will smother them. They observe the tragedies of the isolated Mackinders, and pass by on the other side. But the only hope is that the live people should come into the profession in sufficient numbers to shift the balance of power. That does not need an arithmetical majority. One live man cannot beat a hundred dead ones, but ten or fifteen live men could. All revolutions have been made by resolute minorities.

Then there is the other motive that deters all but a few Wilmingtons: "I should hate it most of the time." That is an optical illusion. The people who hate it are just the people who ought not to be there, people who have drifted into the profession and stuck there, because it is easier to get in than to get out.

I was told the other day that a head master of an important school had described "Joan and Peter" as a "perfectly disgusting book." He well might.

THE Incorporated London Academy of Music proposes an interesting innovation by offering to conduct Inspection Examinations in place of the usual Syllabus Examination. In these new examinations the subject will not be prescribed by the Academy, but will be submitted by the schools. The Academy will not undertake to examine schools which offer an unsuitable syllabus. The syllabus must be sent in at least three weeks before the date proposed for the examination, names of pieces to be played and songs to be sung being given, together with details of work in theory. Credit will also be given for pieces studied independently by the pupil. If the syllabus is approved the Council of the Academy will send a representative to examine the pupils; or the examination may be held at the Academy, or at one of its Branches. Certificates will be awarded to individuals who pass the examination, and where classes are examined a report will be given.

## CHRONICLE OF EDUCATION.

- 18-25 April.—Annual Conference of the National Union of Teachers at Cheltenham. President, Mr. W. P. Folland; Vice-President, Miss J. F. Wood.
- 26 April.—Meeting of the Irish National Teachers' Congress at University College, Dublin (Mr. J. T. Nunan, President). Defeat of proposal to demand equal rates of pay for "untrained" and "trained" teachers.
- 28 April.—Meeting of Associated Mistresses of Horticultural Colleges and Schools at Swanley.
- 28 April.—Opening of term at Oxford. Great increase in the number of undergraduates, including 150 American students, who will be resident for the summer term.
- 30 April.—Conference at the Central Hall, Westminster, on "The Neglect of Science." Addresses by Lord Leverhulme, Sir Philip Magnus, and Dr. H. B. Gray.
- 1 May.—Announcement of Treasury approval of new regulations for Clerkships (Class 1) in the Home Civil Service. Sixty-five subjects may be chosen from, instead of thirty-eight, as formerly.
- 1 May.—Address by the President of the Board of Education at a meeting of the Sunday School Union. Mr. Fisher urged that Sunday-school teachers should influence their pupils in favour of choosing a teacher's career.
- 3 May.—Conference of the London Teachers' Association (President, Mr. A. Tasker). Resolutions carried in favour of "equal pay" and demanding a minimum salary of £200 a year for all certificated teachers in the London service.

### Ex-Service Students and the Universities. Scheme of Government Assistance.

That part of the Government scheme of financial assistance for the education and training of ex-Service men which relates to higher education at public educational institutions in England and Wales is being administered by the Board of Education. Grants can be made by the Board to assist properly qualified students to take (amongst others) full-time University degree or diploma courses, some post-graduate courses, full-time refresher courses, and courses of higher commercial or technical education at polytechnics or technical institutes. An intending applicant should, in the first place, communicate with the Head of the educational institution at which he wishes to take his course, from whom he may receive a form of application (O.13). If he needs advice as to the best institution for him to approach, he should consult the Chief Education Officer of the Local Education Authority of the area in which he resides. If he has any difficulty in finding an institution which has accommodation available for him, he should communicate with the Service Students Bureau, Board of Education, Whitehall, London, S.W.1. Applicants who desire to attend Universities in the British oversea dominions should communicate with the Secretary, Imperial Education Committee (W.O., S.D.8), Adastral House, Victoria Embankment.

### *Relations between China and Japan during the last Twenty-five Years.* (Allen & Unwin.)

This indictment of Japanese policy in China is an effective presentment of the case from a Chinese point of view. It ignores, however, the weakness of Chinese administration, and the resulting disorder which has continually invited, and sometimes necessitated, foreign intervention. The pamphlet does not, therefore, supply the material for an impartial verdict.

## PERSONAL NOTES.

**Sir John Pentland Mahaffy.**  
**By a Member of Trinity College, Dublin.**

By the death of Sir John Pentland Mahaffy, Trinity College, Dublin, has lost a great Provost, and the world a picturesque and attractive personality, who was one of the most versatile and richly gifted of the men of our time.

Mahaffy, both physically and intellectually, was cast in a large mould, and his genius and character presented so many aspects that it is difficult even to attempt to appraise them. His mind was vigorous and active, uniting originality and intellectual boldness with a remarkable faculty for rapidly assimilating knowledge. He had a faculty of intuition that carried him direct to the pith and marrow of the most intricate problems of scholarship. He was thrifty of time and his industry was untiring. He was a pioneer in many branches of learning, in any one of which his achievement would have been sufficient to win a lesser man a European reputation, and outside of the restricted field of scholarship his attainments and accomplishments were of extraordinary range and amplitude. He had inexhaustible vitality, which found an outlet in innumerable contacts with the life of his time. He filled many rôles, and all with distinction.

In his published work, comprising some thirty volumes, Mahaffy ranged eagerly and confidently through ancient and modern history, philosophy, literature and art, or trifled with such lighter themes as the decay of modern preaching and the art of conversation. Of his occasional contributions to journalism, the most memorable are perhaps the graceful tributes to the memory of distinguished colleagues which appeared from time to time in the *Athenaeum*.

Style, in the purist's sense of the word, Mahaffy did not possess, but he possessed it almost to excess in the spirit of Buffon's definition—"le style c'est l'homme." All he wrote bore the stamp of his robust individuality, and, in spite of his indifference to style in the narrower sense, he had in high degree the gift of vivid historical portraiture and of so visualizing the past that it becomes as real to us, and as full of warmth and colour and movement, as the life we live and see around us.

Mahaffy's individuality deserted him only in the pulpit, and he himself was modest in his estimate of his powers in the classroom. His lectures were pitched in a conversational key and, indeed, resembled nothing so much as the even conversation of a travelled and cultivated man of the world. They were entertaining and often piquant. His prelections were of little service for examination purposes, but Mahaffy would never have consented to spoon-feed his students. His *métier* was to stimulate, to advise, and direct. He was quick to recognize evidence of independent thought or original investigation in the work of an undergraduate.

Mahaffy's conversation had the charm to be expected of a robust and imposing, but intensely human, personality of great vigour of intellect and immense learning. It suggested omniscience, but was without a trace of pedantry. It took, indeed, a subtle flavouring from a spice of whimsy, if not eccentricity, in the man, an effect accentuated by a slight lisp that suggested, but was not, a mannerism. He was an excellent raconteur, and his reputation as a wit rivalled in the nineties that of the famous Father Healy. His *nois* had always point, and were often pregnant with witty implication. His more caustic sallies were repeated in Dublin with *schadenfreude*. Many must have winced under the strokes of his irony, yet he probably never said a spiteful or ill-natured thing. His nature was essentially large, and his judgments of men were often generous and never tainted by jealousy or littleness.

In spite of the magnitude of his researches and of the multiplicity of his activities inside and outside the College, Mahaffy indulged to the full the lighter interests and the graces of life and seemed to enjoy unlimited leisure. He was at all times accessible, and hardly gave the impression of being a busy man.

Mahaffy was an ideal head of the College and, which is not the same thing, a great Provost. He had all the qualities of an ideal head, as scholarship and the prestige of scholarship, administrative ability, the *savoir faire* of the experienced man of the world and social gifts. But he was a great Provost, as the phrase goes in Ireland—as it is applied, for instance, to Mahaffy's predecessor, Dr. Salmon—because, over and above academic or social qualifications, he had the qualities of a statesman, and was indeed in his own way a great patriot statesman in all that pertained to the relations of Trinity College with the larger aspects of the Irish problem.

Essentially Irish in his intellectual endowment and in temperament, Mahaffy was Irish also in his critical detachment from party. As a confessed aristocrat, he was openly contemptuous of democracy, and as a cosmopolitan he was impatient of the provincial note in Irish nationalism. He was wantonly provocative in his attitude to popular causes, and never tired of deerring the cultural pretensions of Celtic Ireland or of denying on historical evidences the very existence of a distinctive Irish nation. Yet Mahaffy, at the Irish Convention, which held its sittings in the Regent's house in Trinity College, voted for Irish self-government and himself advocated a confederation of provinces on the model of the Swiss Confederacy. And, when the Home Rule Bill was under consideration and the University of Dublin was being offered special and privileged treatment, Mahaffy "rejected as sacrilege every suggestion that Trinity College, in some vain hope of security or profit, should separate itself from the heart of the whole of Ireland."

So, temperamentally conservative and devoted to the traditions and ideals of Trinity College, Mahaffy was an ardent supporter of reform, and in his brief provostship did much to broaden and liberalize the government of the College and to develop it as a centre of humanistic culture. Mahaffy's love of Trinity was a passion. He has told its history in "The Book of Trinity College," "The Particular Book of Trinity College," and "An Epoch in Irish History." His last publication was a valuable monograph on the College plate, and a history of the College buildings engaged the last months of his long and full and fruitful life.

**Mr. P. A. Barnett.**

It is rumoured that Mr. Barnett is to succeed Sir William H. Hadow at Adastral House as the Director of British Army Education at home and abroad. Mr. Barnett's name is mentioned also in connexion with another body, to whom a task of even greater complexity and difficulty is to be assigned.

**Prof. Frederick Soddy.**

The newly established Second Chair of Chemistry at Oxford will have for its first occupant Prof. Soddy, now Professor of Chemistry at Aberdeen. With Sir Ernest Rutherford, now of the Cavendish Laboratory, Cambridge, he conducted some of early researches into the phenomena of radioactivity.

**Mr. A. E. Zimmern.**

The Wilson Chair of International Politics at Aberystwyth, recently founded by Major David Wilson and his sisters as a war memorial, is to be filled by Mr. A. E. Zimmern, the well-known scholar and writer.

**Sir Richard Arman Gregory.**

We offer congratulations to Prof. Gregory on the honour of knighthood. It is rumoured that this has been conferred in recognition of his services in connexion with the War, and particularly as Chairman of the British Scientific Products Exhibition. This is ample justification, doubtless, but we should have preferred to award it for his valuable book, "Discovery, or the Spirit and Service of Science."



## EDUCATION ABROAD.

### America—a Central Department.

During the past few years there has been a growing body of opinion among educationists in the United States in favour of a Central Department or Ministry of Education. The plan was strongly supported at the Conference of the National Education Association, held at Pittsburg in 1918, when Prof. Strayer, of Columbia University, gave an important address outlining the proposals. It is now announced that the reconstruction programme for the next Congress includes a measure for establishing a Federal Department of Education under a Cabinet Minister. The Bill will provide also for an appropriation of twenty millions of pounds for educational work, with a hundred thousand for administration. This proposed development is highly important as marking the beginning of an effort to provide a national system of education in the United States. Hitherto each State has been autonomous, and the traditional attitude of the separate States towards any attempt to place them under one federal law has always made it impossible to speak in any general terms of the system of education. Each State has its own system, and some have a very inadequate one, especially in regard to compulsory attendance and the proper limitation of child labour. The proposed federal scheme, if carried, will set up a national minimum.

### The New Hungary and Education.

The Berne correspondent of the *Times* reports that the schools in Budapest opened on April 11, and that the Soviet Government is preparing a revised scheme of education "in accordance with the new spirit and aspirations of the world proletariat." Apparently this grandiloquent phrase means that the teachers are to begin by explaining the ordinances of the new Government. This task accomplished, they are to teach history and citizenship according to the doctrines of Karl Marx, avoiding "the capitalist doctrines of social economics." Ethics will take the place of religious instruction. The teaching of jurisprudence to advanced students will be abolished, on the ground that the system of laws under the Communists is wholly different from that of the capitalists.

### English Studies in Italy.

An interesting pamphlet has been written by Dr. Ernesto Grillo, of the Department of Italian Studies, University of Glasgow, and published by the *Unione Italiana*, Sauciehall Street, Glasgow. It is intended to show what is being done to promote the study of English in Italy, and contains particulars supplied by the Ministries of Education and Industry, Commerce, and Labour, who said, in the letter accompanying the information: "We are most anxious to see the teaching of Italian adopted in Britain in the same manner in which the teaching of English has been largely adopted in Italy." Dr. Grillo tells us that the study of English has never been so popular in Italy as now. Lately a young Italian, noticing in the Via Tornabuoni at Florence that nearly all the shops displayed the sign "English spoken," mischievously placed over a barber's shop the legend "Italian spoken here." In every national education institute English departments have now been organized wherein English is efficiently—and often compulsorily—taught, both in day and evening classes. Teachers of English enjoy the same privileges as other teachers.

### *Law Reform in China.* (Allen & Unwin.)

A good summary of what has been attempted in the way of altering Chinese laws in recent years. Unfortunately, the author omits any indication of the extent to which the new legislation is actually in force.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Christ's Hospital—New Head Master.

At a special meeting of the Council of Almoners of Christ's Hospital, Mr. William Hamilton Fyfe, M.A., Fellow, Tutor, and Principal of the Postmasters, Merton College, Oxford, was elected Head Master of the boys' school at Horsbarn, in succession to the Rev. Dr. Upecott, who has resigned. Mr. Fyfe, who is forty years of age, has held a commission in the Army since January 1915, and has now the rank of major in charge of an office at Oxford concerned with the civil training and resettlement of ex-officers. He was educated at Fettes College, Edinburgh, and Merton, and took a First Class in Honour Moderations and in Literae Humaniores. For two years he was a master at Radley before returning to Merton as Fellow, Tutor, and Principal of the Postmasters.

### Cambridge—New Chair of Engineering.

Associated with the Bertram and Cecil Hopkinson Memorial Trust Fund, Mrs. John Hopkinson offers £2,000 towards the endowment of another Chair connected with the School of Engineering, in order to carry on the work so brilliantly developed by her son, Colonel Hopkinson, Professor of Mechanism, who lost his life whilst flying last August. The professorship will be called the Hopkinson Chair of Thermodynamics. Other sums offered are £1,000 by Mr. George A. Wills, £500 by Mr. Neville Wills, and £250 by Mr. Stanley Wills.

### Eton War Memorial—A Suggestion.

It is reported in the press that Eton has a memorial fund of £150,000, collected and promised. The object originally proposed was to help Old Etonians, especially in sending their sons to Eton. The fund will be more than enough for this purpose, and the interesting suggestion is made that an entirely new school shall be founded, where the sons of N.C.O.'s and men who fell in the War shall be taught on public-school lines, in an institution modelled on Eton and designed to foster corporate life, public spirit, and school patriotism.

### King's College, London.

An effort is being made to raise funds for establishing and endowing a Chair of Ecclesiastical Music at King's College. It is proposed to collect £12,000 and to pay a professor at least £600 a year. The Treasurer of the Fund is Viscount Hambleden, 3 Grosvenor Place, London, S.W.1.

### Gresham's School, Holt.

Mr. J. R. Eccles, Second Master of the School, has been promoted to the position of Head Master, in succession to the late Mr. G. W. S. Howson.

### Generous Gift to Cambridge.

It is announced that various companies interested in petroleum and its products have combined to give £210,000 to Cambridge University for the purpose of developing the Department of Chemistry. With this large sum the University should be able to assume a leading position among the scientific schools of Europe.

## BLUE BOOK SUMMARY.

### Draft Provisional Code.

In a pamphlet dated April 16, 1919, the Board have issued a Draft Provisional Code of Regulations for Public Elementary Schools. This is the first time since 1912 that the code has been reprinted as a whole, the necessary amendments having been made in the form of minutes issued separately at different dates. Substantial alterations are now needed in order to bring the sections which deal with grants into line with the financial clauses of the Education Act and with the Regulations for the Substantive Grant for Elementary Education.

Accordingly the whole Code has been reprinted, the various minutes still in force have been incorporated, and the Articles dealing with grants have been revised. In connexion with the Substantive Grant, henceforth the only grant payable in respect of elementary education, two additional conditions have been included. The first refers to the performance of the Local Education Authority's duties under the Education Acts, and the second repeats the conditions under which the Supplementary Grant was payable in 1917-18 and 1918-19.

The Substantive Grant is a single consolidated grant, payable annually to Local Education Authorities in respect of elementary education in their area. The grant is conditional upon the Board being satisfied that the Authority have performed their duties under the Education Acts, and have complied with the regulations, including the supply of information and as required by the Board. The Board will also consider the provision made by the Authority for Elementary Education in view of local needs and circumstances, and also in relation to the development of a satisfactory national system, including the establishment of the teaching service of the country on a sound basis. Such matters as central schools, practical instruction, and the prescribed minimum salary for teachers are mentioned.

### Grant Regulations.

In a White Paper (Cmd. 129) the Board's rules for the payment of grant are set forth. The grant, save in the special case of a highly rated area, will not exceed two-thirds of the net expenditure nor be less than one-half. The formula for reckoning the grant is: Thirty-six shillings for each unit of average attendance in public elementary schools maintained by the Authority (not including "special" schools) with the following additions:—Three-fifths of the Authority's expenditure on the salaries of teachers in the schools concerned, one-half of the net expenditure on special services, and one-fifth of the remaining net expenditure on elementary education; less the product of a sevenpenny rate upon assessable value in the area.

### A New Syllabus in Hygiene.

The Board have issued a revised Syllabus in Hygiene for Training Colleges. It falls into eight sections: Conditions of Health in Childhood, the Senses and their Training, the Practice of Hygiene, Common Ailments of Children, Special Groups of Children, Welfare of Infants, the School Medical Service, the School Building and Surroundings. The course thus outlined is very comprehensive, and the matters in the detailed syllabus will demand prolonged and careful study. To mention only two points: the students are to know the statutory powers and duties relating to abnormal children and also to the work of the school medical service. These are in addition to a knowledge of early signs and symptoms of ill-health in children, of principles and methods of sanitation, physical training, school planning and equipment, and many other topics, not forgetting, of course, the composition of air and the relative values of different foods.

## ASSOCIATION NEWS.

### The Teachers Council.

The total number of applications received up to and including Monday, May 12, is 27,147. Of these, about one-half are from teachers in public elementary schools. The Council has under consideration the position of teachers in recognized schools who are outside the scope of the present Superannuation scheme. It is also taking steps to draw up a list of examinations which will be accepted as a qualification for admission to the Register. The Council has been invited to appoint a representative on the Board of Electors for the post of Director of the Training of Teachers in the University of Oxford.

The Chairman of the Council, Dr. Michael Sadler, has now returned from India, and will attend the meetings in May.

### The College of Preceptors.

At the meeting of the Council, on May 10, officers for the ensuing year were appointed as follows:—President, Sir Philip Magnus; Vice-Presidents, Prof. John Adams, Mr. R. F. Charles, Mr. J. F. P. Rawlinson; Dean, Mr. W. G. Rushbrooke; Treasurer, Dr. G. Armitage-Smith. Mr. A. Millar-Inglis was appointed the representative of the College on the Joint Pensions Committee. Eight new members were elected, and the diploma of Associate was granted to Mr. J. Lloyd, Mr. J. M. S. Pobe, Mr. H. Spurr, and Mr. E. C. Wright. The Council approved the recommendations of the Examination Committee for the modification of the Diploma Examination Regulations for 1920, requested the Future Policy Committee to frame a scheme for the training of teachers of commercial subjects, and authorized the House Committee to arrange for a series of evening meetings of members during the coming winter session.

### The Selborne Society.

Interesting rambles are announced in the new programme of the Society's Ramble Section (Avenue Chambers, W.C.1). "Great British Industries" is the title of a new series, and visits are being arranged to the studios of the Broadwest Films, where the actual production of a film play will be seen and explained. The Imperial College of Science and Technology, the Egyptology Section at University College, and a Surprise Ramble are in the syllabus, the guides including Sir Alfred Keogh, G.C.V.O., G.C.B., LL.D., and Prof. Flinders Petrie, D.C.L., F.R.S.

### British Science Guild.

The British Science Guild has issued an important memorandum, urging the formation of (1) a Departmental Committee to inquire into the provision for University and Higher Technical Education in this country; (2) a Consultative Committee, consisting mainly of representatives of industry, to advise the Board of Education on matters affecting the relationship of Science and Industry to Education.

In support of the former proposal, the Guild recalls the fact that last year it issued a Report on Industrial Research and the Supply of Trained Scientific Workers, showing that the number of full-time students of science of University standard here compared badly with that in Germany or America, as did also the State grants and incomes of our Universities. The Guild urges that a systematic national survey of educational provision and requirements is now necessary. The Guild is in favour of establishing Local Authorities for areas much greater than the existing county or county boroughs, and it suggests the formation of ten Provincial Councils.

The Consultative Committee is advocated on the ground that the existing Committee "consists mainly of representatives of elementary, secondary, and 'literary' education."

# SUPPLEMENT.

## THE ANNUAL CONFERENCE OF THE NATIONAL UNION OF TEACHERS.

By OUR SPECIAL CORRESPONDENT.

THE Cheltenham Conference of the National Union of Teachers was in several respects a remarkable gathering. It was the first great assembly of teachers since the signing of the Armistice, many of the men present had served in H.M. Forces for several years, and the spirit of revolt from pre-war conditions was rife amongst the delegates. If these facts are remembered there need be no surprise at some of the decisions arrived at. Unfortunately, however, these questionable decisions remain.

The delegates, nearly two thousand in number, were warmly welcomed by the Mayor, the Lord-Lieutenant of the County, the Bishop of Gloucester, Miss Faithfull, and other representatives of the district. It has sometimes been said of delegates to the Annual Conference of the N.U.T. that pleasure is their first object and business their second. No one can speak thus of delegates to the Cheltenham Conference. From the first session to the seventh the attendance was remarkable, and the interest taken in the proceedings has created a record. Gathered from every part of England and Wales and representative of the interests of almost every type of primary school, and in not a few cases of the municipal secondary schools also, this great annual gathering of teachers is an audience well worth addressing. So thought Mr. Fisher, who had announced his intention of speaking to the teachers, and so he still thinks, although he was at the last moment prevented from being present. In his letter to the Conference he writes of the "deprivation" he has suffered in not being able to fulfil his engagement and of his intention to seek some other opportunity of speaking his mind.

It is needless to do more than mention the intense disappointment experienced by every delegate when it became known that the Minister of Education could not attend, nor need I add how much this disappointment was shared by the large number of representatives of Local Education Authorities present. Of course, it is impossible to know what Mr. Fisher had in his mind to say to teachers, but remembering his enthusiasm for education and his great desire for a free course for the epoch-making Education Act of 1918, I shall not be far wrong if I imagine him as intending to pour oil on the waters of unrest in the world of teaching. He might, for instance, have counselled the teachers not to be too precipitous in the matter of strikes. Also, he might have advised the representatives of Local Education Authorities to recognize his great desire for the better payment of the men and women engaged in teaching. In any case, I am quite sure he would have done a great service to education.

### Important Decisions.

There were several important and far-reaching decisions arrived at. For instance, it was decided that, in all future scales of salaries, women shall be paid at the same rate as men—i.e. there shall be one scale, equally applicable to women and men. This decision was made as the result of a plebiscite of the

whole of the members of the Union, the voting being 35,004 in favour and 15,039 against. It is a pity so few recorded their votes. About 50 per cent. did not trouble themselves in the matter. It is difficult to understand their attitude considering the effect on the future of the profession involved in this important change of policy.

Another of the decisions is, frankly, astonishing. The Executive of the Union had tabled a resolution on the "Supply of Teachers," and included in it was a recommendation for establishing Whitley Committees. To this an amendment was moved asking that the teaching profession shall be placed "on a self-governing basis, with *full partnership in administration.*" The mover of this remarkable amendment quoted Prof. Adams as having said: "When we have prayed for those who are under the King and over us there is no one left to pray for except ourselves." No doubt Prof. Adams will be surprised that his words should have been used to bolster up a claim for "full partnership in administration." After a heated debate, during which the issue was described as "syndicalism or otherwise," the amendment was carried by a very large majority. I do not envy the Executive of the Union its task in endeavouring to secure the end in view. That teachers in conference should adopt a resolution which would, if acted on, cut away the very foundations of representative government, is a sufficiently serious sign of the times to be disconcerting. It is possible the members who voted thus did not appreciate the full significance of their vote. Indeed, I think this must be the case, for otherwise surely the Conference would not have adopted almost immediately afterwards a resolution urging Local Education Authorities to establish Whitley Committees! The Executive has, therefore, two mandates. It is free to choose which it will regard as binding, and can be trusted not to urge the impossible.

The third decision of far-reaching effect is that which now includes the uncertificated teacher as eligible for membership of the Union. Hitherto only those teachers who hold the certificate of the Board of Education or a higher qualification for ordinary teaching have been eligible for membership, but now all—excepting the supplementary teacher—may become members. From a professional standpoint this is a distinct set-back. The Board of Education must be chuckling at the success of its past action in respect of the uncertificated teacher. What, however, will the Registration Council say? At present the uncertificated teacher employed in a primary school is not eligible for registration. It is to be hoped the Council will not follow the N.U.T. by making him (and her) eligible. The argument which proved to be most convincing to the representatives was that the help of the uncertificated teacher was always needed where a "strike" was in progress. Surely teachers are not looking forward to a long series of "strikes"! Another argument which told was that the trade unions accept all engaged in the craft as members. Yes, but a does a skilled and qualified craftsman allow an unskilled man to do skilled work? The uncertifi-

cated teacher is employed on the same work as the certificated—a very serious difference.

### General.

Apart from the above decisions, many debates of real educational interest took place. Among these were the debates on nursery schools and the teaching of domestic subjects. The Conference decided that nursery schools should form an "integral part of the infant school" and that it should not be compulsory on pupils to teachers to give instruction in domestic subjects. The resolution asking for free secondary and University education was on sound lines. It is a hardy annual, and some day the goal of the Union in this direction may be achieved. That day, though, is apparently not near.

Having regard to the resolutions adopted and the whole spirit animating the Conference, it must be agreed the Union is very much alive—never more so. Membership has increased and a new spirit is abroad. Past Conferences have struck a note almost amounting to despair, but the Cheltenham Conference was alive and full of hope for the future. Its members were fired with enthusiasm for progress. When this fact is appreciated, those who, like me, criticize some of the decisions will, with me, recognize the dawn of a new day and look for a distinct improvement in the prospects of the profession. The Cheltenham Conference was a distinct success.

### CRITICAL NOTES.

#### BY AN UNOFFICIAL VISITOR.

I AM not at all sure that Cheltenham is a really suitable place for a Conference of the National Union of Teachers. Its well-bred air of rather faded distinction had a chilling effect on the exuberance of a certain type of delegate; and, startling as one or two of the Conference decisions were, one cannot help thinking that there would have been many other exceptional happenings had the atmosphere been more bracing.

It is a mistake, however, to think that the Conference hall was the real centre of the Conference. It almost proved itself to be so, once or twice, it is true, but for the greater part of the week the heart of the N.U.T. world was enshrined in the Queen's Hotel. There the members of the Executive were quartered (and also, it may be worth while to chronicle, the special correspondent of the *Morning Post*), and there doubtless were important measures informally debated, to be afterwards commended to the delegates. There, too, one may be safe in conjecturing, the wickedness of certain of the delegates, as revealed below, was dwelt upon with both sorrow and anger.

To understand your N.U.T., it is necessary to grasp the full significance of the isolation of this score or so of men and women in the Queen's Hotel and the cordon of convention and etiquette that divided them from the 1,800 delegates who crowded every other part of the town. The Executive controls the N.U.T. to a greater degree than its name would indicate, and the Executive is a body to which election is difficult and whose personnel in the ordinary way changes remarkably little. What the Executive says generally "goes."

Now the Cheltenham Conference was interesting in that what the Executive said did not always "go" with that smoothness, and that sense of the inevitable, that custom decrees. There was, for instance, the amendment which demanded "full partnership in administration," and which was carried in direct defiance of the Executive's wishes. That body had most carefully drafted the original resolution. It was, one felt, most unfeeling and ungrateful of the delegates so readily to respond to a suggestion to turn it inside out. It was obvious that the dignity of the Executive was thereby outraged, and that the delegates had distinctly lowered themselves in the opinion of the ladies and gentlemen who sat on the platform.

And this leads one to the observation that the palmy days of the Executive, when a comparatively tame Conference accepted their fiat unquestioningly, are over. There are two reasons for this. One is that there is now no outstanding figure among their members—no popular Macnamara to bewilder the delegates by juggling with words and—as the writer has more than once witnessed—to persuade them against their better judgment: no Richard Waddington, no Marshall Jackman. The other reason is that there is a considerable section of elementary school teachers who are resolved to force the hand of the Executive at all costs. Their hand was forced in the dispute at Rhondda, where the local teachers would be content with nothing less than the full Union scale, which had hitherto been unattainable—a kind of carrot dangled in front of a donkey's nose as an incentive to progress rather than as a prospective reward. The Executive are being driven from their *laissez faire* attitude into one more vigorous. One gathers that they do not altogether like it.

The announcement of the result of the referendum on Equal Pay gave a bad quarter of an hour to many people. Some of the delegates—so light-hearted did they appear to be—could have had no conception of the vista of unpleasant possibilities it opens up. The more thoughtful of men know full well what it means, and the portentous National Association of Men Teachers will probably be an actuality by the time these lines appear in print, and, moreover, will shortly perhaps have an organ of its own.

What is the poor Executive member to do in such circumstances? He can only say nice things to the men and carry out the mandate of the women.

These grave or amusing—the choice is left to the reader—considerations were not visible on the surface of the Conference. Conference is the occasion of a pleasant holiday for most of the delegates. They enter the Conference hall in a holiday mood, and have been known to laugh at the feeblest of witticisms. A really able speaker can charm them away, like the proverbial Pied Piper, from the pathway laid down by their local associations.

The writer here offers a suggestion—a serious one, however trifling in appearance. Let the Executive take their courage in both hands, and next year, instead of holding the Conference at Brighton, shepherd the delegates away from the frivolities of towns and persuade them to come to sober decisions in the bracing surroundings of a camp under canvas. Then there will be little possibility of the teaching of cookery being made optional by resolution on the grounds that the inclusion of the subject in the school

curriculum is a trick of the "employing class" to gain cheap labour.

Able men and women on the Executive heightened their prestige as able men and women always will. Mr. Bently has a stock of sound common sense that serves him in good stead. Mr. Crook, whom he handsomely beat in the contest for the Treasurership, has a ready tongue and no mean ability. Mr. Powell is rapidly making his way to the forefront of Union politics. Mr. Steer added little to an already considerable reputation. Miss Conway, Miss Wood (the new Vice-President), and Miss Broome are really gifted women who would make their way in any assembly.

The most outstanding figure on the platform was that of the popular General Secretary, Sir James Yoxall, and there is no mistaking the genuine affection with which he was regarded by the delegates. Probably he is the only person with a *locus standi* in the Conference who could have persuaded it to agree, against its instinctive inclinations, with almost any resolution.

But Conference is a curious, unwieldy sort of assembly. And its size varies from session to session, almost from hour to hour. There is no roll-call, and delegates drift in and drift out in the most inconsequential way. Late risers find that important resolutions have been passed while they dallied at the breakfast table, and a jaunt into the country often takes the more irresponsible delegates miles away from the jaded atmosphere of the Conference hall. Is it any wonder that unbalanced decisions are occasionally made?

I venture to make a second suggestion. The Executive should insist on a register of attendances being kept and the total attendances of each delegate being published in the *Schoolmaster*.

Mr. Fisher's absence caused great disappointment, and one felt sorry for the Directors of Education who had made the journey to Cheltenham in the expectation of hearing him, and who were consoling themselves by making a perfunctory round of the Publishers' Exhibition.

And perhaps one felt a little sorry for the delegates in whose hearts a real passion for education burns, and to whom some of the proceedings of the Cheltenham Conference were a source of disillusionment. A really representative Conference, in addition to reflecting the widespread unrest, would surely have also reflected in a still greater degree the glowing possibilities that the Education Act unfolds.

There is small prospect that things will be better at next year's Brighton Conference. The sex wrangle will then be near or at a crisis. The uncertificated teacher, who has already proved his possession of a voice, will be represented. But, says one of the delegates who cast the 30,000 votes against his admission to the Union, he will not be there in person, because he will not be strong enough in the local associations to secure direct representation at the Conference.

So there it is. One must resign oneself to the advent of at least two more sectional associations, which will work openly and secretly against other bodies of the same kind within the National Union of Teachers. It is the greatest tribute one can pay to the strength of that organization that it continues to survive the disintegrating influences which seem to grow with every year of its life.

## PEACE CELEBRATIONS. A SCHOOL COMPETITION.

AT the Blydon Secondary School, County Durham (Head Master, Mr. R. N. Wilson, B.A., B.Sc.), the pupils recently had a competition for the best essays on "Peace Celebrations." Prizes were offered by *The Educational Times*. We have pleasure in appending the winning essays, prefaced by a memorandum on the Competition kindly furnished by the Head Master.

### Notes on the Essays.

By R. Wilson, B.A., B.Sc.

The essays submitted numbered 350. After a dozen or so had been read it became evident that some ideas as to the means of celebrating peace were common to the majority of the papers, and that it would be interesting, after eliminating this highest common factor, to place on record separately the several views of individual writers.

The ways of celebrating peace which were common to the majority of the papers were:

- (a) Service of Thanksgiving was first and foremost.
- (b) Soldiers and sailors to receive special and preferential consideration, especially those blinded, wounded, or maimed.
- (c) "Something substantial" must be done for the bereaved, e.g. sums of money, cottage homes, &c.
- (d) Public "teas" and general rejoicings.
- (e) A general holiday for all workers—schoolboys to receive at least a fortnight's, says one. "The Sovereigns of Europe, who still retain their crowns, should grant a month's holiday as a thanksgiving!"—"let it be such a holiday as will live in a boy's memory for ever!"

(f) Most advocate bonfires and the display of fireworks to be given some time during the celebrations; but only two suggested that the Kaiser's effigy should be publicly burnt—he is too contemptible now even for schoolboy recognition.

(g) Several writers groping blindly after liberty suggest the abolition of "Dora" in her various guises. One small girl, forsooth, would have the "public houses" open all day. (Echo whispers that her father is in the brewing trade.) Let Ration Books be publicly burnt, and let the Food Controller release plenty of food for everybody and at pre-War prices. "After four years of War bread and margarine let every girl have iced cakes and pre-War dainties to her heart's content for one day at least." "As liberty consists of doing what you like without detriment to your neighbour," says another, "let every one enjoy the pursuit of his own hobby that day; even let those kind gentlemen who have their enjoyment in public speaking have their turn without molestation; but Members of Parliament and Mr. Lloyd George might be given a holiday." "Let Railway Companies' charge be a penny per mile for passengers again; but let all our Colonial soldiers travel free so that they may see our cathedrals before they return home."

Individual writers propose many and various means for the celebration of peace wherein are reflected the various phases of the child mind. Some would celebrate the event by the giving of souvenirs, by the holding of carnivals and pageants, by the distribution of smokes to old people, and by erection of hospitals, libraries, and monuments. It was a very small girl

who thought that she ought to be allowed "to stay up" as long as she liked on Peace Night. Another would finish the day with a "Peace Ball" in the school hall, at the end of which each scholar would receive a photo of the head master and staff! For those not attending a secondary school, let the theatres and picture palaces be free!

Another would have a new peal of bells for the Church, to be rung the first time on Peace Day, to call all the people to church to hear the reading of the village roll of honour.

"Let us have no vain Roman Triumph," says another, "but rather a modern and civilized form of celebration, wherein even we may show some little act of kindness to the enemy prisoners living in our land."

Another boy—not of too studious habits, it must be confessed—would have all "1919 examinations" cancelled by "Royal Proclamation."

"Let the day on which peace is signed be henceforth a 'bank holiday,' and annually on this day let those sailors and soldiers who have been maimed, wounded, or blinded in the War be each year suitably entertained and honoured. Let us, in our gratitude and rejoicings, think of the vacant chairs, and see that the soldiers' orphans lack no necessities."

"Let our celebrations be merry, but of short duration, and then let us get on with 'reconstruction,' not forgetting to add more entrance scholarships to the secondary school."

"Let no strong drink be either made nor sold within twelve months after the signing of peace, but let everybody be made to do something for the common good—each for each, and all for all."

### First Prize Essay.

By William Stephenson (Form VI).

"The Hero as Divinity, the Hero as Prophet, are productions of old ages," said Carlyle in one of his essays, but the Hero as whole nations of people, a Hero-Spirit of bewildering self-sacrifice, a depth of sense of justice and of courage, is the Allies—a composite Hero creation of our own times. Under all the terrible emergencies of war and world-bewilderments, and now under the most complex feelings of victory, we certainly have the right to ask in what ways and with what means is it most appropriate to celebrate the victorious end of the war.

Nature's laws are eternal; her small still voice, speaking from the inmost heart of us all, bids us celebrate the end in a manner in accordance with the wishes of our hearts, and with our individual feelings. Before any attempts at solutions of this problem, it must be emphasized that we cannot have unity in the ways of celebration—at least not at present; that we cannot and should not hope to have some fixed programme of ceremony or duty—with lord mayors and other functionaries exhibited here and there, with forms of celebration to be followed by all, soldier and sailor; widow, mother, and sweet-hearts whose loved ones have given freely of life; rich and poor alike. We must have unlimited freedom to do justice to this Peace Day—let everyone be free at least for one day, to give himself or herself up to the delights, remembrances, and sorrows that war has brought—and that victory only intensifies. The portal to the realization of the infinite good that may be obtained in this way will be readily opened if we try to visualize this Peace Day in a sort of prophetic panorama that will perhaps materialize when this Great Day comes.

It is Peace Day—and it has crystallized itself in a magnificent manner, for it is a day in harmony with the spirits of the victorious people who are celebrating the end of war. Totally

careless of doing work—no longer wishing to do work, not in the least conscious that it had or has any work to do, that teeming company of men, women and children are giving themselves up to enjoyment. In the morning there had been a gorgeous display of arms—a parade of thousands of returned soldiers and sailors, with tanks, guns, and objects of curiosity, each with a remembrance of some brave deed or dastardly act. Military and civil bands were playing, banners were flying from every building (the manufacture of these flags giving some employment to out-of-work soldiers and sailors and munition people), addresses were given by leading men, the people had cheered loud and long and sung songs—all, all of peace and victory.

Everyone was free for this one day. There were open-air dances on the green to the music of the bands, and happy contented parties of pleasure seekers did everything to make the day a memorable one—one which they would never forget. There were some who made themselves happy in seeing to the happiness of others. Entertainments were given, always with the returned soldier and sailor in the foreground. Incessant happiness! An inevitable feeling amongst these people. It is one way of celebrating peace and victory.

On that same day let us see others. Floods of light were streaming upon the lofty halls of big houses—country seats and town mansions. Music was pealing loud and harmonious above the ringing of wine-cups, the clatter of a banquet and the merry din of voices. Massive plate glittered on the tables; silks, satins and jewels shone and sparkled around it. All that luxury could lavish, all that refinement could require enhanced the splendour of the feast—and the feasters served themselves. Everything had been prepared beforehand. No servants were attending at this sumptuous feast. Everyone was free for this one day—everyone was celebrating a famous victory.

Oh, it is frightful when a whole nation, as our Fore-fathers used to say, "have forgotten God." Some people thought of these words in conjunction with their thoughts on victory. They meant to celebrate peace as our Scriptures would have us. For this successful end of battle, convulsions and confusions, they spent the whole Peace Day in thanks-giving. Some of them imagined that all worship of God is a scenic phantasmagoria of wax-candles, organ-blasts, and chants—the beautiful wax-light phantasmagoria was certainly very imposing—and even there the feeling of happiness pervaded the whole. Who knows but that the worshippers had greater enjoyment than all the merry-makers and feasters?

Poor woman! Poor mother! . . . The day of universal peace does not dawn happily or brightly on some. To some it brings a sadness—an unbearable, intensified longing for their loved ones who died to defeat the enemy. These people had determined to live and forget! Vain desires! To see others' loved ones returning flushed with victory; to feel the slight and soon-forgotten sympathy from neighbours; to see others being made happy—a happiness that their loved ones might have enjoyed . . . no, not that! any torture! any cruel injustice! anything but that!

It is a day of sorrow and darkness for them—a day which they never will forget.

It is Peace Day in the slums of our great cities—the cities of victorious nations! Heaven's blessedness is not here surely! Hell's cursedness rather! Oh, much enslaved world—these people are not even slaves with thee! The joys of the earth that are precious never visit these people—these poor children especially. Food and raiment, a social hearth, souls to love and who love them are forbidden them! Only death and misery and extreme sorrow are here.

How can they even enjoy a little of the fruits of victory when they are themselves starved and hungry, ill and most barely clothed? Nothing has been done by those merry-makers and feasters, those men rich with the plunders of war, and those men of religion, to help them! Unstained by wasteful deformities, by wasted tears or heart's-blood of men—they have forgotten the existence of the poor. The enormous, all conquering, flame-crowned host has forgotten that there are some mortals who require the wealth that they are spending on enjoyment for the bare necessities of life!

Must this be so? It will of a surety be a real, too real, picture of life on Peace Day, unless something is done at once. What a tremendous responsibility before God and men rests somewhere! Spinners, ploughers, builders, miners, seamen, soldiers, statesmen, poets, and kings—shall we see this and look on well pleased with ourselves?

There is a remedy. These poor of the slums can be brought up as high as a birth of heaven, and, to my mind, it would be an act of immeasurable mercy and heavenly thanksgiving if this should be done. Let God's justice, let nobleness and manly gratitude, let pity testify themselves in a transmission of life to this entirely broken population, this illuminated Chaos, which is the nucleus of your own eternal Chaos if you heed not.

What a future you should then have! What an everlasting memorial to Peace and Victory!

### Second Prize Essay.

By Hugh G. Soulsby (Form V b.)

The day on which the final peace is signed between the hostile Powers will be marked as a day of national rejoicing and festivity. War-worn and tired people will feel as if a great load has been lifted from their shoulders, and doubtless will give expression to their pent-up feelings in many ways. But when the day of rejoicing is finished, and they come to reflect, they will see that the day's doings, though pleasant at the time, were but fiery display, and a demand will arise for something more lasting, more substantial, as a sign of the nation's gratitude to God for its deliverance from the horrors of war.

The temporary celebrations will need to be as spectacular as possible. In every town and city on the morning of the great day a procession should march through the streets, headed by the mayor and his councillors. We may well quote the scene from Lord Macaulay's "Spanish Armada":

The stout old sheriff comes;  
Behind him march the halberdiers; before him sound the drums;  
And haughtily the trumpets peal, and gaily dance the bells.

Following the troops should be school-children, dressed to represent all the nations of the earth, a symbol of the League of Nations, and bringing up the rear should be big guns, tanks, and trophies of war. Flags should fly, drums beat, and guns roar, while overhead aeroplanes should perform their most daring feats. The procession should end at the cathedral or parish church, where a solemn service of thanksgiving should be held. The afternoon should be spent in games and sports in the public park. The art galleries—displaying war pictures and a war museum—should be open all day, free of charge. In the evening kinemas should be free, while overhead, illuminated airships should fly in the formation of the word "peace." A great firework display should be held in the park, while the country from John-o'-Groats to Land's End should be one blaze of bonfires. A week's holiday for the schools is taken for granted, while the anniversary of the day should be a national bank holiday.

The old people who are too weak to take part in a procession deserve special treatment. They could be conveyed in vehicles to the scene of excitement, and there have comforts peculiar to their needs.

But England should have more than temporary celebrations. The honour of the country should demand that the men who defended her in her dark days of peril—who kept the Hun from our gates, and finally sent him back beyond the Rhine—should be given congenial work and the necessary leisure, and be able to keep themselves in comfort.

There are some who will never come back, and whose last resting-place is marked by a little wooden cross. What can be done for them? Nothing. But their children can receive a good primary- and secondary-school education, so that they may grow to be well educated citizens, capable of directing and controlling the State in which they are to live in the "piping times of peace."

Thus would the celebration of this great event assume a form appropriate not only to the passing mood of the people, but also to the desire to build upon the ruins of war a healthier and happier national life.

## SUBJECTS AND METHODS.

### SUMMER SCHOOLS IN 1919.

THE end of active warfare has brought with it the possibility of a revival of Vacation Courses, or Summer Schools. During this year there will be many meetings arranged for teachers and students. For the information of those who desire to spend a part of their summer holiday in study and discussion amid pleasant surroundings, the following particulars have been prepared. Full details of the arrangements may be obtained on application to the Secretary or other responsible official. The range of choice is extremely wide, and in several cases students may receive grants to aid them in meeting the expenses of the courses.

#### 1. St. Andrews Provincial Committee for the Training of Teachers.

This body has arranged a Summer School for Teachers, with classes in child training (Montessori and Froebelian), story telling, music, games, rhythmic movements, and other modern features of school work. Full particulars and dates from the Director of Studies, James Malloch, 77 North Street, St. Andrews.

#### 2. Barry Summer School.

Organized by the Glamorgan County Council; Director, Mr. A. Sutcliffe. The subjects include educational hand-work, art, nature study, hygiene and physical training, practical geography, gardening, needlework, and dressmaking. A novel feature of the course is a Camp for Women, where students may live under canvas and save money. Dates, July 28 to August 23. Prospectus and application forms from the Chief Education Official, County Hall, Cardiff.

#### 3. The Board of Education.

The Board are arranging a number of short courses of instruction for teachers in secondary schools named on their list of efficient schools or in training colleges recognized under their regulations. Teachers who wish to attend should obtain Form 6 U. from their Principal and send it, duly completed, to the Board of Education before June 1. Those who fulfil the conditions and are selected to attend a course will be allowed third-class return fare and a maintenance grant of £1 a week. The courses so far provided, with places and probable dates, are shown below:—

*English* (women only): Cambridge, Aug. 13-26.

*English*: Oxford, Aug. 1-11.

*History* (men only): Eton, Aug. 25-Sept. 3.

*Geography*: Northern Centre, to be arranged Aug. 19-Sept. 1.

*Geography*: Southern Centre, Aug. 7-20.

*Scripture*: Cambridge, Aug. 5-16.

*French* (women only): London, Bedford College, Aug. 21-Sept. 3.

*French*: Northern Centre, a fortnight in August.

*Latin*: Ilkley, Aug. 11-27.

*Mathematics*: London, Aug. 14-27.

*Mathematics*: Dudley, Aug. 21-Sept. 3.

*Botany*: Manchester, Aug. 21-Sept. 3.

*Physics* (men only): Aug. 21-Sept. 3.

*Chemistry*: Cheltenham, Aug. 21-Sept. 3.

*Music*: London, Aug. 14-27.

In addition to arranging these special courses for secondary-school teachers, the Board will provide maintenance grants and travelling allowances to teachers—up to the number of 300—who desire to attend courses in Physical Training at Scarborough or Barry. Applications should be made on Form 121 M. Preference is given to young teachers from public elementary schools and to men who have served in the Army. Forms may be obtained from the Local Authorities, and should be returned not later than May 20.

**4. Caen.**

The *Institut Pédagogique International* has arranged a holiday course in French at Caen, in Normandy, from July 3 to August 30. Particulars may be obtained from Prof. E. Lebonnois, 16 Avenue de Greully, Caen.

**5. Civic and Moral Education League and Eugenics Education Society.**

A summer school of Civics and Eugenics will be held at Cambridge from August 2 to 16. Inquiries should be addressed to The Summer School Secretary, 11 Lincoln's Inn Fields, London, W.C.2.

**6. Dalcroze Eurhythmics.**

A school will be held at Oxford from August 4 to 16. Classes in music and rhythmic exercises will be held. Apply to The Dalcroze School of Eurhythmics, 23 Store Street, London, W.C.1.

**7. Educational Handwork Association.**

This body has arranged courses as formerly at Scarborough, Falmouth, and St. Anne's-on-Sea, from July 28 to August 23. Handwork subjects are taken at all three centres, but physical training at Scarborough only. Selected teachers may obtain a Government grant enabling them to attend at Scarborough for physical training. Apply, for Scarborough, to Mr. J. Tipping, 35 Lower Rushton Road, Bradford; for Falmouth, to Mr. C. Scaman, 38 Victoria Park Avenue, Cardiff; for St. Anne's, to Prof. J. A. Green, The University, Sheffield. These courses are deservedly popular, and very valuable to teachers of handwork and allied subjects. Hostel accommodation is provided, and early application is necessary.

**8. English Folk Dance Society.**

A summer school of Folk Song and Dance is to be held at Stratford-on-Avon from July 26 to August 23. Apply for particulars to The Secretary, English Folk Dance Society, 73 Avenue Chambers, Vernon Place, London, W.C.1.

**9. Froebel Society and Junior Schools Association.**

The Summer School will be held at Westfield College, Hampstead, under the direction of Miss James. In addition to classes in handwork, which are designed to equip students for the new diploma in handwork of the National Froebel Union, there will be lectures and discussions on the general topic of "Reality and Life in Education." Apply, before June 1, to Miss James, 10 Park Mansions, Battersea Park, London, S.W.11.

**10. Grenoble.**

The University of Grenoble offers holiday classes in French from July 1 to October 31. Address: Comité de Patronage des Etudiants Etrangers, Grenoble, France.

**11. Italian School at Girton.**

The Modern Language Association, acting with the authority of Girton College, Cambridge, has arranged an excellent programme of classes in Italian, open to men and women. The total cost of board, lodging, and tuition from July 28 to August 16 is £8. 8s. Apply at once to Miss K. T. Butler, Girton College, Cambridge.

**12. Oxford Summer Meeting.**

The Delegacy for the Extension of Teaching has organized a meeting from Friday, August 1, to Thursday, August 14. The main subject of study will be "The British Commonwealth: Its Historical Evolution, its Literary Inspiration, and its Problems—Political, Economic, Social, and Spiritual." Lord Milner is expected to give the opening address, and among the lecturers will be Lord Sinha, Lord Askwith, Dr. Addison, and Mr. J. H. Whitley. Apply to the Secretary, Extension Delegacy, Oxford.

**13. Speech Training.**

The Summer School of Speech Training will be held at Stratford-on-Avon from August 1 to August 16. Apply to Miss Fogerty, Central School of Speech Training, Royal Albert Hall, South Kensington, S.W.7.

**14. The Teachers' Guild.**

Courses in French and Spanish will be held at Oxford from August 13 to August 29. Apply to the General Secretary, Teachers' Guild, 9 Brunswick Square, London, W.C.1.

**15. Uplands Summer Meeting.**

The Uplands Association will hold a meeting for parents and teachers at the County House, Werneth Low, Hyde, Cheshire, from Wednesday, July 30, to Saturday, August 16. The gathering will be held on the farm recently acquired for the Association, and the work will be mainly in the open air. Children may attend with their parents, and special classes are provided for them. Apply, before June 21, to the Secretary, 21 Broadlands Road, Highgate, London, N.6.

**16. West Riding Education Committee.**

At Bingley Training College a special course for teachers in the West Riding will be held from August 6 to August 22. Information may be obtained from the Secretary, West Riding Education Committee, Wakefield.

**17. Woodbrooke Summer School.**

After an interval of two years, the Summer School in History, arranged by Mr. F. S. Marvin, is to be held from August 1 to August 11 at Woodbrooke Settlement, Selly Oak, Birmingham. The list of lecturers includes the names of Mr. F. S. Marvin, Prof. J. A. Smith, Mr. A. E. Zimmern, and Mr. C. P. Gooch. We understand that the list of students is being filled rapidly, and it is necessary to make early application, sending a booking fee of 5s., to Mr. Edwin Gilbert, 54 Woodbrooke Road, Bournville, Birmingham. The total fee for lectures, board, and lodging is 2½ guineas.

**Musical Education.**

The dictum of Mr. Bernard Shaw that "He who can, does; he who cannot, teaches," was quoted by Prof. John Adams, M.A., LL.D., when delivering the opening lecture of the second term of the Training School for Music Teachers at the Morley Hall on May 6, entitled "The Making of a Teacher." Dr. Adams confessed that he felt there was some truth in this, and why not? for with training they may be able to help others to do that which they themselves cannot, but in the musical world probably the reverse has been truer, and those who would, have presumed therefore that they could, teach.

It is now being realized more and more deeply that teaching is itself an art. Prof. Adams's description of an artist was "that he was one who never fumbled," and he said that the object of training teachers was that they might be able to carry through their work with certainty, for training would place at their disposal all those general principles which were universally recognized by educationists; it was not intended to lay down fixed rules as to how they were to teach. "Sympathy," the lecturer insisted, was the first essential of a teacher: he must not merely know his subject nor even be able to impart knowledge only; he must see his subject from the point of view of his pupil, into whose age, circumstances, and conditions he should always put himself.

The Chairman (Mr. Stewart Macpherson, F.R.A.M.), himself one of the lecturers at the school, emphasized the advantages contingent upon the association together of the artist and the educationist.

The home of the school is 19 Berners Street, W.1.



# THE COLLEGE OF PRECEPTORS.

## PRIVATE SCHOOLS AND THE NEW ACTS.

### IMPORTANT.

THE operation of the Education Act, 1918, and the School Teachers Superannuation Act must profoundly affect the future position of Private Schools; and, although its full effect cannot yet be foreseen, it is imperative that Private Schools should take steps to adjust themselves to new conditions.

The College of Preceptors, which by the terms of its Royal Charter is charged among other things with the duty of promoting the welfare of Private Schools, offers itself as a centre for common action on behalf of such Schools. With this object it invites non-State-aided Schools to affiliate themselves to the College.

As a condition of affiliation it will be necessary for the Schools to satisfy the College as to the character and standard of the education given, and for this purpose they will be requested to submit the School Records, and

perhaps to undergo inspection by the College unless they have been recently inspected by a competent authority.

The College hopes to render service to the affiliated Schools by offering to the public and to the Education Authorities a satisfactory guarantee of efficiency, by endeavouring to secure the recognition of such Schools as part of the provision for national education, and by furnishing to the Schools information and advice. The College will also press the claim of teachers in non-State-aided Schools to share in the benefits of the School Teachers Superannuation Act, or, alternatively, will promote an endeavour to arrange an independent Pensions Scheme for such Teachers.

Schools desiring to be affiliated to the College may obtain forms of application from the Secretary. The fee payable to the College for affiliation is £3. 3s. a year.

## The "ARETHUSA" TRAINING SHIP

and Shaftesbury Homes at Bisley,  
Twickenham, Sudbury, Ealing, &c.

## NEED HELP

2,600 Boys sent into the Royal Navy.

More than 6,500 have entered Merchant Service.

Old Boys from the Society's Country Homes are serving  
in 120 British and Colonial Regiments.

Special help is wanted for the War Emergency Fund.

*Patrons:* THEIR MAJESTIES THE KING AND QUEEN.

*Vice-President:* ADMIRAL VISCOUNT JELlicoe.

*Chairman and Treasurer:* C. E. MALDEN, Esq., M.A.

*Chairman of "Arethusa" Committee:* HOWSON F. DEVITT, Esq.

*Joint Secretaries:*

H. BRISTOW WALLEY, HENRY G. COPELAND.

*London Offices:*

NATIONAL REFUGES, 164 Shaftesbury Avenue, W.C.2.

## THE NATIONAL SOCIETY OF ART MASTERS.

Patron: HIS MOST GRACIOUS MAJESTY THE KING.

**School Drawing Certificate for Teachers in Elementary Schools.**

The Examinations are held in May.

**Examinations in Drawing for Secondary and Other Schools.**

The Examinations are held in June.

**Internal Examinations in Schools of Art and Art Classes.**

Dates are arranged to suit individual Schools.

*Copies of these schemes and forms of application may be obtained on application to the Secretary.*

**ALFRED SHUTTLEWORTH, A.R.C.A.,**

45 Bedford Row, London, W.C. 1.

## The Educational & Scholastic Bureau, SICILIAN HOUSE, SOUTHAMPTON ROW, LONDON, W.C. 1.

Scholastic Agents to numerous members of the Private Schools Association.

**INTRODUCTION OF PUPILS. ASSISTANT MASTERS and MISTRESSES.**

**VISITING PROFESSORS. TUTORS. MATRONS. GOVERNESSES.**

**TRANSFER OF SCHOOLS. SCHOOL PARTNERSHIPS.**

**INSURANCES arranged for SCHOOLS covering all RISKS.**

**SCHOOL ADVERTISING.**

The Instructions of Principals of PRIVATE SCHOOLS will receive prompt and careful attention.

## UPLANDS SUMMER MEETING.

July 31—August 16.

AT THE COUNTRY HOUSE, WERNETH LOW, CHESHIRE.

Lectures and discussions dealing with "Current Ideas for the Reforming of School Life" (including the results of an inquiry into Open Air School work). Practical Courses in Gardening and Farm Work. Craftmanships, Play Production, Regional Survey, Eurhythmics.

Prof. J. J. FINDLAY (Manchester), Prof. J. SHELLEY (Southampton), J. H. SIMPSON (Rugby), Miss E. C. PUGH, H. CALDWELL COOK (Perse School), and others.

Prospectus and full particulars from the SECRETARY, 21 Broadlands Road, London, N. 6.

## THE ENGLISH FOLK DANCE SOCIETY.

The Summer School of FOLK SONG and DANCE

will be held at STRATFORD-on-AVON from July 26th to August 23rd.

For further particulars apply to—  
The SECRETARY,  
73 Avenue Chambers, Vernon Place,  
Bloomsbury, London, W.C. 1.

# SUMMER SCHOOLS,

1919.

## SUMMER SCHOOL OF ITALIAN.

Girton College and Modern Language Association.

GIRTON COLLEGE, July 28-Aug. 16.  
Open to Men and Women.

THE Programme will include:—  
Classes in Italian, elementary and advanced.  
Phonetic Demonstration and Practice.  
Lectures in Italian and English on History, Literature, Art, Music, Philosophy, and Present-Day Developments of Italy.

Inclusive charge for board, lodging, and tuition, £8. 8s.

Applications should be sent to Miss K. T. BUTLER, Girton College, Cambridge, by June 1st.  
A detailed programme will be ready shortly.

## TEACHERS' GUILD HOLIDAY COURSES

IN

## FRENCH & SPANISH.

OXFORD. AUGUST, 1919.

LECTURES.

PHONETICS.

CONVERSATION.

Particulars and Forms of Application from—

THE GENERAL SECRETARY,  
9 BRUNSWICK SQUARE, W.C. 1.

## DALCROZE EURHYTHMICS.

The SUMMER SCHOOL will be held at OXFORD,

August 4th to 16th inclusive.

Prospectus on application to THE DALCROZE SCHOOL OF EURHYTHMICS, Limited, 23 Store Street, London, W.C. 1.

# GLAMORGAN COUNTY COUNCIL.

## SUMMER SCHOOL AT BARRY, 1919.

Director: Mr. A. SUTCLIFFE.

The FOURTEENTH SUMMER SCHOOL for Educational Handwork, Art, Nature Study, Hygiene, and Physical Training for Men and Women, Plain Needlework, Art Needlework, Dressmaking, Practical Geography, Gardening, Welsh, Bookbinding, &c., will be held at the County School for Boys and the County School for Girls, Barry, from July 28th to August 23rd, 1919.

A special class in Pedagogy of Handwork and Practical Drawing will also be arranged.

Barry is an ideal centre for a Holiday Course. It is situated on the Bristol Channel about 8 miles from Cardiff, and is the natural centre of a charming neighbourhood. There are excellent facilities for Cricket, Tennis, Boating, Cycling, Golf, &c.

A Camp for Women will be established in the grounds of the Training College, Barry, which is adjacent to the County Schools.

Accommodation for a limited number of women students will be provided at the College Hostel.

Prospectus, together with application forms, may be obtained from the

CHIEF EDUCATION OFFICIAL, COUNTY HALL, CARDIFF.

# WOODBROOKE HISTORY SCHOOL.

Revised Dates:

Saturday, August 2—Tuesday, August 12.

After a lapse of two years, the Summer History School arranged by F. S. MARVIN (Staff Inspector, Board of Education) is to be revived at Woodbrooke, near Birmingham.

This year's subject is

## "RECENT DEVELOPMENTS OF EUROPEAN THOUGHT."

The School will assemble on Saturday, August 2, and continue for 10 days.

Students will be housed in the three adjoining Settlements of Woodbrooke, Kingsmead, and West Hill. Separate bedrooms. The meals will be taken in common, and ample accommodation is made for Lawn Tennis each afternoon and for music each evening.

The charge, an *entirely inclusive* one, will be 2½ guineas. Booking fee of 5s. should be sent at once, as the School is limited to 120 students and is already nearly full.

All applications should be made to—

EDWIN GILBERT,  
54 Woodbrooke Road,  
Bournville.

The **Lecturers** will be—Prof. BRAGG (Imperial College of Science), A. CLUTTON BROCK, C. DELISLE BURNS, Dr. A. J. CARLYLE (Oxford), G. P. GOOCH, J. W. HEADLAM-MORLEY, Prof. C. H. HERFORD (Manchester University), Baron FRIEDRICH VON HÜGEL, F. S. MARVIN, Prof. SHERRINGTON (Oxford), Prof. J. A. SMITH (Oxford), Miss STAWELL (Newnham College, Cambridge), Prof. A. E. TAYLOR (St. Andrews), ERNEST WALKER (Oxford), and A. E. ZIMMERN.

# FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION.

## A SUMMER SCHOOL

will be held from July 31—August 16 at Westfield College, University of London. One Course will consist of lectures, accounts of experiments, and discussions bearing on "Reality and Life in Education." Other Courses will be on Handwork—for guidance in preparation for the new Diploma of Handwork of the National Froebel Union—Gardening, Eurhythmics, Music (including Sight Singing, Ear Training, &c.).

This year a few grants towards expenses will be given by the Council of the Froebel Society. Applications should be made before June 1st.

Further particulars may be obtained from Miss James, 10 Park Mansions, Battersea Park, S.W. 11.

# Cambridge University Press

## RECENT PUBLICATIONS

### HISTORY

**The Collected Historical Works of Sir Francis Palgrave, K.H.** Edited by his son, Sir R. H. INGLIS PALGRAVE, F.R.S. To be completed in 10 volumes. Royal 8vo. Volumes I and II now ready. 30s net each

**Vol. I—The History of Normandy and of England** (Vol. I). With memoir, introduction, frontispiece, and 4 maps.

**Vol. II—The History of Normandy and of England** (Vol. II). With 3 maps.

"Should be a worthy memorial to a critic whose work was of great influence in its day, and still retains high educational value for a younger generation."—*The Daily Telegraph*

**History of Modern France, 1815-1913.**

By EMILE BOURGEOIS. In two volumes. Crown 8vo. With a map. 21s net. Cambridge Historical Series

"M. Bourgeois' learned volumes form a notable addition to the Cambridge Historical Series. Their author is one of the greatest of living French historians. Throughout the treatment is admirably balanced, and academic in the best sense of that much abused word."—*The Scotsman*

**The Reign of Henry V, Vol II (1413-1416).**

By J. H. WYLIE, D.Litt., late H.M. Divisional Inspector of Schools, Ford's Lecturer in the University of Oxford, 1899. Royal 8vo. 30s net

Volume I (1413-1415), previously published. 25s net

"One of the indispensable books—a monumental piece of sound and enthusiastic historical research which will always have a permanent value for the English-speaking races."—*The Morning Post*

**The Baronial Opposition to Edward II.**

**Its Character and Policy.** A Study in Administrative History. By JAMES CONWAY DAVIES, Emmanuel College, Cambridge. Royal 8vo. 21s net

"As an original contribution to an understanding of a period hitherto rather neglected is of sound and lasting value."—*The Scotsman*

**Britain in the Middle Ages.** A History for

Beginners. By FLORENCE L. BOWMAN, Lecturer in Education, Homerton College, Cambridge. Crown 8vo. With 28 illustrations. 3s net

Since, in the early stages of school work, it is more important to present, as vividly as possible, some of the fundamental historic ideas than to give any outline of events, considerable use is made of literature as historic evidence in this collection of stories told from the chronicles. Questions are included in an appendix.

### BOTANY

**Botany.** A Textbook for Senior Students. By D. THODAY, M.A., Lecturer in Physiological Botany in the University of Manchester. Second and enlarged edition. Large Crown 8vo. With 230 text-figures. 7s 6d net

"It is a pleasure to be able to recommend an introductory book on botany. . . . The illustrations are excellent."—*The Gardeners' Chronicle*

### CHEMISTRY

**Recent Discoveries in Inorganic Chemistry.** By J. HART-SMITH, A.R.C.S., F.I.C. Demy 8vo. 4s 6d net

"Every teacher has a favourite textbook which fits his teaching methods better than any other, but scientific textbooks grow rapidly out of date. This little book will obviate the difficulty; it contains in compact and handy form a resumé of those recent discoveries which have made the regular textbook incomplete."—*The A.M.A.*

### ENGLISH

**Cambridge Readings in Literature.**

A Series of Anthologies from Homer to Masfield, illustrated with reproductions of pictures by great masters, from Botticelli to William Orpen. Edited by GEORGE SAMPSON. In five books. Crown 8vo. School edition, cloth flush. Books I, II, and III, 3s 6d net each; Books IV and V, 4s net each. Prices of other bindings on application

"We have never seen more delightful books of their kind, and we predict that they will receive the most cordial of welcomes from teachers of English."—*The Scottish Educational Journal*

**Macaulay: History of England, Chapters I and III.** Edited by W. F. REDDAWAY, M.A.

Fcap 8vo. 2s 3d net each

### FRENCH

**Selections from Sainte-Beuve.** Edited by

ARTHUR TILLEY, M.A., Fellow and Lecturer of King's College, Cambridge. Crown 8vo. 6s net

"With the introductory essay on the great critic's life and methods, this set of nine portraits and causeries will form an excellent basis for the more extended study of Saint-Beuve."—*The Athenaeum*

**Regnard: Le Joueur.** Edited by ARTHUR TILLEY, M.A. Crown 8vo. 4s net

**Lesage: Turcaret.** Comédie. Edited by A. HAMILTON THOMPSON, M.A., F.S.A. Crown 8vo. 6s net

**Honoré de Balzac: Le Colonel Chabert.** Edited by SYDNEY H. MOORE, M.A. Crown 8vo. 3s net. Cambridge Modern French Series.

**J. J. Jusserand: La Vie Nomade et les Routes d'Angleterre au XIVe Siècle.**

Edited by A. WILSON-GREEN, M.A. Crown 8vo. 4s net. Cambridge Modern French Series.

### ITALIAN

**A Short Italian Dictionary.** By ALFRED HOARE, M.A. Demy 8vo. Vol. II, English-Italian. 7s 6d net.

Vol. I, Italian-English, previously published, 9s net. Volumes I and II, bound together, 16s 6d net; India paper edition, 17s 6d net

"May be heartily recommended as far and away the best portable dictionary of Italian."—*The Saturday Review* on Vol. I

### RUSSIAN

**Lermontov's Novice.** Russian text, accented, with introduction, notes, and vocabulary by J. D. DUFF, M.A. Crown 8vo. 5s net

The notes are intended to explain briefly whatever seemed likely to puzzle a reader fairly familiar with the elements of Russian accidence. The vocabulary contains all the words which occur in the text.

### LATIN INSCRIPTIONS

**Latin Epigraphy.** An Introduction to the Study of Latin Inscriptions. By Sir JOHN EDWIN SANDYS, Litt.D., F.B.A., Public Orator in the University of Cambridge. Demy 8vo. With 50 illustrations. 12s 6d net

"A model treatise, clear, concise, and well illustrated. . . . Those who have to design war memorials would find inspiration in Sir John Sandys's excellent book."—*The Spectator*

FETTER LANE, LONDON, E.C.4 : C. F. CLAY, MANAGER

## LITERARY SECTION.

## BOOKS AND THE MAN.

**A Schoolmaster's Odyssey.**

MR. F. G. TRAYES left England some twenty years ago to enter the Siamese Education Department. In the summer of 1917 he had completed his period of service, the latter part of the time having been spent in carrying out the duties of Principal of a training college in Bangkok. He returned from this work and received the cordial thanks of the Siamese Government for his services. With his wife he set out to return home, hoping to renew former friendships and, above all, looking forward to a speedy family reunion. They left Bangkok on September 8, and at Singapore joined the Japanese mail steamer "Hitachi Maru." Colombo was reached without incident, and on September 24 the boat sailed for Cape Town. Two days later, when she was 500 miles out, the German raider "Wolf" captured the "Hitachi Maru" with the greatest ease, the officers and crew apparently being quite unprepared for such a contingency. Thereafter Mr. and Mrs. Trayes, with their unfortunate fellow-passengers, spent five months as prisoners on board the "Wolf" as one of her prizes, finding relief ultimately when the "Igotz Mendi" was wrecked off the coast of Denmark on February 24, 1918. The story of their painful voyaging is told with great skill and restraint in a volume issued by Messrs. Headley Bros. at 3s. 6d. net. It bears the simple title "Five Months on a German Raider," and, in something under two hundred pages, affords glimpses of indescribable suffering, great fortitude, much cheerfulness, and, in fairness be it said, unexpected consideration on the part of the enemy captors. We are told how German ship's officers gave up their quarters to women prisoners, and we gather that, although food ran very short, the captives were able to obtain a share of what was available.

The real and most wearing cruelty was in keeping these unfortunates at sea in overcrowded ships, dosing them with lies from time to time in the shape of promises of an early landing at some neutral port. Meanwhile the prisoners could not communicate with their friends, the neutral ports were diminishing in number, and every day increased the chances of meeting a British cruiser—a contingency which would have meant that the English prisoners would have been fired upon by their own countrymen, or that their ship would have been sunk by the Germans to avoid capture. With these alternatives constantly before them, the unhappy travellers were carried by unfrequented routes through the Indian Ocean, round the Cape of Good Hope, northwards in mid-Atlantic to the east of Iceland, and thence eastwards towards Kiel, a port which was never reached, since their boat ran ashore at Skagen, with the happy result that the prisoners were released and their captors interned as belligerents—a dramatic turning of the tables.

The record is profoundly interesting, and should be read even by those who have had a surfeit of "war books"; for this is no ordinary "war book," but a fine story of quiet fortitude, justifying one's faith in human nature.

SILAS BIRCH.

## REVIEWS AND NOTICES.

**Education.**

*Recreation for Teachers.* By Henry S. Curtis.  
(8s. 6d. net. Macmillan.)

Apologizing for the publication of such a book in what is practically war time, Dr. Curtis tells us that "the play movement has been officially promoted in Germany for the last twenty-five years as a war measure"—a striking enough statement, but one that the text of the book really justifies. This time, however, Dr. Curtis turns from the pupils, whose interests he has advocated in his previous books, to the teachers, and makes out an excellent case for the development of the recreative side of their lives. He anticipates the natural objection of school superintendents that "teachers are in school to teach their pupils and not to be entertained," and makes the very effective retort that unless teachers do their work with zest it is not well done. He has made inquiries in various parts of the United States about the way in which teachers spend their leisure time, and is disappointed at the results. The popular recreations are what he calls passive—such as reading, resting, the theatre, and the "movies." What he wants is energetic out-of-door work. Walking is given very frequently as a form of recreation by teachers who have answered his *questionnaire*, but Dr. Curtis finds that in many cases this means little more than walking to and from school, which he rightly declines to recognize as recreation at all. He is a vigorous opponent of convention, and does his best to startle his readers into energetic protest against the present limitations imposed upon women in the way of dress and other matters.

The book is not well arranged, and is full of repetitions. Dr. Curtis acknowledges the repetitions, but claims that they are unavoidable. A little more care in arrangement would, however, have put matters right. The book conveys the impression of being a rather careless gathering together of contributions to various magazines or papers. Its attraction consists in the vigour with which points are made, and the extraordinarily interesting facts with which its generalizations are supported. It does give one a jar to read that "from one and a quarter to one and a half million children in the United States are taught by tubercular teachers." More pleasant is the surprising statement—repeated three or four times in the text—that the automobile "is much our cheapest mode of transportation." The up-to-dateness of the text is proved by the inclusion of the aeroplane as a means of recreative travel, though our author warns us that it will probably be a decade at least before this mode of locomotion comes within the reach of the teachers' purse. For Dr. Curtis takes a very practical view of his subject, and correlates his suggestions with the possibilities of the case. This is why it cannot be said to be irrelevant when he draws up a comparative table of the wages of teachers and artisans. His tables must make teachers long to be carpenters or machinists, or even moulders, though these last seem poorly paid. But when it comes to bricklayers, plasterers, and, above all, plumbers, the poor teacher can only regret the existence of the Tenth Commandment. But still more does the iron enter the soul of the teacher when he runs down the comparative tables of wages of teachers, policemen, and firemen. In many cases the teacher receives little more than half of what is given to his fellow public servants, while at Tampa, in Florida, the policeman gets considerably more than double what the teacher receives. It has to be remembered, however, that the question of sex enters here, and we are not quite sure that Dr. Curtis has been quite fair in his way of making the comparison. In any case, those who are out for equal pay for equal work have here something worth attending to.

It is seldom that Dr. Curtis is dogmatic, so it is interesting to find him categorically settling the question of the best

(Continued on page 184.)

# MACMILLAN AND CO.'S LIST.

**W. and A. K. Johnston's Publications.**

*For Lower Forms of Secondary Schools.*

## EDINA JUNIOR HISTORIES.

Written on the Most Modern Approved Methods.

Books 1, 2, and 3, 1s. 4d. net each.

*Now Ready.*

- Book 1. **The Age of Settlement** ... .. B.C. 55—A.D. 1154.
- " 2. **The Age of Chivalry** ... .. A.D. 1154—A.D. 1485.
- " 3. **The Age of Discovery** ... .. A.D. 1485—A.D. 1603.

*Ready Shortly.*

- Book 4. **The Age of Strife**... .. A.D. 1603—A.D. 1713.
- " 5. **The Age of Empire Building** ... .. A.D. 1713—A.D. 1815.
- " 6. **The Age of Democracy** ... .. A.D. 1815—A.D. 1918.

*The Scottish Educational Journal.*—"Miss Westlake and Mr. Franklin have performed a distinct service in issuing this 'Age' series of histories. . . . The series seems to us to be on the most approved lines, and we heartily recommend it to our readers."

## ATLAS GEOGRAPHIES.

**A Physical Geography.** Covering the work required for the Oxford and Cambridge Locals and other University Examinations. Illustrated by 11 maps and 85 diagrams. **2s. 6d. net.**

**Junior Atlas Geography of the World.** Containing orographical, transparent route and climatic maps, and maps showing distribution of vegetation, minerals, manufactures, population, and political divisions. **4s. net; or in parts. Tough Paper, 9d. net. Limp Cloth, 1s. net.**

**Atlas Senior Geographies.** For Upper Forms of Secondary Schools University Students. **2s. 6d. net each.**

*Now Ready* { **British Isles** } Each chapter is illustrated with special orographical, transparent route and economic and political maps of the natural region to be studied.  
 { **Asia** }  
 { **Africa** }  
 { **Europe (ready shortly)** }

## Practical Geography Notebooks.

40 Quarto Pages. **6d. net.**

Each Notebook contains:

- British Isles** } 4 Contour Maps.
- Europe** } 8 Blank Outline Regional Maps.
- Asia** } 4 Climatic Maps.
- Africa** } Squared Paper for Sections, Graphs, &c.
- Australasia** } Ruled Paper for Written Exercises.
- North America** } Practical Exercises on World Position, Size, Relief
- South America** } Routes, Climate, Vegetation, Animals, Minerals, Manufactures, Commerce, Distribution of Population,
- British Empire** } Political Divisions.
- Physical** }

## Commercial Atlas Geography.

2nd Edition. **8s. 6d. net.**

**A History of the French Novel.** (To the close of the 19th Century). By GEORGE SAINTSBURY, M.A., Hon. D.Lit. Oxon. Vol. II. From 1800 to 1900. 8vo. 18s. net.

*The Outlook.*—"Mr. Saintsbury continues his survey from Madame de Staël and Chateaubriand to Georges Ohnet and Catulle Mendès. Written with the author's mastery of literary form and style."

## English Literature for Secondary Schools.

NEW VOLUMES.

**Ruskin. The Crown of Wild Olive.** Three Lectures on Industry and War. Edited for Schools by J. H. FOWLER, Sewed. **1s. 3d.**

**Elliot. Silas Marner.** Abridged for Schools by MAY COPSEY, B.A. Sewed. **1s. 6d.**

**Dickens. David Copperfield.** Abridged and Edited for Schools by H. A. TREBLE, M.A. Illustrated. Sewed. **1s. 3d.**

**Hindu Tales from the Sanskrit.** Translated by S. M. MITRA. Adapted by Mrs. ARTHUR BELL. Sewed. **1s. 6d.**

**Sir Philip Sidney's Defence of Poesy.** Edited by DOROTHY M. MACARDLE, B.A. Sewed. **1s. 3d.**

**A Geography of America.** By T. ALFORD SMITH, B.A., F.R.G.S. With over 100 Maps and Illustrations. **4s. 6d.** [Practical Modern Geographies.]

**Macmillan's Geographical Exercise Books.** Africa, with questions. By B. C. WALLIS, B.Sc. Sewed. **1s. 6d.**

**A Manual of Machine Design.** By FRANK CASTLE, M.I.Mech.E. With Diagrams. **7s. 6d.**

**History.** The Quarterly Journal of the Historical Association. Edited by Professor A. F. POLLARD, M.A., Litt.D. **1s. 6d. net.** Annual Subscription, post free, **5s. 6d. net.**

**MACMILLAN AND CO., LTD., ST. MARTIN'S STREET, LONDON, W.C.2.**

# H. K. LEWIS & CO. LTD.

**PUBLISHERS and BOOKSELLERS.**

Close to Euston Square Station (Metropolitan Railway), Warren Street Station for all Tube Railways.

Orders by Post or Telephone promptly attended to.

Special attention to packing and forwarding of Books to ALL PARTS OF THE WORLD.

## SCIENTIFIC AND TECHNICAL CIRCULATING LIBRARY.

*Annual Subscription, Town or Country, from One Guinea.*

CATALOGUE OF THE LIBRARY, revised to December, 1917, with Classified Index of Authors and Subjects. 500 pp. Demy 8vo. **12/6 net; to Subscribers 6/- net.** Just published.

**136 GOWER STREET and 24 GOWER PLACE, LONDON, W.C. 1.**

Telegrams: "PUBLICAVIT, EUSROAD, LONDON."

Telephone: MUSEUM 1072.

game for teachers. This he uncompromisingly states to be tennis. But no votary of other games can feel aggrieved—except perhaps the lovers of golf, whose game is barred as “generally too expensive both in time and money for teachers”—for our author has a remarkably open mind, and gives his readers the widest possible choice. Only they *must* go into the open air if they are to please him. Still, even here he is open to conviction, for he has a great deal to say about the Teachers’ Clubhouse, and those London teachers who have been talking of such a house in the capital would do well to read what he has to say on this subject.

The book strongly reflects the author’s personality, and sometimes we wish he had let himself go a little more than he has done. On page 231, for example, there is an admirable suggestiveness about an account of a personal experience that would bear expansion. Altogether a stimulating book.

J. A.

*A Record of Opportunity.* (Published by the Appointments Department of the Ministry of Labour, Hotel Windsor, Victoria Street, S.W.1.)

This book of 408 pages is got up in an exceedingly unattractive way. But for all that it is a book, and as such is evidence of the advance Government departments have made in their mode of presenting their reports. How much better this is than the old-fashioned foolscap publications, with their unhygienically long lines of print stretching across a hopelessly broad page! We welcome this “Record” as a great advance on the broadsheet of hateful memory.

The purpose of the volume is to provide information and advice for the benefit of all who are returning to ordinary life after a period of war service of whatever kind. Its full title is “A Record of Opportunity as to Careers and Training.” It contains four chapters, the first two being introductory and quite short. Chapter III describes the present position of educational facilities in the district directorates under which the United Kingdom is grouped by the Appointments Department. Chapter IV, after a short general introduction, deals in a summary manner with the prospects and practice of a number of typical professions. The book is of undoubted importance, both as indicating the desire of the Department to provide opportunities and as supplying really valuable and reliable information about how to use these opportunities. The difficulties in the preparation of such a volume are enormous, and we must not expect the impossible. The work is as up to date as could be expected from a harassed public department. It is true that it is not very encouraging to read on the title-page that it is revised only up to November 1918, but, on the other hand, on the outside paper cover, we read that the book is only “Interim Issue.” It appears, therefore, that the Department intend to keep it up to date and to reissue it at intervals. In the meantime the introduction informs us that certain circulars are being issued, and those who are directly interested in these circulars are recommended to keep in touch with the Windsor Hotel in order not to miss any new developments that may take place.

The fourth chapter contains matter not quite so liable to change from month to month, and that may therefore be regarded as of more permanent value. We have naturally given special attention to the section dealing with education, and we find that it gives a very satisfactory statement of the present condition of affairs and supplies what must be admitted to be useful information and wise advice. Judging the rest of the book by this section, of which we feel capable of forming a just opinion, we feel entitled to recommend the volume as a valuable means of guiding our young men returning to civil life.

A.

*Minima.* By J. D. B. H. (2s. 6d. net. Skeffington.)

This little volume will be of great service to those who are engaged in preparing young people for confirmation. It sets forth, in a most admirable way, the fundamentals of the Christian faith, suggests some excellent illustrations, and is marked by a wise freedom from any appeals to abstract authority. The various chapters may be expanded into very serviceable lessons for children at any age.

## English.

*Selections from James Boswell’s Life of Samuel Johnson.* Chosen and edited by R. W. Chapman, M.A. (3s. 6d. net. Clarendon Press.)

This book will form a useful companion and sequel to “The Story of Dr. Johnson” (S. C. Roberts), recently published by the Cambridge Press and reviewed in these columns. Both books are apparently intended for younger students, and of the two books we think we prefer the method of Mr. Roberts as being more genuinely attractive, for those who have so far escaped the lure of Johnson and Boswell. Mr. Chapman’s method is simple and unpretentious—some two hundred extracts arranged in chronological order and giving in comprehensive range the sweep of Johnson’s “Life.” Most of the selections are too well known to need comment. The headings are good, and the compiler has worked carefully and methodically. The editor appends a few notes, whose chief merit is their brevity and terseness. Most of these have appeared before, but occasionally the editor’s own personality peeps out in brisk epigrammatic phrase.

On the sound principle that good wine needs no bush, we think the compiler might have omitted his own preface. It is seemingly written in Macedonia (Mr. Chapman is printed as R.G.A.), and it is this distant environment which has perhaps caused lapses into such palpable journalese as “rising generation,” “tender age,” “crepuscular regions,” “gratuitously absurd,” and others; while the implied attack on Macaulay is unnecessary and perhaps unwarranted, even from such a valiant champion of Johnson as the editor appears to be.

*College Composition.* By Charles Sears Baldwin, A.M., Ph.D. (6s. net. Longmans.)

This book enables us to form some idea of the important place achieved by English composition in the curricula of American higher education and of the systematic treatment the subject receives in their colleges. From this point of view alone it merits the attention of all English teachers. The scheme of the treatise follows the classic division of rhetoric and poetic, and treats of (a) The Composition of Ideas, (b) The Composition of Images. Under these two main headings, Prof. Baldwin includes a wealth of sound information and advice, leavened always by ripe and varied experience and nowhere disfigured by a too pretentious “culture.” The author speaks simply and directly, and yet easily and attractively.

“Ideas” are treated systematically under sub-headings of Information, Discussion, and Persuasion, and the earlier pages are a valuable guide to older students in the judicious selection and collection of facts, in note-making and note-taking. The Technic of Composition is arranged, as usual, under Unity, Coherence, and Emphasis, and it is here perhaps that we may trace a common tendency in American English teaching to place “form” before “matter,” a tendency which, if developed, may easily defeat the teacher’s primary object. The advice on “revision” of words, sentences, and paragraphs, with which this section closes, is, however, some of the most valuable in the book.

Under Images, the author discusses fully both description and narration. Numerous illustrative extracts are given; and working rules, rather than general principles, are deduced. The treatment of Descriptive Predicates is sound. All writers—notably book reviewers—are familiar with the difficulty of choosing the right descriptive adjective. The treatment of the “Short Story” shows that America appreciates a literary form still somewhat neglected in this country.

But Prof. Baldwin is, we know, a professor of rhetoric, and this fact is clear in his book, for we find, among other good things, a good exposition of the logical technic of argument; a sweeping survey of logical method, both inductive and deductive; and a full account of the rules and principles of speech-making and debating. All this is excellent, but—to English teachers—somewhat unusual in an English

(Continued on page 186.)



# PITMAN'S READING BOOKS.

BEAUTIFULLY ILLUSTRATED.

### The Triumph of Man.

Being an Account of the Work of Man in the Twentieth Century.

This book contains a simple account of wind, water, steam, and electricity and their applications; of iron and steel and their uses; of the construction and importance of canals, railways, and steamships; and of the way in which the increasing demands of the towns for food and water have been met. Over 130 illustrations, 2s. net.

### The True Patriot's Book. By ORME AGNUS.

The book contains a short sketch of English history, relative to our Constitution and Self-Government; an account of the Constitution and how it has reached its present form; the choosing of a Parliament and its work in Bills, Finance, and Administration; and a description of our methods of Local Government. 39 illustrations, 1s. 9d.

### The Story of a Coal Mine. By T. W. BERRY, F.C.S., Director of Education, Rhondda, Glamorgan.

In a recent circular the Board of Education drew attention to the desirability of introducing into the curriculum of schools in mining districts some elementary instruction in Mining. This Mining Reader aims at fulfilling these conditions in a readable manner. 72 illustrations, 1s. 6d.

## THE SELBORNE SERIES. Nature Study Readers.

### Fairyland Lane. By MARGARET CAMERON, L.L.A.

A Nature Story for young children. Six coloured and 130 black and white illustrations, 1s. 3d.

### Walks and Talks. By C. G. KIDDELL, B.A.

Lessons arranged on a seasonal plan. Eight coloured plates and many black and white illustrations, 1s. 8d.

### Wayside and Seaside. By the same Author.

Suitable for children from 10 to 12 years old. Eight coloured plates and many black and white illustrations, 1s. 8d.

### Glimpses and Gleanings. By the same Author.

Contains original work, extracts from standard authors, and poems, 2s.

### Britannia's Growth and Greatness. An Historical Geography of the British Empire. By A. J. BERRY, M.A.

There are unfolded before the eyes of the reader the various steps by which the desire to reach India by new routes caused the European nations to stumble across and appropriate America; the loss of the New England Colonies caused the development of the Continent in the Southern Seas; and the possession of India led to the control of a large portion of the shores of the Indian Ocean. 60 illustrations, 2s.

### Europa's Childhood and Growth. An Historical Geography of Europe. By A. J. BERRY, M.A.

This is written on an entirely original plan, and attempts to show how the main lines of European history and development have been dependent on geographical features and considerations. Over 100 illustrations, 2s.

### The Romance of our Colonies, or Planting the Flag beyond the Seas. By ROBERT HUDSON.

Twelve tales of stirring and romantic adventure, each woven round the dramatic events attending the critical period in the founding or annexation of one of our overseas dominions or possessions. 30 illustrations, 1s. 10d.

A special prospectus of

## PITMAN'S SUPPLEMENTARY READERS

will be sent to you, post free, on application.

**SIR ISAAC PITMAN & SONS, Ltd.,**  
1 AMEN CORNER, LONDON, E.C. 4.

# The New Way The Best Way

of Teaching Geography with History.

The requirements of busy Teachers are met in

## The New Waverley Publication

now complete,

# THE WORLD WE LIVE IN

An Illustrated description of the Lands and Seas of the  
Globe, their Peoples, Animals, Plants, and Products, with  
valuable Educational Plates and Pictures,

and including a section on

## "HOW GEOGRAPHY AFFECTS HISTORY."

By Sir H. H. JOHNSTON, G.C.M.G., &c.

"That son of mine . . . twelve years old . . . knows that Lisbon on the Tagus is the capital of Portugal . . . that furry things on the maps are mountains, and he can tell you the export of Burmah. But he doesn't know the least thing about *geography*—real geography. He couldn't tell you by looking at a map whether a bit of road ran uphill or down. He has no idea why London came to stand where it is, and he can't understand why the Huns had only two ways of retreat open to them from France. . . ."

"Well, why should he? We shouldn't if we hadn't been obliged to carry maps all round that silly war."

"BUT THOSE ARE THE THINGS THAT MATTER. . . . Learning names isn't any good. Geography is the study of the earth's surface— . . . it ought to be; and that is what I would make it in my school. . . . I would have the boys sent to me for a month every year. When they first came they would just learn physical geography. I would show them mountains, capes, peninsulas, and the rest. Then they would go to maps. . . . How many schoolmasters do you suppose ever dream of helping out their geography lessons with Ordnance maps of their own neighbourhood? And all that would lead up to the effect of physical geography on mankind. I would show them WHY cities were built, WHY nations grew powerful and declined and HOW POLITICAL GEOGRAPHY IS A CONSEQUENCE OF PHYSICAL GEOGRAPHY."—(From an article in the *Daily Chronicle*.)

### What the Teacher needs—

(a few items from an Index of many thousand References)

Maps and Map Reading—Natural Hot Baths—Fur Bearing Animals—How Plants Emigrate—Rainless Regions—Mineral Wealth—Dervishes—The Cape Hunting Dog—Maize Culture in America—Egg-laying Animals—Belgian Lowland—Andean Republics—The Beginnings of Life—The Action of Waves—The Basin of Vienna—The Tailless Lemur—Tar Sands—The Deforestation of Cyprus—West Indian Sugar Planting—Hailstorms—The Donegal Highlands—Cannibalism—The Formation of Straits—The Primitive Horse—The Great Salt Lake of Utah—The Ice Age—Fish Canning—The Minerals of Chili—The Deforestation of Ireland—Monsoons in the East Indies—Eastern Siberia, &c., &c.

Sir JAMES YOXALL says:

"This work is 'a Teacher's Aid' and a Reader's Delight."

# FREE.

An Educational Booklet presenting Prepared Lessons on the new Teaching of Geography with History.

A Fascinating Gift for Teachers.

To THE WAVERLEY BOOK CO., Ltd. (E.T.N. Dept.),

7, 8, & 9 Old Bailey, London, E.C. 4.

Please send me a presentation copy of "NEW LESSONS IN GEOGRAPHY," your special Booklet for Teachers, containing, together with your FREE offer of a Scheme of Work in Geography, for Teachers, full details concerning "THE WORLD WE LIVE IN." It is understood that I am under no obligation to order anything, having accepted this Free Booklet.

NAME.....

ADDRESS.....

T.N. 1919.

book. Similarly, we do not commonly find in our textbooks such a full treatment of Dramatic Movement as is here given. This chapter is a seductive invitation to every reader to write plays. We almost fear that Prof. Baldwin's University may become like Manchester, whose people, according to a recent novelist, are divisible into two halves—those who write plays and those who do not.

Hints on "assignments" and on the preparation of manuscript form useful appendices.

Altogether we have a valuable, almost masterly, book, in which English composition receives a noble, dignified, and yet practical, treatment. Yet we feel with this book, as with many such, that correct Literary Form, here so clearly set out, is but one aspect of the subject. Equally and vitally important is the Matter—the content of our work. Unless we have something to say, and say it with soul and individuality, the skeleton of our work stands out stark and empty, revealing all its joints. "Form" may perhaps be taught, and even mastered, but let us beware of disposing of a little knowledge in a pretentious and pedantic literary "form," for the better informed will see through us, even as Scrooge saw through Marley's ghost—even to the buttons on the back of his coat.

F. F. P.

*Composition and Literature.* By Eugene R. Musgrove, A.M. (6s. net. Longmans.)

Mr. Musgrove has produced an energetic but somewhat disappointing compendium. He attempts far too much. In less than five hundred pages (a large number of which are filled with questions and exercises) he rushes boldly and didactically through grammar, punctuation, spelling, syntax, sentence writing, paragraph writing, essay writing, letter writing, manuscript writing, speech-making, debating, style, poetry, the whole of English literature, and the whole of American literature. His innumerable paragraphs—staccato style—dogmatic definitions, and airy indifference to debatable points, leave an English reader rather breathless. Books of this nature may have a place in American high schools, for whom apparently the author writes, but we are doubtful of their real value.

The Composition section opens with a brief statement of the significance of unity, coherence, and emphasis; and this hardens our conviction that American compilers of books on English are obsessed with these principles, until they have become almost catchwords. Certainly in this book the author tires us with their endless reiteration. Apparently he sees in them ample and sufficient measures of English writing—measures to be applied with mechanical ease and automatic certainty. We may be pardoned if we add a more comprehensive criterion of the good in literature—namely sincerity, and what is vaguely termed style or individuality, but this the author dismisses airily in three pages.

A feature of the book is the inclusion of numerous illustrative extracts selected from "Pupils' Themes" (the compiler would enlighten us if he indicated the sex of his chosen pupils). We are not impressed by these. Models, if included, should be of the best. These selections are youthfully immature, frequently highly coloured, effusive and artificial, and sometimes impudent. Mr. Musgrove in printing them, "writes down" too much to a fancied level. The same criticism applies to the section on speech-making and debating. This (and indeed the whole book) is marred by an undue worship of orations and orators such as Lincoln and Burke; but when Mr. Musgrove occupies eight pages in reproducing a "pupils' debate" on "Should term examinations in high schools be abolished?" we feel that he has allowed the classroom to distort and weaken his purpose.

The author's treatment of English literature shows quaint American bias. He would appear to consider "Macbeth" as Shakespeare's masterpiece, for references and quotations are numberless; while, by the same standard, Burke and Stevenson are the chief English prose writers. He is not dismayed even by contemporary English literature, upon which (from 1883 to 1917) he pronounces judgment in three pages. We can only smile at the assurance which permits him (after having named Hardy and Mrs. Humphry Ward)

to add: "Other important writers are Hall Caine, Arnold Bennett, and Herbert G. Wells." Again, we learn that "representatives of the poetic drama are G. B. Shaw, John Galsworthy and Stephen Phillips." Only a little better is, "The best poetry to-day is being written by John Masefield and Alfred Noyes."

*Book Ways.* An Introduction to the Study of English Literature. By Edith Kimpton, M.A. (3s. net. Herbert Russell, Temple Chambers, E.C.4.)

Sketches and synopses of English literature are numerous enough to be wearying to a reviewer, but this is good of its kind. In three hundred pages the author is seldom dull. The book is written for beginners, and the many chapters are attractively headed. The treatment of Shakespeare is meagre. We doubt if even children are much interested in "Shakespeare's children." The boldest part of the book is the attempt to estimate (in nine pages) the literature of to-day. The result is what we might expect. The discussion is mainly of poets, and few present-day prose writers receive even cursory mention. Statements such as "the traditions of the older novelists live in the work of such writers as George Meredith and Thomas Hardy" can mean but little to beginners, and show the weakness of such summary books as these. The chapters follow the traditional grouping of English literature, and indicate a broad highway of general reading, with occasional pleasant byways. The book is chatty and cheerful—good enough perhaps to stand alone without the printed blessings of Prof. Adams and Mr. T. Watts-Dunton, which appear as a frontispiece.

*Prominent Points in the Life and Writings of Shakespeare.* Arranged in Four Tables. By William Poel. (2s. net. Longmans, for Manchester University Press.)

These valuable tables are reprinted from the "Bulletin of the John Rylands Library," and should be welcomed by all students of Shakespeare.

Sheet I deals with the Elizabethan period and Sheet II with the Jacobean period. Both are compactly arranged to show at a glance facts, traditions, contemporary events and allusions, unproved statements, and unknown details in Shakespeare's life.

Sheet III gives the playhouses—a chronology of the actual production in London of Shakespeare's plays. Sheet IV gives a tabular analysis of the structure of the plays themselves according to the 1623 folio.

The amount of valuable information crammed into these few pages is extraordinary, and is evidence of much patient research. Teachers and students alike would do well to include these on their Shakespeare shelf. They will find in them authentic information on difficult and debatable points.

*The Vineyard.* The Organ of the Peasant Arts Guild. Easter 1919. (1s. Allen & Unwin.)

The movement represented by this little periodical advocates mainly a revival of rural handicraft and village peasant industry. The idea or ideal is not new. The return to the Golden Age of the simple rural life, where man lives in idyllic environment, untouched by the foul breath of industrialism, has always had its advocates. To us, however, the ideal seems no nearer realization, nor do we think such a consummation possible or even desirable; for personal experience of both town and country life has not convinced us that Hodge, whether artisan or labourer, possesses any monopoly of either physical or moral virtues, and that his numerous shortcomings are not due always to contamination or contact with town life. Nor, economically, do we see any advantage.

"English Literature for Secondary Schools."—(1) *Sir Philip Sidney's Defence of Poesy.* Edited by Dorothy M. Macardle. (2) *Ruskin: The Crown of Wild Olive.* Edited by J. H. Fowler. (1s. 3d. net each. Macmillan.)

This series should be popular in schools. The present volumes maintain an excellent standard. From their titles it will be seen that they are intended solely for older

(Continued on page 188.)



## SCHOOL MUSIC BY BRITISH COMPOSERS

(SELECTION)

	Voices	Curwen's Edition	Price Staff	Price Sol-fa
<b>GRANVILLE BANTOCK</b>				
A hunting we will go (arr.)	S.S.C.	71148	3d	1½d
Chinese Mandarin	S.C.	71385	3d	1d
Fairies are dancing	S.C.	71449	3d	1½d
Night-time	S.S.	71386	3d	1d
Once upon a time	S.C.	71383	3d	1d
Soul-Star	S.S.C.	71391	3d	1½d
<b>PERCY G. BUCK</b>				
Mister Nobody	S.C.	71255	2d	1½d
Phillis	S.C.	71254	2d	1d
<b>H. WALFORD DAVIES</b>				
The Cloud	S.S.C.	41017	4d	net
Blow, wind, blow	S.S.C.	41010	2d	net
<b>THOMAS F. DUNHILL</b>				
The Owl	Unison	71463	2d	1d
<b>JOHN IRELAND</b>				
Alpine Song	Unison	71332	3d	1½d
At Early Dawn	S.C.	71333	2d	1d
The Echoing Green	S.C.	71443	3d	1½d
In Summer Woods	S.C.	71334	3d	1½d
<b>GEOFFREY SHAW</b>				
Ask me why?	S.S.C.	71466	3d	1½d
Bed in Summer	Unison	71461	2d	1d
The Cow	Unison	71426	2d	1d
Violets	S.S.	71369	2d	1d
Crossing the Bar	Unison	71497	2d	1d
<b>MARTIN SHAW</b>				
Under the Greenwood Tree	S.C.	71502	2d	1d
Sigh no more, Ladies	S.C.	71503	2d	1½d
Trip and go	S.C.	71504	3d	1½d

Write for full list.

London: J. CURWEN & SONS, Ltd., 24 Berners St., W. 1.

### MURBY'S NEW SCRIPTURE MANUALS. SCHOOL COMMENTARIES BY DR. KNAPP.

"Have now won a place for themselves in the new school commentaries."—*The Journal of Education.*

LARGER Manuals.

ST. MATTHEW (publication postponed)	net 2/6
ST. MARK	4/-
ST. LUKE	4/-
THE ACTS	4/-

SMALLER Manuals.

ST. MATTHEW	net 2/-
ST. MARK	2/-
ST. LUKE	2/-
THE ACTS: Vol. I (i-xvi)	2/-
Vol. II (xvii-xxviii)	2/-

By Dr. G. W. WADE & Rev. J. H. WADE.

II SAMUEL net 4/- | II SAMUEL net 2/-  
"The name of Dr. Wade is sufficient to guarantee careful and conscientious work, and the outcome of his labours and those of his brother is a remarkably clear and solid treatment. . . . The editors have accomplished a difficult task with a remarkable degree of success."—*Journal of Education.*

The above two NEW series of Scripture Manuals meet the needs of candidates for the "Local" Examinations.  
Readers of *The Educational Times* will remember seeing favourable reviews of these manuals in this paper.

#### STUDY CIRCLE OUTLINE, No. 1.

THE ETHICAL TEACHING OF OUR LORD IN ST. LUKE'S GOSPEL, by Dr. KNAPP. Single copy 1½d., and postage 3d.

Other "Study Circle Outlines" in preparation.

THOMAS MURBY & CO., 6 BOUVERIE STREET, E.C. 4.

## MINIMA:

Twelve Addresses to Boys.

BY

J. D. BLATCHLEY HENNAH.

Cloth, 2s. 6d. net. (Postage 2d.)

"Talks to boys on the Christian Faith. A simple and inspiring book that will be as helpful to boys as to teachers and preachers. The idea is an excellent one, and the addresses are written with marked ability."

From all Booksellers or from the Publishers—

MESSRS. SKEFFINGTON & SONS, LTD.,

34 Southampton Street, Strand, W.C.2.

(Publishers to His Majesty The King)

## George Allen & Unwin, Ltd.

### EXERCISES IN LOGIC and Scientific Method.

By A. WOLF, M.A., D.Litt., late Fellow of St. John's College, Cambridge; Reader and Examiner in Logic in the University of London. 3s. net, [Just out.]

### CHAPTERS ON ENGLISH.

By Prof. OTTO JESPERSEN. 4s. 6d. net. "It is long since we read so brilliant a performance of its kind."—*Academy.*

### ANGLO-SAXON READER AND GRAMMAR.

By JAMES W. BRIGHT, Ph.D. New and Revised Edition. 5s. net. Grammar separately. 2s. 6d. net.

### THE CAMP SCHOOL.

By MARGARET McMILLAN, C.B.E. 3s. 6d. net. *Second Impression.* "The book is as attractive as it is instructive. . . . Deserves the respectful attention of all who have any responsibility for the education of the country."—*Educational Times.*

### NEWSHOLME'S SCHOOL HYGIENE.

The Laws of Health in Relation to School Life. By JAMES KERR, M.A., M.D. Fourteenth Edition. Revised and Rewritten. 4s. 6d. net.

### PHYSICAL EDUCATION IN RELATION TO SCHOOL LIFE.

By R. E. ROPER. 3s. 6d. net. "A piece of honest thinking and common sense applied with a vigour that is occasionally almost relentless."—*The Times.*

### THE ADOLESCENT.

By J. W. SLAUGHTER. Introduction by J. J. FINDLAY. 3s. 6d. net. *Second Impression.*

### Prof. GILBERT MURRAY'S

translations of Greek Plays into English Rhyming Verse, with Commentaries and Explanatory Notes. Cloth, 2s. 6d. net; paper, 1s. 6d. net.

#### EURIPIDES.

Alcestis	Bacchae	Electra	Hippolytus
Iphigenia	Medea	Rhesus	Trojan Women.
ARISTOPHANES.—Frogs.	SOPHOCLES.—Oedipus Rex.		

40 MUSEUM STREET, LONDON, W.C.1.

## COMPARATIVE EDUCATION.

### Studies of the Educational Systems of Six Modern Nations.

Edited by PETER SANDIFORD, M.A.,  
Associate Professor of Education in the University of Toronto.  
Crown 8vo. 8s. 6d. net.

### THE UNITED STATES.

By W. F. RUSSELL, B.A., Ph.D., Dean of the College of Education, State College of Iowa.

### GERMANY.

By ISAAC L. KANDEL, M.A., Ph.D., Associate in the Administration of Education, Carnegie Foundation for the Advancement of Teaching.

### ENGLAND.

By PETER SANDIFORD, M.Sc., M.A., Ph.D., Associate Professor of Education, University of Toronto.

### FRANCE.

By ARTHUR H. HOPE, M.A., Head Master of the Roan School for Boys, Greenwich.

### CANADA.

By Professor SANDIFORD.

### DENMARK.

By HAROLD W. FOGHT, B.Sc., M.A., Ph.D., United States Bureau of Education, Washington.

*Times Educational Supplement.*—"A really useful book."  
*Athenæum.*—"A valuable contribution to contemporary educational literature."  
*Scotsman.*—"Both valuable and interesting."

Please send for prospectus to—

J. M. DENT & SONS, Ltd.,  
ALDINE HOUSE, BEDFORD ST., LONDON, W.C.2.

scholars, and they are listed as suitable for a fifth year. Each as usual contains sufficient work for one term, and is complete with brief introduction and notes. Of much greater use to both teacher and pupil are the Questions and Exercises, Subjects for Essays, and Helps to Further Study. The selection of the Apologia for Poesy for inclusion in this series is perhaps unexpected, but the editor ably defends its choice. We still feel, however, that its appeal is more to the adult than to the adolescent. We hope that the publishers of this attractive series will continually extend its range.

*Expression the Work of Life; and other Poems.*

By A. R. P. Hickley. (Colchester: Benham & Co.)

Mr. Hickley chiefly essays but one poetic form, the traditional ballad metre, and consequently must be taken in small doses if the reader would avoid somnolence. Yet on the whole we like the poet's attitude and outlook on life, which is always cheerful and not unduly pious. Much shrewd judgment is apparent in such lines as:

A moral hypochondriac,  
The slave of institutions,  
Subservient to his own designs  
Till freed by revolutions.

We have met some such people. The author hardly maintains a consistent level, and some of his work is of the calibre of verses used to fill odd corners of country newspapers. But he need not be discouraged. Perhaps he will give us some more poems and will attempt more varied rhythms.

## History.

*Little Aids to History.*

The Sinn Feiners fortunately did not burn down the buildings in which so many valuable Irish documents are stored, and of which S. F. H. Murray gives a helpful account in his "Short Guide to the Public Record Office, Dublin" (8d. net, S.P.C.K.). Mr. Charles Johnson describes the complete archivist in his "Care of Documents" (6d. net, S.P.C.K.), and includes the wise admonition: "He must not be afraid of dirt, nor must he allow any selfish interest to prevent him from communicating the contents of the documents in his charge to those who desire to make use of them."

In its next chapterettes, of the "Edina Junior Histories," by Miss A. L. Westlake and W. T. Franklin (1s. 4d. net each, Macmillan), pupils of the ages of thirteen to sixteen will find orderly guides, terse, but not too uninteresting, to episodes of English history, with correlated notes on Roman, Mohammedan, and other evolutions, and information on social life and art, &c. Book I covers B.C. 55-A.D. 1154, Book II 1154-1485.

Lord Buckmaster writes a note of commendation to "A Bibliography for Teachers of History," edited by Eileen Power (2s. net, Women's International League, 14 Bedford Row, W.C.1), in which some two hundred entries comprehend books on World History, English Social History, Overseas Dominions, Citizenship, &c. Some are learned "source-books," others are suitable for children. A very useful list. F. J. G.

"Men of Science Series"—*Joseph Priestley.* By D. H. Peacock. (2s. net. S.P.C.K.)

"In regard to poetry, he considered that any further addition to its volume was undesirable, because much of what was added would be bad, and there was already in existence more good poetry than most people had leisure to read." Such was Dr. Priestley's opinion at the period when he was conducting the justly famous Academy at Warrington. We forgive him for his cruel indifference to the poetry of the future in consideration of his many services to science and liberal thinking, which are here recorded by Mr. Peacock in an agreeable biography.

*Little Books of World History.*

(Each 9d. McDougall's Educational Co.)

The young readers for whom these booklets are prepared cannot complain of a lack of noise and colour. For example, here is the Spanish Fury at Antwerp pictured (we were going to say "featured") :—

In every quarter there were hideous cries from the Spaniards of "Saint James, Spain, blood, flesh, fire, sack!" The stream of battle poured along, and in front of the famous Exchange, where in peaceful times five thousand merchants met daily, there was a savage slaughter of the defenders. On the side of the city farthest removed from the castle the Governor tried to rally the Netherlands cavalry.

And there we must leave him. We shall have been amply descriptive if we say that all the "Little Books" back and hew their way in the same vigorous style through the topics of "The Wars of the Cross," "Turks in Europe," "Belgium and Holland," "Before the Great War" (i.e. the period 1814-1914), and "Four Dreamers of World Power" (Philip II, Louis XIV, Napoleon, William II). Future writers on such themes will perhaps devote a little more space to the story of industry and civil progress; indeed, they ought to do so, but we trust they will not be less lively. F. J. G.

*Reference History of England from the Norman Conquest to the Death of Edward VII.* By M. E. Hamilton Hunter and G. G. Ledsam. (6s. net. Andrew Melrose.)

Not pretending to be a "history," this manual is a useful dictionary of dates and people, closing with the year 1910. Hundreds of paragraphs, headed in thick type, and concisely but not dryly written, are crammed with information grouped under the usual periods, the last bearing the now antiquated title of "Hanoverian." There are heaps of thumb-nail sketches of "Celebrities," beginning with Aldred, Archbishop of York, and ending, rather oddly, with Bernard Shaw. He is, indeed, the last item in this handy book. F. J. G.

*The Shakespearian Stage.* Drawn by W. Noel Hills. (Mounted on rollers, 7s. 6d. net; unmounted, 5s. net. Oxford University Press.)

An accurate coloured drawing of the stage as it was in Shakespeare's day. In some respects this differs from the well-known print by John de Witt. Mr. Hills suggests that the stage boxes were somewhat further from the stage balcony than is shown in de Witt's drawing; and the pillars supporting the balcony are on the stage itself and not in the wings. Mr. Noel Hills's picture will be very useful in class work, and a leaflet is supplied giving excellent directions for the study and representation of Shakespeare's plays in schools. Senior pupils and teachers will find the short bibliography very valuable. R.

## Italian.

*A New Italian Grammar.* By E. Grillo, D.Lit. (6s. net. Blackie.)

As the War has revived our interest as a nation in the language and culture of Italy, it may be expected that Italian studies will in the near future regain in our educational curriculum a place as large—and, we may hope, as fruitful—as that they held and adorned in our Renaissance period.

Dr. Grillo has therefore chosen an opportune moment to present us with a new Italian grammar, which appears to us to be the most concise and lucid introduction to the principles of Italian accent and syntax that it has yet been hitherto our good fortune to peruse.

The grammar exhibits many novel features in method and arrangement which may justly claim to mark an advance on previous "methods," and should in practice lighten the task of the teacher and materially assist the learner in mastering the crucial difficulties of Italian. Thus idioms and syntactical rules are judiciously blended with the outlines of accent, while the exercises that exemplify the author's exposition of grammatical rules are brought together and occupy a distinct and separate section of the work. The exercises are admirably chosen and arranged, and, being graduated in difficulty and furnished with references to the grammatical outlines, are well adapted to lead the student imperceptibly from the rudiments of accent to the more abstruse subtleties and elegancies of advanced composition.

Some misprints and occasional defects in minor details, inevitable in such a work, will, we trust, be corrected in subsequent editions. C.

(Continued on page 190.)

# RETIRE ON FULL PAY

**U**NDER the revised scheme of Pensions for Teachers you will be entitled to roughly half-pay when you retire. Excellent as such a scheme is, the prospect of having your salary halved is not an attractive one, for you will have more leisure and more time and opportunity in which to enjoy those things which for so long have been denied you. If you were to retire on full pay you would be able to travel, to live in much better circumstances than half-pay would permit, and it would obviate that "eking out" existence that is the lot of so many.

**I**NDEED there is no need for you to look forward to restricted income on retirement, for by adopting the Century Superannuation Scheme you can easily secure for yourself full salary, and at a cost which will not be an inconvenience whilst you are in school. For instance, supposing you are 25, for a quarterly sum of just about £5 you can secure an additional £104 annually at the age of 60, or if then preferred a lump sum of £1,269 8s. will be paid in lieu of the Income. No medical examination is necessary under this scheme. Probably you already put aside more than such a sum out of your increased salary, so that by adopting this plan you are investing your money to excellent advantage, and without the slightest risk or fear of depreciation. The funds of the Century Insurance Co., Ltd., allied with Friends' Provident Institution, founded 1832, together exceed £5,000,000, and there is no better office in the world.

**Y**OU may think there is the possibility of your not wishing to continue the payments after a few years. The Century recognize this contingency, and in such cases and in the event of death are able to return on the average more than the amount paid in premiums. You are thus secured in any case. If you are interested, kindly fill in and return us the inquiry form at the foot, or a copy of it will do, in order to secure these benefits at age 60. A scheme to meet your requirements will then be submitted.

The Manager,  
Century Superannuation Department,  
90 Cannon Street, London, E.C.4.

## SUPERANNUATION INQUIRY FORM.

TO THE MANAGER,  
CENTURY SUPERANNUATION DEPT.,  
90 CANNON STREET, LONDON, E.C.4.

Please send me details of the Educational Superannuation Scheme. I was born on the.....of.....  
18.....and am inclined to invest about £.....  
(yearly, termly, quarterly) in order to secure an Income or Alternative Cash Sum at age.....

Name (in full) .....

Address .....

*N.B.—The above Plan may, if desired, be adapted so as to include full protection for your dependants in event of your death. Please state clearly if this is desired.*

By Special  Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra.

## WINSOR & NEWTON, Prepared Water Colours,

IN  
WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

QUARTER PANS of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39 Rathbone Place, London, W.1. Established nearly a Century.

## TUITION BY POST.

Practical Training in

**SHORTHAND,**  
**BOOK-KEEPING AND ACCOUNTANCY,**  
**COMMERCIAL PRACTICE, BANKING,**  
**ADVERTISING, COMMERCIAL LAW.**

Pitman's Postal Courses are admirably adapted for teachers who are unable to take advantage of the ordinary facilities for receiving oral instruction, but desire to qualify in commercial subjects. Each lesson is a full exposition of that part of the subject covered. One course, or any group, may be commenced at any time, and from any stage of present knowledge.

Write for details, stating the subjects in which you are interested.

*Pitman's School*  
BUSINESS SECRETARIAL & CIVIL SERVICE TRAINING

The Leading Teachers' Training Centre in the Kingdom for Commercial Subjects.

Principal: FREDERICK HEELIS, F.R.S.A.,  
180 SOUTHAMPTON ROW, LONDON, W.C.1.  
Seven London Branch Schools, and at Bristol and Leeds.

**Chemistry.**

*Coal and its Scientific Uses.* By William A. Bone.  
(21s. net. Longmans.)

Although coal is of fundamental importance to this country, since it is the most important factor in its industries, there is not a very extensive scientific literature on the subject; moreover, such literature as does exist is, to a great extent, scattered in technical journals and reports of various committees and departments.

The present monograph, by such a well known fuel expert as Prof. Bone, forms a very welcome and opportune addition to the literature. An exposition, which can only be described as masterly, is given of the subject, the whole domain being reviewed in a most lucid and interesting manner.

After an introductory chapter on the importance of coal to the nation and Empire and a chapter on the origin of coal, seven chapters are devoted to a study of the chemical composition of coal. These seven chapters are especially worth serious study, not only for the valuable information therein collected, but also because of the author's critical review and comments on the results hitherto obtained. These results are often so contradictory that the non-specialist on the subject is apt to become very confused, but under the guidance of Prof. Bone a clear way is taken through the maze of bewildering facts.

After a chapter on the combustion of coal, follows one dealing with the principles governing combustion and heat transmission to boilers, in which the importance of chemical control is especially emphasized. It is pointed out that only too often these matters are left solely in the hands of engineers, who are certainly not usually well qualified to carry out or supervise chemical analyses or operations.

Chapters on domestic heating and the smoke nuisance follow, and if only the general public could be induced to read them and profit by them, there would soon be a different atmosphere in our large towns. Also, there would be an end to the sale of the quack remedies which are so often advertised for diminishing the rate of consumption of coal.

Five chapters are devoted to carbonization and gasification of coal, and then follow two chapters dealing with fuel economy in the manufacture of iron and steel and in the blast furnace. When all is so good, it is difficult to single out any chapters particularly worthy of mention, but these two should be of especial value to manufacturers and chemists in the industry with which they deal.

A chapter follows on power production from coal; and the last chapter is devoted to surface combustion, being a reprint, with certain addenda, of a discourse by the author before the Royal Institution in February 1914.

The subject dealt with by the author is an extremely intricate one, much of the knowledge at hand being empirical, but the way in which Prof. Bone has treated it cannot be praised too highly. Not only is order brought out of chaos, where it exists, but the way to new advances is pointed out, not only to the manufacturer, but also to the research chemist and engineer.

S. T. P.

*Edible Oils and Fats.* By C. A. Mitchell.  
(6s. 6d. net. Longmans.)

The monograph follows the stereotyped mode of treatment of oils and fats in presenting accounts of their chemical composition and physical properties, brief descriptions of some of the most recent modes for their extraction from natural sources, and a summarized statement of the analytical and physical operations in vogue for their examination.

More detailed treatment is then given of the important edible oils and fats, including the chemical and physical constants by which they are identified.

While these seven short chapters, containing a comprehensive survey of the ground they are intended to cover, furnish a valuable compendium to the specialist in edible oils and fats, it is in succeeding chapters that this mono-

graph establishes the strongest claims to individuality. The manner in which synthetic chemistry has within recent years been applied to the aid of food production is there briefly, but very lucidly, outlined.

A complete bibliography forms a fitting conclusion to a monograph the text of which does not aim at completeness of detail, but simply towards directing the reader to all facts relevant to the subject, and placing at his disposal references which easily enable a more exhaustive account to be obtained as desired.

The style of this monograph is well fitted for the purpose the author set out to attain: incisive, clear, and to the point, enabling a very complete summary to be condensed within the space of 123 pages. Occasionally the condensation may have gone too far; for example, on page 11, reference is made to the melting point of mixtures of fatty acids; and on page 37 it is stated that "the melting point of mixtures of two solid fatty acids affords an approximate estimation of the composition of the mixture." It should be pointed out in this connexion that the two different mixtures may have the same melting point, so that further examination is necessary before even the approximate composition can be ascertained.

S. T. P.

*Colour in Relation to Chemical Constitution.* By E. R. Watson, M.A. Cantab., D.Sc. Lond. (12s. 6d. net. Longmans.)

The timely production and authorship of this important volume guarantees its success. Never before in the history of chemistry has the interest of British chemists and students been so keenly aroused by coloured substances, their production, and the theories advanced to account for their colour. Furthermore, the author of this, the only monograph on the subject in the English language, has already achieved great distinction in connexion with the facts and theories discussed therein. It is not therefore to be wondered at that he has succeeded in making attractive reading of a subject bristling with technicalities.

The book is to some extent based on a course of lectures delivered in the University of Leeds in May 1917, and the picturesque illustrations which are to be found in the text are no doubt the result of this.

In an important introductory chapter are set out the early theories in regard to the relationship between the colour and the chemical constitution of organic colouring matters. These theories, whilst inadequate to explain fully this relationship, are still of enormous importance on account of their practical application. They are even to this day the working rules by which the colour chemist is chiefly guided in his search for new colouring matters, and more especially of dye stuffs, of any required shade.

In the chapters that follow these theories are discussed in detail, and the extent to which they are in agreement with the observed facts is made clear. It is shown how unsatisfactory it is to trust to eye observation alone in attempting to find out the cause of colour. Visible colour is due to absorption bands in the visible part of the spectrum, and it is more satisfactory to study the absorption bands themselves rather than one of the effects of their presence—viz. the physiological sensation of colour. The method of doing this is explained, and many plates, showing the absorption curves of typical organic substances, are reproduced.

Modern theories of colour are fully discussed in the later parts of the book, and the author calls attention to facts which seem to indicate that the colours of inorganic and of organic substances are due to the same cause.

The book contains a most valuable and comprehensive bibliography, arranged under appropriate heads. It is thus at once a volume of first reference and a guide to the only appeal which is, of course, to the original papers themselves. It is a volume which should be accessible to every student and in the possession of every advanced worker and dye chemist.

H. N. L.

(Continued on page 192.)

# ST. THOMAS'S HOSPITAL MEDICAL SCHOOL.

(University of London.)

## Scholarship Examination, Third Week in July.

**ARTS** Scholarships—Standard that of “London Matric.”—Subjects (compulsory), (i) ENGLISH, (ii) ARITHMETIC, ALGEBRA, GEOMETRY, together with three (*one of which must be a language*) of the following:—LATIN, GREEK, GERMAN, FRENCH, ANCIENT or MODERN HISTORY, PHYSICS, CHEMISTRY.

**SCIENCE** Scholarships—Subjects, CHEMISTRY, PHYSICS, BIOLOGY.

For Entrance Forms and further particulars apply to the Secretary—

**G. Q. ROBERTS, C.B.E., M.A.,**

**St. Thomas's Hospital, Lambeth Palace Road, London, S.E. 1.**

## CHARING CROSS HOSPITAL MEDICAL SCHOOL.

(UNIVERSITY OF LONDON.)

**New Term Commenced May 1st.**

**OPEN TO MEN AND WOMEN STUDENTS.**

The Courses of study are arranged to meet the requirements of all the examining bodies.

For Prospectus and full information, apply personally or by letter to the Dean—

**W. J. FENTON, M.D., F.R.C.P.,**  
Charing Cross Hospital Medical School, W.C. 2.

## THE FRIENDS' PROVIDENT INSTITUTION

for Mutual Life Assurance

(Head Office: Bradford, Yorks)

The Institution having made a special study of Educational requirements, offers advantageous Policies for men and women, which include

**POLICIES COMBINING LIFE ASSURANCE  
AND CAPITAL ON RETIREMENT**

**PENSION SCHEMES FOR SCHOOL STAFFS**

**POLICIES FOR PROVIDING FOR THE  
COST OF THE EDUCATION OF CHILDREN**

Write for particulars of any of these (giving date of birth), to:—

**THE LONDON MANAGER,  
FRIENDS' PROVIDENT INSTITUTION  
17 Gracechurch St., London, E.C. 3.**

**Hygiene.**

*A Health Reader for Girls.* By Agnes L. Stenhouse and E. Stenhouse, B.Sc. (Macmillan.)

If a hygienic way of life can be inculcated by a "Reader," this is a most useful book. It is suited to girls of from twelve to fourteen years of age and deals especially with such essentially feminine interests as the care of infants, the planning of meals, the principles of cookery, and the selection of clothing. The tone of the book is indicated by such sentences as "The greatest enemy of the human race is ill-health"; "It is more dangerous to be a baby in England than a soldier in France."

*A Manual of Personal Hygiene.* By G. D. Bussey. (Ginn.)

An educational Rip van Winkle has awakened and produced a book which reminds us of the old time Catechisms. It includes such things as vitamins and the cocaine habit, and is therefore up to date. Teachers will be able to judge of the quality of the pedagogics of the book by the following:—

Q. What per cent. of the human body is water?

A. Sixty-five per cent. of the human body is water.

Q. How can the cocaine habit be overcome?

A. The remedy is to make it impossible for the victim to obtain the drug.

Q. What is the foundation of hope?

A. Believe in yourself and in a beneficent Creator who has given you not only your existence, but a body provided with every means to resist disease: for in this belief lies your hope in this world and in the future.

We like the author's naive statement that the questions should be so selected and worded that the answers may be brief—to save the teacher's time in correcting! V.

(1) *Fifty Years not Old.* By Eustace Miles. (Presented to Customers at the E.M. Restaurant.) (2) *Economy of Energy.* By Eustace Miles. (5s. net. Sampson Low.)

If cranks are things that make revolutions, here is a crank indeed. The first of these books tells us that the author is not old at fifty, and the secret is that when he begins to feel tired or stale he has a rest or change, he welcomes new ideas, he collects notes, he enjoys his work, and—he laughs! Teachers, take note!

In the larger book the author has expended much energy in telling us how to conserve our own. Let those teachers who are looking forward to their State pension follow such advices as: "Be systematic, optimistic, initiative (*sic*), healthy, honest, and brave, develop a strong will, think and work, and you will have success and reach 100"—and they will be able to enjoy their pension for forty years.

H. V. D.

*The Science of Health and Home-making.*

By E. C. Abbott, M.A. (3s. 6d. net. G. Bell.)

In this book provision is made for a course of instruction suitable for the upper forms of girls' schools on health and home-making, based on scientific principles. The necessary chemistry, physics, and human physiology are introduced successfully. There are a few statements that need revision, notably in the sections dealing with food, germs, and the nutrition of green plants. At the end of every section practical exercises are given, and some problems are propounded. There are no diagrams or pictorial illustrations.

*Food Problems: To illustrate the meaning of Food Waste and what may be Accomplished by Economy and Intelligent Substitution.* By A. N. Farmer and Janet R. Huntington. (Ginn.)

This is a tract for the times, written for American children, to stimulate them to save food and so "win the war." It has become almost obsolete, but teachers may still inculcate in their pupils the necessity and desirability of economy of natural resources. The authors tackle the problems on up-to-date and rational lines.

**Zoology.**

*A Manual of Elementary Zoology.* By L. A. Borradaile, M.A. Second Edition. (16s. net. Joint Committee of Henry Frowde and Hodder & Stoughton.)

This is an excellent manual on traditional lines. Besides corrections, alterations, and smaller additions, the book in its present form contains three new chapters, including one upon some protozoa which are parasitic upon man, notably "Trypanosoma," and one upon "Cyclostomata" and "Reptilia."

While written primarily for students preparing for a preliminary medical or some familiar examination, it provides a comprehensive survey of the animal kingdom and a basis for a thorough training in elementary zoology. Like many manuals, it is liable to give the young student the impression that the subject is a closed, or completed, book. We would like the author to show that the subject is not closed and complete, that research is still proceeding, and, in fact, that even the student may make small investigations during his training. Thus we miss references to recent work in many branches and to investigations which are proceeding.

The appendixes on practical work seem rather too short for students working alone, while for students in a University laboratory they seem unnecessary.

The Table of Classification of the Animal Kingdom, occupying seven pages, should be read in association with Huxley's dictum, which is as valuable now as when he wrote it in 1877, that "the attempt to establish sharply defined large divisions of the animal kingdom is futile . . . each . . . shades off at its margins into some other group." A feature of the book is the large number (more than four hundred) of beautifully clear illustrations. We can confidently recommend the book to the student of the subject.

H. V. D.

**General.**

*Madame Constantia.* By Jefferson Carter. (6s. net. Longmans.)

This is a story of the American Revolution, wherein the hero, Sir Edward Craven, is captured by an American, one Captain Wilmer, who places him on parole. Constantia is Wilmer's daughter, and a pleasant love story centres round her relations with her father's prisoner. Colonel Marion, one of the great figures of the Revolution, is admirably drawn, and the book keeps closely to the records throughout. Indeed it purports to be an authentic record, written by Sir Edward Craven in later life, after he had married Constantia and carried her to England. A capital story for a school library.

*Old Junk.* By H. M. Tomlinson. (4s. 6d. net. Melrose.)

A volume of philosophical travel sketches, written in admirable prose. The title is misleading, suggesting, as it does, some discarded trifles, whereas the essays are full of shrewd observation and pointed comment. In a sketch entitled "The Call" there is a singularly moving description of a shopboy whose native genius is struggling to escape from its cramping surroundings. In lighter vein are "The Voyage of the Mona" and a discourse on Bed Books.

*Tales by Washington Irving.* Edited by Carl van Doren. (3s. 6d. net. Oxford University Press.)

A selection of stories taken from "The Sketch Book," "Bracebridge Hall," "Tales of a Traveller," and "The Alhambra." The editor supplies a useful Introduction, dealing with Irving's style and giving interesting information as to the source of the tales.

*Fairies and Chimneys.* By Rose Fyleman. (3s. 6d. net. Methuen.)

This little collection of pleasing verse has now reached a third edition. Somewhat in the vein of R. L. Stevenson, they are greatly enjoyed in the nursery.

### THREE ITEMS

comprise a remarkably efficient and satisfactory equipment of apparatus for Practical Mathematics and Mechanics, viz.,

- CUSSONS' CAPSTAN BLOCK SYSTEM
- CUSSONS' RIBBON ATWOOD MACHINE
- CUSSONS' FLETCHERS' TROLLEY

*Full Catalogues and Instructions.*

**G. CUSSONS, Ltd.,**

The Technical Works,

**LOWER BROUGHTON, MANCHESTER.**

And **THANET HOUSE, 231 STRAND, LONDON, W.C. 2.**

### EXAMINATION PAPER

AS USED BY THE COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Ruled both sides.  
 Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.  
 " " 960 " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.  
 Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
 Music Paper.

(Postage extra.) Remittance should accompany Order.

**F. W. SHELBORNE & CO., Wholesale and Retail Stationers,**  
 Telephone Holborn 690. 63 HIGH HOLBORN, LONDON, W.C. 1

## THE INCORPORATED Froebel Educational Institute, Colet Gardens, Talgarth Road, West Kensington, London, W.14.

President, RIGHT HON. SIR W. MATHER, LL.D.  
 Chairman and Treasurer, MR. C. G. MONTEPIORE, M.A.  
 Secretary, MR. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

Principal: MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.  
 Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

### MEDICAL PRELIMINARY EXAMINATIONS.

The

### UNIVERSITY EXAMINATION POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.  
 Full preparation in all subjects, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.  
 Oral tuition, if preferred, private or in class, with or without residence.  
 Prospectus and full particulars can be obtained from the Principal,

MR. E. S. WEYMOUTH, M.A. (Lond.),  
 17 Red Lion Square, London, W.C. 1.

### CAREY'S GRADUS.

### "GRADUS AD PARNASSUM WITH THE ENGLISH MEANINGS.

Edited by the late DR. CAREY.

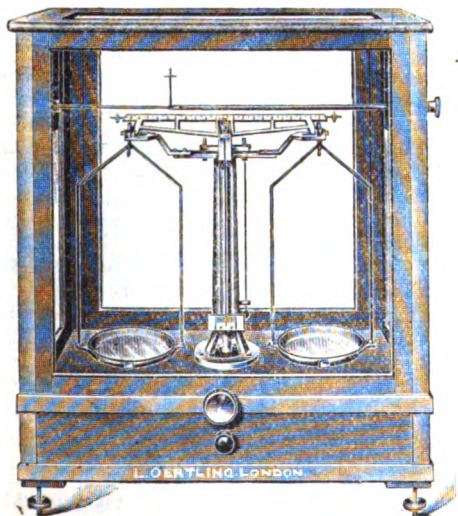
Revised Corrected, and Augmented by a Member of the University of Cambridge.

Post 8vo, cloth, price 7s

THE STATIONERS' COMPANY, STATIONERS' HALL, LONDON.

TO TEACHERS.—We have a special line in Drill Shoes, plain canvas uppers, with stout rubber soles, in black, brown, or white. Prices 10's to 1s, at 3s. 6d.; 2's to 7's, at 3s. 11d. A sample shoe will be sent to compare with other kinds your pupils may be wearing. Special prices for quantity orders.

**MADDOCK & SON, "Sports & Games Shoe Makers,"**  
 272 FULHAM ROAD, LONDON, S.W. 10.  
 Please mention paper when writing.



It's an *Oertling*

MANUFACTURED IN LONDON.

NEW TYPE OF SCHOOL BALANCE NOW BEING CONSTRUCTED.

CATALOGUES POST FREE FROM—

**L. OERTLING, TURNMILL ST., E.C.1. Estd. 1849.**

## PUBLICATIONS RECEIVED.

- ALLEN & UNWIN.  
Exercises in Logic and Scientific Method. By Dr. A. Wolf, M.A. 3s. net.  
The Relations between China and Japan during the last Twenty-five Years.  
Law Reform in China. By Wang Chung-Hui, D.C.L.
- ARNOLD.  
First Principles of Music. By F. J. Read. 1s. 6d.
- BELL.  
Inorganic Chemistry. By Jas. Walker, F.R.S. 5s. net.
- BLACKWELL.  
Bishop Percival. A Brief Sketch of a Great Career. By Edward M. Oakeley. 1s. 6d. net.
- JAMES BROWN & SON (GLASGOW).  
How to Run a Scout Camp. By John Lewis. 1s. 6d.
- CONSTABLE.  
Educational Tests and Measurements. By Walter Scott Monroe, J. C. DeVoss, and Fred. J. Kelly. 6s. net.  
The Secret of the Cross. By Edmond Holmes. 2s. net.
- H. F. W. DEANE & SONS THE YEARBOOK PRESS.  
A Short History of the Great World War. By F. Maynard Bridge.
- DENT.  
Imperial Studies Series.—The Sea Commonwealth, and Other Papers. Edited by A. P. Newton, D.Lit. 3s. 6d. net.
- EVANS BROS.  
A Thousand Questions in General Knowledge. By Henry Smith.  
The Kingsway Book of Nature Stories. By Joan Kennedy.  
The Kingsway Book of Practical Geography. By Robert J. Finch, F.R.G.S.
- HEADLEY BROS.  
Five Months on a German Raider. By F. G. Trayer. 3s. 6d. net.
- A. R. P. HICKLEY (CHELMSFORD).  
Expression: The Work of Life; and Other Poems.
- W. & A. K. JOHNSTON.  
Edina Junior Histories.—Book I, The Age of Settlement; Book II, The Age of Chivalry. Both by A. L. Westlake and T. Franklin.
- H. K. LEWIS & Co.  
The Australian Army Medical Corps in Egypt. By Lt.-Col. J. W. Barrett and Lt. P. E. Deane. 12s. 6d. net.  
The War Work of the Y.M.C.A. in Egypt. By Sir James W. Barrett, K.B.E., C.B., C.M.G. 10s. 6d. net.
- LONGMANS.  
Madam Constantia. By Jefferson Carter. 6s. net.
- MCDUGALL'S EDUCATIONAL CO.  
Gateways to Bookland Series.—Book I, A Wreath of Golden Blossoms, 2s.; Book II, Old Time Treasures, 2s. 2d.; Book III, Winged Flights into Storyland, 2s. 4d.; Book IV, Vistas of Romance, 2s. 8d.; Book V, Within the Gates, 3s.; Book VI, In Kings' Gardens, 3s.  
Little Books of World History Series.—Books I, IV, V, VI, and VII. Cloth, 9d. each.  
Concise English Course. 1s. 6d.  
Arithmetic and Accounts. Books I and II. 1s. 6d. each.  
Great Cities of the World Series.—Books VII, VIII, IX, and X. Paper, 3d. each; cloth, 5d. each. Vol. I, cloth, 1s. 3d. net.
- MACMILLAN.  
Elementary Chemistry of Agriculture. By S. Allinson Woodhead, M.Sc. 3s. 6d.  
Oral and Written Exercises in English Composition. Senior Book. By Robert S. Wood.
- METHUEN.  
Easy Test Papers in Arithmetic and Algebra. Arranged by W. S. Beard.
- MURRAY.  
Science Progress. April, 1919. 6s. net.
- NATIONAL ADULT SCHOOL UNION.  
Girls' Fellowships. By Effie Ryle. 1s. net.  
Boys' Fellowships. By Chas. E. Stanfield, G. Peverett, and C. F. Pileher. 1s. net.  
How Men came to know God. A Year's Scheme of Bible Lessons. 1s. net.

- OXFORD UNIVERSITY PRESS (HUMPHREY MILFORD).  
Barnett House Papers: No. 4. The Place of the University in National Life. By the Rt. Hon. H. A. L. Fisher, M.P. 6d. net.  
The Ships of Peace. By Basil Mathews. 2s. 6d. net.
- PHILIP.  
Human Geographies.—Book I: Children Far Away. By Ernest Young. 1s. 6d. Book II: Homes Far Away. By Ernest Young. 1s. 6d. Book III: The British Isles. By J. Fairgrieve and Ernest Young. 1s. 9d.
- PITMAN.  
Self-help Exercises in Essay Writing. By J. Hardman. Paper, 10d.; cloth, 1s.
- RIVINGTONS.  
The New Testament for Schools. Edited by A. R. Whitham, M.A. St. Mark, 2s. 6d. net; St. Matthew, 3s. net.
- SKEFFINGTON.  
Minima. By J. D. B. H. 2s. 6d.

- SUNDAY SCHOOL UNION.  
Child Songs. Vols. I and II. Edited, and in part composed, by Carey Bonner.
- SOCIETY FOR PROMOTING CHRISTIAN KNOWLEDGE.  
Pioneers of Progress.—Joseph Priestley. By D. H. Peacock. 2s. net.
- JOSEPH WILLIAMS.  
Aural Culture based upon Musical Appreciation. Part III. By Stewart Macpherson and Ernest Read. 6s. net.  
The Child's Training in Rhythm. By Sylvia E. Currey, L.R.A.M., A.R.C.M. 2s. net.
- WILLIAMS & NORGATE.  
The Life of Matter. An Inquiry and Adventure. Edited by Arthur Turnbull, M.A., B.Sc., M.B. 7s. 6d. net.
- WOMEN'S INTERNATIONAL LEAGUE.  
A Bibliography for Teachers of History. Edited by Eileen Power, M.A., Director of Studies in History, Girton College. With a Foreword by Lord Buckmaster. 2s. net.

## PUBLISHERS' ANNOUNCEMENTS.

THE Cambridge University Press will shortly publish "Stories from Spenser," by Miss Minna Steele Smith. The selections are taken from the first two books of "The Faerie Queene," with a few episodes from Books III and IV. Eight illustrations are included in the book.

ENGLISH IN SCHOOLS.—COMMITTEE TO PROMOTE ITS STUDY.—The President of the Board of Education has appointed a Departmental Committee to inquire into the position occupied by English (language and literature) in the educational system of England, and to advise how its study may best be promoted in schools of all types, including continuation schools, and in Universities and other institutions of higher education, regard being had to (1) the requirements of a liberal education; (2) the needs of business, the professions, and public services; and (3) the relation of English to other studies. The members of the Committee are: Sir Henry John Newbolt, D.Lit. (chairman), Mr. John Cann Bailey, Miss K. M. Baines, Mr. F. S. Boas, LL.D., Miss H. M. Davies, Miss D. Enright, Prof. C. H. Firth, LL.D., Litt.D., Mr. J. H. Fowler, Miss L. A. Lowe, Sir A. T. Quiller Couch, Litt.D., Mr. G. Sampson, Miss C. F. E. Spurgeon, D. Es. L., Dr. G. P. Williams, and Mr. J. Dover Wilson. Mr. J. E. Hales has been appointed Secretary, and all communications should be addressed to him at the Board of Education, Whitehall, London, S.W.1.



# HARBUTT'S NOV-LART

The Art of Stencil Picture Making

A fascinating and easy pastime for all.

Make your own Birthday Cards, Christmas Cards, Calendars, and other items for which all sorts of uses may be found.

**NOV-LART pictures fetch good prices at Bazaars and Sales of Work.**

**HARBUTT'S PLASTICINE, LTD., 203 Bathampton, Bath.**  
London Showroom: 56 Ludgate Hill, E.C. 4.

## BOOKS. NEW OR SECOND-HAND.

Orders promptly Dispatched.

Inquiries from readers of "The Educational Times," at home or abroad, will receive the personal attention of

**JOHN DAVIS (Successor to THOMAS LAURIE),**  
13 Paternoster Row, London, E.C. 4.

## BOOKS On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

Second Hand and New

**BOOKS SENT ON APPROVAL.**

Catalogues Free. State Wants. Books Bought.

**W. & G. FOYLE, 121/125 Charing Cross Road, London, W.C. 2.**

## SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to

**GEORGE OVER,**  
Educational Bookseller, RUGBY.

## DALCROZE EURHYTHMICS CLASSES

to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY, BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHEND-ON-SEA, SUNDERLAND TAUNTON, and TUNBRIDGE WELLS. Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS, Ltd.  
23 Store Street, London, W.C. 1.



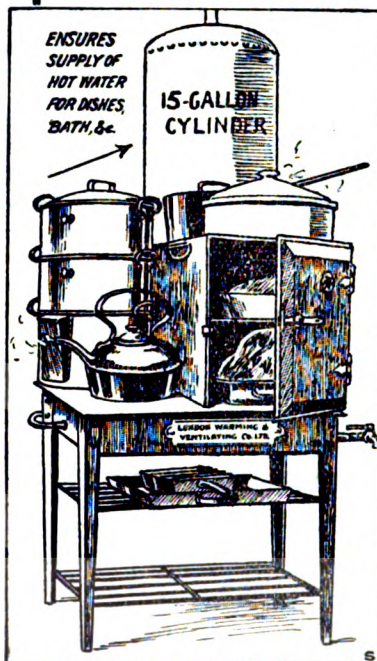
Educational, General,  
and  
Musical Publishers.

**H. F. W. DEANE & SONS**  
THE YEAR BOOK PRESS, Ltd.  
31 Museum Street, London, W.C. 1.

COMPLETE CATALOGUE FREE ON REQUEST.

## THE GREAT GAS SAVER

The Record "ONE RING" Gas Cooker



Will Positively REDUCE Your Gas Consumption apart from its enhanced service.

**BAKES  
BOILS  
GRILLS**  
and supplies Hot Water for the Bath and other Domestic requirements simultaneously with a gas consumption of 40 feet per hour = an average cost of 2d.

Demonstrations Daily.

Full particulars on application to Dept. 41.

**LONDON WARMING & VENTILATING CO., LTD.,**  
20 Newman Street, Oxford Street, W. 1.  
Makers of the well-known "Kooksjole" Range.

**SCHOOL, CLASSICAL,  
MATHEMATICAL,  
AND SCIENTIFIC  
BOOKS.**

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED 1854.

SCHOOLS SUPPLIED.

Keys and Translations.

BOOKS BOUGHT.

**J. POOLE & CO.,**  
104 Charing Cross Road,  
LONDON, W.C.

Telephone No.: 1648 Gerrard.

NEW AND SECOND-HAND. ALL INQUIRIES ANSWERED.

EDUCATIONAL BOOKSELLERS

THE  
EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

196

(Founded 1847.)

May 1919.

SOME BOOKS FOR USE IN  
"ADVANCED COURSES" IN ENGLISH

**A LITERARY MIDDLE ENGLISH READER.**

Edited by A. S. COOK. 554 pages. 8vo. Cloth. 10s. 6d. net.

This book contains selections from nearly 100 middle English classics; the romance, the tale, the chronicle history, the story of travel, the religious poem and didactic treatise, the illustration of life and manners, the translation, the lyric, and the drama being all represented. An introduction and a translation of difficult words at the foot of each page, enable the student to read the selections with facility and appreciation.

**SPECIMENS OF PRE-SHAKESPERIAN DRAMA.**

Edited by J. M. MANLY. Volume I. 655 pages. 7s. 6d. net. Volume II. 590 pages. 7s. 6d. net.

To those students who are making a study of the development of the English drama from the tenth century to the age of Elizabeth, these volumes will prove very useful. A complete list of the plays included in the volumes will be supplied on application.

**SHAKESPEARE: HIS LIFE, ART, AND CHARACTERS.**

With an Historical Sketch of the Origin and Growth of the Drama in England. By H. N. HUDSON, LL.D. 12mo. Cloth. 1,003 pages. (2 volumes.) 17s. 6d. net.

A contribution to Shakespearian criticism which will be of especial value to students.

**THE BEGINNINGS OF THE ENGLISH ROMANTIC MOVEMENT: A Study in Eighteenth Century Literature.**

By W. L. PHELPS. 12mo. Cloth. 192 pages. 6s. net.

This book is a study of the beginnings of English Romanticism between 1725 and 1765. It discusses with abundant references and illustrations the various causes that brought about the transitions of taste from Classicism to Romanticism—such as the Spenserian Revival, the influence of Milton's minor poetry, the love of mediæval life, the revival of ballad literature, &c. To students making a study of the development of English literature, the book will be especially useful.

**LOCI CRITICI: Passages Illustrative of Critical Theory and Practice from Aristotle Downwards.**

Edited with Notes by GEORGE SAINTSBURY. 439 pages. 8s. 6d. net.

A selection of passages from the works of Aristotle, Longinus, Horace, Boethius, Dante, a few Renaissance critics of the formative period and from English critics of the Elizabethan Age and onwards, chosen to illustrate the general drift of criticism in modern Europe.

**A BOOK OF ELIZABETHAN LYRICS.**

Selected and edited by F. C. SCHELLING. 327 pages. 12mo. Cloth. 4s. 6d. net.

An anthology of Elizabethan lyrical poetry containing selections from the works of individual authors, "novels," masques, plays, &c. The selections are given entire, and by preference in the earliest form in which they received the supervision of their authors. Where later versions have been preferred, authority for them is given in the notes. The Introduction includes an essay on the Elizabethan lyric and a consideration of the chief lyrical measures of the age from an organic as well as an historical point of view.

**THE BEST ELIZABETHAN PLAYS.**

Edited by W. R. THAYER. 12mo. Cloth. 611 pages. 6s. 6d. net.

The plays included in this volume are Marlowe's "Jew of Malta," Jonson's "The Alchemist," "Philaster" by Beaumont and Fletcher, "The Two Noble Kinsmen" by Fletcher and Shakespeare, and "The Duchess of Malfi" by Webster. The book contains a valuable explanatory preface, and notes at the foot of each page.

**THE SONNETS OF SHAKESPEARE.**

With an Introduction and Notes by the late H. C. BEECHING, M.A., D.Litt. 212 pages. 3s. 6d. net.

The text adopted in this edition of the sonnets is Malone's revision of the *editio princeps*, the Quarto of 1609. The Introduction and Notes are very full and complete.

**THE ENGLISH NOVEL BEFORE THE NINETEENTH CENTURY.**

Excerpts from Representative Types selected by A. B. HOPKINS and H. S. HUGHES. 794 pages. 10s. 6d. net.

The excerpts included in this volume are chronologically arranged and cover the centuries from Malory to Jane Austen. They have been selected to show the skill of the respective novelists in the handling of plot, scene, character, dialogue, and other technical elements; are comprehensive and offer the student an adequate introduction to the authors concerned. A bibliography of the novel arranged according to periods affords a guide to the necessary critical material.

**AN INTRODUCTION TO THE METHODS AND MATERIALS OF LITERARY CRITICISM.**

By C. M. GAYLEY and F. N. SCOTT. 12mo. Cloth. 587 pages. 7s. 6d. net.

This book discusses The Bases in Aesthetics and Poetics, thus providing a working basis for the critical study of literature as related to art. It includes a bibliography, with critical commentary on each important reference, and suggestions for special investigation.

Catalogue on application.

GINN AND COMPANY, 9 St. Martin's Street, Leicester Square,  
LONDON, W.C.2.

THE

## EDUCATIONAL TIMES

A REVIEW OF IDEAS  
AND METHODS.

Founded 1847.

— JUNE, 1919. —

New Series. Vol. 1. No. 6. }  
Old Series. Vol. 71. No. 674. }Price Sixpence Net :  
By Post, Eightpence.THE  
TEACHERS REGISTRATION  
COUNCIL.Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47, Bedford Square,  
London, W.C. 1.THE  
COLLEGE OF PRECEPTORS.  
Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

## MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.

Particulars concerning the privileges of membership may be obtained from the Secretary.

## MEMBERS' DINNER.

In commemoration of the seventieth year of the Incorporation of the College by Royal Charter, a Dinner for Members and their friends will take place at the Connaught Rooms, Great Queen Street, W.C., on Friday, the 20th of June.

## DIPLOMA EXAMINATIONS.

The Regulations for 1920 will be ready for issue in June. Special provision will be made for the admission of Teachers of Music, of Art, of Commercial subjects, and of other special branches.

THIS ISSUE  
CONTAINS :**Essays on The Future  
of Private Schools, An  
American View of Mr.  
Fisher, The Teaching  
of English and the Con-  
duct of Nursery Schools**

together with

**Notes and Comments,  
and News concerning  
Schools, Colleges, and  
Universities.**UNIVERSITY  
CORRESPONDENCE COLLEGE

(Founded in 1887.)

PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.LONDON UNIVERSITY  
DEGREES.(GRADUATES OF BRITISH UNIVERSITIES AND HOLDERS  
OF CERTAIN DIPLOMAS CAN REGISTER AS MATRICULATED  
STUDENTS OF LONDON UNIVERSITY WITHOUT PASSING  
THE MATRICIATION EXAMINATION.)

## A SHORT GUIDE

to London University Examinations, giving full  
Particulars of Courses and Fees, post free to PRIVATE  
STUDENTS from—THE SECRETARY,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.THE ASSOCIATED BOARD  
OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

## LOCAL CENTRE EXAMINATIONS (Syllabus A).

Examinations in Theory held in March and November at all Centres. In Practical Subjects in March—April at all Centres, and in the London District and certain Provincial Centres in November—December also. Entries for the November—December Examinations close Wednesday, October 15th, 1919.

## SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., October—November, March—April, and June—July. Entries for the October—November Examinations close Wednesday, October 8th, 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, entry forms, and any further information will be sent post free on application to—

JAMES MUIR, Secretary,

14 and 15, Bedford Square, London, W.C.1

Telegrams: "Associa, London."

THE INCORPORATED SOCIETY  
OF MUSICIANS.

Founded 1882. Incorporated 1892.

## OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

## ADVANTAGE OF MEMBERSHIP.

A Benevolent Fund for Members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters: Income Tax Claims; Copyright; The Recovery of Fees, &amp;c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

## LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupils.

Full particulars may be obtained upon application to the GENERAL SECRETARY, 19, BERNERS STREET, W. 1

# NORMAL

Normal Corr. College.

(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certif.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene.  
Languages.  
Music.  
Science and Art.  
Other Qualifying  
Exams.

SEND FOR NORMAL GUIDE.

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47, MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110, AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO- PORTE METHOD.

**EAR TRAINING AND SIGHT SINGING  
FROM SOL-FA AND STAFF.**

New Training Classes for Music Teachers, held weekly, will begin each term at the Wignore Hall Studios, Wignore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, Ltd.,

9, Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.**

REGISTRAR, MR. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1-30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12-30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS

OAKLEY HOUSE,

14, 16, and 18, BLOOMSBURY STREET, LONDON, W.C. 1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS AGENCY has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11-30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11-30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

REGISTRAR: MISS ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

POSTAL TUITION

— For London University —  
MATRIC., INTER., & FINAL  
— B.Sc., B.Sc. (Econ.), B.D. —

FREE GUIDE

On Application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNISED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognised by the Cambridge Teachers' Training Syndicate.

PRINCIPAL:

Miss KATHARINE L. JOHNSTON,  
B.A. London, M.A. Sheffield, Girton College Moral  
Sciences Tripos, Cambridge Teachers'  
Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(Established over 80 Years.)

PROPRIETORS:

Messrs. Griffiths, Powell & Smith,

Offices: 12 and 13, Henrietta Street,  
Covent Gardens, London, W.C. 2.

TELEGRAPHIC ADDRESS:

"Scholasque, Westrand, London."

TELEPHONE: 7021, Gerrard.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to MESSRS. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued.

Partnerships arranged.

No charge unless sale effected

List of Boys' and of Girls' Schools and School Partnerships for Sale sent Gratis to Intending Purchasers, to WHOM NO COMMISSION IS CHARGED.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

## CHERWELL HALL, OXFORD

RECOGNISED BY THE BOARD OF EDUCATION, BY THE OXFORD DELEGACY, AND BY THE CAMBRIDGE UNIVERSITY SYNDICATE FOR SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.  
(Late Lecturer in Education, Manchester University).

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms,  
from 66 Guineas.

A shortened Emergency Course has been arranged.

Scholarships of £50 are awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 are awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydun, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY, L.L.A. Scheme, The University, St. Andrews.

The finest imaginative workmanship  
in

## MEMORIALS.

TABLETS, Cast, Engraved, and in  
Enamel.

CALVARIES

and

STAINED GLASS WINDOWS.

**H. H. MARTYN & CO. LTD.,**

CHEL TENHAM,

and 5, Grafton St. (off Bond St.),  
LONDON, W. 1.

Institution Heubi,

Founded 1882. Lausanne, Switzerland

## BOARDING SCHOOL FOR GIRLS.

Chateau Brillantmont—Modern Language. Music. Art  
Villa Brillantmont—Domestic Economy, Cookery.  
Needlework, Gardening. Escort provided.

Prospectus and Particulars from—

MISS M. S. LIDDELL,

41, CONISTON DRIVE, EDINBURGH.

## MOTHER & DAUGHTER or SISTERS

required, September. Board and Residence during one year's introduction to Preparatory School: 30 pupils, 10 Boarders (help given). Goodwill, after deposit, paid by capitation. House, with grounds, low rent, on Cotswolds.—GORING BENGE, Tetbury, Glos.

## Mlle Marie Poujaud, Villa

de la Source, Tillieres-sur-Avre, Eure, France, will be pleased to give CORRESPONDENCE LESSONS in French or to correct Letters written to her. Eight Letters for £1. Reference—Miss INGHAM, Moira House, Eastbourne.

**GIRLS' PUBLIC DAY SCHOOL TRUST,  
LIMITED.**

**CLAPHAM HIGH SCHOOL,  
SECONDARY TRAINING  
DEPARTMENT.**

63 SOUTH SIDE, CLAPHAM COMMON, S.W. 4.

Head Mistress : Miss A. E. ESCOTT.

The Training Departments in connexion with this School and the Examinations for which students are prepared are as follows:—

**1. SECONDARY TRAINING DEPARTMENT** for Post-graduate students (recognised by the Board of Education).

Cambridge Teacher's Certificate and London Teacher's Diploma.

Head of Department: Miss DENT, Camb. Hist. Trip.

**2. ART TRAINING DEPARTMENT.**

Various Examinations qualifying for Art Teaching in Secondary Schools.

Head of Department: Miss E. WELCH.

**3. KINDERGARTEN TRAINING DEPARTMENT.**

All Examinations of the National Froebel Union, including Trainer's Diploma.

Head of Department: Miss L. JAMES, B.A.

**4. TRAINING DEPARTMENT** for Teachers of Housecraft.

Diplomas in this Department are endorsed by the Board of Education.

Head of Department: Miss MINOR.

For Particulars of Scholarships, Loan Fund, and Residence, apply to HEAD MISTRESS.

**University Tutorial College.**

LONDON.

INCORPORATED WITH  
UNIVERSITY CORRESPONDENCE COLLEGE.

**LONDON  
MATRICULATION.**

A Morning Class works continuously throughout the Summer with the exception of July 12th to July 28th. This Course includes a systematic Revision Class working both Morning and Afternoon, during the three weeks immediately preceding the September Examination.

**SEPTEMBER  
MATRICULATION.**

During the Period of the War, over 1,000 Students of U.T.C. have passed in different Public Examinations.

Practical Classes in Science are held during the Summer Vacation, commencing Tuesday, August 5th. Definite Courses of Laboratory Work are arranged for students taking the B.Sc. and B.A. Examinations next October.

**AUGUST  
VAC. CLASSES.**

**PRIVATE TUITION.**

Private tuition may be taken up at any time, either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study.

Full particulars may be had from  
**THE VICE-PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.**

**BIRKBECK COLLEGE**

BREAMS BUILDINGS, CHANCERY LANE, E.C. 4.

**UNIVERSITY OF LONDON**

COURSES OF STUDY (Day and Evening)

for Degrees in

**ARTS, SCIENCE, ECONOMICS, LAWS,**  
under RECOGNISED TEACHERS OF THE UNIVERSITY.

**ARTS.**—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).

**SCIENCE.**—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.

**Evening Courses for the Degrees in Economics and Laws  
GEOGRAPHY DIPLOMA and MATRICULATION.**

POST-GRADUATE AND RESEARCH WORK.

SESSIONAL } Day : Arts, £10 10s.; Science, £17 10s.  
FEES } Evening : Arts, Science, or Economics, £5 5s.

Prospectus post free. Calendar 6d. (by post 8d.)

**VACATION COURSES**

IN

VOICE CULTURE FOR CHILDREN, by Mr. JAMES BATES.

VOICE CULTURE FOR ADULTS, by Mr. FILMER ROOK.

CLASS SINGING (with Practice Class), by Mr. JAMES GALLIE, Mus.B., and Mr. ARTHUR STORK.

SIGHT READINGS (both notations), by Mr. LEONARD C. VENABLES.

HARMONY, by Mr. GEO. OAKLEY, Mus.B.

EAR TRAINING and MUSICAL FORM AND EXPRESSION, by Mr. R. D. METCALFE, Mus.B.

Daily Lessons from July 22nd to August 14th, 1919 at Earlham Hall, Forest Gate, E.7. For Prospectus apply to the Secretary of the Tonic Sol-fa College, 26, Bloomsbury Square, London, W.C. 1.

**ARUNDALE SCHOOL.**

Letchworth Garden City, Herts.

(33½ MILES FROM LONDON.)

**A CO-EDUCATIONAL, VEGETARIAN  
BOARDING SCHOOL.**

PRINCIPAL : W. LAYTON, B.Sc., F.R.C.O., A.R.C.M.

Fees :

£25 to £35 per term.

**SPECIAL FEATURES.**

In addition to a thoroughly sound education in the usual subjects up to Matriculation standard, the School offers the following special advantages:—Open-air Work, Dalcroze Eurhythmics, Gardening, Nature Study, Modelling, Weaving, Printing, and Housecraft.

The School is a miniature community of which the children are the citizens.

NEXT TERM COMMENCES THE THIRD WEEK IN SEPTEMBER.

**THE HOME SCHOOL.**

Grindleford, Derbyshire.

A Co-educational Boarding and Day School in the heart of the Pennine district but within easy reach of the Midland towns.

PRINCIPAL : REV. F. W. PIGOTT, M.A., Oxon.

Fees :

Boarders : 24 guineas to 26 guineas per term.

Day Pupils : 3 guineas to 6 guineas per term.

**EDUCATION.**

Pupils are prepared for the leading examinations, and emphasis is laid upon the importance of Handwork, Gardening, Outdoor Geography, Nature Study, and Homecraft.

The School stands in 9 acres of playing fields and gardens, in which is an open-air Swimming Bath fed by a natural spring from the hills.

NEXT TERM COMMENCES THE THIRD WEEK IN SEPTEMBER.

## POSTS VACANT.

## KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS,  
BROMLEY.

WANTED, in September:—

- (1) A SCIENCE MISTRESS with Honours Degree in Physics and Chemistry. Good experience in Middle School Mathematics essential.
- (2) A JUNIOR MISTRESS. Principal subject, French, which must have been acquired abroad.

Initial salary, in each case, £130 to £180, according to qualifications, together with an allowance for approved experience and training up to £100, rising to a maximum of not less than £220 and not more than £350, according to the Committee's scale.

Applications, with copies of three recent testimonials and names of three references, to be sent to the HEAD MISTRESS, County School for Girls, Bromley, Kent.

E. SALTER DAVIES,  
Director of Education.

2nd June, 1919.

## KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS,  
GRAVESEND.

HEADMISTRESS REQUIRED, in September, for the above-named School. Candidates must hold a Degree (or its equivalent) from a British University, and must be experienced in Secondary School work. Initial salary £400 to £420 a year, according to qualifications and experience, rising by annual increments of £20 to £500. The salary may be further increased at the discretion of the County Committee but, in any case, shall not exceed a maximum of £650.

Forms of application may be obtained from Mr. W. A. CLENCI, Technical Institute, Gravesend (on receipt of a stamped addressed envelope), to whom applications should be sent not later than 23rd June, 1919.

E. SALTER DAVIES,  
Director of Education.

2nd June, 1919.

## KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR BOYS,  
DOVER.

Applications are invited for vacancies in the Junior Department:—

- (1) An ASSISTANT MASTER, principally for Mathematics. Games and Music would be additional recommendation. Initial salary £140 to £220, according to qualifications and experience. Maximum £250 (non-Graduate), £350 (Graduate).
- (2) An ASSISTANT MISTRESS for English subjects. Qualifications in Handwork would be a recommendation. Initial salary £130 to £180, according to qualifications and experience. Maximum £220 (non-Graduate), £320 (Graduate).

Forms of application may be obtained from Miss D. CROCKEWT, Technical Institute, Dover and should be returned to the Head Master, Mr. F. WHITEHOUSE, County School for Boys, Frith Road, Dover, not later than the 30th June.

E. SALTER DAVIES,  
Director of Education.

29th May, 1919.

## POSTS VACANT.

## KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS,  
DOVER.

Required, in September, ASSISTANT MISTRESSES as follows:—

1. To teach General Elementary Science, Botany and Mathematics in Middle School.
2. To teach Art and some subsidiary subjects.
3. To teach General Form Subjects and some French.
4. Specially qualified to teach First Form; able to take Junior Singing.

Ability to help with Games and Swimming a strong recommendation.

Initial salary, in each case, £130 to £180, according to qualifications, together with an allowance for approved experience and training up to £100, and rising to a maximum of not less than £220 and not more than £350, according to the Committee's scale.

Forms of application may be obtained from Miss D. CROCKEWT, Technical Institute, Dover, and should be returned to the HEAD MISTRESS, County School for Girls, Maison Dieu Road, Dover.

E. SALTER DAVIES,  
Director of Education.

29th May, 1919.

## KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS,  
BECKENHAM.  
(TO BE OPENED IN SEPTEMBER.)

WANTED, in September, ASSISTANT MISTRESSES for Holy Scripture, Classics, English, History, Mathematics, Geography, Botany and French. Each candidate should hold an Honours Degree or equivalent in one of these subjects, and should state which other she prefers to teach as a subsidiary.

Also wanted a MISTRESS with special qualifications for teaching children under twelve. Candidates should have been trained in a recognised Training College and hold suitable diploma.

Also MISTRESSES to teach Needlework, Art and Gymnastics. At first probably only part time work in these subjects will be required. Candidates should have had complete training and hold good diplomas.

Initial salary from £140 to £280, rising in accordance with the County scale to a maximum of £240, £320, or £350, according to qualifications and character of work. One of these Mistresses may be appointed Second Mistress at a higher salary.

Application to be made as soon as possible to Miss Fox, "Beechurst," Windmill Street, Gravesend.

E. SALTER DAVIES,  
Director of Education.

2nd June, 1919.

## KENT EDUCATION COMMITTEE.

SUMMER SCHOOL OF HANDWORK,  
FOLKESTONE.

25th AUGUST to 20th SEPTEMBER, 1919.

Required, TEACHERS of the following subjects:—

- Pedagogy of Handwork.
- Kindergarten Handwork.
- Junior School Handwork.
- Woodwork and Light Woodwork.
- Metalwork.
- Needlework.
- Art for Primary Schools.

Applications should be made as soon as possible to Mr. C. A. B. GARRETT, Technical Institute, Folkestone.

E. SALTER DAVIES,  
Director of Education.

26th May, 1919.

## POSTS VACANT.

COUNTY BOROUGH OF  
STOKE-ON-TRENT EDUCATION  
COMMITTEE.

HANLEY SECONDARY SCHOOL.

WANTED on September 15th:—

- (1) An ASSISTANT MISTRESS to teach English Subjects to Girls in Advanced Course. A candidate with an Honours Degree will be preferred, and ability to take part in games will be a recommendation. Commencing salary according to qualifications and experience, and according to scale.
- (2) An ASSISTANT MISTRESS for Needlework and Elementary Mathematics or French. Ability to take part in games will be a recommendation. Commencing salary according to qualifications and experience, and according to scale.

SCALE:

Grade I. Non-Graduate Form Mistress: Minimum, £120; Maximum, £200.

Grade II. Graduate Form Mistress: Minimum, £120; Maximum, £280.

Grade III. Graduate Form Mistress with high qualifications and qualifications of an advanced character: Minimum, £150; Maximum, £330.

Annual increments, £10.

Forms of application (which must be returned to the undersigned not later than the 16th June) may be obtained on receipt of stamped addressed foolscap envelope from—

DR. W. LUDFORD FREEMAN,  
Director of Education,  
Education Offices,  
Town Hall, Hanley.

BRIGHTON MUNICIPAL  
SECONDARY SCHOOL FOR BOYS.

WANTED in September:

- (1) Head of the Department of Languages, £200-£265.
- (2) Form Master well qualified to teach Geography, with Latin as subsidiary subject, £165-£240.
- (3) Form Master well qualified to teach History, £165-£240.
- (4) Form Master, English (Hons.), French subsidiary, £165-£240.

All salaries are under revision, and particulars of proposed new scales, with forms of application (to be returned by first post, 16th June), may be obtained from F. HERBERT TOYNE, 54, Old Steine, Brighton.

CITY OF BRADFORD  
EDUCATION COMMITTEE.

HEADMASTERS are required in September for the following Municipal Secondary Schools in Bradford:—

- Belle Vue (500 boys).
- Carlton Street (320 boys).
- Grange Road (300 boys).

Candidates should be Graduates of a British University.

The commencing salary is £500 per annum, with a War Bonus, which at present is £78 per annum.

Forms of application, to be obtained from the DIRECTOR OF EDUCATION, Town Hall, Bradford, must be returned before June 21st, 1919.

BY ORDER.

LINDSEY COUNTY COUNCIL  
EDUCATION COMMITTEE.

WANTED, highly qualified HEAD MISTRESS for Girls' Secondary Day School proposed to be opened at Brigg, North Lincs., after Summer holidays. Temporary premises until permanent buildings can be provided. Commencing salary £400 per annum.

Applications on prescribed forms before June 20th, 1919, to the SECRETARY, 286, High Street, Lincoln.

**POSTS VACANT.**

**COUNTY GRAMMAR SCHOOL,**  
COALVILLE.

WANTED in September, ASSISTANT MISTRESS, Graduate, Botany with necessary Chemistry and Physics. State subsidiary subjects. Commencing salary as scale up to £120 per annum, according to experience, rising to £300. Apply HEADMASTER,

A. RIGBY, B.Sc.

**CITY OF BIRMINGHAM**  
EDUCATION COMMITTEE.

GEORGE DIXON COUNCIL SECONDARY  
SCHOOL FOR BOYS.

The Education Committee invite applications for the post of ASSISTANT MASTER (English) for the term commencing in September next. Form of application and scale of salaries (just revised) may be obtained from the undersigned.

Applications must be sent in not later than the 28th June.

F. D. INNES,  
Chief Education Officer.

Education Office,  
Council House,  
Margaret Street.

**FOR SALE.**

**PREPARATORY SCHOOL** and

Kindergarten for children under 13, in a first class residential neighbourhood of Surrey. 70 pupils paying from 3½ to 5 guineas a term, in addition to extras. Gross receipts nearly £1200; net profit about £400. Goodwill, £750; School Furniture at valuation. Vendor would accept £500 paid down, balance by instalments.—Apply T. 3006, c/o MESSRS. TRUMAN AND KNIGHTLEY, LTD., School Transfer Agents, 158-162, Oxford Street, London, W. 1.

**POSTS VACANT.**

**LIVERPOOL COLLEGE, HUY-**  
TON, NEAR LIVERPOOL.—Wanted, in September, SCIENCE MISTRESS. Chemistry and Botany to Intermediate standard, middle school Physics. Degree or equivalent essential.—Apply, with full particulars, HEAD MISTRESS.

**FROEBEL TRAINING COL-**  
LEGE, BEDFORD.—Required, in September, a Trained and experienced MISTRESS for Branch Kindergarten. Apply—Miss AMY WALMSLEY, Training College, Bedford.

**WOODARD SCHOOL,**  
S. ANNE'S, ABBOTS BROMLEY.—Wanted, in September, a SINGING MISTRESS, capable of teaching Solo and Class Singing, with Pianoforte as second subject. Resident post. Salary from £70 to £120 resident, according to experience. Apply to the HEAD MISTRESS, S. Anne's, Abbots Bromley, Rugeley, Staffs.

**LA PETITE REVUE.**

(Vol. III.)

Written for Boys and Girls.

It keeps them keen.

Contributors: Lady Frazer. Gertrude Trotter.  
L. Lodge, B.A. Prof. A. Gaydon, B.A., B.D.

Pupils: 6d. per term, 3 numbers post free.

Inquiries:

H. J. PURKISS,

The King's School, Grantham.

University of St. Andrews.  
WALKER TRUST.

**PRIZES FOR ESSAYS**

The Walker Trustees invite essays on  
**SPIRITUAL REGENERATION**  
as the Basis of  
**World Reconstruction.**

Sympathising with the present aspirations after a better social and international order, and believing that the realisation of the highest ideals of humanity will depend essentially on an awakening to spiritual truths which will permeate and inspire all thought, the Trustees desire essayists to concentrate their attention primarily on the nature and the necessity of spiritual regeneration, and on the methods by which it may be attained.

The Trustees will welcome from those who do not care to compete for the prizes offered any essays or suggestions likely to prove helpful under this scheme.

In the event of any essayist showing exceptional understanding of the subject and desiring facilities for the furtherance of reconstructive work, the Trustees may, instead of, or in addition to, the prizes offered, provide such facilities as the funds available may allow.

The following prizes are offered for the most widely helpful essays:—

**I. STUDENTS' PRIZES.**—Four separate prizes of £25 each.

**II. WORKERS' PRIZES.**—Four separate prizes of £25 each.

**III. OPEN PRIZE OF £200.**—The Trustees may, at their discretion, make additional awards.

Copies of the notice relating to this Essay Scheme may be had upon application to the Secretary, The Walker Trust, Rothes, Markinch, Fife.

ANDREW BENNETT, Secretary.

The University, St. Andrews.  
JANUARY, 1919.

**MICROSCOPE STAGE MICROMETERS.**

Ruled in English or Metric spacings as follows:—

A. Hundredths, D. 100ths and 1000ths, F. 10ths and 100ths of an inch; E. Millimetres and 10ths, B. 10ths, Millimetres, 2s. 3d. each. C. (A. and B. on one slide), 100 spaces, 4s. G. 10ths, 100ths, and 1000ths of inch, 2s. 8d. All post free from—

ALBERT W. PARKES,

1, DALE STREET, SMITHWICK, STAFFS.

**The Future Career Association.**

(Established 1904.)

THE ASSOCIATION ADVISES AS TO THE BEST METHODS OF TRAINING FOR AND ENTRY INTO ALL

**PROFESSIONS AND OCCUPATIONS.**

SUPPLIES ACCURATE INFORMATION REGARDING

Scholarships, Exhibitions, & Bursaries at all Schools or Universities.

SUGGESTS SUITABLE

Preparatory, Private, Public, and Technical Schools, University Colleges, Universities, and Tutors.

EACH CASE CAREFULLY CONSIDERED ON ITS MERITS.

**DEPARTMENTS.**

**The Schoolmasters' Intelligence and Advisory Bureau** (Ann. Subscription, £1 11s. 6d.).

Entitles Members to a Monthly Publication containing particulars of forthcoming Examinations, Scholarships, Alterations in Regulations, Career Summaries, and other items of importance. Private information also given on all questions concerning courses of training or careers.

**A CONSULTANT'S DEPARTMENT for Parents and Guardians.**

Private advice on all matters affecting the education and futures of Boys and Girls.

**AN APPOINTMENTS DEPARTMENT.**

For negotiating Pupilages, Apprenticeships, and other positions.

**TUITION DEPARTMENT.**

Elementary Engineering, Drawing, etc.

**PUBLICATIONS.**

"Choosing a Boy's Career." Career Summaries, 1 to 90. "NOTIFICATIONS"—A monthly Journal for Schoolmasters.

**CONVEYANCING DEPARTMENT.**

This Department is now under the direction of Mr. F. C. NEEDES, B.A., whose experience, advice, and assistance are unreservedly placed at the disposal of Purchasers free of charge.

**TRANSFERS and PARTNERSHIPS** arranged by correspondence or interview.

**INSPECTIONS and VALUATIONS** undertaken.

An unusual opportunity offers itself to a young energetic lady of good social position, with educational qualifications, to acquire a partnership in one of the best **Finishing Schools** near London. Sound investment, but monetary consideration of secondary importance.

**FOR SALE (inter alia).**

- N. of England.**—Flourishing good class Girls' School. Vendor retiring. Old established. 22 Day Boarders, 141 Day Pupils. Receipts, 1918, £1,786; Net Profits, £562. Good premises—vendor's property. Wishes to sell for £1,450. Mortgage transferred, but well let. School in a sound, flourishing condition, and has a good reputation. £800 for goodwill and School Furniture, Plant, etc., at valuation.
- Lincolnshire.**—Old established Girls'. 19 Boarders, 6 Day Boarders, and 40 Day Pupils. Receipts, £1,052; First two terms of 1919, £880. Good premises standing in own grounds. Goodwill by cap. fee. School furniture at valuation.
- South.**—Partner wanted in a large Girls' School. 16 Boarders and 100 Day. Receipts, £1,200. Fine Georgian House standing in own grounds. Rent only £65. Share of school furniture at valuation. Any boarders brought by incomer would count as capital.
- Surrey.**—High Class Girls' Day School, worked on Public School lines. 44 pupils. Receipts £936 last year. Good premises, with well-equipped class room—all "Louise" desks, etc.; handsome gym. and Assembly Hall, with every gym. apparatus. Good garden. Rent £110. Fine scope for developing a large Day School. Boarders can easily be secured if desired. Purchaser should be a lady of good Educational qualifications and definite Church views. Goodwill, one term's fees. School furniture, etc., at valuation. Inspected and recommended.

For further particulars write to Secretary,

**53 VICTORIA STREET, WESTMINSTER, S.W.1.**

Telephones: Victoria 4163 and 5942.

# SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

**Truman & Knightley**  
 SCHOLASTIC AGENTS LTD

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for  
**LADY MATRONS and HOUSEKEEPERS**

for schools.

**No charge for registration.                    ::                    Moderate commission.**

## **SCHOOLS TRANSFER DEPARTMENT.**

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

**Offices: 158-162 OXFORD ST., LONDON, W.1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: MUSEUM 1136.



**UPLANDS SUMMER MEETING.**

**July 31 — August 16.**

AT THE COUNTRY HOUSE, WERNETH LOW, CHESHIRE.

Lectures and discussions dealing with "Current Ideas for the Reforming of School Life" (including the results of an inquiry into Open Air School work).

Practical Courses in Gardening and Farm Work, Craftsmanship, Play Production, Regional Survey, Eurhythmics.

Prof. J. J. FINDLAY (Manchester), Prof. J. SHELLEY (Southampton), J. H. SIMPSON (Rugby), Miss E. C. PUGH, H. CALDWELL COOK (Perse School), and others.

Prospectus and full particulars from the SECRETARY, 21, Broadlands Road, London, N. 6.

**THE ENGLISH FOLK DANCE SOCIETY.**

**The Summer School of FOLK SONG and DANCE**

will be held at STRATFORD-ON-AVON from **July 26th to August 23rd.**

For further particulars apply to—  
THE SECRETARY,  
73, Avenue Chambers, Vernon Place,  
Bloomsbury, London, W.C. 1.

**DALCROZE EURHYTHMICS**

THE SUMMER SCHOOL will be held at **OXFORD,**

**August 4th to 16th inclusive.**

Prospectus on application to THE DALCROZE SCHOOL OF EURHYTHMICS, LIMITED, 23, Store Street, London, W.C. 1.

**University of Grenoble**

(FRANCE).

**Holiday Classes,  
July 1 to October 31.**

*In 1914 there were 657 Foreign Students.*

**C**OMPLETE Practice in Reading and Speaking (groups of 6), Lectures on French Language and Literature, Practice in Translation and French Composition (groups of 25).

Railway fares half price. Family boarding-houses 200-400 frs. a month.

Excursions every week in the mountains of Dauphiné, to the towns in the valley of the Rhone, Winter Sports, and Mountaineering.

*More detailed information sent free on receipt of demand addressed to the*

**Comite de Patronage des Etudiants Etrangers.**

**SUMMER SCHOOL OF CIVICS AND EUGENICS, CAMBRIDGE.**

**August 2nd — August 16th, 1919.**

**SUBJECTS:**  
**Sociology, Biology and Psychology—Social and Analytic.**

**METHODS:**  
**Lessons, Lectures, Demonstrations, Debates, Seminars and Surveys.**

Individual as well as Class Teaching will be given.

There will be an Exhibition illustrating the history and planning of cities and villages from Civic and Eugenic standpoints.

Instruction in Public Speaking, followed by Practice Classes, will be provided.

Tennis, Boating, and Excursions arranged for.

Stories and Songs of the Fen Country, accompanied by Dramatisation, will form a feature of the afternoon arrangements.

A Camp will be arranged if students apply before July 19th.

Apply for particulars to the Summer School Secretary,  
MISS CONSTANCE M. BROWN,  
11, LINCOLN'S INN FIELDS,  
LONDON, W.C. 2.

**KENT EDUCATION COMMITTEE.**

**SUMMER SCHOOL FOR TEACHERS, FOLKESTONE.**

**AUGUST 25th to SEPTEMBER 28th, 1919.**

PRINCIPAL: MR. C. A. B. GARRETT, B.Sc.

VICE-PRINCIPAL: MR. F. H. KNOWLES.

ASSISTED BY A STAFF OF HIGHLY QUALIFIED TEACHERS.

The following Courses have been arranged:—

COURSE A.—KINDERGARTEN HANDWORK OCCUPATIONS.

COURSE B.—HANDWORK FOR JUNIOR SCHOLARS.

COURSE C.—HANDWORK FOR SENIOR SCHOLARS.

COURSE D.—NEEDLEWORK.

COURSE E.—ART SUBJECTS.

For full particulars as to Fees, Accommodation, etc., apply to **Mr. C. A. B. GARRETT, Director for Further Education, Technical Institute, Folkestone.**

E. SALTER DAVIES, Director of Education.

**THE 1919 SUMMER SCHOOL IN SNOWDONIA**

(first held in 1917) for Field Work in Geography, Map-making and Surveying, Botany, Geology, and

**REGIONAL SURVEY**

will meet from July 30th to August 13th, at Llanberis, under the guidance of H. Valentine Davis, B.Sc., Senior Lecturer, Cheshire Training College (who, for eight years, has conducted Field Work in Snowdonia with students of the College), and under the auspices of the Geographical Association.

Tuition fee 2½ guineas. Mr. Davis will reserve accommodation with full board at 2 guineas per week if requested. As the size of the party is limited by the practical nature of the work, bookings will be accepted in order of receipt of fee.

H. VALENTINE DAVIS, "Noddfa," Wistaston, Crewe.

**OXFORD UNIVERSITY DELEGACY**

FOR THE

**TRAINING OF SECONDARY TEACHERS**

THE OXFORD SUMMER SCHOOL OF EDUCATION will be held between the dates of August 6th and September 2nd. In addition to Lectures on Educational Theory there will be lectures and conferences on the Teaching of History, Geography, Mathematics, Natural Science, Latin, French, and English. There will also be a discussion lesson daily. Among the lecturers will be leading Headmasters and Headmistresses and a number of distinguished teachers

**FEES:**

For Lectures and Conferences only—£1 5s. per week.  
For all Lectures and Classes—£2 per week; or £7 10s. for the whole month.

Write for detailed Syllabus and Entry Form to  
THE SECRETARY, SECONDARY TRAINING DELEGACY,  
OLD CLARENDON BUILDING, BROAD ST., OXFORD.

**ASSOCIATION for the REFORM of LATIN TEACHING.**

PRESIDENT:

DR. W. H. D. ROUSE, The Perse School, Cambridge.

**A SUMMER SCHOOL**

WILL BE HELD THIS YEAR AT

**OXFORD.**

FROM SEPTEMBER 2ND — 9TH INCLUSIVE.

**Demonstration Classes.  
Oral and Phonetic Group Practice.  
Latin Author Reading Classes.  
Lectures (and Discussions) on Method,  
Archaeological Aids, etc.**

For fuller particulars apply to—

MR. N. O. PARRY, 4, CHURCH STREET, DURHAM.

BY A FORMER LONDON TEACHER.

## Five Months on a German Raider

Being the adventures of an Englishman captured  
by the Wolf,

By F. G. TRAYES,

FORMERLY PRINCIPAL OF THE ROYAL NORMAL COLLEGE, BANGKOK, SIAM.

3/6 NET. ILLUSTRATED. 3/10 POST FREE.

This is the only book published which deals with  
this particular aspect of naval warfare—the exploits  
of naval raiders.

"A most graphic account."—SPECTATOR.  
"Very good."—DAILY MAIL.  
"One of the most remarkable stories of the war."—BIRMINGHAM POST.  
"A more admirable and absorbing story could not be penned."—GLOBE.  
"Profoundly interesting, and should be read even by those who have had a surfeit  
of war books; for this is no ordinary war book, but a fine story of quiet  
fortitude, justifying one's faith in human nature."—EDUCATIONAL TIMES.

## Militarism in Education

By JOHN LANGDON-DAVIES.

2/6 NET, PAPER.

3/6 BOARDS.

3d. EXTRA POST.

4d. EXTRA POST.

This book is primarily a warning and a protest  
against the attempts to use Prussian methods in our  
Schools in order to bring about industrial servility  
and a militarist worship of State.

HEADLEY BROS. PUBLISHERS LTD.,

72, Oxford Street, London, W. 1.

## THE "ARETHUSA" TRAINING SHIP

and Shaftesbury Homes at Bisley,  
Twickenham, Sudbury, Ealing, &c.

## NEED HELP

2,600 Boys sent into the Royal Navy.

More than 6,500 have entered Merchant Service.

Old Boys from the Society's Country Homes are  
serving in 120 British and Colonial Regiments.

SPECIAL HELP IS WANTED FOR THE WAR  
EMERGENCY FUND.

Patrons: THEIR MAJESTIES THE KING AND QUEEN.

Vice-President: ADMIRAL VISCOUNT JELICOE.

Chairman and Treasurer: C. E. MALDEN, Esq., M.A.

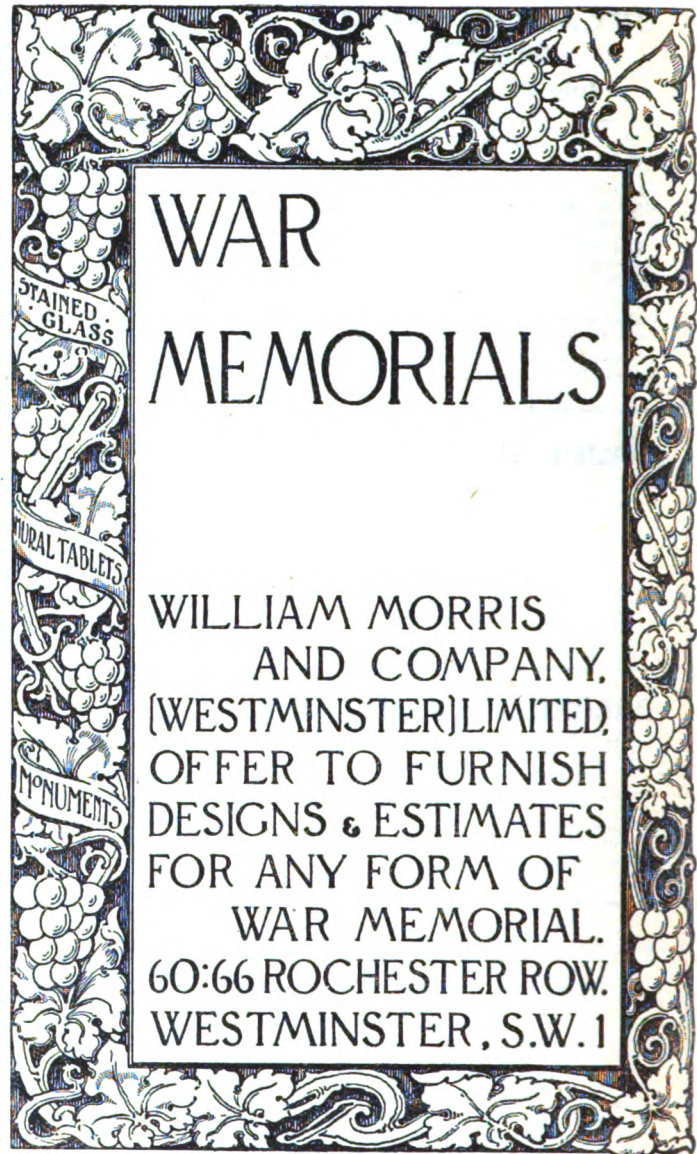
Chairman of "Arethusa" Committee: HOWSON F. DEVIIT, Esq.

Joint Secretaries:

H. BRISTOW WALLEN, HENRY G. COPELAND.

London Offices:

NATIONAL REFUGES, 164, Shaftesbury Avenue, W.C. 2.



WAR  
MEMORIALS

WILLIAM MORRIS  
AND COMPANY,  
(WESTMINSTER) LIMITED,  
OFFER TO FURNISH  
DESIGNS & ESTIMATES  
FOR ANY FORM OF  
WAR MEMORIAL.  
60:66 ROCHESTER ROW.  
WESTMINSTER, S.W. 1

The Educational & Scholastic Bureau,  
SICILIAN HOUSE,  
SOUTHAMPTON ROW, LONDON, W.C. 1.

Scholastic Agents to numerous members of the Private  
Schools Association.

INTRODUCTION OF PUPILS. ASSISTANT MASTERS  
AND MISTRESSES.

VISITING PROFESSORS. TUTORS. MATRONS.  
GOVERNESSES.

TRANSFER OF SCHOOLS. SCHOOL PARTNERSHIPS.  
INSURANCES arranged for SCHOOLS covering all RISKS.  
SCHOOL ADVERTISING.

The Instructions of Principals of PRIVATE SCHOOLS will receive  
prompt and careful attention.

# URGENT.

**Principals desirous of having particulars and Views of their Schools included in the New Edition now preparing (22nd year) should communicate with the publishers AT ONCE.**

## PATON'S LIST OF SCHOOLS AND TUTORS.

**An Aid to Parents in the Selection of Schools.**

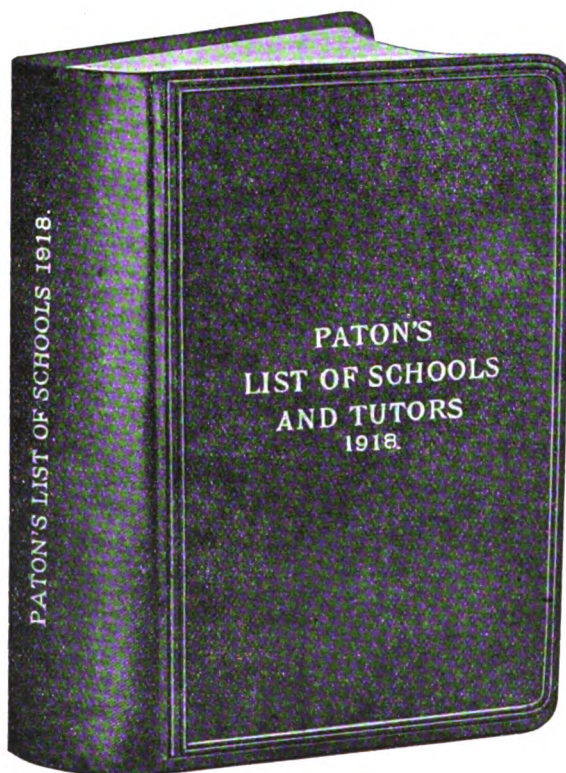
EVERY YEAR THOUSANDS OF PARENTS CONSULT THIS BOOK.

"When I first came here I spent over £50 in six months, advertising in the leading papers—result, one boy. Then I came under your Agency—result, a steady stream of boarders every term, more than filling up the vacancies caused by boys leaving. I have already had to open another dormitory, and am on the point of 'venturing' on another boarding house."

"Please insert my pages as usual. I believe I get more pupils from that than from any other source."

"I enclose a request to have my notice renewed. I would not for anything leave it off now."

"I find it most useful to my patients when seeking information about sending their boys and girls away, and have kept a copy in my waiting-room for some years."



"Two years ago you sent me a pupil named ——. Through her parents I have had four good pupils this year from four different places, and through two of these I have five more coming this term: that is ten pupils from paying one commission."

"I have much pleasure in renewing the advertisement in your excellent Guide, and should like to take the opportunity to express to you my best thanks for the invaluable help of your Agency."

"I enclose order form, duly signed. . . . I am more than grateful for the excellent service your Agency does my school."

**Specimen Copy and full particulars sent free of charge to Head Masters and Head Mistresses.**

**J. & J. PATON, Educational Agents,**  
**143, CANNON STREET, LONDON, E.C. 4. Telephone : Central 5053.**

## J. M. DENT & SONS' SCHOOL PUBLICATIONS

### SUPPLEMENTARY READING.

## English Literature for Schools

Edited by ARTHUR BURRELL, M.A.,  
formerly Principal of Borough Road Training College.  
Strongly and Tastefully Bound in Cloth. 128  
pages. Price 9d. each. Large Type. Books  
which interest boys and girls and at the same  
time introduce them to literature.

Among the 20 Books of this Series are the following:

**British Ballads.**  
**Selections from Longfellow.**  
**Morris' Life and Death of Jason.**  
**Selections from Tennyson.**  
**Irving's Old Christmas.**  
**Bible Stories.**  
**Dickens' Christmas Carol.**  
**Seven Champions of Christendom.**  
**Selections from Borrow.**  
**Gulliver's Travels.**  
**Parkman's Conspiracy of Pontiac.**

\*Teachers applying for Specimen Copies are asked to state the probable number of books required on adoption.

Books Edited by Dr. RICHARD WILSON.

## Dent's School Pamphlets

Supplementary Readings designed to drive home the  
Lessons of the War. History and Geography combined.  
Coloured Illustrations.

**JUNIOR.** Paper, 4½d.; Cloth, 6d.

1. **Mother's Geography**—Simple Home Economics.
2. **Brother Britons**—Simple Empire Geography.
3. **"Be Prepared"**—Scouts' Work in the War.

**INTERMEDIATE.** Paper, 5½d.; Cloth, 7d.

1. **Hearts of Steel**—Works and Deeds of the Navy.
2. **"For Valour"**—Tales of V.C. Heroes.
3. **"The Staff of Life"**—A Study of Wheat Supply.

**SENIOR.** Paper, 6d.; Cloth, 8d.

**Race and Region**—A simple Study of racial origins and nationality, useful as an introduction to consideration of The League of Nations.

**Britain and the "World Conquerors"**—Our country's struggle with Philip II of Spain, Louis XIV, Napoleon, and Kaiser William in turn.

**Sons of the Blood**—The story of the great Empire rally which helped to win victory.

\*Application for Specimen Copies of this interesting series are invited from responsible Teachers.

## Coronata.

A Book of Poems in Rhyme and Rhythm. Eight Coloured Plates.  
Large Type. New Copyright Poems, including a few on the War.  
2s. 3d.

## Storytellers' Hall.

A Book of purely Literary Reading for Standard IV or V. Eight  
Coloured Plates and Black Line Illustrations, Folk Lore, Fables, etc.  
2s. 3d.

## Treasure Trove.

A Book of Literary Selections for Standards VI and VII, Central  
Schools and Adult Classes. Eight Coloured Plates, Portraits, etc.  
2s. 3d.

**Aldine House, Bedford Street,  
LONDON, W.C. 2**

## COLLEGE OF PRECEPTORS.

Lower Form and Certificate Examinations.

### SPECIAL SUBJECTS FOR 1920.

S. denotes the Senior Examination, J. the Junior,  
P. the Preliminary, L.F. Lower Forms.

### Scripture History.

**ACTS OF THE APOSTLES (Part II, Ch. 13-28)** (S., J.)

Edited, with Introduction, Notes, and Maps, by  
Rev. W. H. FLECKER, D.C.L., M.A., Headmaster  
of Dean Close School, Cheltenham. 2s.

**GOSPEL OF ST. LUKE.** Edited, with Intro-  
duction, Notes, and Maps, by Rev. T. WALKER, (S., J.)  
M.A., and Rev. J. F. RICHARDS, M.A. 2s.

**GOSPEL OF ST. LUKE.** (Preliminary Edition). (P., L.F.)  
Edited, with Introduction Notes, and Maps, by  
Rev. J. F. RICHARDS, M.A., and Rev. T. WALKER,  
M.A. 1s. 6d.

### English Literature.

**MILTON.—COMUS. LYCIDAS.** By S. E. (S.)  
GOGGIN, M.A., and A. F. WATT, M.A. Each 1s. 6d.

**MILTON.—SONNETS.** By W. F. MASOM, M.A. (S.)  
2nd Edition. 2s.

**SCOTT.—LAY OF THE LAST MINSTREL.** (J., P., L.F.)  
Edited by T. T. JEFFERY, M.A. 2s.

**SHAKESPEARE.—MERCHANT OF VENICE.** (S.)  
By S. E. GOGGIN, M.A. 2s. 3d.

**SHAKESPEARE.—THE TEMPEST.** By A. R. (S.)  
WEEKES, M.A. 2s. 3d.

**SHAKESPEARE.—THE TEMPEST.** By A. R. (J.)  
WEEKES, M.A., and FREDERICK ALLEN, M.A.  
1s. 9d. (Junior Shakespeare.)

### English History.

**EARLIER HISTORY OF ENGLAND (to 1845).** (S.)  
With Biographies, Maps, and Plans. By C. S.  
FEARENSIDE, M.A. 3s. 6d.

**MODERN HISTORY OF ENGLAND. Part I,** (S.)  
**1485-1714. Part II, 1688-1901** (with a concise  
Introduction down to 1714). Each 3s. 6d.

**SCHOOL HISTORY OF ENGLAND.** By M. E. (S., J.)  
CARTER, Honour School of Modern History, Oxford.  
With Plans and Coloured Maps. 4s. 6d. Also in  
Three Parts. Part I, to 1603. Part II, 1485-1714.  
Part III, 1600-1910. Each 2s.

**PRELIMINARY HISTORY OF ENGLAND.** (P., L.F.)  
By M. K. ELLIOTT, Honours in the Historical  
Tripos, Cambridge, and M. S. ELLIOTT, B.A. With  
Illustrations. 2s. 9d.

### Latin and Greek

**CÆSAR.—GALLIC WAR, Book V.** By A. H. (S.)  
ALLCROFT, M.A., and W. F. MASOM, M.A. 1s. 9d.

**CÆSAR.—GALLIC WAR, Book VI.** By LL. M. (S., J., P.)  
PENN, M.A. 1s. 9d.\*

**CICERO.—DE AMICITIA.** By A. H. ALLCROFT, (S.)  
M.A., and W. F. MASOM, M.A. 1s. 9d.

**VERGIL.—ÆNEID, Book VI.** By A. H. (S., J.)  
ALLCROFT, M.A., and B. J. HAYES, M.A. 1s. 9d.

**EURIPIDES.—MEDEA.** By JOHN THOMPSON, (S.)  
M.A., and T. R. MILLS, M.A. With Introduction  
and Notes. 1s. 9d.

**XENOPHON.—ANABASIS, Book I.** By A. H. (S., J.)  
ALLCROFT, M.A., and F. L. D. RICHARDSON, M.A.  
With Introduction and Notes. 1s. 9d.

\*With Introduction, Notes, and Complete, Alphabetical Lexicon.

Complete Educational Catalogue, and separate Catalogue of Class-  
books suitable for Secondary Schools, post free on application.

**University Tutorial Press, Ltd.**

High Street, New Oxford Street, LONDON, W.C. 2.

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

JUNE 1919.

## CONTENTS.

	PAGE
Notes and Comments .. .. .	207
Nature Stories: The Adage .. .. .	209
The Future of Private Schools. By "Semiramis of Hammersmith" .. .. .	209
The Education of British Democracy: An American View of Mr. Fisher. By Dr. Alexander Irvine .. .. .	211
Can These Bones Live? IV—English Literature. By David Somervell .. .. .	212
Chronicle of Education .. .. .	213
Subjects and Methods: Nursery Schools .. .. .	214
Blue Book Summary .. .. .	215
Schools, Colleges, and Universities .. .. .	216
Education Abroad: English Studies in Italy .. .. .	216
Primary School Notes .. .. .	217
Personal Notes .. .. .	218
News Items .. .. .	218
Association News .. .. .	223
The Proposed University of Technology .. .. .	224
Letters to the Editor: Army Schools .. .. .	225
List of Summer Schools, 1919 .. .. .	226
Literary Section:	
Books and the Man .. .. .	230
Reviews .. .. .	230
Publications Received .. .. .	242

## NOTES AND COMMENTS.

### Mr. Fisher for Washington.

At the moment of writing, the newspapers are announcing, with some degree of confidence, that the President of the Board of Education will be transferred to the British Embassy at Washington. The news, if it turns out to be true, will be received with mixed feelings. Everybody must recognise that the Washington Embassy is certain to be a most important centre during the critical years that are coming. The peace and well-being of the whole world demand that the English-speaking nations shall work together to translate into reality the ideals of international goodwill, the preservation of world peace, and the promotion of intellectual fellowship. To aid in this great task nobody is better fitted, by temperament and training, than Mr. Fisher. On another page of this issue will be found a record of the impressions left upon the mind of a distinguished American after an interview with him. It will be noted that the visitor was attracted especially by Mr. Fisher's directness and freedom from official stiffness. These qualities, added to his attainments as a scholar and the sane liberalism of his views, will make him a most acceptable ambassador in the best opinion of America. At the Board of Education his work has been by no means completed, but it is sufficiently advanced to justify the hope that a successor may be found who will carry it through. He must not be a political Minister, however, but an educationist.

\* \* \* \* \*

[Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.]

## SPECIAL NOTICE.

The July number of the Educational Times will be issued on the 10th of the month, instead of the 15th. It will contain an important article on the Annual Report of the Board of Education in addition to the usual features.

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued Monthly,  
Price Sixpence net. By post Eightpence.  
Subscription for one year, including postage, Seven Shillings.  
Subscription for three years, including postage, One Pound.

### ADVERTISEMENT RATES:

Whole Page ..	£5 5s. od.	One Quarter Page	£1 10s. od.
One Half Page ..	£2 15s. od.	One Eighth Page	17s. 6d.
Per inch, narrow column ..	6s. od.		
Posts Vacant or Wanted (30 words or under) ..	2s. od.	} Prepaid.	
Each additional 10 words..	6d.		

Special arrangements for series and position pages.

Letters to the Editor and Books for Review should be addressed to—

THE EDITOR, THE EDUCATIONAL TIMES,  
31, Museum Street, London, W.C. 1.

Advertisements should be addressed to—

MR. P. C. BARTLETT,  
27, Southampton Street, Strand, London, W.C. 2.

Publishers: H. F. W. DEANE & SONS, LTD.,

The Year Book Press, 31, Museum Street, London, W.C. 1.

### Delayed Pensions.

We hear of several instances in which teachers who are long past the age of sixty, and are still at work, are unable to obtain any satisfactory assurance that they will receive any pension under the new Superannuation Act. It is easy to see that there may be a technical difficulty in regard to a teacher who had passed the retiring age before the Act came into force. One possible interpretation of the measure might be that a human being can be a teacher only between certain ages, just as an insect can be a chrysalis only at a certain stage. The teacher's life history would run: child, youth, teacher, ex-teacher or angel, just as the life history of most insects runs through the stages of egg, grub, chrysalis, imago. Such a reading of an Act passed for the benefit of teachers would be more ingenious than reasonable, and we hope that the Treasury will raise no difficulty about paying superannuation to the relatively small number of teachers who have remained in the work beyond the recently determined pension age. The number of cases is so small and the rate of mortality among teachers over 65 years of age is so high that the public funds will not be seriously depleted if the pensions are paid forthwith. The policy of the Board of Education on pensions has been marked by liberality and freedom from needless fuss over trifles, and this encourages us to believe that the difficulty we have mentioned will be adjusted promptly and generously.

### Equal Pay.

The whole question of salaries is affected by the women's demand for equal pay. It is a demand which must be recognised as essentially just, although in meeting it we shall have to deal with the fact that our social arrangements have hitherto made the man's wages rest on what may be termed a family basis, while the woman's pay has been based on the idea of her individual needs. The discussion of this question has been hampered by the tendency of some of the women advocates of equal pay to import into their observations a note of sour hostility towards men as such. Provocative talk of this kind is having the result of leading the men to form associations in self-defence, and instead of being able to present a reasoned case with the support of all teachers the extremists will find themselves obliged to fight alone in the attempt to convince the public that their claim should be granted at once, even though it is not supported by the main body of teachers. The principle of equal pay could be granted at once in connexion with the establishment of a minimum national scale. All that is required is an arrangement by which extra pay is granted in respect of dependents. This method has the defect of being rigid and likely to place the married man with a family at a grave disadvantage when seeking a post in competition with the unencumbered bachelor. In any event, the number of men teachers is likely to diminish, and since extra pay for dependents is a thing of the remote future, it is probable that school authorities will be driven to solve the question by economising man power, using men less for class teaching and more for directive work.

\* \* \* \* \*

### The Right to Headmasterships.

In a contemporary educational magazine we note a strongly worded protest against the appointment of Mr. W. H. Fyfe to the post of Head Master of Christ's Hospital. We are told that "it would not be difficult to cite recent examples of the harm done by the selection of men without experience of the life and work of a schoolmaster for the headship of important schools." Governors are told that "they should remember their responsibility to education," and the possible effect on young men of ability of the warning that they should not enter a profession in which the prizes often fall to outsiders. On reading these comments one would imagine that Mr. Fyfe had stepped to the headmaster's desk at Horsham straight from the deck of a man-of-war or from the floor of the Stock Exchange. The truth is that he comes from Merton College, Oxford, where he has been Fellow and Tutor since 1904, and sub-Warden since 1911. For two years before 1904 he was Sixth Form Master at Radley. His attainments as a scholar are beyond dispute, and it is a new doctrine that headmasterships are to be reserved strictly for assistant masters. They ought certainly to be reserved for teachers, but it is contrary to any idea of a united teaching profession to suggest that teachers are to work only along certain appointed grooves. Our contemporary says that physicians do not become great surgeons, or solicitors, judges. These analogies do not help us. It is always possible for a medical or surgical specialist to become a general practitioner or *vice versa*, and more than one solicitor has reached the judge's bench.

### A National Scale of Salaries.

Local Education Authorities are coming to the conclusion that the only way of escape from the difficulties of the salaries question is to have a national scale. The Conference of the Association of Education Committees has passed a resolution in this sense, and already some preliminary approaches towards uniformity have been made by agreement among the authorities of adjoining areas in several parts of the country. It is not easy to understand how a national scale can be worked in practice. Assume that a rate is prescribed for every teacher, regardless of locality, then it would seem certain that teachers would choose Bournemouth rather than the Black Country, or St. Annes rather than St. Helens. In the less desirable districts it would become necessary to offer extra payment, and the so-called national scale would be nothing more than a minimum scale, based on an extension of the principle already adopted by the Board of Education when it ordered last year that no certificated man teacher should be employed at less than £100 a year. It would be possible to carry this order further, and prescribe a minimum salary for each year of service in every grade of teaching with a minimum maximum to be attained after a stated number of years. This device would not give us a national scale, however, since it would leave the authorities free to bargain against each other in the region above the minimum. An approach to a solution of the problem might be found by grading towns and districts according to their character as residential places, the less desirable ones paying salaries above the prescribed minimum as a compensation for local disadvantages. This method would rule out any attempt to form "combines" of local authorities, such as our Primary School Correspondent rightly deprecates.

\* \* \* \* \*

### Private Schools.

In another part of this issue will be found an article on private schools. Those who are responsible for such schools should be actively engaged in preparing for the consequences of the Education Act and the Teachers' Superannuation Act. It is mere folly to suppose that things will go on as before. These measures are bound to have a far-reaching effect on the private schools. That they will have a fatal effect we do not believe, and in common with all those who care for the best interests of English education, we desire to see a fair field for private enterprise as a check to the development of a universal state school system, with its many dangers, social, political, and educational. It is for the private school teachers to bestir themselves. They should act promptly and together. Unity of purpose is essential, and we commend to the notice of all owners of private schools the plan of affiliation which is being started by the College of Preceptors. The college aims at bringing together all private schools that are doing efficient work. By joint action the teachers in such schools can undoubtedly exert considerable influence on educational administration, especially in regard to the recognition of their schools as part of the national system of education. Applications for affiliation should be addressed to The Secretary, College of Preceptors, Bloomsbury Square, London, W.C. 1.

**" Schematonics."**

This is not the name of a new and powerful drug or explosive, but of a new art, propounded by the "School of Eutrophics." We are told that it aims at "the illustration of music by gesture in a manner never before attempted," the gesture corresponding with "the psychic effect of certain common harmonics ascertained from tables mapped out according to certain philosophical rules." This alluring description means that in practice the schematonicist represents a given note, such as F or D sharp, and the members of the selected team make pretty gestures, presumably appropriate to their allotted notes, so that the whole tone scheme of the music performed by a band and chorus is translated into movement. M. Jaques Dalcroze has accustomed us to the notion of translating musical rhythms into movement, but schematonics goes beyond eurhythmics almost as far as a string quartet goes beyond a triangle. The difference is that while eurhythmics does bring movement to the aid of musical perception, especially in the early stages, schematonics brings movement in at a point where movement conveys little. There is a tendency to exaggerate the interpretative value of movement and to try to accomplish by gesture things that are accomplished more readily and gracefully by other means. We daily expect to hear that some active damsel has been capering to and fro in the belief that she was giving a superb rendering of a sonnet by Keats. From that it will be an easy step to the young lady who will appear on the stage and flop expressively in various directions in order to tell us that her brother has been appointed a junior inspector of schools. Her dancing may be admirable, but her message could be conveyed so much better in words.

---

**NATURE STORIES.**
**The Adage.**

As everyone knows, the sun bet the wind a week's weather that he would make a traveller take off his cloak quicker than the wind could. Then the wind sprang at the man, and blustered and raved and roared, but the man pulled his cloak tighter about him.

When the wind had done, "Now for the gentle persuasion business," said the Sun. He poured his rays upon the traveller till the traveller felt uncomfortably hot.

"Cast not a clout e'er May be out," said the traveller to himself, "and it isn't the first of June till to-morrow."

"What about my week's weather?" asked the Wind triumphantly.

"Oh, take six weeks," said the Sun testily.

Which helps to explain things.

H. McK.

**THE FUTURE OF PRIVATE SCHOOLS.**

BY "SEMIRAMIS OF HAMMERSMITH."

It is now some years since a President of the Board of Education blandly told the House of Commons that he did not know how many private schools there were in England, or how many children attended them, or how many teachers worked in them, or indeed anything about them, save the fact that they existed. This very restricted display of knowledge in regard to an important factor in our national education was received with that stolid calm which has been engendered in our parliamentarians after a long experience of the splendid ignorance of Ministers. It is not unlikely that some members of the House of Commons thought it rather clever and decidedly plucky of the head of the Board of Education to ride off so gallantly on a candid confession of ignorance. It is extremely likely that none of them reflected that the confession related to the schools in which most of their own children were being educated. It is well known, of course, that our statesmen have hitherto shown very little personal faith in our State schools, preferring to send their sons and daughters to institutions which are not state-aided nor even named on the Board's "List of Efficient Secondary Schools."

This last consideration did not serve to prevent the same debonair President from indulging in a cheap gibe against private schools. A reputation for being a "jolly good fellow" has sometimes the disadvantage of making a man determined to be "jolly" even at the expense of good fellowship, and certainly the jest was hardly appropriate from one who had confessed to an abysmal ignorance of private schools. Unfortunately it was in harmony with the general attitude of our educational administrators towards private schools. They have refused to "recognise" them, not only in the official sense of merely ignoring their existence and pretending that they were not there, but also in the manner of the superior lady in the suburbs with a great uncle in the Army. Such high-born dames do not merely ignore their less fortunate neighbours: they sneer at them, administering not only the cut, which is meant to be painful, but the "sniff-cut," which is meant to be deadly.

The present position of secondary education in England makes it impossible to ignore the private schools. Everywhere the State secondary schools are full, and in the aggregate many thousands of children are vainly trying to obtain schooling beyond the primary stage. The State primary schools are also filled to the limit of their capacity, and are confronted moreover with the problem of finding teachers, yet the school attendance laws remain in force, and recent legislation has extended their scope by compelling the full time attendance of all children up to the age of fourteen or over. It is becoming evident that the State machinery for education must either be greatly extended or else break down under its new tasks. Immediate extension is hampered by the difficulty of providing new buildings, recruiting teachers, and dealing with the many questions relating to the new continuation schools.

The plain man would have supposed that under such circumstances great care would have been taken to preserve and encourage every kind of school that could

be regarded as efficient. Had his opinion been invited he would probably have urged that where private persons had launched capital and energy in providing schools their efforts should be recognised for at least as much as they were found to be worth when their work was duly assessed. In other words, he would have suggested that although privately conducted schools do not form part of the state system, they should nevertheless be accepted as part of the national system. If our plain man happened to be a political philosopher he would justify his opinion by reminding us that the nation is a bigger thing than the state, and he would have found examples in recent history of the mischief which ensues when a state system is placed on a pedestal and worshipped as an end in itself, or when official symmetry is mistaken for national well-being.

This attitude would be met by the record of recent legislative and administrative action, including the establishment of advanced courses in selected state secondary schools, the provision that children over 14 are to be exempt from attendance at new continuation schools only when they are shown to be under efficient instruction as defined in the last resort by the Board of Education. Last, and most important of all, would be the fact that while teachers working in state schools are thereby gaining credit for a pension at the age of 60, teachers in non-state schools are excluded from superannuation, however well qualified they may be and however useful to the community their work. The pension, in fact, reaches the teacher *via* the school, and for the young teacher ordinary prudence demands that he shall seek service in a state school and remain there as long as possible. This will affect the private schools in the gravest manner, since it will make it extremely difficult for them to secure teachers. Thus we see that the recent developments of the state system have the effect of imposing on the private schools a two-fold disability; pupils are discouraged from attending them, and teachers are penalised for serving in them. It should be noted, moreover, that these disabilities have been imposed before any enquiry has been made as to the number and efficiency of the schools affected. Official knowledge concerning them has not progressed beyond the ministerial ignorance already described. Apparently it is known that some private schools are not satisfactory. This is enough to bring all private schools under the ban. Your high-born dame does not discriminate. All the "lower orders" are idle and drunken, their wives thriftless, and their daughters difficult to train as parlour-maids. "Take my word for it, Sammy, the poor in a loomp is bad."

Now this temper of mind is unjust, and indeed foolish; unjust because of the manifest unfairness of condemning things and people of which we know little, and foolish because we cannot do without the objects of our condemnation. The private school is a fact; its work goes on and will go on; we cannot dispense with it for the sufficient reason that we have no state machinery to replace it. Under these circumstances what ought to be the future of the private school? In the first place the enquiry prescribed by the Education Act of 1918 ought to be carried out with all possible speed, accompanied or followed speedily by a sympathetic inspection; sympathetic, that is, as distinct from hostile—an inspection made on the assumption that the schools are in fact supplying a need. Some will be found to be

supplying it very inadequately, but it will be unwise to condemn them off-hand. A better course will be to give counsel and suggestions for improvement, always remembering that a small school may be quite good and that teachers may be efficient in practice although their technical qualifications are not very high. These points apply especially to private schools of the primary type, such as are concerned only with pupils under 12 or 13. Even in the state system there are many primary schools which have under fifty pupils, and in the state schools there are some fifty thousand teachers whose qualifications do not rank higher than a University matriculation examination. There ought to be a clear distinction made between private schools of different types. There are private nursery schools, private primary and preparatory schools, and private secondary schools. Each type ought to be efficient for its task, but it is not necessary to demand that every private school shall fulfil the requirements of a fully-equipped secondary school. It is fair to ask that every school shall have a due proportion of its staff well equipped for the work which the school attempts. On the other hand it is fair to offer to teachers working in private schools the same facilities for professional training as are offered to those working in state schools.

We must never forget that private schools are a fact. They exist in spite of official ignorance, and will continue to exist in spite of official neglect. Children attend them, and the public welfare demands that those children shall be taught by teachers who are encouraged by the feeling that they are performing a public service. The future of the private schools depends mainly on the extent to which those who teach in them are made a real part of the teaching service of the country. They should be placed on the same footing as other teachers in respect of opportunities for professional training, for exercising their craft under proper conditions, and for enjoying that measure of public recognition which is implied in an adequate pension. The right and just policy is to regard the national system of education as made up broadly of two elements, state schools and private schools, with perhaps an intermediate class of semi-private schools, such as are controlled directly by bodies of governors. As for the teachers, the conception of a united teaching profession demands that teachers working in private schools shall not be handicapped or penalised. They are ministering to a public demand which the state schools cannot satisfy, and it is grievously unfair to treat them as if they were "in the loomp" unworthy of recognition.

#### Examination for Art Teachers.

The Board of Education give notice that they will hold at approved centres on the 15th July next, at 10-30 a.m. to 1-30 p.m., an examination in the Principles of Teaching and School Management. The examination will be based upon the syllabus published in Appendix C to Rules 109, and will be open to persons who have satisfied the requirements of those rules. As regards paragraph 4 (a) of those rules, unless exempted under paragraph 4 (b), they must have already completed or be completing on or before the 31st July, 1919, an approved course of training in the Principles and Practice of Teaching at an Institution recognised by the Board for the purpose.

Applications to attend the examination must be sent through the Managers of the Institution on the prescribed form (792 T.) so as to reach the Secretary, Board of Education, South Kensington, London, S.W. 7, not later than the 21st June.

A fee of 3s. 6d. will be charged to each candidate for this examination, and must accompany the form of application.



## THE EDUCATION OF BRITISH DEMOCRACY.

### An American View of Mr. Fisher.

BY DR. ALEXANDER IRVINE.

Author of "My Lady of the Chimney Corner."

I SAW two men together in Mr. Fisher's office at Whitehall: The Right Honourable Herbert Fisher, M.P., the British Minister of Education, and Judge Henry Neil, the American Minister of Mothers' Pensions. The American was so astounded at what he heard that he utilised the time in making sure that he had heard aright. The men presented a strange contrast in manner, in physical make-up, and in personality. Mr. Fisher is rather tall, lithe, well-knit, and athletic. The Judge is rotund, heavy, and alert. Mr. Fisher is an Oxford man, but the man is more in evidence than the hall-mark of an institution. His English is plain. There are no secondary sounds, no frills, no affectation either in speech, or manner, or dress; a serious man, possessed of a purpose that works towards its objective as true as the movements of a piston rod. Mr. Fisher sat like a judge. The Judge sat like—well, like a Minister of Education or something.

"What do you mean by education?" asked Mr. Fisher. That was what we went there to find out, and the question was adroitly answered by repeating it.

"Education," repeated the Minister, "is not merely reading, writing, and arithmetic. It is these, but it is infinitely more. It is teaching people how to enjoy leisure." That startled the Judge. There was nothing new in it. I had heard it before, thundered from a soap-box by a proletarian street orator, but to hear it calmly spoken in Whitehall by a Minister of the Crown was something I had not hoped to hear in this incarnation. The Judge could hardly believe his ears, and had it repeated.

"The demand for more leisure becomes more pressing every year," Mr. Fisher continued, "and rightly so. Millions of people get very little out of life. The Greek word for school means leisure. The school, rightly conducted, should be a preparation not merely to earn a living but to get equipment for life in its fulness."

Whatever an American may think of higher education in England, he cannot have a very high opinion of its primary and preparatory stages. England is now struggling with the problem from which America emerged fifty years ago. But there is nothing in the vision of the American educationist higher than the ideal expressed by Mr. Fisher. It stands in strange contrast to the view of popular education held by Lord Salisbury, who tried to kill the Education Bill of 1870 by the declaration "Pass this Bill and you will make England a nation of infidels." A wide gulf yawns between Salisbury and Fisher. Mr. Fisher is an Oxford man who ably represents the new conscience in education. His Children's Charter may not go far enough, but as far as it goes it carries with it the support of the Church, the Lords and the Commons. Better to carry that array of support than to wreck it by going very far ahead of opinion.

"I can work twelve hours a day," he said, in enlarging on the topic, "but I like my work. If I were part of a machine I would probably feel that eight hours constituted a very hard day's work."

"What is the nature of the opposition to your Bill?" I asked.

Here Mr. Fisher was evidently reserved. "There is little specific opposition," he said, "but of course the cotton trades will be affected and will have to make readjustments."

If the cotton trade of England is anything like the cotton trade of the United States, the opposition will be "specific" enough. Gladstone believed in education very much as Dr. Johnson believed in democracy. He believed it was something to be struggled for, and deprecated any interference of the State in the struggle. Dr. Johnson thought democracy was a good thing for everybody except Americans. As a matter of fact, the long procession of Education Bills in England have received their death blow one after another from the hidden hand of business interests. But Mr. Fisher comes into the fight with a backing none of his predecessors possessed. He has the support of the Churches, the Lords, and the Commons; but greater than all these combined is the strong backing of the English people, and that is a factor no Government can afford to ignore.

"How about the feeding of hungry children?" Judge Neil asked.

"The present law is quite adequate for the present," he said; "Wealth has never in the history of England been so equally distributed. I was in a school of 500 scholars the other day, and of that number only 20 took advantage of the free lunch provided. The others preferred to go home, where they probably had a better one."

"Is there any charge made for these luncheons?"

"None whatever."

"I was in a school in Scotland not long ago," Judge Neil said, "and while the luncheon provided was supposed to be free, I noticed that the children were made to feel that they should pay for it—and in fact many of them did."

"You would not find that condition in England," Mr. Fisher replied.

"In the continuation schools, do you foresee any difficulty in carrying out the provisions of the new law? How, for instance, can you prevent employers from arranging night schools, which would involve children working both night and day?" Uncle Remus' recipe for rabbit pie occurred to me: "Fust you catch a nice fat rabbit." No such misgiving seems to be in the mind of the Minister, however, for he answered offhand:

"The Bill provides for 320 hours a year for children over fourteen. Those hours may occupy an hour a day, or a whole day in a week, but no school work will be permitted between 7 p.m. and 8 a.m."

"And it will be left to the local authorities whether they feed the children or not?"

"Yes, that is the situation; there has been very little difficulty in persuading the local authorities in these matters, and I contemplate none in the future."

In looking over the Children's Charter I found an attractive provision in Clause 20.

It provides for children who live at a distance, and who are hampered by exceptional circumstances. In order to give such children equal facilities with the others, the local authorities are empowered to provide board and lodging, either of a temporary or permanent character. This is but one of many features that distinguish the Bill from all its predecessors. It is more democratic, more comprehensive, more far-reaching. It provides

for national oversight, national direction, compulsory attendance, medical inspection, and physical training. It makes it slightly more worth while for teachers who not infrequently compare their salaries with the wages of school janitors. Some of the children who went from school to make shells get more money than the mistresses and masters of the schools they left.

The Bill is not overloaded. It leaves much to be desired. It is a democratic foundation for a national system of education. It hardly touches the curriculum at all. That will have to be dealt with. I know one of the largest schools in England which has not the slightest suggestion in its curriculum about English Literature, nor are any modern ideas of education tolerated there. The children are crammed and drilled to pass examination, without much regard to modern ideas, modern life, or individuality. The reputation of the staff is everything, the life of the children nothing. A teacher coming out of college full of enthusiasm for larger things is frozen into silence before he has been there long. If that is true of a large school in the London area, what must happen in thousands of smaller schools?

"Some opposition has been manifested by local authorities," Neil said. "Do you think it will grow?"

"The Bill naturally necessitates changes all round, but we have carefully considered them all in the light of efficiency. I don't think that local authorities will in any way retard the working of the Bill."

The changes necessitated by the Bill quite measurably affect local school committees. Every committee is an opportunity not only for service more or less useful, but also for social prominence or political power. To take education in any degree out of the hands of amateurs and put it in the hands of experts will invite opposition. In a school not far from London the teachers are in the habit of teaching the children how to make the correct curves in the conventional and reverential curtsy to a titled lady on the board when she visits the school. A new and democratic teacher refused to divert her class from its work for something she imagined England had outgrown. The lady reminded her that her class was the only one in the school that failed to pay "proper respect" when she entered. The teacher politely disputed the lady's right and stood her ground.

This sort of incident may be negligible, but it is a sidelight on the tenacity with which boards will cling to their little prerogatives.

As significant as the Bill itself is the fact that a man of such broad scope and clear vision is firmly seated in the chair of Education. How much Mr. Fisher has been in personal touch with democratic movements I do not know, but that his has not been "the passionate pursuit of passionless knowledge" is abundantly demonstrated in all he does. Whatever the future of the Bill may be, the friends of education may rest assured that the interests of the children of England and Wales are safe in his hands.

He is the embodiment of the new conscience, and of the many new and helpful things that have come out of the cataclysm, as compensation for colossal sacrifices, the Children's Charter and its author are certainly among the best.

"What do you think?" asked my companion, as we went out into the darkness of Parliament Street.

"I think," I replied, "that England is not as hard up for Prime Ministers as I thought she was before I went into that office."

## CAN THESE BONES LIVE?

By DAVID SOMERVELL.

### IV.—English Literature.

As regards this subject, probably the most important of all, achievement has fallen short of aim so hopelessly that we are in danger of forgetting what the aim was. The aim was, and indeed is, to cultivate the taste for abundant, enjoyable, and intelligent reading. I call this the most important of all educational undertakings because this 'English literature teaching' so-called is, or ought to be, the fashioning of an instrument whereby all branches of humane study will be naturally carried on when the vigilance of the school master is over and done with. For it is a great mistake to think of "English Literature" as limited to poetry, belles-lettres, and the more exquisite types of fiction. English literature is the great library of all good books on all subjects.

Now the cultivation of a taste is clearly not a matter for compulsion. We are trying to evoke the "will to read." If you take a class and set them down two hours a week to the detailed study of a classic two centuries old, full of suitable "difficulties," and furnished with even more suitable "notes," you may or may not be doing something sensible, but you are not evoking the will to read. The pastime of studying class-wise, under the eye and amidst the comments of the teacher, a "text with notes" bears no resemblance to the reading of books as ordinarily understood. It resembles nothing so much as the painful though wholesome discipline of deciphering a foreign language. It is in fact an exercise modelled thereon. The explanation of our so-called English literature teaching is that the subject is a new one and it was undertaken in the first instance by the classical masters, who fixed the type of teaching by the only standards familiar to them. Virgil was prepared and conned in minute sections with the aid of Sidgwick; so must Shakespeare be prepared and conned in only slighter larger sections, with the aid of Brown, Jones, and Robinson, or whoever, unknown to me, edit the "school editions" of his plays.

But this is to make English literature a purposeless oppression, easier to do, but for that very reason even less attractive than a foreign language. There is something to be said for the remark attributed to Mr. Balfour when, many years ago, an indignant person pointed out to him that English literature was entirely neglected in our schools. "Well, thank goodness," said Mr. Balfour, "that on that at least the schoolmaster has not yet laid his blighting hand?"

School is the natural and proper place for being taught languages and sciences, for listening to the master and answering his questions, for writing exercises and the like: it is not a natural place for reading, nor is reading naturally done by platoons, but individually. The only value of English literature teaching in school is in its bearing on English literature out of school. At present there seems to be no relation recognised between in school and out of school reading. The phenomena are best studied at a boarding school, because there the out of school arrangements are far more completely within the schoolmaster's control, and therefore within his responsibility.

Take the Libraries. There are two sorts of libraries : the School Library and the House Library. The School Library is often an excellent place within limits. It is apt to be a bit out of date and to represent the tastes and interests of a middle-aged man rather than a young man or a boy ; but still, it will contain a fair assortment of books. Yet it seems hardly ever used as an apparatus of teaching. No masters guide the boys about it ; many of them, to tell the truth, hardly ever enter it. Only the most senior boys are allowed to take books out to read in their houses in the long winter evenings. There is no Boys' Committee to discuss with the librarian the purchase of new books and to learn from him something of the fascination of watching for reviews and publishers' advertisements.

If the School Library is apt to be too high-browed, the House Libraries are mostly frankly Philistine. The tastes of an unregenerate democracy are mainly catered for. A clever boy will perhaps be made librarian : he will want to buy some Meredith, Hardy, Shaw, or perhaps Lowes Dickinson, Graham Wallas, or G. H. D. Cole. As likely as not the House-master will tell him that newspapers, Ian Hay, and Ethel Dell have used up all the money : also somebody has played the fool with the House piano, and that is always repaired out of the Library subs. " Besides," he'll add genially, " nobody in the House but you and Ross, and possibly Johnstone, wants books of that kind." Then he'll slip on his gown and hurry out to give an English Literature lesson.

Now, how are we to proceed ? We are to evoke a taste, and the only way to begin is to base ourselves on such taste as the boys have to begin with. The teaching unit is the form. All the boys in the form have probably different tastes. So they must all read different books. The best plan is to set apart about three periods a week in which the boys simply bring what books they please into school and read away at will. The arrangement is economically sound, and kills two birds with one stone, for that most important educational instrument, the weekly English essay, will only attain its full value when each boy's essay is given from five to twenty minutes' individual attention in a tête-à-tête between boy and master. Thus, during the three reading hours, each boy comes up in turn and has his essay corrected.

I said, let them read any book they please. A little tact, a little judicious scorn, will help to raise the level rapidly, if the boys respect the master. If they don't, of course, nothing is any good. Magazines should no doubt be taboo ; apart from that, the scheme will work much better on the voluntary basis than those who have not tried it could suppose. You will be surprised at the unexpected directions in which good taste shows itself. After all, one of the reasons why boys read mainly the lightest rubbish in their studies is that study life is so disturbed and disturbing. The cloistral calm of the class room with a master who neither talks nor sets a task will work wonders.

Once the scheme has got going, any capable master will develop it on his own lines.

What is the place of " class-work " in English literature teaching ? The golden rule is, only bring into the class room for purposes of reading aloud such works as gain by the procedure. The obvious resource is plays, ancient and modern, Shakespeare, Sheridan, Shaw, and Gilbert Murray's Euripides and the rest. They should be read in parts. The readers should stand up before the class,

observe entries and exits, and (within limits) stage directions. The master disappears to the back of the class room. The King sits at the master's desk ; the Queen sits beside him on the inverted waste-paper basket. The others stand. Possibly your room has a good hiding place for Polonius : mine had, and he used to sneeze or scrape the ground with his feet at the critical point in Act III, Scene I, and thus drive Hamlet from poetry to prose and worse. Choose the best readers for the big parts, and keep them at it. It is not favouritism : boys are not fools, and prefer listening to a good reader. And you can tell them—what is true—that the better the reading, the less time you will have to take up " explaining " between the scenes.

As for lyric poetry, you should read it aloud now and then yourself, unless one or two of your boys reads better than you do.

Repetition ? It is a vexed question. My own view is in favour of it ; but you should set very small amounts—a sonnet or its equivalent is enough for any middle form—and expect it to be known perfectly. Then it will not be a burden overnight nor a horror and a desecration the next morning.

## CHRONICLE OF EDUCATION.

- 15 May.—General Meeting of the British and Foreign School Society.
- 22 May.—Annual Meeting of the Parents' National Education Union. Address by Sir Frederic Kenyon on " The Use and Charm of Museums."
- 28 May.—Educational Conference at Harrod's Stores, Lord Leverhulme presiding. Formation of The Association for the Advancement of Education in Industry and Commerce.
- 29 May.—Address by Mr. Fisher to the above-mentioned Association. Defence of Works Schools, with a plea for broad-minded pioneer work in Continuation Education. They must not take a narrow view of Education. Teachers were required who could train young people in the discipline, duties, and responsibilities of citizens. He believed that a solution of the difficulties between capital and Labour would be found, not in wages alone, but in the improvement of the general atmosphere, due to a spread of knowledge among workers.
- 29 May.—Reception of Czecho-Slovak teachers at the London Day Training College.
- 30 May.—Meeting of the University of London Graduates' Association. Resolution of protest against any attempt to concentrate the University institutions in Bloomsbury.
- Annual Meeting of the Association of Assistant Mistresses at Sheffield, Miss C. L. Lawrie (Cheltenham) presiding.
- 7 June.—Meeting of British Esperanto Congress at Liverpool.
- 9 June.—Conference of Association of Teachers in Technical Institutions at Liverpool.
- 11 June.—Conference of National Association of Head Teachers at Birmingham.
- 13 June.—Conference of Association of Head Mistresses at Birmingham. Miss Reta Oldham, O.B.E., M.A., presiding.

## COMING EVENTS.

- 17 June.—Annual Meeting of the British Science Guild at Goldsmith's College, New Cross, Lord Sydenham presiding. Addresses by Major-General Seely, Sir Joseph J. Thomson, and Sir Robert Hadfield.
- 20 June.—Anniversary Dinner of the College of Preceptors at the Connaught Rooms, Great Queen Street, W.C.2, Sir Philip Magnus, Bart., M.P., President of the College, in the chair.

## SUBJECTS AND METHODS.

### Nursery Schools.

*A Paper read by Miss M. E. Williams (Head Mistress of the Moat Road Council Infants' School, Leicester) to the Leicester Head Teachers' Association.*

At no period in the world's history has the problem of Reconstruction so filled the minds of thinking people as the present. In drawing up his Bill, Mr. Fisher probably had in his mind the great and important part which the next generation will play in Reconstruction—political, social, and moral. To fit the children for the task which lies before them, their school career should not only be improved, it should be extended—at the end by the Continuation School, and at the beginning by the Nursery School.

It is suggested that Nursery Schools should be established for children from two to six years of age, and, although no definition is given it is quite clear that a Nursery School is not intended to be an Elementary School or a part of an Elementary School. Some people are inclined to think that "School" is an unfortunate name, for an ideal Nursery School should be like a home, and not in any way like a school, particularly as regards building and furniture. Some of those which have already been established go by the name of "Free Kindergartens" or "Child Gardens," but, as far as I have been able to discover, there are not at present more than a dozen or so in existence. Perhaps the one which is best known is the one started in Edinburgh by Miss Lilien Hardy in 1906. A full account of this is given in her book, "The Diary of a Free Kinder-Garten."

May I give a short account of a day's work in this free Kinder-Garten. First I might mention that the room taken was an old Mission Hall in a very poor part of the city. There was a piece of waste land outside the back door, but this was covered with all sorts of rubbish. With the help of a few young men this was cleared, and was very soon converted into a very real garden for these slum children, who, as Miss Hardy says, did not even know what grass was. After two years in the Mission Hall a house was taken in a street near by, and the work of the "Child Garden" was carried on there.

At 9-15 a.m. the children assemble. They scrape their shoes, hang up their hats, and a school pinafore is donned. Each child knows its own peg by the picture-postcard pasted above it. They next go to the bath-room for tooth-brushing, and after that they are examined by the District Nurse, who administers emulsion or chemical food when necessary, and inspects the children for symptoms of any infectious disease. During this time they are encouraged to talk about anything which interests them, and, when all are ready, they pass into the main room to sing "Good-morning" greetings.

Next comes "Home Lore," which consists of polishing the brass, giving fresh water to the flowers, feeding the canaries, doves and pigeons, dusting chairs, tidying dolls' cradles, etc. At 10 o'clock they assemble for prayers, and after the roll call all sit down for Nature Talk, Finger Plays, or Picture Books. The children are taught to use their hands in many ways, such as in clay-modelling or sewing, and the older ones learn to read and write when they wish to do so. At 10-15 they have various games and movements, with training in good physical habits.

The special helpers, or monitors, in the meantime spread the table-cloths, and each child is given a little plate and mug, and all sit down to eat their lunch which they brought from home. This affords an opportunity for training in good manners. After lunch, they have free play in the garden, then Kinder-Garten work, followed by dinner, which is provided at a penny a day. This is followed by more play, and when this is over the children all rest on low folding stretchers, each being provided with his own pillow and blanket—out of doors in summer and in a darkened room in winter.

At 3-15 the children are dismissed, but they re-assemble for play at 4-30, and are joined by the old scholars who have been to the Council School. Organised games and little dances hold sway for half the time, and then the children play spontaneously with toys or act simple dramas of their own devising till it is time to go home. In the families which have responded to the influence of the School, bed follows at once, and the day has been well occupied with a minimum of street life and under conditions which cannot fail to be for the betterment of the children.

In London free Kinder-Gartens have been worked on similar lines. Houses of three storeys with the usual basement—and

of course a garden—have been taken, and each accommodates from 40 to 50 children. Here we are still nearer to the home, for the children have the free run of the house. They are quite free to go down to the basement to interview the housekeeper, or up to the dormitories to fix up or put away the small cots in which they sleep every afternoon. In fact, they do this as a part of the day's routine, and are not helped any more than is absolutely necessary.

In Birmingham two free Kinder-Gartens have been in existence for some years. Each is quite small, having only about 20 pupils, who pay a small fee. A trained teacher is in charge, assisted by a young girl, and the work is carried on in a pleasant room with a garden attached.

In Manchester there are Day Nurseries in various districts, and I have heard that it is the intention of the Education Committee to develop the work, so that it is very probable that Nursery Schools will be started before long.

In Bradford they have done much for Infant Welfare, but there are no Nursery Schools at present. It is thought, however, that they will be established and that they will be attached to the Infant Schools. They have already hammocks in some of the babies' rooms, and the children sleep in these for two periods during the day.

It is evident that Nursery Schools are intended to be a link between Infant Welfare work and the Elementary School. When they are established, the attendance should be free and optional. At what age, then, should a child be admitted, and at what age should he pass on to the Elementary School? Miss Margaret Macmillan thinks that the Nursery School age begins at one and ends at seven. It is generally agreed, however, that up to the age of three a child needs not a teacher, but—failing the mother—a nurse, so perhaps the most suitable age for entering would be three.

Again, Miss Macmillan very strongly objects to the child leaving at five. The question is—At what age is a child ready, physically and mentally, for learning to read, to write, and to calculate? Of course it varies very much, but most experts have agreed that it is nearer to the sixth birthday than the fifth, and in some cases it is delayed till towards the seventh. If the children are retained in the Nursery School until they are between five and six, it means that, in time, the Infant Schools, as such, will cease to exist, and will become Junior Schools. It is almost certain, however, that, for the present, no changes will be made in some schools, and that they will continue to work on the same lines. It is in the slum districts that changes should be made first, and naturally they must be to some extent experimental.

Miss Macmillan feels that the ideal Nursery School should not be a strange house, but an annexe of preferably a garden opening on twenty or forty back yards. This might be possible in some districts, but we are concerned with what might be done in Leicester. One has only to pay a visit to one of the schools in any of the poor parts of the town to realise that something should be done for these small children. We know that much has been done for their happiness and comfort during the last few years, for the change in the methods in Infant Schools has been almost revolutionary, but the buildings and furniture remain very nearly the same.

Would it not be possible for three or four houses near the schools to be converted into one by means of doors of communication, and the backyards into a garden? The houses need not be altered if they were thoroughly cleaned, decorated, and provided with furniture suitable for young children—small chairs, tables, cupboards, and cots or hammocks. Or, failing this, are there larger houses standing empty which might be utilised? At one time these were to be seen not far away from some of the poor schools. It has also been suggested that it might be possible to secure a plot in one of the parks, have shelters erected, and start an open-air Nursery School for delicate children.

With these thoughts regarding buildings we will pass on to the staffing of a Nursery School. It is most important that the Head should be a trained and qualified teacher. She may, with her assistants, have charge of 40, 50, 70, or even more children, and, if they are to be happy together, free to develop physically, morally, and mentally, they must be in charge of an expert. The outlook of a Nursery School teacher must be that of an educationist. She must be equipped to deal with the physical care of the children with absolute success and efficiency, but, beyond that, she must know how to deal with the intellectual and spiritual life which is awake and calls for care and wisdom if it is to be fostered and develop fully. It is a healthy body and a healthy mind which constitute the perfect whole. A teacher may be, and often is, a nurse, but a nurse is seldom or

never a teacher ; so it would be quite sufficient if a nurse visited the school each day under the scheme of the School Medical Service, as, of course, the children would be under the supervision of the Medical Officer.

In addition to the head teacher there should be an assistant to every 30 children, with probationers or nurse-teachers to help. These probationers should have a real love for children, be at least seventeen years old, have a certificate of good health and a strong "sense of vocation." The head teacher would train them for a time, and there is little doubt that the Training Colleges will do their part in arranging a special course for Nursery School teachers. There are at present two colleges which are specialising in this work—Gipsy Hill and the Mather Kinder-Garten College.

For the sake of both children and teachers the connection between the Nursery School and the Elementary School should be maintained, and teachers should be able to pass from one to the other. The staff of the existing schools should be drawn upon to supply the need which is coming. There are some teachers now in the Infant Schools whose sympathies lie rather with instructional methods, and these would find their home, not in the Nursery School, but in the Junior School. To others, who wish to realise their own ideals and to foster the unfolding of the child's mind along the lines of its own interests and motives, the call of the Nursery School would come.

Now with regard to the work of the Nursery School. The most important thing is that there should be the right atmosphere, spiritual and moral. The early years of a child's life are the most impressionable, his memory is most tenacious, he is quick to imitate and is constantly forming habits. To direct these aright and to foster their growth should be one of the first aims of the Nursery School, side by side with the care of the physical well-being. There should be free discipline, free choice of pursuits, opportunities for free development on individual lines. There should be no formal lessons and no formal training in reading, writing, or calculating, neither should there be any set standards of proficiency to which the children are expected to attain. Each school should be small enough to give an atmosphere of the happiest kind of family life, and should aim at fostering in the little inmates a love of beauty and order and a keen interest in animals and growing things.

No doubt all are aware that in the Education Bill power is conferred on Education Authorities to aid or provide Nursery Schools for children from two to six years of age, and Mr. Fisher expressed the view that it was a valuable power, and he hoped it would be freely used.

Miss Margaret Macmillan, who, as you know, is an idealist and an authority on the subject, expressed her opinion at the conference on New Ideals in Education in the following words : "Given a really efficient system of Nursery Schools in this country, the whole of the educational and social fabric must feel its influence. For it will be under them a good foundation, a rock that cannot be shaken, a well-spring of sweet and unpolluted life, of living water of humanity that cannot fail."

#### The Secondary School Teachers' War Relief Fund.

The secretary of this fund has issued an urgent appeal for additional support. The invested capital amounts to £6,837, an amount which the actuary's report states to be quite inadequate to provide for the objects of the fund. These include the supplementing of the pensions and allowances of teachers who have served as soldiers, sailors, or nurses, and to provide for the dependents of those who have been disabled or killed on war service. The money is being disbursed with great care, chiefly in emergency grants to cover immediate necessities, in the payment of outstanding obligations after enquiry, in the supplementing of pensions and allowances, in grants to dependents who cannot claim a Government gratuity, and in providing for the education of orphan children.

On present cases alone the sums collected so far show a deficit of £889. Provision is required for new cases, and the Committee ask for a further capital sum of £1,500. Before the Armistice was signed, contributions were received at the rate of £260 a month. Now they have fallen to about £140. We feel confident that when Secondary School Teachers understand that the total amount subscribed to this fund is so far only £8,081, and that by raising this amount to £10,000 they can relieve the distress of the families and children of their former colleagues, there will be no need for further appeals. Subscriptions should be sent at once to the Honorary Treasurer, Mr. J. Hart-Smith, A.R.C.S., The County Secondary School, Battersea, London, S.W. 11.

## BLUE BOOK SUMMARY.

### Report of the Board of Education, 1917-18.

The Report of the Board for the year 1917-18 has been issued. During the year under review there was a net decrease of 13 in the number of ordinary public elementary schools in England, reducing the total to 19,043. These were composed of 7,374 Council schools, with accommodation for 3,879,932, and 11,669 Voluntary schools, with accommodation for 2,633,067, or a total accommodation of 6,512,999. There were 30 higher elementary schools with 7,874 scholars on the register, and 435 special school with accommodation for 32,930. The total number of scholars on January 31 for England was 5,499,832, and the average attendance was 4,782,597.

The total number of efficient secondary schools in England was 1,073, with 242,024 pupils, both schools and pupils showing substantial increases over previous years.

The Report gives an interesting record of the war activities of the schools. In the war savings movement 14,000 elementary schools took part. The record is held in a Welsh county, where 32 schools received subscriptions ranging from £3,000 to £10,000 each. The individual school record, however, belongs to the Midlands, where one school invested £11,217 in War Savings Certificates, an average of over £100 a week. A South Wales school sold 3,000 certificates during "Tank Week," and a school in a South-Eastern county invested £2,105 during the local "War Weapons Week."

In connection with instruction in gardening 806 new gardens were established throughout the country, putting into cultivation some 123 acres.

The efforts of the Board in connection with the systematic collection of blackberries resulted in a substantial contribution to the jam supply of the country. Gloucestershire headed the total with 313 tons of blackberries, while in Buckinghamshire 130 tons were picked; Dorset was responsible for 91 tons; and in Norfolk the children picked 75 tons. In several other counties over 60 tons of fruit were gathered.

In the secondary schools effective help was given towards the organisation of food production, chiefly by the cultivation of potatoes and other vegetable crops, and also in some cases by the keeping of poultry, pigs, rabbits, etc. School holidays were prolonged or readjusted in order to enable the pupils to help in harvesting, haymaking, flax-picking, and fruit gathering.

Special emphasis is laid on the work carried on in technical schools in the training of munition workers, 75 per cent. of whom were women. The Ministry of Munitions have recently estimated that during the last three years about 50,000 persons passed into factories through the various training centres.

### Secondary School Regulations.

The new Regulations for Secondary Schools have been issued. They are identical with those for 1918-19, save that an important alteration is made in the rules concerning the constitution of governing bodies. Hitherto, schools have been ineligible for grants if their scheme required that a majority of the governing body should belong or not belong to any particular religious body, and schools have also been ineligible if the governing body did not include a majority of "representative governors." These restrictions are now removed, and it is now provided that the governing body of the school must contain either a majority of representative governors or have at least one-third of the governing body appointed by the Local Education Authority. This change will probably have far-reaching effects, not only by bringing in such schools as the Woodard Schools, but possibly also in regard to the larger private schools.

### Circular 1112.

Memoranda on Teaching and Organisation in Secondary School (Advanced Courses) is a pamphlet of twelve pages, dealing with the working of Advanced Courses.

### Private Schools Enquiry.

The Board have issued a form of enquiry respecting schools not in receipt of grants. The information asked for is the name and address of the school and a short description, stating the type of education given (elementary, secondary, technical, professional, or other), the number and sex of the pupils, usual age of entry or leaving, whether school is for day pupils or boarders or both, and whether it is conducted for private profit. The names of persons responsible for the management are also required.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Cambridge University.

Dr. Peter Giles, Master of Emanuel College since 1911, has been elected Vice-Chancellor of the University for the academic year which begins on October 1. Dr. Giles, who is an Honorary Fellow of Caius College and Honorary Doctor of Law of Aberdeen University, has been University Reader in Comparative Philology since 1891.

Mr. S. W. Grose and Mr. H. W. C. Vines have been elected to Junior Fellowships at Christ's College. Mr. Grose is engaged on the staff at the Fitzwilliam Museum, and Mr. Vines on the staff of St. Bartholomew's Hospital.

The Council of the Senate propose to the Senate for discussion early in the Michaelmas Term the following Grace:—

"That a syndicate be appointed to consider whether women students should be admitted to membership of the University, and, if so, with what limitations, if any; and alternately to consider, if women students are not admitted to membership, by what means the University could co-operate with the women's colleges or other bodies in the conferment of degrees on women students; and that the syndicate report on both these terms of reference before the end of the Easter Term, 1920."

### Oxford and Rhodes Scholars.

Questions have recently been asked about the scholarships which, under the Rhodes Trust, went to German students. The decision of the trustees to abolish these scholarships was taken in 1916.

Five such scholarships were offered formerly, each worth £250. Four new scholarships of an annual value of £300 were created and distributed as follows—one to the Transvaal, one to the Orange Free State, one to Alberta and Saskatchewan (which had formerly only one between them), and one to Kimberley and Port Elizabeth alternately (Kimberley to select in the first year.)

### Liverpool.—A New Vice-Chancellor.

At a meeting of the Council of Liverpool University on June 3 it was unanimously decided to offer the post of Vice-Chancellor in succession to Sir Alfred Dale, whose resignation takes effect from September 30 next, to Colonel Adami, Professor of Bacteriology and Physiology in the McGill University, Montreal.

### Merthyr Technical College.

Towards the foundation of a Technical College at Merthyr, Mr. H. Seymour Berry, J.P., of Merthyr, has informed the Mayor that he will increase his gift of £10,000 to £20,000. Other large contributions have been received.

### Westfield College, London.

The Council of Westfield College (University of London) has offered a research studentship for next year to an oversea graduate, Miss Julia Grace Wales, A.M.

Miss Wales, who is a Canadian, graduated at McGill University, Montreal, in 1903, obtaining First Rank Honours and the Shakespeare gold medal. In 1904 she obtained a scholarship at Radcliffe College, and took her A.M. degree. In 1910 she was awarded the Mary M. Adams Fellowship in English at Wisconsin University, and in 1912 she was appointed instructor in English at that university.

### University Teachers in London.

The Higher Education sub-Committee of the London County Council is urging that authority to increase its grant for University education by a sum not exceeding £4,100 a year, for the purpose of enabling the salaries of University professorships and readerships paid out of L.C.C. grants to be increased to minima of £800 and £400 respectively, provided that the salaries of the other University professorships and readerships are increased to the same minima by means of an increased grant from the Government.

It is pointed out by the Committee that of the chairs which have been provided by the London County Council, two carry salaries of £500 (augmented to £600 out of University funds), twelve carry salaries of £600, two carry salaries of £800, and three carry salaries of £1,000. The salaries attached to readerships provided by the London County Council are one at £100, three at £200 (augmented out of University funds to £300), and two at £300.

## EDUCATION ABROAD.

### English Studies in Italy.

The Unione Italiana, of Sauciehall Street, Glasgow, has published an interesting and valuable pamphlet from the pen of Dr. Ernesto Grillo, who gives a brief account of the progress and present position of the study of English in Italy. Dr. Grillo states that this study has never been so popular as at present. A visitor among Italian middle-class families is more than likely to find the children practising the English tongue, or trying to imitate English fashions. A young Italian student, noting that nearly all the shops in the Via Tornabuoni in Florence exhibited the sign "English spoken," mischievously placed over a barber's shop the notice "Qui si parla italiano"—"Italian spoken here." A very large number of private schools, clubs, convents, and even the Evangelical Churches, have provided English lessons either free of charge or for a nominal fee. These classes are attended by crowds of men and women during the day, and also in the evening. In order to encourage commercial and literary relations between the two countries, free access to the English departments of the Universities has been granted to all students. In the Technical Institutes English has displaced German as one of the two compulsory modern languages, and in the Commercial Schools special attention is given to English mercantile phraseology and to the commercial, industrial, and social organisation of the British Empire.

In the Licei Moderni, which are high schools of a modern type, established by Professor Credaro while Minister of Education a few years ago, the study of English begins in the fourth form and is continued both theoretically and practically for five years. In the last three years a full summary of English literature is prescribed by the Minister of Education, as well as a study of Addison, Goldsmith, Macaulay, Swift, Thackeray, Dickens, Carlyle, Ruskin, Wordsworth, Coleridge, Longfellow, Milton, Byron, Tennyson, Shakespeare, and Shelley. In November, 1918, eight new professorships of English Language and Literature were founded in the University. The training of teachers is seriously undertaken. Dr. Grillo says: "We in Italy were the first to realise that the time had passed when everyone having a knowledge of a language—native or foreigner—was qualified to teach it. It may be said of course that diplomas are not necessary for able teachers. This is quite true in certain cases; but we must have a guarantee, and this guarantee is the academic career. The legal and medical professions do not allow unqualified men to practise in those professions. Why, then, should schools and universities make an exception in regard to teachers of modern languages?"

### French Teachers and Trade Unions.

Although the French teacher is a civil servant, it is proposed that he should be allowed to join a Trade Union and ally himself with the Labour movement. Similar proposals have been made in England, but so far without receiving much support. It is no question of the teacher's work being more or less valuable to the community than that of an industrial worker. It is rather that a teacher's work is different, and certainly in his case it would be difficult to urge with any degree of plausibility that he was entitled to "a fair share of the products of his labour," inasmuch as he is not producing things at all.

### "The Future."

The English Language Union has adopted as its official organ the journal which bears the title of "The Future," and is edited by Axel Gerfalk and Alfred E. Hayes. The aim of the Union is to foster the study of English in other countries, and Mr. Hayes has succeeded in promoting holiday courses in English for Danish students. These courses began some years ago, and are maintained by the Danish Government at a cost of some £200 a year.

### A Peace Holiday.

The London Education Committee have arranged to extend the summer holidays of elementary school children by one week as a peace holiday.

### Melbourne University.

The Victorian Government is providing £200,000 to enable Melbourne University to complete its buildings.—(Reuter.)

## PRIMARY SCHOOL NOTES.

(FROM OUR OWN CORRESPONDENT.)

THE London teaching service is just now in a state of great unrest. This is bad for education, and if allowed to continue it may be taken for granted the work of the schools will suffer. In the interests of education, therefore, it behoves the London County Council to consider whether the unrest is not due to a want of consideration on its part in respect of the teachers' claims for better pay.

A mass meeting under the auspices of the London Teachers' Association was held at the Kingsway Hall on 24th May, and if what was stated in public represents (as I believe it does) the real position, it is high time the Council set its house in order. At that meeting Mr. W. D. Benthiff gave instances of present payments which certainly prove teachers are being treated badly as compared with the Council's administrative staff. For instance, Mr. Benthiff compared the war bonuses paid to officials with those paid to teachers. A man teacher with a salary of £200 a year before the war now received £269 *including war bonus*, but an official with £200 a year salary, receives £300 a year including war bonus. Similar discrimination against the teacher, varying in proportion to salary, was shown to exist in each of the other typical cases quoted. In times like these, when everyone is urging the importance of education, it is lamentable to find the greatest local education authority in the Kingdom belittling—as far as remuneration is concerned—the value of the educator.

The meeting at Kingsway Hall did excellent service to teachers by making public not only the amount (£39) of the annual war bonus paid to teachers in London, but the actual payments under the new salary scale adopted by the Council in 1918. That scale runs from £120 to £300 for men, and from £108 to £225 for women. The men remain at £120 and the women at £108 for three years from the date of appointment! Also, although the scale has been in force since April, 1918, no man class teacher in London, whatever the length of his service, is getting more than £230. Similarly no woman class teacher is receiving more than £171. Again, the scale gave—on paper—a higher minimum and a higher maximum to headmasters and head mistresses, but as yet very few heads are even getting the *minimum* of the new scale. In this connection Mr. Benthiff made a perfectly correct and much appreciated point when he instanced the case of a headmaster, with thirty-six years of teaching service behind him, who had just reached the *minimum* of his grade. Another point which puts the Council in a bad light is that no increment under the scale is allowed this year. Frankly all this must be altered unless the London service is to remain at the low level to which it has now sunk in the matter of the salaries paid to its teachers. To give an idea of its position I need only state that whereas, after fifteen years' teaching in the metropolis, a man would receive, under the existing scale, £240 a year, he would, had he taken service in Willesden or Hornsey, be receiving £290; and, further, he could have chosen any one of twenty extra-metropolitan authorities where in the fifteenth year of his service his salary would be higher than in London. It is surprising that London teachers have not made their position known before.

It will not be out of place here if I draw attention to a danger threatening the success of the whole movement for better pay. The danger arises from within. It is developing gradually, but surely. It is the growing tendency to a disintegration of the teachers' forces arising from the result of the plebiscites on "equal pay." In London the intensity of feeling is developing very rapidly and is fast hurrying matters to a crisis. An indication of the real position was plainly apparent at the mass meeting on 24th May. It was evident the men were with difficulty held back from offering open opposition to the demands of the L.T.A. Revolt was in the air. Outside the meeting place handbills were distributed announcing a mass meeting of *men* teachers. A national *Schoolmasters' Association* has already been formed, and the London branch has already been established. I am told it is "taking on" immensely. This, I suppose, is an answer to the "London Unit" of the Women's Federation. It is to be hoped it will not act in *opposition* to the N.U.T. and the London Teachers' Association as does the "London Unit." Hitherto the National Federation of Women Teachers has not advised its members to leave the N.U.T., but I am told it is likely to change its attitude in this respect. This disintegration which threatens both the N.U.T. and the L.T.A. can only result in disaster. Is it possible that men and women teachers

have forgotten the history of past triumphs? Working together as an army, united in aims and objects, they have waged successful warfare on obscurantism in high places, on niggardly meanness to the teacher, and on apathy towards the claims of education generally. Warfare is still necessary, and never more necessary than in the field of teachers' interests. It would be the greatest of blunders to weaken the army at this juncture. The taking of a plebiscite on such a debatable question as "equal pay" was a blunder, but to disintegrate would be a greater blunder. Teachers more than others should know that *in war one may not blunder twice*. If success is to follow effort, the effort must be made with closed up ranks.

There is evidence that local education authorities are learning the lesson which teachers seem to be forgetting. In the North of England area there exists a combine of authorities the purpose of which is to fix teachers' salaries for a large district. Competition between one authority and another in the teachers' labour market is thus avoided, and of course the teacher suffers. Strangely enough for a considerable time the teachers recognised the combine and negotiated with it. Its real trend, however, has at last been appreciated, and, led by the teachers of Sunderland, the teachers generally are refusing to have further dealings with the combine. They expect better conditions as a result. London, which hitherto has always thought itself superior to other authorities in the strength of the attraction of its service, and has therefore never consulted any authority, is now feeling its weakness, and is looking round for protection. At its meeting on 28th May, and in answer to a letter from the Walthamstow authority, it indicated its willingness to enter a conference with the education authorities in the Greater London area for the purpose of discussing teachers' salaries! This is indeed a sign of the times and a further warning to teachers not to separate into opposing sections.

The present unrest in the ranks of teachers not only in London but throughout the country is deplorable. It is increasing rather than diminishing, and will do so until the salaries paid are more commensurable with the services rendered. At the same time it is a thousand pities strikes should have become necessary. It is not nice to read "Teachers down canes at Peterborough." Who are to blame for these regrettable developments? I am bound to say the National Union of Teachers cannot be charged as the culprit. It is true there must be two parties to a quarrel. It is also true that where each of the parties is reasonable the quarrel can nearly always be "arranged." The number of instances where the N.U.T. and the local education authority have "arranged" matters prove beyond doubt the sweet reasonableness of the Union's attitude where there has been anything like reciprocity. Conferences between teachers and their employers rarely fail to effect an amicable settlement. It is to be hoped this method of settling matters may become general. A strike of teachers injures education and exerts a far-reaching influence on the minds of children, thereby sowing the seed of future trouble. This is no doubt fully realised by the President of the Board of Education, and may lead to action which neither the local education authorities nor the teachers desire. In the meantime—conferences.

### Oxford Summer School of Education.

The Oxford Summer School of Education will be held between the dates of August 6 and September 2 inclusive. It provides a course of lectures on the teaching of school subjects and on the aims and social bearing of education. In each week lectures are given and conferences held on the detailed methods of special subjects. These subjects are throughout considered with reference to their place in a general scheme of education, and a series of lectures on educational theory and on new experiments in school organisation runs through the course. It is thus equally suited to specialists and to those who wish for an introduction to the scientific study of education.

Entry forms can be procured from the SECRETARY, SECONDARY TRAINING DELEGACY, OLD CLARENDON BUILDING, BROAD ST., OXFORD, and must be sent to him with fee as soon as possible, and in any case before the beginning of the Course. Students should state during which weeks of the Course they propose to attend.

The Director of the School is the University Reader in Education, Dr. W. M. Keatinge, 40, St. Margaret's Road, Oxford, who will be ready to give advice to intending students.

An extremely attractive syllabus of lectures is provided, and the arrangements allow of teachers spending one week in the study of a selected subject.

## PERSONAL NOTES.

**Sir Michael E. Sadler, K.C.S.I.**

Dr. Michael E. Sadler, Vice-Chancellor of the University of Leeds and Chairman of the Teachers Registration Council, has been made a Knight Commander of the Order of the Star of India, in recognition of his work as President of the Calcutta University Commission. This work has been recently completed, and it is expected that the report will be issued at an early date. The members of the Commission have recently returned to England, after a stay in India extending over eighteen months.

**Sir Oliver Lodge.**

With the approval of the Duke of Connaught, President of the Royal Society of Arts, the Council have awarded the Society's Albert Medal for 1919 to Sir Oliver Lodge, D.Sc., F.R.S., "in recognition of his work as the pioneer of wireless telegraphy."

The medal was instituted in 1864 to reward "distinguished service in promoting arts, manufactures, and commerce."

**Mr. Percival Sharp.**

The Sheffield Education Committee has appointed Mr. Percival Sharp, B.Sc., as Director of Education. Mr. Sharp has served as Director in Newcastle-on-Tyne since 1914, when he succeeded Mr. Spurley Hey, now of Manchester. Before going to Newcastle, Mr. Sharp spent seven years in St. Helens as Director of Education. He is a trained teacher, with experience in schools of various types, and his record in educational administration fully justifies his being selected as the first Director of Education for Sheffield.

**Mr. Fred. Wilkinson.**

The Minister of Pensions has appointed Mr. F. Wilkinson, Director of Education at Bolton and Principal of the Municipal Technical School, Hon. Technical Adviser to the Ministry on Questions of Training.

Mr. Wilkinson has been secretary of the Association of Technical Institutions for the last nine years.

**Mr. J. A. Palmer.**

On his retirement from the post of Secretary for Education, Mr. J. A. Palmer was entertained at dinner by Sir George Kenrick, Chairman of the Birmingham Education Committee, who invited the members of the Committee to the gathering. During the evening Mr. Palmer was presented with an illuminated copy of the resolution passed by the Committee on his retirement. The officials in the City Education Office have also made a presentation in the form of a silver tea kettle and salver, with a ring for Mrs. Palmer.

**Mr. R. G. Mayor.**

Congratulations are due to Mr. R. G. Mayor, Principal Assistant Secretary (Universities Branch) of the Board of Education, who has received a C.B. in the latest Honours list. Mr. Mayor has for some time past had special charge of the administration of schemes for the training of teachers, in addition to his duties in connexion with Universities.

**Colonel Adami.**

The post of Vice-Chancellor of the University of Liverpool, about to become vacant by the resignation of Sir Alfred Dale, has been offered to Colonel Adami, Professor of Pathology and Bacteriology in the McGill University, Montreal. Colonel Adami is a Manchester man, educated at Owen's College and Christ's College, Cambridge. He has written a standard work on pathology. His name came into prominence a few years ago, when he delivered the Croonian Lecture at the Royal College of Physicians and treated the problem of heredity in a manner which led to a controversy between him and that doughty antagonist, Sir Ray Lankester. Colonel Adami is an excellent administrator who may be expected to advance the fortunes of Liverpool University.

**Miss Edith Clarke.**

After 44 years' service, Miss Clarke is retiring from the post of Principal of the National Training School of Cookery and Domestic Subjects.

## NEWS ITEMS.

**School Canteens in East Suffolk.**

In November, 1918, the East Suffolk Education Committee established school canteens at various centres. In five months 25,648 dinners were provided at a charge of 3d. for a single dinner, or 1s. for five. A profit of one-eighth of a penny has been made on each dinner sold.

**"Brain Workers."**

At the conference of the Guild of Insurance Officials it was proposed to form a combination of brain-workers on the ground that a joint organisation was necessary if they were to keep a footing in the economic life of the country.

**Esperanto.**

At the annual meeting of the Esperanto Association at Liverpool, on Whit-Monday, it was stated that a petition had been sent to the Peace Conference urging that Esperanto should be made the official language of the League of Nations.

**The Policeman's Lot.**

The Home Secretary has announced that the pay of the London police will begin at £3 10s. a week, or £178 a year. The Departmental Committee on Salaries in Secondary Schools last year suggested that a qualified master in a secondary school should have as salary for the first year at least £150.

**Commercial Men and Teachers.**

The elementary school teachers of Northampton have handed in their resignations, to take effect on June 30. The Council of the Northampton Chamber of Commerce have passed a unanimous resolution urging the Town Council to reconsider the scale of salaries for teachers and to bring it into proper relation both with the present cost of living and the extreme importance of the teachers' work.

**The Barnett School, Hampstead.**

The Middlesex County Council have agreed to make a grant of £20,000 to this High School for Girls. The foundation stone was laid by the Queen last October.

**Public Meetings on Education.**

The Kent Education Committee have arranged a series of public meetings in order to make the Education Act known to the people of the county. Meetings have already been held at various centres. The attendance is excellent, and at Chatham the President of the Board of Education delivered an address to 1,600 people. Great interest is shown in the Act and its future possibilities.

**A Costly Book.**

At Sotheby's a copy of "The Book of Hours," by Jeanne the Second, Queen of Navarre, a 14th century manuscript, was sold for £11,000, the highest price ever paid for a book.

**Latin Teaching.**

The Association for the Reform of Latin Teaching announces a Short Summer Course to be held at Oxford from Sept. 2—9 inclusive. The programme includes demonstration lessons, oral and phonetic practice, lectures, reading classes, a training class, with discussions on methods and an exhibition of archaeological aids. Full particulars may be obtained from Mr. Nigel O. Parry, 4, Church Street, Durham.

**Some Appointments.**

G. H. Hammond, B.A., of Leeds, as Assistant Secretary to the Holland (Lincolnshire) Education Committee.

Mr. Arnold J. Toynbee, B.A., as Koracs Professor of Modern Greek and Byzantine History, Language, and Literature at King's College, London.

Mr. Arthur J. Allmand, D.Sc., as Professor of Chemistry at King's College, London.

Mr. A. E. Richardson, F.R.I.B.A., as Professor of Architecture at University College, London.

Mr. L. R. Strangeways, M.A., Chief Classical Master at Nottingham High School, as Headmaster of Bury Grammar School.

Mr. R. H. Cocks, M.A., of Perin's Grammar School, Alresford as Headmaster of Wool Green County School, Middlesex.



**A Selection From**  
**Messrs. LONGMANS, GREEN & CO.'S**  
**List of Educational Works in History, Geography, Latin and French.**  
**HISTORY.**

**LONGMANS' HISTORICAL SERIES FOR SCHOOLS.**

By T. F. TOUT, M.A., Bishop Fraser Professor of Mediæval and Ecclesiastical History  
in the University of Manchester. In three Books. Crown 8vo.

- Book I.** **A First Book of British History, from the Earliest Times to the Death of Edward VII.** With 85 illustrations, 13 Genealogical Tables, and 25 Maps and Plans, **3s. 0d.**  
**The New Editions of both Book II and Book III have been brought up to the Signing of the Armistice.**
- Book II.** **A History of Great Britain from the Earliest Times to 1918.** With 36 Maps and Plans, 8 Genealogical Tables, and 147 Portraits and other Illustrations. Crown 8vo. **5s. 0d.**  
Book II is also issued in Two Parts. Part I. From the Earliest Times to 1485. **3s.**  
Part II. From 1485 to 1918. **3s.**
- Book III.** **An Advanced History of Great Britain, from the Earliest Times to 1918.** With 29 Genealogical Tables and 63 Maps and Plans. Crown 8vo. **9s.**  
Book III is also issued in three parts. Part I. From the Earliest Times to 1485. **3s. 6d.**  
Part II. From 1485 to 1714. **3s.**  
Part III. From 1714 to 1918. **3s. 6d.**

**GEOGRAPHY.**

**LONGMANS' GEOGRAPHICAL SERIES.** Crown 8vo.

- Book I.** **The First Book of Geography.** With 17 Illustrations and 52 Maps (38 of which are coloured). New and Revised Edition, **2s. 6d.**
- Book II.** **The World. For Junior Students.** With 35 Illustrations and 87 Maps (79 of which are coloured). New Edition, Revised, partly re-written and enlarged. **4s. 6d.**
- Book III.** **The World. For Senior Students.** With 276 Maps, Diagrams, and Illustrations. New Edition, Revised, partly re-written and Enlarged, **6s.**
- Book IV.** **The British Empire.** With 38 Illustrations and 78 Maps (71 of which are coloured). New Edition, Revised and Enlarged, 1914. **4s. 6d.**
- Book V.** **A Primary Physical Geography.** By JOHN THORNTON, M.A. With 135 Illustrations and 14 Maps (one of which is coloured). New and Enlarged Edition. **2s. 6d.**

**LATIN.**

**LONGMANS' LATIN COURSE.** With copious Exercises and Vocabularies. Crown 8vo.

- Part I.** Up to and including the Regular Verb, Active and Passive. **2s.**  
**A Key for the use of Teachers only. 3s. 8½d. post free.**
- Part II.** Including Pronouns, Numeral Adjectives, Irregular Verbs, Accusative and Infinitive, Ablative, Absolute, Dependent Questions, Dependent Clauses, the Use of the Cases and Oratio Obliqua, **3s.**  
**A Key for the use of Teachers only. 5s. 3d. post free.**
- Parts I and II.** Complete in One Volume, **4s. 6d.** **A Key for the use of Teachers only. 7s. 9½d. post free.**
- Part III.** Elementary Latin Prose, with Complete Syntax and Passages for learning by heart. By W. HORTON SPRAGGE, M.A. **3s. 6d.** **A Key for the use of Teachers only. 3s. 9d. post free.**
- ELEMENTARY UNSEENS.** With Notes and Vocabularies. Crown 8vo. **1s. 8d.**  
**A Key for the use of Teachers only. 4s. 8½d. post free.**
- A JUNIOR LATIN READER.** Compiled by P. M. DRUCE, M.A., late Scholar, Emmanuel College, Cambridge, and M. D. MANDUELL, M.A., late Scholar, Jesus College, Cambridge. With 38 Maps and Illustrations. Crown 8vo. **2s. 3d.**
- A SENIOR LATIN READER.** Compiled by J. LANG, B.A., late Classical Scholar, Queen's College, Oxford. With 82 Illustrations, Maps, and Plans. Crown 8vo. **3s. 6d.**

**FRENCH.**

**LONGMANS' MODERN FRENCH COURSE.**

By T. H. BERTENSHAW, B.A., Mus.Bac., Assistant Master in the City of London School.

- Part I.** Containing Reading Lessons, Grammar, Passages for Repetition, Exercises, and Vocabularies. With Illustrations by D. M. PAYNE. Pupils' Edition, **2s.** Teachers' Edition, **2s. 6d.**
- Part II.** Containing Reading Lessons, Grammar, Passages for Repetition, Exercises, and Vocabularies. With Illustrations by D. M. Payne, and from Photographs. Pupils' Edition, **2s. 6d.** Teachers' Edition, **3s.**  
The Teachers' Edition contains all the matter in the Pupils' Edition, together with additional Notes on Reading Lessons, Grammar and Passages for Repetition, Translation of Exercises, etc.

**A COMPLETE LIST OF ALL MESSRS. LONGMANS, GREEN AND CO.'S BOOKS IN HISTORY, GEOGRAPHY, LATIN, AND FRENCH WILL BE SENT POST FREE ON APPLICATION.**

**LONGMANS, GREEN & CO., 39, Paternoster Row, London, E.C. 4.**

# Messrs. LONGMANS, GREEN & CO.'S

## Select List of Text-books on LATIN, HISTORY and LITERATURE.

**First Steps in Latin.** By F. RITCHIE, M.A. Fcap. 8vo. 2s.  
A Key, for the use of Teachers only, post free, 3s. 8½d.

**Second Steps in Latin.** By F. RITCHIE, M.A. Fcap. 8vo, 2s. 6d.

**Exercises in Latin Prose Composition.** By F. RITCHIE, M.A., Crown 8vo, 3s.  
A Key, for the use of Teachers only, post free, 3s. 9d.

**Fabulæ Faciles.** A First Latin Reader. Containing Detached Sentences and Consecutive Stories. With Notes and a Vocabulary by F. RITCHIE, M.A. Crown 8vo. 3s.

**Gradatim :** an Easy Latin Translation Book for Beginners. With Vocabulary by H. R. HEATLEY, M.A., and H. N. KINGDON, M.A. Fcap. 8vo, 2s.  
A Key, for the use of Teachers only, post free, 5s. 2½d.

**A History of Greece from the Earliest Times to the Death of Alexander the Great.** By C. W. C. OMAN, M.A., F.S.A., M.P., Fellow of All Souls College and Deputy Professor of Modern History in the University of Oxford. With 13 Maps and Plans, and 84 Illustrations. Crown 8vo. 6s. 6d.

**A First History of France.** By Mrs. MANDELL CREIGHTON. With 33 Illustrations and 5 Coloured Maps. Crown 8vo. 4s. 6d.

**A Short History of England to the Death of Edward VII.** By CYRIL RANSOME, M.A., late Professor of Modern Literature and History, Yorkshire College, Victoria University. With Tables, Plans, Maps, Index, etc. Crown 8vo, 5s. Or in two parts, 2s. 6d. each. Part I—To the Death of Elizabeth, A.D. 1603. Part II: A.D. 1603 to 1910.

**Outline of English History, B.C. 55 to A.D. 1910.** By SAMUEL RAWSON GARDINER, D.C.L., LL.D. With 71 Woodcuts and 17 Maps. Fcap. 8vo, 3s.

**A Student's History of England, from the Earliest Times to 1910.** By SAMUEL RAWSON GARDINER, D.C.L., LL.D. With 378 Illustrations. Crown 8vo. 20s. 0d. Or in three vols. as follows:—  
Vol. I. B.C. 55—A.D. 1509. With 173 Illustrations. Crown 8vo., 6s. 0d.  
Vol. II. 1509—1689. With 96 Illustrations. Crown 8vo. 6s. 0d.  
Vol. III. 1689—1910. With 109 Illustrations. Crown 8vo. 6s. 0d.

**A School Atlas of English History : a Companion Atlas to Gardiner's " Student's History of England,"** Edited by SAMUEL RAWSON GARDINER, D.C.L., LL.D. With 66 Maps and 22 Plans of Battles, etc. Fcap. 4to. 6s. 0d.

**The " Swan " Shakespeare.** With Introduction, Notes, and a Series of Illustrations by well-known Artists in each volume.

<b>The Winter's Tale.</b> With Notes, etc., by T. G. WRIGHT. With 10 Full-page Illustrations by R. WHEELWRIGHT; also a Portrait of Shakespeare and 4 Pictures illustrating his life. 160 pages.	s. d.	<b>The Tempest.</b> With Notes, etc., by G. W. STONE, M.A. With 10 Full-page Illustrations by S. G. DAVIS; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 146 pages.	1 6
<b>Twelfth Night.</b> With Notes, etc., by A. L. CANN, B.A. With 10 Full-page Illustrations by GRENVILLE MANTON; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 141 pages.	1 6	<b>The Merchant of Venice.</b> With Notes, etc., by JOHN BIDGOOD, B.Sc. With 10 Full-page Illustrations by C. A. SHEPPERSON, A.R.A.; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 150 pages.	1 6
<b>Much Ado About Nothing.</b> With Notes, etc., by R. G. WILLIAMSON. With 10 Full-page Illustrations by H. R. MILLAR; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 156 pages.	1 6	<b>Julius Caesar.</b> With Notes, etc., by D. FORSYTH, M.A., D.Sc. With 10 Full-page Illustrations by GRENVILLE MANTON; also a Portrait of Shakespeare and 4 Pictures illustrating his life. 135 pages.	1 6
<b>Richard II.</b> With Notes, etc., by W. J. ABEL, B.A. With 11 Full-page Illustrations by H. M. BROCK; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 202 pages.	1 6	<b>Henry V.</b> With Notes, etc., by D. FERGUSON, M.A. With 10 Full-page Illustrations by R. WHEELWRIGHT; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 190 pages.	1 6
<b>Macbeth.</b> With Notes, etc., by R. McWILLIAM, B.A. With 10 Full-page Illustrations by GORDON BROWNE; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 128 pages.	1 6	<b>A Midsummer Night's Dream.</b> With Notes, etc., by J. W. ILIFFE, A.R.A., M.A. With 10 Full-page Illustrations by C. A. SHEPPERSON; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 142 pages.	1 6
<b>King John.</b> With Notes, etc., by J. W. YOUNG. With 9 Full-page Illustrations by PATTEN WILSON; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 144 pages.	1 6	<b>King Lear.</b> With Notes, etc., by A. V. HOUGHTON. With 10 Full-page Illustrations by GORDON BROWNE; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 172 pages.	1 6
<b>As You Like It.</b> With Notes, etc., by W. DYCHE, B.A. With 10 Full-page Illustrations by C. A. SHEPPERSON, A.R.A.; also a Portrait of Shakespeare and 4 Pictures illustrating his Life. 134 pages.	1 6		

A COMPLETE LIST OF ALL MESSRS. LONGMANS, GREEN AND CO.'S BOOKS ON LATIN, HISTORY AND LITERATURE WILL BE SENT POST FREE ON APPLICATION.

**LONGMANS, GREEN & CO., 39, Paternoster Row, London, E.C. 4.**

# Messrs. LONGMANS, GREEN & CO.'S

## SELECT LIST OF TEXT-BOOKS ON ENGLISH LANGUAGE AND LITERATURE.

### LONGMANS' CLASS-BOOKS OF ENGLISH LITERATURE.

<b>A Book of Selections from the Writings of R. L. Stevenson.</b> Collected and Edited with Introduction and Notes by S. G. DUNN, M.A. (Oxon.).	s. d. 2 0	<b>Micah Clarke : A Tale of Monmouth's Rebellion.</b> By Sir A. CONAN DOYLE. Abridged Edition. With 20 Illustrations.	s. d. 2 6
<b>English Letters Selected for Reading in Schools.</b> By H. J. ANDERSON, M.A. A Collection of 76 Letters by 43 Representative Authors.		<b>The White Company.</b> By Sir A. CONAN DOYLE. Abridged Edition. With 12 Illustrations.	2 0
<b>A Child's Garden of Verses.</b> By ROBERT LOUIS STEVENSON. With an Introduction by GUY KENDALL, M.A., Head Master, University College School; and a Portrait.		<b>The Story of the Glittering Plain.</b> By WILLIAM MORRIS. With Introduction, Life, and Notes.	2 0
<b>The Coral Island.</b> By R. M. BALLANTYNE. (Abridged.) With Frontispiece, Introduction, and Notes by A. S. TETLEY. M.A.	1 4	<b>The Story of Sigurd the Volsung.</b> Written in Verse by WILLIAM MORRIS. With Portions condensed into Prose by WINEFRED TURNER, B.A., and HELEN SCOTT, B.A. With Introduction and Glossary.	1 9
<b>Alice in Wonderland.</b> By LEWIS CARROLL.	1 4	<b>The Man Born to be King.</b> From "The Earthly Paradise." By WILLIAM MORRIS. With Introduction, Life, and Notes.	1 6
<b>Selections from Dickens.</b> With Notes by L. B. TILLARD, B.A., and 4 Illustrations.	1 4	<b>Atalanta's Race, and The Proud King.</b> From "The Earthly Paradise." By WILLIAM MORRIS. With an Introduction and Notes.	1 4
<b>The Refugees.</b> A Tale of Two Continents. By Sir A. CONAN DOYLE (Abridged). With Introduction and Notes by G. A. TWENTYMAN, B.A., and 15 Illustrations.	1 9	<b>The Tallsman.</b> By Sir WALTER SCOTT. (Abridged.) With Biography by ANDREW LANG; Introduction and Notes by J. THORNTON, M.A.	1 6
<b>Eric Brighteyes.</b> By Sir RIDER HAGGARD. (Abridged.) With Introduction and Notes by J. MALINS, M.A., and with 31 Illustrations and Initials.	1 9	<b>Ivanhoe.</b> By Sir WALTER SCOTT. (Abridged.) With Biography by ANDREW LANG; Introduction and Notes by T. H. ALLEN.	1 4
<b>Lysbeth.</b> A Tale of the Dutch. By Sir RIDER HAGGARD. (Abridged.) With Introduction and Notes by J. B. D. GODFREY, M.A., and 11 Illustrations.	1 9	<b>A Legend of Montrose.</b> By Sir WALTER SCOTT. (Abridged.) With Biography by ANDREW LANG; Introduction and Notes by R. LISHMAN, B.A.	1 4
<b>Hereward the Wake.</b> "Last of the English." By CHARLES KINGSLEY. (Abridged.) With Introduction and Notes by W. H. BARBER, M.A.	1 9	<b>Quentin Durward.</b> By Sir WALTER SCOTT. With Biography by ANDREW LANG; Introduction and Notes by JOHN THORNTON, M.A.	1 4
<b>The Heroes : or, Greek Fairy Tales for My Children.</b> By CHARLES KINGSLEY. With Introduction and Notes by WALTER R. PRIDEAUX, M.A. 6 Illustrations and 2 Maps.	1 4	<b>The Lady of the Lake.</b> By Sir WALTER SCOTT. With Biography by ANDREW LANG; Introduction and Notes by W. HORTON SPRAGGE, M.A.	1 4
<b>Settlers in Canada.</b> By Captain MARRYAT. (Abridged.) With Introduction and Notes by G. M. HANDLEY, B.A.	1 4	<b>The Lay of the Last Minstrel.</b> By Sir WALTER SCOTT. With Biography by ANDREW LANG; Introduction and Notes by F. TICKNER, D.Lit., M.A., B.Sc.	1 4
<b>Macaulay's History of England.</b> Selections. With Introduction and Notes by J. W. BARTRAM, M.A.	1 4	<b>Marmion.</b> By Sir WALTER SCOTT. With Biography by ANDREW LANG; Introduction and Notes by GUY KENDALL, M.A.	1 6
<b>Literary Selections from Cardinal Newman.</b> With Introduction and Notes by a SISTER OF NOTRE DAME.	1 9	<b>Macaulay's Lays of Ancient Rome ; with Ivry and The Armada.</b> With Biography by D. SALMON; Introduction and Notes by J. W. BARTRAM, M.A.	1 4
<b>A Selection of Poetry for Schools.</b> Edited by JOHN THORNTON, M.A.	1 4	<b>Macaulay's History of England. Chapter I.</b> With Biography and Notes by D. SALMON.	1 6
<b>The King of the Golden River.</b> By JOHN RUSKIN.	0 8	<b>Macaulay's History of England. Chapter III.</b> With Biography and Notes by D. SALMON.	1 6
<b>Tom Brown's School Days.</b> By T. HUGHES. (Abridged.) With Frontispiece, and Introduction and Notes by A. J. ARNOLD, B.A.	1 4	<b>Milton's Paradise Lost.</b> Books I, II, III, IV, V. Each with Biography of John Milton, by D. SALMON; Argument and Notes by W. ELLIOTT, M.A. Each	0 8
<b>Selections from Thackeray.</b> With Introduction and Notes by JOHN THORNTON, M.A.	1 4	<b>Milton's Comus, Il Penseroso, L'Allegro, and Lycidas.</b> With Biography of Milton by D. SALMON; Introduction and Notes by W. ELLIOTT, M.A.	0 10
<b>Little Women.</b> By L. M. ALCOTT. With Introduction and Notes by J. F. McWILLIAM, The Belvedere School, Liverpool.	1 4	<b>Tanglewood Tales.</b> By NATHANIEL HAWTHORNE. With Introduction and Notes by GUY KENDALL, M.A.	1 4
<b>Tales of the Greek Seas.</b> By ANDREW LANG. With 7 Illustrations by H. J. FORD.	1 4	<b>A Wonder Book.</b> By NATHANIEL HAWTHORNE. With Introduction and Notes by ADA PERRY.	1 4
<b>Tales of Troy.</b> By ANDREW LANG. With 7 Illustrations by H. J. FORD, and a Map.	1 4	<b>A Christmas Carol.</b> By CHARLES DICKENS. With Introduction and Notes by E. GORDON BROWNE, M.A.	1 4
<b>Froude's Short Stories on Great Subjects.</b> Selections with Introduction and Notes, by J. THORNTON, M.A. With 7 Illustrations.	1 4	<b>Robinson Crusoe.</b> By DANIEL DEFOE. (Abridged.) With Introduction and Notes by T. W. SILVERDALE, and Illustrations by LANCELOT SPEED and H. J. FORD.	1 4
<b>Selections from the Writings of Richard Jefferies.</b> With Introduction and Notes by F. TICKNER, D.Lit., M.A., B.Sc.	1 4	<b>Gods and Heroes of the North.</b> By ALICE ZIMMERN, Girton College, Cambridge. With Notes and 12 Illustrations.	1 4
<b>Tales of King Arthur and the Round Table.</b> Adapted, with Introduction and Notes, by I. C. ALLEN, from "The Book of Romance," edited by ANDREW LANG. With 20 illustrations by H. J. FORD.	1 4		

A COMPLETE LIST OF ALL MESSRS. LONGMANS, GREEN AND CO.'S BOOKS ON ENGLISH LANGUAGE AND LITERATURE WILL BE SENT POST FREE ON APPLICATION.

LONGMANS, GREEN & CO., 39, Paternoster Row, London, E.C. 4.

# Messrs. LONGMANS & CO.'S LIST.

- Modern Inorganic Chemistry.** By J. W. MELLOR, D.Sc. With 334 Illustrations. Thoroughly Revised. 8vo. s. d.  
12 6
- The book has been written from the modern standpoint, and, in consequence, the more recently established principles of physical chemistry have been woven with the facts generally taught in chemistry classes in Universities, Technical Institutes, and other Schools.
- Introduction to Modern Inorganic Chemistry.** By J. W. MELLOR, D.Sc. With 232 Illustrations. Thoroughly Revised. Crown 8vo. 7 6
- This book can be regarded as an abridgement of the author's "Modern Inorganic Chemistry," in a simpler dress, and it has been adapted to suit beginners in chemistry.
- Higher Mathematics for Students of Chemistry and Physics.** WITH SPECIAL REFERENCE TO PRACTICAL WORK. By J. W. MELLOR, D.Sc. With Diagrams. 8vo. 16 6 NET
- A Text-book of Inorganic Chemistry.** By G. S. NEWTH, F.I.C., F.C.S. With 155 Illustrations. Crown 8vo. 7 6
- Manual of Chemical Analysis, Qualitative and Quantitative.** By G. S. NEWTH, F.I.C., F.C.S. With 102 Illustrations. Crown 8vo. 8 6
- Qualitative Chemical Analysis, Organic and Inorganic.** By F. MOLLWO PERKIN, Ph.D. With 16 Illustrations and Spectrum Plate. 8vo. 7 6
- Intermediate Physics.** By W. WATSON, A.R.C.S., D.Sc. (Lond.), F.R.S., late Professor of Physics at the Royal College of Science, London. With Diagrams. 8vo. 15 0 NET
- Elementary Practical Physics.** A LABORATORY MANUAL FOR USE IN ORGANISED SCIENCE SCHOOLS. By W. WATSON, A.R.C.S., D.Sc. (Lond.), F.R.S. With 120 Illustrations and 193 Exercises. Crown 8vo. 3 6
- A Text-book of Physics.** By W. WATSON, A.R.C.S., D.Sc. (Lond.), F.R.S. With 568 Diagrams and Illustrations, and a Collection of Examples and Questions with Answers. Large crown 8vo. 15 0
- A Text-book of Practical Physics.** A BOOK OF REFERENCE FOR THE STUDENT WORKING IN A PHYSICAL LABORATORY. By W. WATSON, A.R.C.S., D.Sc. (Lond.), F.R.S. With 278 Illustrations. Crown 8vo. 10 6
- Electricity and Magnetism.** FOR ADVANCED STUDENTS. By SYDNEY G. STARLING, B.Sc., A.R.C.Sc., Head of the Physical Department in the West Ham Municipal Technical Institute. With Diagrams. Crown 8vo. 9 0 NET
- A Treatise on Light.** By R. A. HOUSTOUN, M.A., Ph.D., D.Sc. With 328 Diagrams. 8 6 NET
- An Introduction to Practical Mathematics.** By F. M. SAXELBY, M.Sc., B.A., Head of the Mathematical Department, Battersea Polytechnic. Crown 8vo. 3 6
- A Course in Practical Mathematics.** By F. M. SAXELBY, M.Sc., B.A. With 200 Figures, Examination Questions, and Answers to the Examples. 8vo. 7 6
- Practical Arithmetic and Mensuration.** By F. M. SAXELBY, M.Sc., B.A., and C. H. SAXELBY, M.Sc., Mathematical Master, Rivington and Blackrod Grammar School. With or without Answers. Crown 8vo. 2 6

A COMPLETE LIST OF ALL MESSRS. LONGMANS, GREEN AND CO.'S BOOKS ON CHEMISTRY, PHYSICS, AND MATHEMATICS WILL BE SENT POST FREE ON APPLICATION.

LONGMANS, GREEN & CO., 39, Paternoster Row, London, E.C. 4.

## ASSOCIATION NEWS.

### The Teachers Council.

The number of applications for admission to the Official Register continues to increase. Up to and including Thursday, June 5th, 27,871 teachers had applied. Of these, 8,976 are working in Secondary Schools. The Council has appointed a committee to consider and report on the question of superannuation, with special reference to the position of teachers in schools which are not aided or maintained from public funds.

Mr. A. A. Somerville and Miss E. S. Lees have been re-appointed as representatives upon the Secondary Schools Examinations Council.

### The College of Preceptors.

The anniversary dinner of the College will be held in the Connaught Rooms, Great Queen Street, Kingsway, at 7 p.m., on Friday, June 20th. Sir Philip Magnus, President of the College, will preside, and among those who have accepted invitations to attend are: Lord Morris (High Commissioner for Newfoundland), Sir John Rees, and Mr. W. J. Woolcock, M.P. Tickets for the dinner may be obtained on application to The Secretary, College of Preceptors, Bloomsbury Square, W.C. 1., price 8s. 6d.

In the Supplementary Examination, held on March 4th, 5th, and 6th, certificates were gained by the undermentioned candidates:—*Senior Pass Division*: Halliday, W. (a), Lee, J., Nugent, Miss E. A. (f, ge), Summers, R. D., Taylor, A. L. (e, gm), Van der Pant, F. N. (f, l), Voss, W. A. (ch), White, C. M. (l), Williams, A. L., Winder, W. M. (a); *Junior Honours Division*: Brown, H. W., Cory, J. W. E. (al), Davies, A. B. (a, al, f, phys), Doyle, J. L. C. (al, l), Ellen, Miss J. O. (al, gm), Grantham-Hill, S. (a, al, gm), Lewis, P. C. K. (a, al, l), Smith, C. F. J. (a, f), Wells, H. V. (e, a, al, f); *Junior Pass Division*: Alexander, E. D. (a), Ashkenza, L. (a), Bailey, Miss D. M. (al), Best, B. (a), Boydell, E. L., Browne, B. W., Carless, R. (al), Chester, N. C. (a), Churchill, Miss P. (e, h, f), Clarke, J., Cooper, D. G. (a, al, gm), Crabtree, W. E. (f), Curtis, L. C., Dale, R. L., Darch, L. C., de Freitas, Miss U. (f), de Pinto, L. L. (e, f), Dixon, J. N. (a, al), Dixon, T. F., Docker, Miss B. (f), Dobkin, Miss R., Dunn, Miss J. T., Dunsby, J. (a), Drummond, W. A. D., Edgington, B. (al, gm, ch), Fenton, E. H., Field, R. W., Finch, A. K. J., Fox, C. H. (a, al, f), Gillbard, G. D. (a), Grant, A. J., Gross, G. P. (a, al), Hale-Jones, F. W. (a), Hamblin, A. E., Harris, W. H., Harvey, C. D. A. (a, al), Hayward, S. (a), Herdman, J. H. (a, al), Hill, A. C. (f, l), Hodges, Miss L. E., Howell, Miss E. E. (a, ch), Howells, B. St. J., Imray, Miss I. J. (e), Job, P. L., Jones, S. M. (a), Karnofsky, Miss R., Kent, H., Knowles, W. E., Levi, T., Levy, D. M. (a), Mainprize, Miss E. (a), Martin, H. W. (a, al), Mason, Miss K., Meakin, Miss W. (a), Merifield, J. A. (a), Milner, E. W., Morgan, J. H., Murray, A. L., Netherway, S. M. (al), Norcott, W. B., Norman, Miss J. G. A. (a), Oakeshott, V. E. (a), Pittard, I. B. (f), Pittard, T. J. (a), Pollock, C. (a), Power, R. V. (a), Prosser, Miss A. (a, l), Pugh, E., Ravenscroft, Miss V. M. (a), Richardson, G. K., Robinson, M. (a, al), Roche Borrowes, A. M. (al), Ross, J. A., Short, A. C. (a), Siddle, C. W., Spencer, Miss E. E. (a), Stevenson, W. E., Stuart-Crump, C. F. (a), Taylor, A. C., Trick, Miss K. M. P. (a), Twort, Miss F. A., Twort, Miss L. H., Vaughan-Bradley, J. (a, al), Vernon, H. (h, a), Vignale, O. R., Villarreal, E. F. (l), Walker, T. W. (a), Wardleworth, J., Weiss, Miss L. M., Winstone, C. P. (a), Wood, L. J. (a), Wood, S. (a, al), Woodcock, Miss K. M. (al), Wright, H. W.

*N.B.*—The small italic letters denote distinctions in the following subjects respectively:—a=Arithmetic; ch=Chemistry; f=French; gm=Geometry; l=Latin; al=Algebra; e=English; ge=German; h=History; phys=Physics.

### The British Association.

The British Association for the Advancement of Science will resume its annual meetings next September, at Bournemouth, and those who have only known the Association in pre-war days will find the arrangements different in several important details from those with which they are familiar. The meeting will only last five days instead of the more usual eight, and the social festivities will be considerably curtailed.

The Education Section has prepared a full programme for the meeting. On Tuesday, 9th September, Sir Napier Shaw, F.R.S., will deliver his presidential address at 10 o'clock; the

latter part of the morning being devoted to the consideration of the Free-place System, with especial reference to the question of maintenance grants and the tenure of the free-place holders. In the afternoon a discussion upon the Teaching of English will take place. On Wednesday, 10th September, the morning will be devoted to considering "The Method and Substance of Science Teaching"; several well-known educationists have promised to take part in the discussion, and an interesting debate is expected upon the two reports recently issued by Sir Joseph Thomson's and Sir Richard Gregory's Committees. During the Wednesday afternoon a joint meeting with Section F (Economics) will consider the question of "Education in relation to Business." The future of Continuation Schools is to be discussed on the Thursday morning, and, in view of the changes which the new Education Act will cause in these, this should prove one of the most interesting features of the meeting. For Thursday afternoon an animated debate upon the relation of Humanistic and Scientific Studies is being arranged. It is hoped that Bishop Welldon will be able to open a discussion upon "Training in Citizenship" on Friday morning; and in the afternoon of that day the question of Private Schools will be considered, the latter subject being one of especial interest in towns like Bournemouth.

Communications intended for the Section should be addressed to the Recorder, Mr. Douglas Berridge, The College, Malvern.

### Scottish Teachers in Conference.

A conference of Scottish teachers, held under the auspices of the Educational Institute of Scotland, was opened in Dumfries on Friday, May 16th. Mr. D. MacGillivray, President of the Institute, referred in his inaugural address to the fact that their conference was being opened on the day on which a fresh page in Scottish educational history was being started. No function heralded the coming into power of the new authorities, but tribute was paid to the great part played by the press in educating the public to a higher appreciation of the value of education. As teachers, they were glad to have that opportunity of assuring the new education authorities of their whole-hearted support; teachers recognised the magnitude and complexity of the duties before the authorities. On the other hand, teachers hoped that a much greater measure of freedom and trust should be given them than had been the case in the past.

Mr. G. C. Pringle, M.B.E., M.A., organising secretary of the Institute, followed with an address on the work of the Institute.

On the resumption of the conference on Saturday, the following motion was unanimously adopted: "That, provided adequate salaries are guaranteed to the profession as a whole by the Department's Minimum National Scale, and that the standards of entrance and training are properly maintained, the Institute should co-operate wholeheartedly in the recruiting of teachers to meet the requirements of the Education Act." Mr. Robert Dickson, headmaster of James Clark Technical School, Edinburgh, read a paper on the supply of teachers, in which he urged that to provide teachers for those pupils who would be added to the school population by the raising of the school age and the establishment of day continuation classes, summer schools and other courses in which the training on a University level or post-graduate level in some of the subjects of the school curriculum should be given, should be arranged so that teachers already in the profession might qualify for this higher work.

The other papers read at the conference were "The New Intermediate School," by Mr. John Morrison, executive officer to the Stewartry Education Authority; "The New Continuation School," by Mr. Alexander McCallum, director, Edinburgh and East of Scotland College of Agriculture; and "Adult Education" by Dr. William Boyd, Glasgow University.

Resolutions were adopted that in the new intermediate schools no attempt should be made to give any kind of direct vocational training, and that while in the new continuation schools the cultural studies of the intermediate course should be continued and developed as far as the limited time permits, the main emphasis should be increasingly laid on the vocational interests of the pupils, and special attention given to their training for civic duties by making the schools social and recreative centres on a self-governing basis.

### British Science Guild.

The British Science Guild annual meeting will be held on June 17, at 4 p.m., at the Goldsmiths' Hall. The speakers will include Lord Sydenham (president of the Guild), Major-General Seely, Sir Joseph Thomson, O.M., president of the Royal Society, and Sir Robert Hadfield.

## ROYAL COLLEGE OF SCIENCE.

### OLD STUDENTS' ASSOCIATION.

Mr. T. LI. Humberstone

on

### The Proposed University of Technology.

IN the March number of the EDUCATIONAL TIMES we offered certain criticisms of the proposal to establish in South Kensington a University of Technology. We expressed the opinion that this proposal, though at first sight attractive, was open to several grave objections, geographical and administrative. A statement was published in the May number of THE MINING MAGAZINE to the effect that the Imperial College of Science and Technology is to be given the status of a University.

It should perhaps be explained that the Imperial College is a conglomerate of the Royal College of Science, the Royal School of Mines, and the City and Guilds Engineering College. The first-named traces its origin to the Royal College of Chemistry, founded in 1845, the earliest of our scientific colleges. In 1851 the Government School of Mines and of Science was established in Jermyn Street, London. These two institutions were combined later as the Royal College of Science. When the further amalgamation took place, resulting in the foundation of the present Imperial College, new powers were created under the Royal Charter. The City and Guilds Engineering College retains its close connexion with the City and Guilds of London Institute, its parent institution being governed by a special delegacy and retaining its own Dean.

In view of the possible results of the establishment of a University of Technology, special interest attaches to a statement made by Mr. T. Li. Humberstone, Secretary of the Old Students' Association of the Royal College of Science, at the annual gathering of that body on May 24th.

In the course of his speech Mr. Humberstone said that the general question of the position of the Imperial College in the scheme of higher education in London was too wide for full discussion on that occasion. As an Old Students' Association their special duty was to consider the question from the point of view of their own college, the Royal College of Science, and the interests of its former students. Trouble and discontent had found their first germ in the Report of the Departmental Committee appointed in 1904 by the Board of Education. This report, which was one of the most unsatisfactory documents ever issued by a Government department, furnished the basis of the Royal Charter of the Imperial College, granted in 1907. The report ignored the claims of pure science, and it was only after a strong protest that the word "Science" was made part of the title of the new institution. The same attitude towards pure science was revealed in the constitution of the governing body, which had eight representatives of technical societies and only one from the Royal Society. Under the Charter of the Imperial College the Royal College of Science lost its identity; its diploma and the status of Associates were not recognised; privileges granted to them by the Board of Education were not "saved"; and the Royal College of Science existed—if it did exist—only by the grace of the governing body. In 1907 a number of past and present students of the College petitioned the Board of Education to grant to old students some representation on the governing body, but the request was ignored. It would be well for Mr. Fisher and his advisers to consider the wrongs already suffered by the Royal College of Science before embarking on further difficulties and complications. On the question of a University of Technology the Association had already declared itself in favour of the Imperial College being organised as a Federation of Colleges under a single governing body, each College being controlled by a special committee. It had urged that the Royal College of Science, the Royal School of Mines, and the City and Guilds (Engineering) College should be included in the federation, together with a fourth College, to be

devoted to higher teaching and research in technology. It has suggested that the diploma of Associate of the Royal College of Science should be retained as the premier diploma in pure science given by the federated colleges. Lastly, it had proposed that if and when the Imperial College should be linked more closely with the University of London, the Royal College of Science should, while remaining in the proposed federation, become a "constituent college" of the University in the Faculty of Science. This policy still held the field.

Without attempting to discuss in detail the proposal to set up a University of Technology, they might recall some of the actions of those who were now seeking to obtain a University status for the Imperial College. The authorities of the College began by preparing a foundation stone with an inscription to the effect that the Royal College of Science was henceforward to be known as the Imperial College of Science and Technology. A vigorous protest was entered, and the inscription was altered. Following this the governing body of the Imperial College had gravely depreciated the value of the A.R.C.Sc. diploma by granting it freely for one or two years' work. For purposes of comparison he had analysed the awards for 1907 and 1914. In the former year 41 diplomas were awarded; none on one year's work, three on two years' work, and 38 on three or more years' work. In 1914, 62 diplomas were awarded; 16 on one year's work, 26 on two years, and 20 on three or more years' work. The Imperial College had set up a new diploma with ill-defined conditions and a course of study which overlapped that for the A.R.C.Sc. diploma. In their evidence before the Royal Commission in 1910 and 1911 the representatives of the Imperial College said that their aim was to get rid of the younger students and to convert the College into a post-graduate institution. This policy would practically abolish the Royal College of Science, and one of the Commissioners pointed out that it was contrary to the terms of their Charter. Finally, the course for the diploma in Mechanics had been given up, although the course was regarded by former students as one of the most valuable and characteristic in the Royal College of Science curriculum.

He took the view that there was an obligation upon the Imperial College to co-operate with the University of London, since under the Charter the College became a "School of the University," and he thought that the terms of Mr. Beit's will, bequeathing money to the Imperial College, clearly imposed such an obligation. Instead of co-operation there was apparently a determination to break apart. One regrettable example of this was the attempt to dissuade students of the Imperial College from joining the University of London Officers Training Corps soon after its formation. Year after year the Imperial College had refused to nominate a member of the committee of the Corps. Instead, it had sought and obtained permission to form a Corps of its own, but the Corps had not been formed. This attitude towards the University of London was further exemplified in the procedure whereby the five representatives of the University who are appointed members of the governing body of the Imperial College under the terms of its Charter are rendered practically powerless because the governing body delegates many of its functions to an executive committee on which the University may be virtually unrepresented. This device, he said, was fully explained by Sir Henry Miers in his evidence before the Royal Commission.

The new attempt to create a University of Technology by a press campaign and other forms of propaganda did not deserve to succeed. The fame of a university was built up on the reputation of its teachers for learning, originality, and independence, on their regard for high academic standards, and on the loyalty of its students, past and present. These attributes could be fostered only by a governing body well versed in the principles of academic administration. As a member of the University of London, he would say to those who deplored its apparent inability to frame a great constructive policy that some from whom the University had the right to claim loyal help were working against its interests. The ideal University of London might be difficult to bring into being, but he was convinced that the great task was being hampered by attempts to set up a separate University of Technology. In his view there was no single argument of any weight in favour of the proposal. It involved needless duplication of effort, endless friction, and a great waste of public money. He felt that if Mr. Fisher agreed to the proposal he would be taking a step which would obstruct the ultimate development of a coherent scheme of higher education. Many had hoped for such a scheme, feeling confident that when Mr. Fisher devoted to this important question his rare gifts of intellect and personality, success would be assured.

## LETTERS TO THE EDITOR.

## ARMY SCHOOLS OF EDUCATION.

[We have received the following communication from the War Office. The pamphlet referred to is too long to print, but it is issued with Army Order 7, dated 13th May, 1919.—EDITOR, "EDUCATIONAL TIMES."]

War Office, Whitehall, S.W. 1,  
27th May, 1919.

DEAR SIR,

I send you herewith a memorandum on Army Schemes of Education, and also a pamphlet entitled "Educational Training—Armies of Occupation." You will probably be able to make some use of these in the next issue of your journal.

Yours faithfully,

(Signed) D. CAIRD,  
Director of Publicity.

THE EDITOR,  
"EDUCATIONAL TIMES."

## MEMORANDUM.

The following report of a visit paid by an Inspector of the Board of Education to the two Army Schools of Education has been received.

1. I visited the Oxford Army School of Education on the 19th and 20th March, and the Cambridge School\* on the 1st and 2nd April, and although the time spent in each place was short the excellent facilities offered me for seeing everything that was going on enabled me to get into close touch with the teaching staff. The friendly reception which the tutors and organisers accorded me, and the frank exchange of views, gave me an insight into the spirit and atmosphere of both the Schools which would have been impossible otherwise without a much longer visit.

\* This latter school has now been transferred to Newmarket.

2. The task which the organisers of these schools have set themselves is one of the most difficult in the whole range of educational experience. It is to improvise a course of training, limited to a month, principally for men who have not previously been teachers, whose educational attainments are most diverse, in order that they may undertake the instruction of heterogeneous groups of men in subjects some of which usually tax the powers of highly qualified and experienced teachers.

3. Given the objective and the conditions, the manner in which the problem has been attacked deserves the highest praise. One of the first objects of the course is to cultivate the right pedagogical attitude on the part of the intending teachers towards their future task. A second object is to give some practical instruction in the technique of teaching. (This second object may be combined to some extent with some instruction in the subject matter, or with a certain amount of revision of knowledge previously acquired.)

A third object is a general stimulation of interest in, and the provision of some guidance upon, the most modern phases of such important questions as are known to be occupying the minds of many of the men who will attend the classes in the Army of Occupation or of armies elsewhere.

I do not know that these objects have been defined precisely in this way by the organisers of the schools, but the actual work in each school seems to me to fall into these divisions.

4. The great degree of elasticity which will necessarily be a feature in the army classes makes it relatively more important that the teachers should be alert, and sympathetic towards a variety of minds and characters, than that they should be experts in their "subjects." At any rate, it is clearly impossible to devote much time to learning the subject matter of literature, history, languages, sociology, economics, etc.

A degree of knowledge in one or more of these subjects must be taken for granted; and the intending teachers must be trained to handle their subjects in a manner calculated to stimulate and retain the interest of their classes.

5. With regard to the Oxford School, the task has been made easier by the fact that most of the men have already received a good general education. What proportion are graduates I do not know, but there are many graduates among them, many others who have completed a public school course, and a few who have already been in teaching.

It is therefore possible to devote a fair proportion of time definitely to the technique of teaching, to give a regular course of lectures in pedagogical method, and to stimulate interest in current topics of importance through the more general lectures and discussions.

The arrangement of the different courses for the various groups is thus rather simpler than at Cambridge, and seems excellently devised.

6. Speaking first of what I call the cultivation of the right pedagogical attitude, it is evident that this has been conceived in a broad and liberal spirit. The tutors are aware that mere technical instruction will be only one part of the work of the teachers; the ability to establish contact with live minds will be a much greater test of success. The effect of this part of the course at Oxford can hardly fail to be of great service in conveying a new conception of the functions of the teacher, and in enabling many to face their task with greater intelligence and confidence. I am told that some of the men who have previously been teachers have acknowledged the benefit they have derived in gaining a wider and more complex grasp of certain aspects of teaching which they had scarcely been aware of previously. Previous good general education must be presupposed, however, if the men are to derive the maximum benefit from this part of the course.

7. Actual practice in teaching (or in giving demonstrations of a kind similar to what is demanded in teaching) is more in evidence in the Oxford School than at Cambridge. This is made possible by the circumstances already alluded to, viz., that more of the men start with a considerable knowledge of their "subjects," or with a more advanced general education. Such of the practice lessons as I saw were admirably conducted. The School has been fortunate in securing several tutors who have had considerable experience as teachers and possess just the right gifts for practical training.

Incidentally, some of the lectures which do not form part of the "practical" division of the course serve as models of good lecturing; and no doubt will unconsciously influence the men in the acquisition of good style.

8. At Oxford the lectures and discussions in connection with the subject called Citizenship, or "Civics," provide the chief opportunity for stimulating interest in current topics of importance. Apart from these, the opportunities for discussion are somewhat limited; although the methods by which most of the subjects of the course are taught involve some discussion. There is reason to think that the methods of the Tutorial Class movement have affected, and affected beneficially, those adopted in conducting these courses, and consequently will affect the methods which will be adopted by the teachers when they begin their work. The pedagogical problem of adult education cannot be solved by any one method, but so much has been contributed by the Tutorial Class movement that it would be folly to disregard it, or indeed neglect to give it the fullest attention; and it is a matter for congratulation that the School has profited much by the adoption of many of the ideas underlying the Tutorial Class method, and by its spirit.

9. The School at Cambridge has been organised on lines very similar, although it has had an independent and earlier origin. The chief differences are to be found in the different emphasis laid upon the three main features of the aims of the Schools as defined in paragraph 3. It is remarkable that whilst each school has been organised independently, with little communication between the two, the general conception and the main features of the organisation should be so similar. For example, the cultivation of the appropriate attitude of mind towards the general problem of adult education, under the conditions anticipated in the army schools, by means of lectures and discussions for the whole of the men, in conjunction with the divisions into groups for the more specialised training, is not only common to both schools, but the spirit and methods in each are more similar than might have been expected.

10. At Cambridge, however, the lectures to the whole of the men are less definitely devoted to what in the Oxford School

is called "Method," but is actually something wider than "Method," and approaches more to a general treatment of pedagogical theory. The general lectures at Cambridge include a certain amount of "method" or "pedagogical theory," but range over a greater variety of topics. On the other hand, whilst at Oxford all the men attend a general course of lectures in Civics (as distinct from the same specialised group work in that subject), at Cambridge, Civics is one of the group subjects. The difference is less in practice than would appear from the time table, seeing that among the general lectures and discussions for all the men, are many which belong to the subject of "Civics."

11. Again, at Cambridge there is rather less actual practice in teaching than at Oxford. This is partly accounted for by the difference in the previous education and experience of the men (see paragraph 5). I understand that at Cambridge more opportunities for practice are provided in the later weeks of the course, and therefore if the period of the course were extended to six weeks the difference between the two schools in this respect would virtually disappear, seeing that the Cambridge men put in a larger total of hours per week than the Oxford men, and would thus probably get as much time for teaching practice as at Oxford.

12. Perhaps the most noticeable difference is in the larger amount of discussion at Cambridge. Not only are the lectures conducted in a way which permits of freer intercourse between the tutors and the men, but more opportunities for formal discussion are provided. The range of subjects touched upon in the course of the month's training is greater at Cambridge. It is here that greater stress appears to be laid on the cultivation of a general spirit of alertness which will be serviceable in enabling the future teachers to find points of contact with the men who will form their classes. At the same time it has its drawbacks if it tempts the teachers to embark upon teaching, or even leading discussions upon, topics which require deep knowledge to handle successfully. It is possible, although I say this with great hesitation, that the example of the method of the tutorial class may mislead some of the teachers.

In the hands of a master the method is highly successful, and to the onlooker seems easy; but it is full of pitfalls for the unwary, and unless the teacher in charge is deeply versed in his subject may easily tend to the encouragement of discussion which is futile by reason of the lack of a basis of fact. The discussions I heard at Cambridge were more lively than those I heard at Oxford; but I think the men at Oxford were more critical of generalisations and statements resting on loose bases.

13. I feel very diffident about making suggestions, because of my brief acquaintance with both schools and because the organisers in both cases have done their work so remarkably well that they may reasonably regard suggestions from an outsider as impertinent.

I offer the following merely for consideration in the light of the greater knowledge which those more closely acquainted with the conditions can supply.

The Cambridge men appear to work on the average an hour a day more than the Oxford men. It might be possible, therefore, for the Oxford school to provide rather more opportunities for discussions in subjects related to those which will be likely to be handled in the army classes, without curtailing the time now very usefully spent in the main course. On the other hand, at Cambridge it may be expedient to substitute a little more definite teaching for some of the more informal discussions. For example, it may be possible to lengthen the period of some of the lectures combined with discussions, so as to give a better opportunity for both the lecturer and the students. (As a rule, where the lecture and discussion combined occupy less than 1½ hours, there is a tendency for the treatment of the subject to be rather scrappy.)

14. If the course could be lengthened to six weeks there would be a considerable gain; particularly, I think, at Cambridge owing to the fact that many of the men cannot profitably begin their teaching practice until some time after the opening of the course. Also, if the selection of the men were made so as to secure a larger proportion of men with more advanced general education the task of the tutors in the Cambridge School would be made rather easier.

15. I cannot close without a word as to the excellent spirit that prevails in both schools. The men are very keen. If any discrimination is possible, I should say that the men at Cambridge are even more in earnest about equipping themselves and profiting by every facility offered them, than at Oxford. But it speaks volumes for the tact and skill and judgment of the organisers and tutors in handling men that they have inspired and maintained their enthusiasm to a degree which impresses even a casual visitor.

## SUMMER SCHOOLS, 1919.

*For the convenience of our readers we append a brief list of the Summer Schools arranged for this year. Full particulars concerning many of them may be found in our issue of last month, but a few additional Schools are now included.*

**Aberystwyth University College.**—Summer School in Geography, July 29—Aug. 15.

**Barry Summer School.**—July 28—Aug. 23.

**Board of Education.**

(a) Courses for Secondary School Teachers at various centres during August.

(b) Courses in Physical Training at Barry and Scarborough.

**Caen, Normandy.**—Course in French, July 3—Aug. 30.

**Cambridge Psychological Laboratory.**—Industrial Problems, July 13—19, and July 20—26.

**Civic and Moral Education League and Eugenics Education Society.**—Course in Civics and Eugenics at Cambridge, Aug. 2—10.

**Crewe Training College.**—Regional Survey of Snowdonia, July 30—Aug. 13, at Llanberis.

**Dalcroze Eurhythmics.**—Course at Oxford, Aug. 4—10.

**Educational Handwork Association.**—Scarborough, Falmouth and St. Annes-on-Sea, July 28—Aug. 23.

**Folk Dance Society.**—Folk Song and Dances at Stratford-on-Avon, July 26—Aug. 23.

**Froebel Society, and Junior Schools Association.**—Westfield College, Hampstead, July 31—Aug. 16.

**Grenoble.**—Course in French, July 1—Oct. 31.

**Italian School.**—At Girton College, Cambridge, July 28—Aug. 16.

**Latin Teaching.**—Short Course at Oxford, Sept. 2—9, arranged by the Association for the Reform of Latin Teaching.

**Oxford Secondary Training Delegacy.**—St. John's College, Oxford, August 6—Sept. 2, Courses for one week or more arranged.

**Oxford Summer Meeting.**—Course on The British Commonwealth, August 1—14.

**St. Andrews Provincial Committee.**—Course on Methods of Froebel and Montessori.

**Speech Training.**—Course at Stratford-on-Avon, Aug. 1—16.

**Teachers' Guild.**—Course in French and Spanish at Oxford, Aug. 13—20.

**Tonic Sol-fa College.**—College Buildings, Earlham Hall, Forest Gate, London, E., July 22—Aug. 14.

**University College, London.**—Course in French Phonetics and in Methods of Language Learning, Aug. 6—19.

**Uplands Association.**—Summer Meeting at Werneth Low, Hyde, July 30—Aug. 16.

**West Riding County Council.**—Course for West Riding Teachers at Bingley, Aug. 6—22.

**Woodbrooke Settlement.**—Summer School in History, arranged by Mr. F. S. Marvin, Aug. 1—11.

## THE INCORPORATED FROEBEL EDUCATIONAL INSTITUTE,

Colet Gardens, Talgarth Road,  
West Kensington, London, W. 14.

President: RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer: MR. C. G. MONTEPIRE, M.A.  
Secretary: MR. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

Principal: MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.

Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.



# SELECTED FROM MR. EDWARD ARNOLD'S LIST.

- Selections from English Literature.** Edited by ELIZABETH LEE. In four books, carefully graduated. Illustrated. Books I and II, each 256 pages, 2s. 6d. Books III and IV, each 320 pages, 3s.
- Selected Essays from English Literature.** Edited with Introduction and Brief Notes by ELIZABETH LEE. 2s. 6d. The Essayists drawn upon include: Bacon, Cowley, Steele, Addison, Fielding, Johnson, Goldsmith, Lamb, Hazlitt, De Quincey, Leigh Hunt, Mitford, Thackeray, and Carlyle.
- Epochs of English Literature.** By J. C. STOBART, M.A., formerly Lecturer in Ancient History at Trinity College, Cambridge. In 9 vols., 2s. 6d. each. Vol. I, The Chaucer Epoch, 1215-1500. Vol. II, The Spenser Epoch, 1500-1600. Vol. III, The Shakespeare Epoch, 1600-1625. Vol. IV, The Milton Epoch, 1625-1674. Vol. V, The Dryden Epoch, 1660-1700. Vol. VI, The Pope Epoch, 1700-1750. Vol. VII, The Johnson Epoch, 1742-1798. Vol. VIII, The Wordsworth Epoch, 1798-1830. Vol. IX, The Tennyson Epoch, 1830 to present day.
- English Narrative Poems.** With an Introduction by Sir HENRY NEWBOLT, D.Litt. 2s. 6d.
- Laureata and The Poet's Realm.** Two famous collections of Poetry for Schools. 2s. 3d. each Vol.
- Arnold's Junior English Composition.** 1s. 8d.
- Kenny's Composition from English Models.** Book I, 1s. 8d. Book II, 2s. 6d.
- Kenny's Exercises in Composition.** I-III, 5d. each.
- Exercises for Parsing in Colour.** By E. HASTINGS. 160 pages, with Chart in Colours. 2s. 6d. Also in Three Parts, each containing Colour Chart, 8d. each.
- Arnold's Junior English Grammar.** 2s.
- Essay Writing.** By G. KENDALL, M.A. 2s. 6d.
- Precis Writing and Reproduction.** By W. J. GRIFFITH, M.A. 3s.
- English Verse Composition.** By A. E. ROBERTS, M.A., and A. PRATT, B.A. 3s.
- A Social and Industrial History of England.** By F. W. TICKNER, D.Lit., M.A., B.Sc. (Econ.) London. Illustrated. 7s. 6d. Also in Three Parts, 3s. each.
- A History of England.** By Prof. C. W. OMAN, M.P. 760 pages, 7s. 6d. In Two Parts, 4s. 6d. each: Part I, from the Earliest Times to 1603; Part II, from 1603 to 1902. In Three Divisions: Division I, to 1307, 2s. 6d.; Division II, 1307 to 1688, 3s. 6d.; Division III, 1688 to 1902, 4s.
- A Junior History of England.** By C. W. OMAN, M.P., and MARY OMAN. 3s. 6d.
- Arnold's Florin English History.** By C. E. M. HAWKESWORTH, M.A. 2s.
- Outlines of European History, 1814-1914.** By G. BURRELL SMITH, M.A., Assistant Master at the Royal Naval College, Dartmouth. With Maps. 3s. 6d.
- Scenes from European History.** By G. B. SMITH, M.A. 2s. 6d.
- The Last Century in Europe, 1814-1910.** By C. E. M. HAWKESWORTH. 7s. 6d. net.
- A General History of the World.** By OSCAR BROWNING. 700 pages. 7s. 6d. net. Also in Three Parts with separate indexes, 3s. 6d. net each. Part I, Ancient History; Part II, Mediæval History; Part III, Modern History.
- The Ancient World.** An Historical Sketch. By C. DU PONTET, M.A., Assistant Master at Harrow School. With Maps, 6s.
- The Days of Alkibiades.** By C. E. ROBINSON, M.A., Assistant Master at Winchester College. With a Foreword by Prof. C. W. OMAN. Illustrated. 6s. net.
- Jerusalem under the High Priests.** By EDWYN ROBERT BEVAN, M.A. Demy 8vo. 7s. 6d.
- A Class Book of Geography.** By A. W. ANDREWS, M.A., F.R.G.S. Cloth, 7s. 6d. A systematic text-book for Upper Forms, based on the study of Physical features. Interesting Original Diagrams are freely employed.
- Arnold's Junior Geography.** By W. M. CAREY, M.A., B.Sc. Cloth, 1s. 8d.
- Outlines of Physiography.** By the late Prof. A. J. HERBERTSON. Fully illustrated. 4s.
- First Lessons in French.** By M. Baguley. Illustrated.
- Arnold's Modern French Course.** By H. L. HUTTON, M.A. Book I, 2s. 6d. Book II, 3s.
- Arnold's Lectures Francaises.** Illustrated. Book I, 2s.; Books II-IV, 2s. 6d. each.
- Grammaire Francaise.** A l'Usage des Anglais. Par E. RENAULT, Officier d'Académie; Lecturer in French at the University of Liverpool. 5s.
- Petite Grammaire Francaise.** By E. RENAULT. 2s.
- Exercises in French Grammar.** By E. RENAULT. 2s.
- Junior French Reader.** By E. RENAULT. 2s.
- French a la Francaise.** By Lady BELL and Mrs. TREVELYAN. Cleverly illustrated. Book I, 10d.; II and III, 1s. each.
- French without Tears.** By Lady BELL. Illustrated. Book I, 10d.; II, 1s.; III, 1s. 3d.
- Arnold's Modern German Course.** By Dr. F. W. WILSON. 3s. 6d.
- First German Prose Composition.** By Dr. F. W. WILSON. 2s.
- Second German Prose Composition.** By Dr. F. W. WILSON.
- Free Composition in German.** By Dr. F. W. WILSON. 1s. 6d.
- The Inductive Arithmetic.** By E. SANKEY. Pupils' Books, I-III, 4d. each; IV, V, VII, VI, 6d. each. Class Teachers' Books, with Answers, Notes on Method, and Oral Exercises. Books I and II, 1s. 6d. each; IV-VII, 2s. each
- A School Arithmetic.** By A. C. JONES, Ph. D., and P. H. WYKES, M.A. 5s. 6d. Parts I-III, 2s. 6d. each.
- Exercises in Arithmetic.** By C. M. TAYLOR. Parts I-III, 1s. 6d. each, without Answers; 2s. each, with Answers.
- Easy Arithmetic and Accounts.** By E. SANKEY and G. A. LORD. Books I and II, 1s. 6d. each.
- Elements of Geometry.** By Dr. R. LACHLAN and W. C. FLETCHER, H.M.I. 3s. 6d.
- Practical Trigonometry.** By H. C. PLAYNE, M.A., and R. C. FAWDRY, M.A. 3s.
- A Text Book of Physics.** By R. S. WILLOWS, M.A., D.Sc. Second Edition. 9s. net. Written up to the standard required for the Intermediate Examinations of the Universities and for the Civil Service Commission.
- Introduction to Practical Physics.** By E. H. BARTON and T. P. BLACK. 5s.
- Mechanics.** By W. D. EDGAR, M.A. 4s.
- Light.** By W. H. TOPHAM, B.Sc., Head of the Army Class, Repton. Cloth. 3s.
- Introduction to Magnetism and Electricity.** By E. W. E. KEMPSON, Senior Physics Master at Rugby School. 3s. 6d.
- Electricity and Magnetism.** By C. E. ASHFORD, M.A., Headmaster of the Royal Naval College, Dartmouth. 4s. 6d.
- Inorganic Chemistry for Schools.** By W. M. HOOTON, M.A. 5s.
- Elements of Inorganic Chemistry.** By the late W. A. SHENSTONE, F.R.S. 6s. 6d.
- Outlines of Inorganic Chemistry.** By Dr. E. B. LUDLAM. 5s.
- A Manual of Human Physiology.** By LEONARD HILL, M.B., F.R.S., Director, Department of Applied Physiology and Hygiene Medical Research Committee. With 173 Illustrations. 7s. 6d.
- Physiology for Beginners.** By LEONARD HILL, M.B., F.R.S. Cloth. 1s. 6d.

London: EDWARD ARNOLD, 41 and 43, Maddox Street, W.1.

# RECENT and STANDARD TEXT-BOOKS

## ENGLISH.

**Mason's New English Grammars.** Revised, in accordance with modern requirements, by A. J. ASHTON, M.A.  
**Junior.** 8th Edition. **1s. 9d.** **Intermediate.** 5th Edition. **2s. 6d.**  
**Senior.** 5th Edition. **3s. 6d.**

**Aids to the Writing of English Composition.** By FRED W. BEWSHER, B.A., Assistant Master at St. Paul's School. Crown 8vo. 3rd Edition. **1s. 6d.** net.

**Exercises in English.** By FRED W. BEWSHER, B.A. Crown 8vo. 3rd Edition. **1s. 6d.** net.

**English Composition.** By R. S. BATE, M.A. Crown 8vo. **4s. 6d.**

"It contains a wealth of quotation and illustration, and is a sound and useful manual covering the ground in detail."—THE TIMES.

**A Practical Course in English.** By E. J. BALLEY, B.A., Whitgift Grammar School, Croydon. Crown 8vo. 4th Edition. **2s.**

**Bell's Shakespeare for Schools.** Edited by S. P. B. MAIS, M.A., Assistant Master at Tonbridge School. Pott 8vo. With numerous illustrations by the late BYAM SHAW. Sixteen Vols. now ready. **1s. 6d.** ea.

**An Outline History of English Literature.** By W. H. HUDSON, late Staff Lecturer in English Literature to the Extension Board, London University. Crown 8vo. 6th Edition. **3s. 6d.** net.

**Representative Passages from English Literature.** A companion volume to the above. Crown 8vo. 2nd Edition. **3s.** net.

**A Short History of English Literature in the Nineteenth Century.** By W. H. HUDSON. Crown 8vo. **3s.** net.

**Essay Writing.** By B. L. K. HENDERSON, D.Lit., F.R. HISL.S., and ARNOLD FREEMAN, M.A., B.Lit. With a Preface by ALBERT MANSBRIDGE. Fcap. 8vo. **1s. 6d.** net.

**A History of the English Language.** By T. R. LOUNSBURY, Professor in Yale University. New Edition revised. Crown 8vo. **6s.** net.

**An Introduction to English Literature.** By H. S. PANCOAST. 4th Edition enlarged. Crown 8vo. **7s. 6d.** net.

**Present-Day Precise.** By A. W. READY, B.A., Army and University Tutor, formerly Scholar of Wadham College, Oxford. An entirely New Edition, rewritten to fit present requirements. Crown 8vo. **2s. 6d.**

**Essays and Essay Writing.** By A. W. READY, B.A. 8th Edition. Crown 8vo. **3s. 6d.** net.

**Matriculation Precise.** By S. E. WINBOLT, M.A., Christ's Hospital. 3rd Edition. Crown 8vo. **1s. 3d.** net. KEY separately, **6d.** net.

## FRENCH. *New Readers.*

**Contes pour les Commencants.** By Mrs. C. M. NESBITT. Printed in large clear type. Illustrated. With full Vocabulary. **1s. 6d.** net.

**Easiest French Reader.** By MARC CEPPI, Whitgift School, Croydon. Fully illustrated. With or without Vocabulary. **1s. 6d.** net.  
 "... educationally sound. . . These little sketches are full of interest."—TIMES EDUCATIONAL SUPPLEMENT.

**Nouveaux Recits Heroiques.** Fully Illustrated. With or without Vocabulary. **1s. 9d.** net.

Fresh stories from "Les Livres Roses," containing Les Canadiens Heroiques, Les Enfants Heroiques de 1914, and La Guerre des Tanks.  
 "There is no doubt that these tales will be read with absorbed interest by all the children who are at all capable of doing so. The last story, 'La Mort du Tank,' is exciting enough for any guide, scout, or cadet."—TIMES EDUCATIONAL SUPPLEMENT.

**Recits Heroiques.** By CHARLES GUYON, Inspecteur d'Académie Honoraire. Edited, with Questionnaire and Vocabulary, by MARC CEPPI. Illustrated. 5th Edition. **1s. 9d.** net.  
 Contains stories dealing with "La Guerre dans les Ais," "La Guerre sur Mer," and "Nos amis les Anglais."

**C'est la Guerre!** Stories of the Great War. By MARC CEPPI. Illustrated. With or without Vocabulary. 7th Edition. **1s. 6d.** net.

**Flips et Compagnie.** By MARC CEPPI. Illustrated stories of Annual Life. With or without Vocabulary and Questionnaire. Crown 8vo. **1s. 6d.** net.

"A pleasant easy Reader for a class that has just finished its first French Reader. It has a vocabulary and a questionnaire, and can be safely recommended."—EDUCATIONAL NEWS.

**Jean-Robert Flambard, potache.** By M. A. DELANY, Professeur au Lycée de Tours. Illustrated from special photographs. Crown 8vo. **1s. 6d.** net; or with Vocabulary and Notes, **2s.** net.  
 "This account of a French lycée is delightful."—JOURNAL OF EDUCATION.

## FRENCH—Continued

**Matriculation French Free Composition.** By F. A. HEDGECOCK, M.A., D. & L., French Master at University College School, formerly Lecturer at Paris and Birmingham Universities; and H. LUCIET, Agrégé de l'Université de Paris. **2s. 6d.** net.

**A First French Prose Composition.** Based on Conversation and Imitation. By F. W. WILSON, Ph. D., and C. A. JACCARD, Lic. & Lettres, Assistant Masters at Clifton College. Crown 8vo. 2nd Edition. **1s. 9d.** net. KEY, **10d.** net.

"This admirable little book . . . makes French Composition a living thing."—TIMES EDUCATIONAL SUPPLEMENT.

**Mackay and Curtis's French Course.** Two Parts. 116th Thousand. **1s. 6d.** net and **2s.** net.

**A French Course.** By R. P. ATHERTON, M.A., of Haileybury College. Part I, 5th Edition, **1s. 9d.** Part II, 3rd Edition, **2s.**

**Ceppi and Deshumbert's Modern French Grammar.** Issued with the Grammatical Rules either in French or in English. 2nd Edition. **3s.** net.  
 "The best of all recent grammars."—SPECTATOR.

**Gasc's French Dictionaries.**

**Gem**, 137th Thousand, **2s.** net. **Pocket**, 106th Thousand **3s.** net. **Concise**, 9th Edition, **5s.** net. **Standard**, 15th Edition, **12s. 6d.** net.

## CLASSICS.

**A Latin Course for the First Year.** By E. C. MARCHANT, M.A., Fellow of Lincoln College, Oxford, and J. G. SPENCER, B.A., Assistant Master at St. Paul's Preparatory School. In three parts. Crown 8vo. With Coloured Plates and numerous other illustrations. **1s. 9d.** each.

**A Concise Latin Course, Part I.** By E. C. MARCHANT, M.A., and J. G. SPENCER, B.A. 7th edition, revised, with the long accents marked throughout the Latin exercises. Crown 8vo. **2s. 6d.**

This course is written on the lines recommended by the Classical Association, and adopted by the Board of Education.

**A Concise Latin Course, Part II.** By E. C. MARCHANT, M.A., and S. E. WINBOLT, M.A. 4th Edition. Crown 8vo. **3s.**  
 "The plan is excellent."—GUARDIAN.

**A Latin Prose Grammar.** By E. L. CHURCHILL, B.A., and E. V. SLATER, M.A., of Eton College. 2nd Edition. **4s.**

"This new Latin grammar by two Eton Masters has several new and highly commendable features."—THE JOURNAL OF EDUCATION.

**One-Term Series of Latin Classics.**

**Cicero's Pro Milone.** Edited by C. E. LAURENCE, M.A., Assistant Master of Haileybury College. **1s. 3d.**

**Livy's Veil and the Etruscan Confederacy.** Edited by S. E. SINBOLT, M.A., Christ's Hospital, West Horsham. **1s. 3d.**

**Illustrated Classics.**

52 volumes, including Caesar's Gallic War, Virgil's Aeneid, Cicero, Ovid, Livy, Horace, etc. Each volume carefully edited, with Introduction, Full Notes, and Vocabulary. **1s. 9d.** each.

**Simplified Latin Classics.**

Nine volumes drawn from Caesar, Virgil, Livy, etc. Simplified as to text, fully illustrated, with Notes and Vocabularies. **1s. 6d.** each.

**Illustrated Latin Readers.** Edited by C. E. MARCHANT, M.A. With short Notes and Vocabularies. **1s. 6d.** each.

**Scalae Primae.** Simple Stories for Translation. By J. G. SPENCER, B.A. With 20 Illustrations. 11th Edition.

**Scalae Mediae.** Extracts from Eutropius and Caesar. By PERCY A. UNDERHILL, M.A. With 20 Illustrations. 11th Edition.

**Scalae Tertiae.** Graduated Extracts in Verse and Prose from Phaedrus, Ovid, Nepos, and Cicero. By E. C. MARCHANT, M.A. With 28 Illustrations. 5th Edition.

**Fabulae Antiquae.** By A. M. CROFT, B.A., Girls' Modern School, Leeds. Illustrated, with or without Full Vocabulary. **1s. 6d.**

**Dialogues of Roman Life.** By S. E. WINBOLT, M.A., Christ's Hospital. Illustrated. **2s. 6d.**

A series of dialogues, both original and adapted, which are written in accordance with the general aims of the Summer School for the Reform of Latin Teaching.

**De Ducibus.** Selections from Cornelius Nepos. By W. G. BUTLER, M.A., Christ's Hospital. With numerous Illustrations and brief Grammatical Notes. Fcap. 8vo. **1s. 9d.**

This book is intended for pupils who are not yet quite proficient enough to translate Caesar and Livy.

**Books of the Emperors.** A new series of Illustrated Latin Readers. By E. C. MARCHANT, M.A. With Notes and Vocabulary. Illustrated. Book I. 2nd Edition. **1s. 3d.**

G. BELL & SONS, Ltd., York House, Portugal St., W.C.2

# RECENT and STANDARD TEXT-BOOKS

## MATHEMATICS

Issued complete, with or without answers: in separate parts, or Examples separately. Please write for details and prices.

**Pendlebury's Arithmetic.** With 8,000 Examples. By C. PENDLEBURY, M.A., late of St. Paul's School. 27th Edition. 5s.

**Pendlebury and Robinson's New School Arithmetic.** 14th Edition. 5s.

**Pendlebury and Beard's Commercial Arithmetic.** 12th Edition. 3d. 6d.

**Pendlebury and Beard's Shilling Arithmetic.** 26th Edition. 1s. 6d.; or with answers, 2s.

**Pendlebury and Robinson's New Shilling Arithmetic.** 11th Edition. 1s. 6d.; or with answers, 2s.

**Pendlebury's Preparatory Arithmetic.** 3rd Edition. 2s. With Revision Papers, 2s. 6d.

**Pendlebury and Beard's Graduated Arithmetics.** Seven Parts, bound in stiff canvas wrapper.

**Pendlebury and Leather's New Concrete Arithmetics.** Six parts, bound in paper or cloth.

**Baker and Bourne's Public School Arithmetic.** By W. M. BAKER, M.A., and A. A. BOURNE, M.A., of Cheltenham College. 4th Edition. 5s.

**Baker and Bourne's Student's Arithmetic.** 6th Edition. 3s.

**Baker and Bourne's Shilling Arithmetic.** 3rd Edition. 1s. 6d.; or with answers, 2s.

**Arithmetic for Preparatory Schools.** By TREVOR DENNIS, M.A., Head Master of Lady Manners' School, Bakewell, late Mathematical Master at Sherborne School. Crown 8vo. 4s.; or with answers, 4s. 6d. [BELL'S MATHEMATICAL SERIES. General Editor: Dr. W. P. MILNE, Clifton Coll.]

**Problem Papers in Arithmetic for Preparatory Schools.** By T. COOPER SMITH, M.A., late Scholar of University College, Oxford; Mathematical Master, St. Peter's Court, Broadstairs. Second Edition. 2s. [BELL'S MATHEMATICAL SERIES.]

**Arithmetic.** By H. FREEMAN, M.A., formerly Mathematical Master at the Haberdashers' Aske's School. 6th Edition. 3s. [BELL'S MATHEMATICAL SERIES.]

**Arithmetic.** By F. W. DOBBS, M.A., and H. K. MARSDEN, M.A., Assistant Masters at Eton College. Part I, 2nd Edition, 3s. 6d. Part II, 3s. 6d. [BELL'S MATHEMATICAL SERIES.]

**Commercial Arithmetic and Accounts.** By A. RISDON PALMER, B.A., B.Sc., and J. STEPHENSON, M.A., M.Com., B.Sc. (Econ.), both of the Regent Street Polytechnic. 6s. net. [BELL'S MATHEMATICAL SERIES.]

"It almost makes one wish one were a modern child so that one could be educated on such a book."—NATURE.

**A Shilling Arithmetic.** By J. W. ROBERTSON, M.A., B.Sc., Mathematical Master at Robert Gordon's College, Aberdeen. 6th Edition. 1s. 6d. net; with answers, 2s. net. [BELL'S MATHEMATICAL SERIES.] "Deserves the attention of the teacher."—NATURE.

**Baker and Bourne's Elementary Algebra.** 15th Edition. 5s.

**Baker and Bourne's Shorter Algebra.** 3rd Edition. 3s.

**Baker and Bourne's First Algebra.** 9th Edition. 2s. 6d.

**Baker and Bourne's Elementary Geometry.** 11th Edition. Revised. 5s.

**Baker and Bourne's New Geometry.** 3rd Edition. 3s.

**Baker and Bourne's First Geometry.** 4th Edition. 1s. 9d.

**Borchardt and Perrott's Geometry for Schools.** By W. G. BORCHARDT, M.A., and Rev. A. D. PERROTT, M.A., of Cheltenham College. 5s.

**Analytical Geometry of the Straight Line and Circle.** By JOHN MILNE, M.A., Senior Mathematical Master of the Mackie Academy, Stonehaven. Crown 8vo. 5s. [BELL'S MATHEMATICAL SERIES.]

## MATHEMATICS—Continued

**Borchardt and Perrott's New Trigonometry for Schools.** 11th Edition. 5s.

**Borchardt and Perrott's Junior Trigonometry.** 4s.

**Borchardt and Perrott's First Numerical Trigonometry.** 3s.

**Pendlebury's Elementary Trigonometry.** 6th Edition. 5s.

**Plane Trigonometry.** By H. L. REED, M.A., Assistant Mathematical and Science Master, Westminster School. 2nd Edition. 4s. 6d. [BELL'S MATHEMATICAL SERIES.]

"After a trial extending over two and a half years, we have no hesitation in declaring it to be the best school book on the market."—A.M.A.

**Statics.** By R. C. FAWDRY, M.A., B.Sc., Head of the Military and Engineering Side, Clifton College. 5s.; or in two parts. Part I, 3rd Edition, 3s. Part II, 2s. 6d. [BELL'S MATHEMATICAL SERIES.]

**Dynamics.** By R. C. FAWDRY, M.A., B.Sc. 5s. Or Part I, 2nd Edition, 3s. Part II, 2s. 6d. [BELL'S MATHEMATICAL SERIES.]

**A First Course in the Calculus.** By W. P. MILNE, M.A., D.Sc., and G. J. B. WESTCOTT, M.A., Head Mathematical Master, Bristol Grammar School. Crown 8vo, with answers. 3s. 6d. [BELL'S MATHEMATICAL SERIES.]

**Differential Calculus for Colleges and Secondary Schools.** By CHARLES DAVISON, Sc.D., Mathematical Master at King Edward's School, Birmingham. Crown 8vo, with Revision Exercises, Essays, and Problem Papers. 6s.

**Mathematical Problem Papers for Secondary Schools.** By C. DAVISON, M.A., Sc.D. Second Edition. Crown 8vo. 3s.

## SCIENCE

*Chemistries by Prof. Smith.*

**Introduction to Inorganic Chemistry.** By ALEX. SMITH, B.Sc., Ph.D., F.R.S.E., Prof. of Chemistry and Head of the Department, Columbia University. 35th Thousand. 10s. 6d. net.

**Experimental Inorganic Chemistry.** A Laboratory Outline for use with the above. 6th Edition, revised. 4s. net.

**General Chemistry for Schools and Colleges.** 45th Thousand. New Edition, revised and enlarged. 9s. net.

**A Laboratory Outline of General Chemistry.** For use with the General Chemistry. 4th Edition, revised. 47th thousand. 4s. net.

**Elementary Chemistry for Schools.** Adapted for use in English Schools by H. A. WOOTTON, M.A., B.Sc., late Senior Science Master, Westminster School. 6s. net.

**A Laboratory Outline of Elementary Chemistry.** For use with the Elementary Chemistry. 2s. 6d. net.

**Inorganic Chemistry.** By JAMES WALKER, B.Sc., Ph.D., F.R.S., Professor of Chemistry, Edinburgh University. 11th Edition, revised and enlarged. 5s. net.

**Inorganic Chemistry for Upper Forms.** By P. W. OSCROFT, M.A., Uppingham School. 2nd Edition. 6s. net.

**An Introduction to Chemistry.** By D. S. MACNAIR, Ph.D., B.Sc. 8th Edition. 2s. 6d.

**A First Year's Course of Chemistry.** By J. SINCLAIR, M.A., B.Sc., Head Master of Shawlands Academy, Glasgow, and G. W. M'ALLISTER, M.A. 2nd Edition. 1s. 9d.

**An Introduction to the Study of Plants.** By F. E. FRITSCH, D.Sc., Ph.D., F.L.S., and E. J. SALISBURY, D.Sc., F.L.S., both of the East London College. 3rd Edition. 6s. net.

**Elementary Studies in Plant Life.** By F. E. FRITSCH, D.Sc., Ph.D., F.L.S., and E. J. SALISBURY, D.Sc., F.L.S. 3rd Edition. 3s. net.

**Elementary Botany.** By PERCY GROOM, M.A., D.Sc., F.L.S., Professor of the Technology of Woods and Forests in the Imperial College of Science and Technology. 15th Edition. 4s.

**Food Gardening.** By H. V. DAVIS, B.Sc., Lecturer in Rural Science and Gardening in the Cheshire County Training College, Crewe. 2nd Edition. 1s. net.

**G. BELL & SONS, Ltd., York House, Portugal St., W.C.2**

## LITERARY SECTION.

## BOOKS AND THE MAN.

## REVIEWS.

**The Art of Appreciation.**

Teachers of music, of art, and of literature have been apt to think that their task was confined mainly or solely to giving instruction to potential performers. Young people too often have had music lessons, or drawing lessons, all given on the implied understanding that they were to become musicians or artists. The first devastating results may be heard and seen in our more genteel drawing rooms, where one daughter of the house will play the pianoforte and another will embellish the walls with sketches from a very artful Nature.

The second result is even graver, although less immediately obvious and distressing. It is to be found in the widespread want of national taste in music, art, the drama, and literature. In each of these important branches of our people's intellectual and spiritual life we are hampered by a deplorably low standard of taste.

For this state of things there is only one remedy, namely, that we shall recast our teaching in these subjects, and think more of appreciation than of execution. Given a public with a duly trained sense of appreciation there will soon arise a new race of performers. A notable experiment on these lines has been carried out by Mr. Charles T. Smith, a master in a London Council School, who has recorded his experiences in a volume entitled "Music and Life: Education for Leisure and Culture" (King and Son: 4s. net). In many respects this is one of the most interesting and suggestive books on teaching we have read. Mr. Smith is an enthusiast, whose courage did not quail before the task of leading the children of Glengall Road, Poplar, E., to see the beauty of great music and to understand the difference between rag-time and Mozart. His method is based on the development of the simpler rhythms of dance music, folk songs, vocal dance tunes, and so on to the sonata and symphony. Pupils of ten years and upwards are taught the elements of music, and at the end of the primary school course they are able to understand and enjoy opera and oratorio. This sounds incredible, but the sceptic should read the book and learn, not only that it can be done, but also how it has been done. Mr. Smith adds to his main work a very valuable and stimulating chapter on Art Teaching, showing how his principles can be applied to foster appreciation in subjects other than music. I heartily commend this book to the notice of all teachers, for it is the record of a great struggle and a splendid victory over difficulties which would daunt most people.

In a similar vein, but for a different purpose, Mr. Percy A. Scholes, the well-known musician, has written a book entitled "The Listener's Guide to Music" (Oxford Press: 3s. 6d. net). An introduction is provided from the pen of Sir Henry Hadow, who says: "The power of enjoying and loving the best music is not a rare and special privilege, but the natural inheritance of everyone who has ear enough to distinguish one tune from another." This little volume will be of great value to those who attend concerts and desire to know for themselves what is good and bad.

SILAS BIRCH.

**Education.**

REPORT OF THE MINISTER OF EDUCATION, PROVINCE OF ONTARIO, 1918. (Wilgress, Toronto.)

This handsome volume of 439 pages contains all the information we expect in such a work. The figures are well arranged, and ready for reference when the occasion arises. The reader will be glad to take the gentleman's word for their accuracy, and in ordinary circumstances would respectfully put the volume in the place prepared in his library for such tomes, and forget all about it till his day of need drove him again to its pages. But in this case the Minister's own report is worth reading for its own sake. It is just as interesting as if it did not appear in a report at all but in an educational magazine for which we are willing to pay our good white shillings. Of course anyone who has met the Minister will expect all this, for he is pre-eminently human and sympathetic. From him it seems in no way incongruous to hear of the rights of man, the rights of woman, nor even the rights of children. Blue-book as it is, this contains a great deal of humanity. The Minister has a healthy pride in his Province, and, like a good Ontarian, is not at all averse to let the world know of the good things it has in the way of education. We may question the common claim that Ontario has the best educational system in the world, but when it comes to figures we must accept facts and believe that the Minister is right in maintaining that "Ontario has 408 public libraries—in proportion to population the largest number of any country, state, or province in the world." *Floreat Ontario!*

THE CLASSICS IN BRITISH EDUCATION. (Ministry of Reconstruction. 2d.)

A gallant attempt under the patronage of the Ministry of Reconstruction to rehabilitate the Classics. We wonder at whose address this pamphlet is written. Classicists will read it with pleasure, but the plain man will continue to wonder. His interest will centre largely in the section on the *Use of Translations*, but, like the fair-minded man he generally is, he will not forget to read the section of *Fair Play for Classics*.

THE PROBLEM OF THE CONTINUATION SCHOOLS: by Ernest Young. (George Philip and Son. 1s. net.)

This is a 42-page pamphlet that contains a useful analysis of what the Act provides and an exposition of the stages of school life, the aim of the continuation school, and the curriculum under its various headings. A chapter is devoted to the "Works' Schools," with descriptions of those already existing at Bournville, Batley, and Walkden. The author points out the danger involved in a possible strike closing these schools and leaving the pupils on the hands of the L.E.A. A curriculum for a rural school concludes the pamphlet.

A SURVEY OF RELIGIOUS EDUCATION: by William Clayton Bower. (University of Chicago Press. \$1.25.)

The word *Survey* subtends a very large angle in the social and educational writings in America at the present moment, so a volume that deals with the nature and history of this new form of investigation is particularly welcome, even if it ultimately limits itself to a special branch of our work. It is pleasant to find that Mr. Clayton Bower finds the first trace of this modern device in Charles Booth's survey of the conditions of living and labour among the people of London, the results of which were published in 1902. But the first purely educational survey is claimed for the investigation of Professors Hanus and Moore into the educational systems of Montclair and East Orange in 1911. Somehow we seem to have heard of educational surveys of exactly this kind in England, long before that date, though they may not have borne that precise title. If Mr. Clayton Bower cares to look into the reports that Dr. Michael Sadler prepared for many of our English counties immediately after the Act of 1902, he will find that the method was in full blast in England before 1911. In any case, we are glad to have this clear statement of the nature of the survey, and people on this side of the Atlantic will find it to their advantage to read what Mr. Clayton Bower has to say on the subject. He is right in maintaining that not only is the survey in itself a new device, but that it indicates the general recognition

(Continued on page 232.)

# OXFORD UNIVERSITY PRESS

**SELECTIONS from BOSWELL'S LIFE OF JOHNSON.**  
Chosen and edited by R. W. CHAPMAN. With three illustrations. **3s. 6d. net.**

**CHARACTERS FROM THE HISTORIES AND MEMOIRS OF THE SEVENTEENTH CENTURY.**  
With an Essay on The Character and Historical Notes. By D. NICHOL SMITH. **6s. net.**

**POEMS OF ACTION.**  
Selected by V. H. COLLINS. **2s.**

**STORIES IN VERSE.**  
Selected by V. H. COLLINS. **1s. 9d.**

**A BOOK OF VERSE FOR BOYS AND GIRLS.**  
Compiled by J. C. SMITH. Annotated Edition, in one volume. **3s. 6d. net.**

**SELECTED ENGLISH SHORT STORIES.**  
Nineteenth century, from Sir Walter Scott to George Gissing and Hubert Crackanthorpe, selected by HUGH WALKER and H. S. MILFORD, with an introduction by HUGH WALKER. **1s. 9d. net**; thin paper, **2s. net.** (World's Classics.)

**ENGLISH PROSE.**  
Narrative, Descriptive, Dramatic (Malory to Stevenson), compiled by H. A. TREBLE. **1s. 9d. net**; thin paper, **2s. net.** (World's Classics.)

**PALGRAVE'S GOLDEN TREASURY.**  
With 100 Additional Poems, from Landor to Henley. **1s. 9d. net**; thin paper, **2s. net.** (World's Classics.) Edited with introduction and notes by C. B. WHEELER. **3s. net.** Notes separately, paper cover, **1s. 9d. net.**

**THE RUDIMENTS OF CRITICISM.**  
A General Study of Poetic Form for Young Students. By A. E. GREENING LAMBORN. **3s. 6d. net.**

**THE TEACHING OF HISTORY.**  
By C. H. JARVIS. **4s. 6d. net.**

**THE WAR AND THE EMPIRE. Some Facts and Deductions.**  
By Sir CHARLES LUCAS. **1s. 6d. net.**

**SELECTED SPEECHES AND DOCUMENTS ON BRITISH COLONIAL POLICY.**  
Selected and Edited, with an Introduction, by A. B. KEITH. **1s. 9d. net**; thin paper, **2s. net.** Two volumes. (World's Classics.)

**MAP WORK.**  
By V. SEYMOUR BRYANT and T. H. HUGHES. With 40 Illustrations in Colour and Black and White. Med. 8vo. **5s. net.**

**LA VICTOIRE PAR LES COULEURS, ET AUTRES SAYNETES.**  
By LADY FRAZER. **1s. 9d.**

**LA PATRIE.**  
Echos de l'Histoire de France pour les Commencants. By JULIA TITTERTON. Crown 8vo. With twelve Illustrations, Historical Tables, and Vocabulary. **2s.**

**LE FRANCAIS DES FRANCAIS DE FRANCE.**  
Conversations en cours d'année. By JEHANNE DE LA VILLESBRUNNE. Crown 8vo. **2s. 6d.**

**TROIS SEMAINES EN FRANCE.**  
By L. CHOUVILLE and D. L. SAVORY. With thirteen illustrations and a Map. **2s. 6d. net.**

**THE THEORY AND PRACTICE OF MODERN LANGUAGE TEACHING.**

With special reference to French and German. By E. C. KITTSON. **4s. net.**

**OXFORD SPANISH PLAIN TEXTS.** A new series edited by Professor J. FITZMAURICE-KELLY. In clear type, limp cloth.

**Iriarte's Fabulas Literarias.** **1s. 6d. net.**

**Samaniego's Fabulas en Verso.** **1s. 9d. net.**

**ELEMENTARY SPANISH GRAMMAR.**  
By B. SANIN CANO. Limp cloth **4s. 6d. net.**

**OXFORD JUNIOR LATIN SERIES.**  
With Introductions, Notes, Indexes of Proper Names, and Vocabulary. **1s. each.**

**Virgil, Aeneid IV.** Edited by C. E. FREEMAN.

**Virgil, Aeneid V.** Edited by C. E. FREEMAN. **1s. 9d.**

**Virgil, Aeneid VI.** Edited by C. E. FREEMAN.

**Selections from Ovid.** Edited by C. E. FREEMAN.

**Livy, Book I.** Edited by C. E. FREEMAN. With a Map.

**Horace, Select Odes.** Edited by J. JACKSON.

**A LATIN READER FOR MATRICULATION AND OTHER STUDENTS.**

With Notes and a Vocabulary by A. PETRIE. Crown 8vo. With Three Illustrations. **3s. 6d.** Also with "An Introduction to Roman History, Literature, and Antiquities." **5s.**

**ELEMENTARY GRAMMARS.**

By E. E. BRYANT and E. D. C. LAKE. Designed to include only what is essential to an elementary knowledge of the language.

**Elementary Latin Grammar.** 116 pages. **2s. net.**

**Elementary Greek Grammar.** 124 pages. **2s. 6d. net.**

**GREEK READER FOR SCHOOLS.**

Adapted from Aesop, Theophrastus, Lucian, Herodotus, Thucydides, Xenophon, Plato. Edited by C. E. FREEMAN and W. D. LOWE. **3s. net.**

**NUMERICAL TRIGONOMETRY.**

By N. G. CHIGNELL. With or without Answers. **3s.**

**CO-ORDINATE GEOMETRY, AN ELEMENTARY COURSE.**

By P. COLEMAN. **3s. 6d.**

**LABORATORY MATHEMATICS.**

Exercises. By A. W. LUCY. **3s. 6d.**

**A SCHOOL CHEMISTRY.**

By F. R. L. WILSON and G. W. HEDLEY. With directions for practical work, questions, problems, experiments, examination papers, answers to numerical questions, ninety-seven figures and two tables. **5s. net.** Separately: Part I, **3s. net**; Part II, **3s. net.**

**ELEMENTARY BOOK-KEEPING.**

By E. E. SPICER and E. G. PEGLER. Second Edition with an Appendix containing a Series of Graduated Problems with Key Answers. **3s.**

**THE STUDY OF PLANTS.**

An Introduction to Botany and Plant Ecology. By T. W. WOODHEAD. With over 200 illustrations. **7s. 6d.**

**THE LISTENER'S GUIDE TO MUSIC.**

With a Concert-goer's Glossary. By PERCY A. SCHOLES. With an Introduction by Sir W. H. HADOW. Paper boards, **3s. 6d. net**; cloth, **4s. net.**

London : HUMPHREY MILFORD, Oxford University Press, Amen Corner, E.C.4

of the need for scientific method in education and social work generally. No objection need be raised to his selection of objectivity, induction, verification, and prediction as the concepts that specifically mark a method as scientific, though it would perhaps have been better if he had worked out the first concept on the lines of a pursuit of the objective standard. The social survey is well treated, and the general educational survey prepares the way for the special treatment of the survey of religious education. As a separate branch of education, religious training has only recently been differentiated from ordinary secular education, though for various reasons it has bulked more largely in our English schemes than in those of the United States. To readers on this side there will be found a refreshing absence of the controversial in this little book. With a title like that, it would have suggested immediate ideas of strife to an English reader. As a matter of fact the author settles down at once to an investigation of how best to help the intelligent members of a local church—any local church—to set about the best way of getting at the important facts regarding the state of affairs in their church. Warnings are given about the danger of accepting second-hand reports and opinions, for it is of the essence of the survey that the sources of information should be immediate and personal, and that critical judgments passed upon situations should be independent.

The second part of the book is taken up with a general schedule for the survey of religious education in the local church. This consists of a remarkably well arranged synopsis of the various items that have to be taken into account in preparing a survey. It is admirably suited to the needs of the earnest but not at all original person who approves of the general idea of a survey but is not sure how to go about instituting one in his own circle. Even the most dull and perverse person can hardly go wrong with a guide like this before him. One might as well hope to go wrong in the magnificently guide-posted corridors of the London Tubes. An excellent bibliography concludes this most competent treatise.

J. A.

**THE EXPERIMENTAL PSYCHOLOGY OF BEAUTY:** by C. W. Valentine. (Nelson and Sons. 1s. 3d. net.)

It is always an excellent sign when a book of this kind appears in a second edition. In its original form Professor Valentine's work was very widely and very favourably reviewed, and he is still able to claim that his is the only work on this particular subject in the English language. In spite of the absence of competitors, the author has been driven by his own love of completeness to add a section on *Music and Rhythm*, and to make a number of additions and some emendations throughout the old text. The new matter is exceedingly interesting, and is based upon original investigations as well as on the results of the work of others. Some will still object to Professor Valentine's demand from those upon whom he experiments that they shall tell him *why* they find certain musical intervals very pleasing, slightly pleasing, merely pleasing, displeasing, and so forth. It is very doubtful whether evidence of this kind is of any value, especially in view of the increasing suspicion with which reasons of this kind are regarded. But this is the only grumble that seems necessary. All the rest is cordial praise.

J. A.

### English.

**PITMAN'S SELF-HELP EXERCISES IN ESSAY WRITING:** by J. Hardman. (Sir Isaac Pitman and Sons. 10d. net.)

This is an attractive little book, simple and unpretentious in its treatment. Its main basis is the well-tried 'sedulous ape' theory of Stevenson, though the pupil is advised first to make his own effort and then to compare it with selected models. The models of descriptive writing are fresh and modern, and are such as will appeal to youths. Numerous narrative poems are included for reproduction in prose, though we are not quite so certain of the advantages of these 'paraphrasing' exercises. Ample practice is also given in the expansion of outline novels and stories preparatory to the final section, which gives suggestions and topics for original treatment.

As a whole the book is a refreshing change from the average class-book of English composed of a dull routine of 'Exercises' in Grammar and Diction, Sentence-building and Paragraph-building. Its arrangement is such that it may be used either as a class-book or by the private student. From its compactness and cheapness it should be welcome in the upper classes of Elementary Schools and in Continuation Schools.

X.

**ENGLISH LITERATURE FOR SECONDARY SCHOOLS:** SILAS MARNER (abridged). Edited by May Copsey. (Macmillan. 1s. 6d.)

This addition to a well-known series is listed as suitable for the third year in a Secondary School, and contains sufficient work for one term. The simple story of George Eliot has received considerable abridgment, but otherwise only a minimum of editing: the 'introduction' occupies but four pages, and the 'Notes' but two. Though 'Questions and Exercises' are a feature of this series of class-books, we almost wish in the present case that they had been omitted. The few included deal chiefly with the subject matter, and we think that any ordinary class-teacher could improve on both the quality and quantity of these exercises. On the other hand, the truth may be that the compiler's difficulties result from the fact that the book is read by most people simply as a good story, and not as a source of 'composition' subjects. On the whole this latest addition to the excellent series (edited generally by J. H. Fowler) hardly appears to reach the standard of some of its predecessors.

F.F.P.

**ORAL AND WRITTEN COMPOSITION:** by R. S. Wood. Senior Book. (Macmillan and Co. 9d.)

This follows the general arrangement of Mr. Wood's earlier books. The contents are arranged in 'forty-four lessons,' a fact possibly responsible for the lack of coherence and arrangement so apparent in the book. Each 'lesson' begins with the 'intensive study' of an extract, though we are not sure of the ultimate use of the endless exercises in transcribing, punctuating, etc., which largely comprises this intensive study, nor are we certain of the advantage of such questions as "Underline the nouns in apposition," "Write out the relative pronouns in the extract; also the personal pronouns and their cases," "Mark the Prefixes and Affixes." This kind of 'study' may keep a class at work, but Mr. Wood should know from experience that the road to real 'Composition' hardly lies this way. Exercises such as "Underline the participial and infinitive phrases" have a quaint Victorian odour, redolent of the times when pupil-teachers diligently parsed and analysed Gray's *Elegy* and other classics in the belief that they were thus studying literature.

Direct exercises in Composition occupy the concluding portion of each 'lesson,' and the minor part of the book as a whole. Here the lack of arrangement is patent. Thus the pupil is asked to study how to write Biographies before he practises description of Common Objects; while again, general topics such as "Heroism in Daily Life" and "Animals, the Servants of Man" are placed before the description of Simple Home Scenes. Mr. Wood would do well to sort out this hotch-potch and medley of topics into some sort of rational gradation. The book as a whole might well be edited: it contains far too much 'work' of an aimless variety; the sequence of its lessons is monotonous and unprogressive—the forty-fourth is much like the first—and though the book will keep a class 'busy,' we think often their time might be better employed.

FELIX.

**A CONCISE ENGLISH COURSE:** by A. Mercer. (McDougall's Educational Company, Ltd.)

A book intended apparently for students in Junior Commercial Schools. It contains among other things a few exercises on Composition from English models, and a brief treatment of Business Correspondence and Indexing and Précis writing.

The treatment as a whole is traditional and unenterprising. The compiler apparently believes in 'Grammar' as a preparatory basis for Composition, since more than half the book is filled with 'Grammar.' A few outlines of Essays for expansion are given, and some ten well-known extracts from famous writers are included for study.

On the whole the book strikes us as somewhat dull and disappointing. Mr. Mercer may be an excellent teacher, but in printing what appears to be his teaching notes and exercises he plods stolidly along a very ordinary and uninspiring track. Such books as these suffer badly by comparison with little volumes such as O'Grady's "Matter, Form, and Style," in which English is treated with enthusiasm and brilliance. If publishers continue to produce books of such an ordinary type as the one before us, we hope the new Commission on the Teaching of English will begin their labours without delay.

X.

(Continued on page 234.)

# THE M<sup>c</sup>DOUGALL LIST

## MON PETIT CAMARADE FRANÇAIS

Livre Premier. Par L. LAVAUULT, Paris; P. LES-  
TUNG, Marseille; et B. DUMVILLE, London. Follows  
in the main the principles of the New Method.  
Copiously Illustrated. 272 pages. 2s. net.

## PETITE ESQUISSE DE LA LITTÉRATURE FRANÇAISE

By J. E. MANSION, B. ès L. An Excellent Selection.  
New Edition. 2s. net; boards.

## EXTRAIT DES AUTEURS FRANÇAIS DU XVII<sup>ME</sup> SIECLE

By J. E. MANSION, B. ès L. 288 pages.  
Cloth Boards, 2s. 6d. net.

## M<sup>c</sup>DOUGALL'S PREPARATORY FRENCH

An easy, pleasant introduction. Cloth, 10d.

## FABLIAUX FRANÇAIS

A simple, attractive Illustrated Reader. 1s. 6d. net.

## GATEWAYS TO BOOKLAND

A series of delightfully Illustrated Literature Books  
for pupils of from 9 to 14. A very wide range of  
authors of all periods is drawn upon.

Winged Flights into Story Land, 2s. 4d. Within the Gates 3s.  
Vistas of Romance - - - 2s. 8d. In Kings' Gardens, 3s.

## REGIONAL GEOGRAPHY OF THE WORLD

A Modern Scientific Treatment. Contains an abun-  
dant of Contour Maps in Colour and Black and White,  
with many Diagrams. A section of questions based  
on the text is a very valuable feature. Revised to  
date. 224 pages. Cloth covers, 2s. net.

## MODERN TIMES THE EMPIRE AND THE WORLD SINCE 1789.

A new edition of this remarkable book, revised to  
February, 1919, has been brought out. It explains  
the inwardness of events that have determined the  
history of these epoch-making days. An essential  
book for the future citizens of our race.  
320 pages. Cloth boards, 2s. 6d. net.

## EVERYDAY COMPOSITION

A new book of Hints and Helps in Letter and Essay  
Writing. Excellent in every way. Cloth limp, 1s. net.

## PLAIN-TEXT SHAKESPEARE

In this edition of English Classics are given the greater  
plays of Shakespeare, unabridged, but carefully  
edited for Schools, and without notes. The books are  
full crown 8vo in size, most clearly printed, and bound  
in limp cloth. Price, each 6d. net—except *Hamlet*  
and *Coriolanus* (each 9d. net), and *Richard II* and  
*King Henry V* (each 8d. net).

## CONCISE SCHOOL DICTIONARY

Over 15,000 Words, Phrases, etc. Exceedingly useful  
Appendixes. Boards or Limp Cloth, each 9d. net.

## SONGS OLD AND NEW

Contains 9 National, 19 British, 5 New Folk, 8 Classical  
Songs, 4, Glee, 19 Rounds. In Staff or Sol-Fa.  
Paper, 6d.; Cloth, 8d.

Piano Edition, 4s. 6d. net; by post, 5s.

ADDRESS YOUR ENQUIRIES TO

**M<sup>c</sup>DOUGALL'S EDUCATIONAL Co., Ltd.,**  
8, Farringdon Avenue, London, E.C. 4.

## THREE ITEMS

comprise a remarkably efficient and satis-  
factory equipment of apparatus for  
Practical Mathematics & Mechanics, viz.,

**Cussons' Capstan Block System**  
**Cussons' Ribbon Atwood Machine**  
**Cussons' Fletchers' Trolley**

*Full Catalogues and Instructions.*

**G. CUSSONS, Limited,**  
The Technical Works,  
**LOWER BROUGHTON, MANCHESTER.**

And **THANET HOUSE, 231 STRAND,**  
**LONDON, W.C. 2.**

## THE FRIENDS' PROVIDENT INSTITUTION

for Mutual Life Assurance

HEAD OFFICE: BRADFORD, YORKS

The Institution having made a special  
study of Educational requirements, offers  
advantageous Policies for men and women,  
which include

POLICIES COMBINING LIFE ASSURANCE  
AND CAPITAL ON RETIREMENT.

PENSION SCHEMES FOR SCHOOL STAFFS.

POLICIES FOR PROVIDING FOR THE  
COST OF THE EDUCATION OF  
:: :: CHILDREN :: ::

Write for particulars of any of these  
(giving date of birth) to:

**THE LONDON MANAGER**  
**Friends' Provident Institution**  
17 Gracechurch St., London, E.C. 3

### Modern Languages : Some Reflections.

THEORY AND PRACTICE OF LANGUAGE TEACHING : By L. Creagh Kittson. (Oxford. 4s. net.)

We remarked in our April issue, "We shall never develop anything like a standardised and permanent system of language-teaching out of our present experimental stage till we have clear ideas on the actual matter to be taught, as distinct from the process of teaching it."

It was no small shock to us, after reading Mr. Kittson's words on the importance of the spoken language to find, on turning to the specimen he gives from one of his own French readers, a passage, and *questionnaire*, well stocked with the Past Definite. Such a question as, "*Pourquoi ne se servit-il pas . . . ?*" has a pleasing old-world flavour about it, well-suited to the fairy-tale it deals with (Oh, that fairy-tale vogue !), but it is not spoken French (not of this century, anyhow !).

The objections to teaching the Past Definite to any but advanced pupils in possession of a thorough practical acquaintance with spoken French (and to teaching its use in speech at any stage whatever) are unanswerable :

- (1) It inculcates a non-colloquial usage ;
- (2) It fails to inculcate a colloquial usage ;
- (3) It wantonly throws away a priceless instrument for teaching the correct use of *avoir* and *être* as auxiliaries.

To put it bluntly, we would rather learn to speak the Past Indefinite (Perfect) by any method under the sun than the Past Definite by the best method in the world.

It is worth observing that it is quite as possible to support the Direct Method blindly as to oppose it blindly. In what follows we must not be taken as attacking the Direct Method in its main principles. But what will keep that method alive and inclusive, and save it from becoming an exclusive fetish and a mere vogue, is criticism. And criticism we mean to apply, wherever we see a label, or a shibboleth, or a "whole-hog" rear its head.

The Direct Method has too good a start now (and too much official countenance) to be seriously damaged by such treatment.

There is much good matter in Mr. Kittson's book, and if it is not particularly original, that is not his fault. Much of it will be quite new, no doubt, to a large number of readers. The bibliography is particularly good.

But the writer's *ex parte* attitude leads him into strange contradictions and some very palpable blunders.

He tells us that you don't learn a language by learning about it. No, you don't ! And you don't learn language teaching by learning about it, either. Yet Mr. Kittson's book has this defect in common with most treatises of its class, that it tells one all about method, but does not clinch the matter with a concrete programme. As far as we know, there is only one book that does : Mr. Palmer's, mentioned below.

Mr. Kittson's bias against "grammar" (as a practical linguistic instrument, that is) leads him to condemn the learning by heart of such a paradigm as "der gute Mann, des guten Manns, etc." He should have seen that such a paradigm is not grammar at all, but practice. (It does not follow that it is a good form of practice : that is another question.) The grammar of it would be an abstract rule, such as "When a noun is limited by article and adjective, the adjective has the strong ending only where the article has no ending." That is what Mr. Kittson should have condemned.

An evident contradiction (revealed in most Direct Method writings) lies in the treatment of pronunciation as contrasted with that of other features.

"Correctness in the use of language," says Mr. Kittson, "depends on the practical linguistic sense, which can only be acquired by use. The development of this linguistic sense is hardly helped at all by grammatical knowledge. . . . The critical sense can judge the final product, it can do nothing to produce it," and so on.

But in the next chapter :

"From the practical point of view the scientific study of speech sounds is necessary, because without such training it is impossible to arrive at a pure pronunciation of a foreign tongue. To ignore phonetics as a means of acquiring pronunciation is to rely on imitation alone. Imitation, however, is insufficient, and the notion that strange speech-sounds could be so acquired is founded on ignorance of the difficulty of the undertaking."

Henry Sweet is quoted in support. Yes, but it was consistent in Henry Sweet, for he believed in the utility and indispensability of grammar.

Whatever can be urged in support of phonetics can be urged *a fortiori* in favour of grammar. For difficult as are the physiological operations involved in producing strange sounds, they cannot compare for one moment with the psychological operations in framing, by mere analogy, correct sentences.

We phonetics teachers get our results far more by steady insistence on listening and on painstaking imitation than we care to admit. (We must, while there are so many disputed points in regard to vowel-positions.) And we Direct Methodists (when the Inspector isn't there) explain grammatical points—in English. Don't we ? Often !

It is the grammar-method people who ought to advocate phonetics. Phonetics is grammar ; and the whole-hog Direct people ought to laugh at it.

Mr. Kittson ought to say "learning about sounds is not . . ." But we spare him the rest.

Henry Sweet on grammar is well worth quoting.

Bad "results are generally due not to using grammars, but to using the wrong grammars—those which ignore the living language in favour of the old-fashioned literary form of it." (Texts and questionnaires which do this are just as bad—perhaps worse !)

Again, "while admitting the importance of the imitative principle, we must, even from the limited point of view of the modern European languages, add that 'rules are often a great help'—we may say 'an indispensable help.'"

Again—with syntactical rules such as those for the use of the subjunctive, purely mechanical methods are rarely effective, or, indeed, available : the different constructions can only be discriminated by the help of reason. "Syntactical rules tell us how far the analogy of any particular construction extends." "It would be hopeless to try to master the initial mutations in modern Welsh without knowing the rules which govern their highly abstract and varied syntactical functions."

And, in regard to adult pupils, "The fundamental objection to the natural method is that it puts the adult into the position of an infant, which he is no longer capable of utilising, and, at the same time, does not allow him to make use of his own special advantages . . . the power of analysis and generalisation—in short, the power of using a grammar and dictionary."

With nothing else to do, a child without grammar learns to speak fairly (only fairly) well in about six years, being one pupil among scores of teachers, and learning from six to ten hours a day. It is not good enough.

The statement that *parler, parlez, parle, and parlai* are only one word can only be characterised as a shocking blunder. Why not include *par les* ? Why not say the same of 'heir,' 'air,' 'ere,' 'e'er,' and 'air' ? We have not yet arrived at a satisfactory definition of "word." But a definition which ignores semantic values will certainly never stand.

Here we see that same party spirit which leads Prof. Wyld into statements that amount to this, that no man can appreciate the poetry of Shakespeare and the Bible till he has mastered the original Elizabethan and Hebrew pronunciation.

As a matter of fact a very good case could be made out for an unphonetic orthography, if it really made all the semantic distinctions, and did nothing else. In any case, so long as we must (regrettably, of course) use the present French spelling, orthography remains a part of French grammar—in the sense "the grammar of written French"—whatever Mr. Kittson may say.

What shall we say to this : "For the language is speech ; and having gained the power to express himself in speech, the only thing necessary for the learner in order to reduce speech to writing is to make himself familiar with its orthographical system." As a matter of fact, the most important fruit of modern linguistic thought is the distinction we are learning to notice between the spoken and the written idiom.

We must implore all future writers on method to observe the following rules :—

1. Before setting pen to paper, read—
  - (a) H. Sweet : Practical Study of Languages.
  - (b) H. E. Palmer : Scientific Study and Teaching of Languages.

(Bang goes ten-and-sixpence for the latter ; but it is half-a-guinea well spent. When you have read it you won't talk so glibly of "banishing the mother-tongue from the modern-language classroom," nor be so sure that *free* conversation is the best means of acquiring fluency.)

(Continued on page 236.)



The  Times.

## EDUCATIONAL SUPPLEMENT

---

A COMPLETE EDUCATIONAL  
NEWSPAPER AND REVIEW

---

Published every Thursday  
**ORDER TO-DAY**

---

**Annual Subscription by Post :**

10s. 10d. INLAND

13s. ABROAD

*from*

THE PUBLISHER,  
PRINTING HOUSE SQUARE,  
LONDON, E.C. 4,

Or from ALL NEWSAGENTS and BOOKSTALLS

**PRICE 2d.**

A Free Specimen Copy will be sent to any Teacher who sends a post-card to the Publisher

2. Avoid the question of educative value. Confine yourself to the most expeditious method of giving the mastery of a language. Take our word for it, no man on earth, being shown a way of learning a language in three weeks, will deliberately prefer a method that takes him three years for the sake of the educative value. A man would say, "Teach me the language first. I'll think about the educative touches later,—all that about 'acquiring right notions about the nature of language and about linguistic phenomena generally.'"
3. Avoid philological dogmatisms, such as—
- (a) "As well attempt to control the tides or the winds as the natural development of language." (Anyone who has heard a German mother speaking of a "Trottoir" and her children calling it a "Bürgersteig" knows what schoolmasters can do, for good or ill, when they get on the warpath.)
- (b) "Speech has been in every case anterior to writing." (We have extant writing of a sort by prehistoric men whom we have never heard speak. Mr. R. R. Marett tells us there is at least one distinguished anthropologist who thinks it quite possible that men wrote coherently before they spoke coherently. In any case, it doesn't affect the real issues of language teaching the tiniest little bit.)
- (c) "Writing is always founded on speech." (There was no connexion, as far as we are aware, between the Red Indians' semi-hieroglyphic picture-messages and their speech. In fact, these messages were interlingually intelligible, unless we are very much mistaken.)
- (d) "The unit of language is the sentence." Logically, perhaps. We can't very well say till a really good definition of "sentence" has been framed. Linguistically *not*. The linguistic unit is any group of sounds that a native speaker would practically never hesitate in the middle of; such as . . . . . "What's the good of . . . . .?"
- (e) "Every sentence must be composed of at least two distinct parts." (It is time the fiction that all predication is of a copulative nature should be laughed out of existence. We defy anyone to analyse "An earthquake took place" into the earthquake and its taking place! It is one. It is all predicate. The whole of our logico-grammatical theory in this matter wants spring-cleaning.)

H.O.C.

### French.

LA PATRIE: ECHOS DE L'HISTOIRE DE FRANCE POUR LES COMMENCANTS: Julia Titterton. (Oxford. 2s.)

The vocabulary of this reader seems carefully chosen, and a phonetic transcription of each word is given in the word-list. Both words and style are on that convenient common ground of the written language and the spoken—not obviously colloquial nor yet distinctly literary—the compromise which Henry Sweet advocated for beginners.

A FRENCH GRAMMAR: Massard and Durno. (Rivingtons.)

We would forgive Mr. Massard and Mr. Durno a great deal for their careful combination of brevity with exhaustiveness. Such rules as "The Indefinite Article is omitted before 'nombre de'" do not take much space, and are quite necessary even in a short school grammar—until our smaller dictionaries learn to deal with such points.

But we do not like excursions into historical grammar such as "The ' is not the definite article in 'so much the worse'." The very fact that we can prefix "so much," which would otherwise be tautologous, shows that to our present-day Sprachgefühl "the" in such cases is the definite article. The writers should have said "The ' was not . . . ." This inability to distinguish between *is* and *was* (between *synchronie* and *diachronie*, as M. F. de Saussure would say, in his *Cours de Linguistique Générale*, is very common among grammarians, just when philologists are beginning to be cured of it.

The phonetics chapter contains some statements with which we are unfamiliar. For example, "[i] is long before mute x, e.g., dix [di:]" and "there will be no difficulty in distinguishing a close [e] in *fer* [fer] and an open [e] in *père* [pɛr:]." Again

"[ski] for *ce qui* is dialect." (If this is true, we can only say that all the French officers we ever met speak dialect.) We wonder if [paje] for *payer* is a misprint? We hope so.

RECUEIL GRADUE DE BONS MOTS ET ANECDOTES COURTES: G. N. Tricoche. (Hachette. 1s. 6d.)

There is greater variety and novelty among these tales than one generally anticipates in such collections; and the humour is not so painfully obvious as is often the case. "*Composition d'un Futur Orateur, 'sur les Vaches'*" is delightful. "*Les vaches sont des animaux utiles. Les vaches donnent du lait. Quant à moi, donnez-moi la liberté ou la mort.*"

RECITS EN PROSE ET EN VERS: Marc Ceppi. (Hachette. 1s. 3d.)

What is the good of Direct Method if you will call a *bonne* a "*servante*"? That is one's feeling after reading the first paragraph, which is full of book French. But matters improve, and there is excellent material in this book, though of rather too "pathetic" a quality for English boys. The unilingual vocabulary down the side of the text is very good indeed.

LE FRANÇAIS DES FRANÇAIS DE FRANCE: Jehanne de la Villesbrunne. (Oxford. 2s. 6d.)

This is a very delightful book of idiomatic conversations, well printed, at a remarkably reasonable price. Will not the authoress give us also a more elementary reader? The trouble is that it is so much easier to find a book to teach one figures of speech such as "*Je connais les ficelles,*" "*Faire la grasse matinée,*" than one containing the French for such ordinary expressions as "Shall I tie it in a bow or a knot?" "Put it the other way round."

L'ANGLAIS POUR LES FRANÇAIS: A. J. de Havilland Bushnell. (Oxford. 3s.)

Some rather old-fashioned grammar and very old-fashioned orthoepy (rules of pronunciation) interspersed with endless word-lists. When will it be realised that to make useful vocabularies, not collection but selection is required? When we see a dictionary which says boldly on its cover "*Only 15,000 words*" we shall buy that dictionary. The book professes to teach English conversation—rapidly, too. Of what use for such a purpose are words like "Adam's ale," "aquamarine," "harpoon," "presage," "embellish," "calumniate"? We can only find one passage of continuous prose—a tale from Mr. Noel-Armfield's *English Humour in Phonetic Script*. Do Mr. Noel-Armfield and Mr. Bushnell really imagine that "When the latter had recovered sufficiently from the shock to stand the announcement" (especially "the latter") is colloquial English? But then Mr. Bushnell thinks the English for *le pain et le beurre* is "the bread and butter."

Why this book should be 3s. and Madame de la Villesbrunne's only 2s. 6d. passes all understanding.

TRANSLATION FROM FRENCH: Ritchie and Moore. (Cambridge.)

I is perfectly true that translations from modern languages compare very unfavourably with those from the Classics in the matter of accuracy, and it is a shame that it should be so. To the examples given by Mr. Ritchie and Mr. Moore we could add many from the newspapers during the war, as when Mr. William Archer quotes from a German writer a remark about "the *unfalsified* doctrines of Buddhism, or some such religion, apparently unaware that *unverfälscht* is the ordinary German word for "unadulterated," and consequently the writer simply means "the doctrines in their original form," or when *Mangel an Schneid* (lack of go, lack of spirit) was rendered "lack of form," whatever that might mean, and *Schützengraben*, frequently, "trench of the defence" (as though it had been *Schutzgraben*).

But if this admission should give the enemy occasion to blaspheme against progressive methods of language teaching, we warn him to reflect whether Walter Pater, for example, who renders "*frais et dispos*," "fresh and characterised by intelligent disposition" (disposition in the sense of arrangement), when it really means just "hale and hearty," is likely to have learned by the Direct Method. No; he, or his mentor, was a victim of what Sweet calls the "etymological fallacy" method, based on the belief that you can infer the meaning of a word from its derivation.

This is a book for scholarship-standard pupils. The introduction is very stimulating.

(Continued on page 238.)

# St. Thomas's Hospital Medical School

(University of London.)

## SCHOLARSHIP EXAMINATION

—Third Week in July—

**ARTS Scholarship**—Standard that of "London Matric."—Subjects (compulsory),  
 (i) ENGLISH, (ii) ARITHMETIC, ALGEBRA, GEOMETRY, together with  
 three (*one of which must be a language*) of the following: LATIN, GREEK,  
 GERMAN, FRENCH, ANCIENT or MODERN HISTORY, PHYSICS,  
 CHEMISTRY.

**SCIENCE Scholarships.**—Subjects: CHEMISTRY, PHYSICS, BIOLOGY.

FOR ENTRANCE FORMS AND FURTHER PARTICULARS APPLY TO THE SECRETARY:—

**G. Q. ROBERTS, C.B.E., M.A.,**

**St. Thomas's Hospital, Lambeth Palace Road, London, S.E. 1.**

# RETIRE ON FULL PAY.

MEMBERS OF THE COLLEGE OF PRECEPTORS are particularly invited to apply.

**U**NDER the revised scheme of Pensions for Teachers you will be entitled to roughly half-pay when you retire. Excellent as such a scheme is, the prospect of having your salary halved is not an attractive one, for you will have more leisure and more time and opportunity in which to enjoy those things which for so long have been denied you. If you were to retire on *full* pay you would be able to travel, to live in much better circumstances than half-pay would permit, and it would obviate that "eking out" existence that is the lot of so many.

**I**NDEED there is no need for you to look forward to restricted income on retirement, for by adopting the Century Superannuation Scheme you can easily secure for yourself *full* salary, and at a cost which will not be an inconvenience whilst you are in school. For instance, supposing you are 25, for a quarterly sum of just about £5 you can secure an additional £104 annually at the age of 60, or if then preferred a lump sum of £1,269 8s. will be paid in lieu of the Income. No medical examination is necessary under this scheme. Probably you already put aside more than such a sum out of your increased salary, so that by adopting this plan you are investing your money to excellent advantage, and without the slightest risk or fear of depreciation. The funds of the Century Insurance Co., Ltd., allied with Friends' Provident Institution, founded 1832, together exceed £5,000,000, and there is no better office in the world.

**Y**OU may think there is the possibility of your not wishing to continue the payments after a few years. The Century recognise this contingency, and in such cases and in the event of death are able to return on the average more than the amount paid in premiums. You are thus secured in any case. If you are interested, kindly fill in and return us the inquiry form at the foot, or a copy of it will do, in order to secure these benefits at age 60. A scheme to meet your requirements will then be submitted.

The Manager, Century Superannuation Department,  
 90, Cannon Street, London, E.C. 4.

## SUPERANNUATION INQUIRY FORM.

TO THE MANAGER, CENTURY SUPERANNUATION DEPT.,  
 90, CANNON STREET, LONDON, E.C. 4.

Please send me details of the Educational Superannuation Scheme. I was born on the.....of.....  
 18..... and am inclined to invest about £..... (yearly, termly, quarterly) in order to secure an Income or Alternative  
 Cash Sum at age.....

Name (in full) .....

Address .....

**N.B.**—The above Plan may, if desired, be adapted so as to include full protection for your dependants in event of your death. Please state clearly if this is desired.

**Russian.**

**RUSSIAN PRONUNCIATION IN A NUTSHELL:** J. Roston. (Roston's Language Institute. 6d.)

An orthoepical card which might be of some use to those who are satisfied with just making themselves understood, and are quite indifferent to *nuances*. But it is not worth sixpence.

**Mathematics.**

**EASY TEST PAPERS IN ARITHMETIC AND ALGEBRA:** arranged by W. S. Beard. (Methuen and Co.)

These form a useful and well-graded set of examples suitable for candidates for the Common Examination for Entrance to Public Schools and for similar examinations. The examples are of a traditional and eminently 'safe' variety, anything ultra-modern being discreetly avoided. The hundred 'tests' are equally divided between Arithmetic and Algebra, and the book may find a welcome in Preparatory Schools.

P.

**ARITHMETIC AND ACCOUNTS:** in two books. Book I, 1s.; with answers, 1s. 4d. Book II, 1s. 3d.; with answers, 1s. 6d. (McDougall.)

These two books are intended for commercial students in Evening Schools and Continuation Classes. In both volumes the Elements of Book-keeping are treated in close conjunction with Arithmetic. Book I is largely business arithmetic of conventional types, with introductory exercises in Ledgers, Sales and Purchase Books, Returns Book and Cash Book. Book II deals with more advanced business arithmetic, and contains rather less book-keeping. Altogether the attempt at 'correlation' is commendable, for too often the subjects have been treated as poles apart. The books may be recommended for use in Commercial Schools.

P.

**SOLID GEOMETRY:** by R. S. Heath, M.A., D.Sc. Fourth Edition. (Rivingtons.)

This book follows generally the Euclidian scheme and methods. There is, in addition, a chapter on "The cylinder, the cone, and the sphere," including some spherical geometry. The Euclidian method, considered as a means of achieving results, is admittedly tedious, but it is easy to modify it, and Dr. Heath's book contains a sound elementary course of solid geometry and clear diagrams which are almost self-explanatory.

**ELEMENTARY MENSURATION, CONSTRUCTIVE PLANE GEOMETRY, AND NUMERICAL TRIGONOMETRY:** by P. Goyen. (3s. 6d. Macmillan.)

The title sufficiently indicates the nature of the contents. There are a large number of exercises, chiefly in constructions. A very valuable feature is the introduction of elementary forms of reasoning, leading up to theoretical geometry.

**DYNAMICS, PART II:** by R. C. Fawdry, M.A., B.Sc. (2s. 6d. Bell.)

This book is an elementary introduction to the dynamics of rotating bodies. The treatment is simple and easy. The use of the calculus does away with the cumbrous methods which have afterwards to be unlearned. Exercises involving the differentiation and integration of trigonometric functions are placed by themselves, so that there is a complete course involving only the differentiation and integration of  $X_n$ .

**History.**

**A SHORT HISTORY OF THE GREAT WORLD WAR:** by F. Maynard Bridge. (H. F. W. Deane and Sons, The Year Book Press. 6s. net.)

In these days of costly book production it is pleasant to receive a handsome and well bound volume, containing 260 pages of good paper, well printed throughout, with a coloured frontispiece by Mr. Henry J. Ford, useful maps on the inside covers and small maps interspersed in the text, the whole priced at six shillings. We do not greatly admire the frontispiece with its somewhat crude symbolism. Although the skill of the artist leaves nothing to be desired, we could wish that his talent had been directed towards showing something of the greater

purposes of the conflict. It is a trifle banal to represent St. George trampling on a Teutonic dragon, with the Kaiser as a kind of hybrid wolf-dragon flying from a place of skulls, and our Allies in the remote background playing the part of spectators. Mr. F. Maynard Bridge falls into no errors of this kind. He has accomplished with great success the difficult task of giving a perspective view of the "far-flung battle line" and of the events which took place during the long struggle. His narrative runs with remarkable smoothness, and at the proper intervals he interpolates a useful summary of the story. The book thus falls into five parts, each containing a record of the fighting during a year.

This plan is at once ingenious and helpful, since each section is sub-divided into chapters relating to the happenings on the Western Front, the Eastern Front, the Near East, Africa, and at sea.

Mr. Bridge has a happy knack of concise description: "About twelve miles from the entrance of the Dardanelles the distance between the shores is less than a mile. Here it was, between the ancient cities of Sestos and Abydos, that Leander accomplished his famous swimming feat, and that Xerxes crossed the Hellespont, as it was then called, with his enormous army for the invasion of Greece."

This volume should be added to every boy's library, and those of older years will find it an extremely handy book of reference. It is a straightforward chronicle, free from "purple patches," and marked by a desire to recognise valour or decent behaviour on the part of the enemy. This history is of exactly the right kind for its purpose and for the times. We are too near the struggle and too oppressed by its accompanying sorrows and its possible results to find any satisfaction in a prose epic. Mr. Bridge has wisely allowed the facts to speak, and his careful survey gives a due perspective and conveys to the reader an accurate picture of the momentous period between August, 1914, and November, 1918.

**Chemistry.**

**THE NATURAL ORGANIC COLOURING MATTERS:** By A. G. Perkin, F.R.S., and A. E. Everest, D.Sc. (Longmans, Green and Co. 28s. net.)

It is safe to predict that this monumental book is destined to remain for many years the standard book of reference for those chemists and biologists who are interested in natural dyestuffs or in the chemical structure of colour-producing substances occurring in or being derived from plants and insects.

The volume, which is one of the "Monographs on Industrial Chemistry," edited by Sir Edward Thorpe, F.R.S., enlarges considerably the scope of Rupe's well-known handbook "Die Chemie des Natürlichen Farbstoffe," the last edition of which appeared in 1909. Since that date a mass of new facts has come to light, and many of the colouring matters have been isolated in a pure crystalline condition for the first time. Thus it has been found possible to ascertain their chemical structure. A systematic classification of these substances is now possible, and has been arrived at in this volume. The authors have been pioneers in the work of investigation, and the text is enriched with a quite unusual number of "private communications" notably by Professor Perkin.

The natural dyestuffs are grouped according to the chemical constitution of their main tinctorial constituents, and within the group the arrangement follows the order of their commercial importance. Where members of two widely distinct groups exist side by side in the same plant, the description of the plant is found under that heading which from its present or past use appears most suitable. Scarcely any relevant fact in connection with the history, use, and chemical nature of the dyestuff or its derivatives has been omitted, and the historical notes lend a human interest to the accounts so concisely given. The descriptions of cochineal, lac dye, madder, turmeric, indigo, and woad are very complete and illuminating.

Of surpassing interest is the chapter concerning the  $\gamma$ -Pyran group, in which are outlined the researches of Willstätter with Everest and others into the question of the nature of the red and blue colouring matters of flowers and fruits (anthocyanins). The first pigment to be obtained in a chemically pure form was that of the cornflower. In the investigation great experimental difficulties had to be overcome, but the essential conditions for a successful isolation were worked out, with the result that separations of the pure pigments from the hollyhock, delphinium, and viola followed quickly. More recently Everest succeeded in isolating the pigment of Sutton's 'Black Knight,' the well-known variety of viola.

(Continued on page 240.)

# HISTORY

## *An effective Combination*

### PHILIPS'

## WALL ATLAS OF MODERN HISTORY

Edited by Professor RAMSAY MUIR, M.A., and GEORGE PHILIP, F.R.G.S.

Eight attractively coloured Wall Maps illustrating those great changes in Political Geography which have characterised the main periods in the modern history of Europe. By the use of essential names only and strong colouring for political features, the maps are rendered beautifully clear. Size of each Map, 45 by 36 inches. On rollers or to fold. Singly, 7s. 6d. net. Sets, 45s. and 50s. net.

### PHILIPS' NEW

## SCHOOL ATLAS OF MODERN HISTORY

By RAMSAY MUIR, M.A., Professor of Modern History in the University of Liverpool.

Over 121 Maps and Diagrams, with Index. Large 4to. 4s. 6d. net.

There is no existing publication in English equal to this, having regard to the character of its contents, their extent and arrangement, as well as to the quality and price of the work.

PHILIPS' HISTORICAL ATLAS FOR STUDENTS. By RAMSAY MUIR, M.A.  
Demy 8vo, Cloth. 12s. net. Quarter Leather, 16s. net

### PHILIPS'

## PIERS PLOWMAN HISTORY BOOKS

Find favour wherever they go. A prominent London Educational Journal says they are "destined to become famous wherever English School Books are used." Seven Books for all grades. From 1/-.

Write for particulars to—

**GEORGE PHILIP & SON, Ltd., 32, Fleet Street, LONDON.**

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra,

## WINSOR & NEWTON,

### Prepared Water Colours.

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

Quarter Pans of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39, Rathbone Place, London, W. 1.

Established nearly a Century.

## TUITION BY POST.

Practical Training in

## SHORTHAND, Book-keeping and Accountancy, Commercial Practice, Banking, Advertising, Commercial Law.

Pitman's Postal Courses are admirably adapted for teachers who are unable to take advantage of the ordinary facilities for receiving oral instruction, but desire to qualify in commercial subjects. Each lesson is a full exposition of that part of the subject covered. One course, or any group, may be commenced at any time, and from any stage of present knowledge.

Write for details, stating the subjects in which you are interested.

*Pitman's School*  
BUSINESS SECRETARIAL & CIVIL SERVICE TRAINING

The Leading Teachers' Training Centre in the Kingdom for  
Commercial Subjects.

Principal: FREDERICK HEELIS, F.R.S.A.,  
180, SOUTHAMPTON ROW, LONDON, W.C.1.  
Seven London Branch Schools, and at Bristol and Leeds.

Though not usually classified among dyestuffs, the tannins are systematically treated in this volume. These are so largely employed as assistants in the dyeing operation, as for instance in the fixation of the basic colours on cotton, that their description naturally falls within the scope of a work of this character.

A short and interesting chapter on the manufacture of organic pigments (lakes) concludes the volume, but an Appendix is added giving lists of "Indian Natural Dyestuffs," "Natural Dyes of the Philippines," "British Plants capable of Dyeing mordanted Wool," "Leaves and Flowers of Wild and Cultivated British Plants capable of Dyeing Aluminium Mordanted Cotton," the latter according to unpublished experiments by the late Professor J. J. Hummel.

H. N. LOWE.

**ELEMENTARY CHEMISTRY OF AGRICULTURE:** by S. Allinson Woodhead, M.Sc., F.I.C. (3s. 6d. Macmillan.)

The most interesting part of this book is the practical exercises. Teachers of agricultural chemistry and those who are taking courses of study in connexion with school gardens should read these sections. They will find many useful suggestions in them.

H.M.

**INORGANIC CHEMISTRY (Eleventh Edition):** by James Walker, M.D., F.R.S. (5s. net. Bell.)

This is a revised and enlarged edition. It has been brought up to date by the introduction of recent discoveries. There is a large amount of information, well arranged and well written, so that it is easy to understand. The matter is arranged so as to follow the general lines of a practical course in chemistry.

M.

## Music.

**CHILD SONGS** for the Primary Departments of the Sunday Schools and Day Schools, and for Home Singing. Vol. I.

**CHILD SONGS** for the Primary and Junior Departments of Sunday and Day Schools, and for Home Singing. Vol. II. Both edited and in part composed by Carey Bonner. (London: The Pilgrim Press, 16, Pilgrim Street, E.C.; J. Curwen and Sons, Ltd., 24, Berners Street, W.; J. Williams Butcher, 2 and 3, Ludgate Circus Buildings, E.C.)

*Vol. I.*—This excellent collection of songs—sacred and secular—while primarily intended for use in Sunday Schools and the home, can be utilised effectively in the musical education of young children everywhere. A careful and competent student of the needs of children, and particularly of the music that children can interpret and appreciate, the compiler has succeeded admirably in gathering a choice selection of songs, which children and teachers enjoy. A wide use of this volume will not only materially assist superintendents and workers among the young in their efforts to secure smooth and happy working in their schools and classes, but will give pleasure to the children themselves, because the songs are easily learned and thoroughly understood. At the same time the editor has wisely chosen for inclusion in this volume only such songs as are appropriate for teaching to children. The classified indexes and the various hints on the teaching of the pieces will prove invaluable to those who are not professional teachers but who wish to train the children properly and effectively.

*Vol. II.*—In the second volume of "Child Songs" the compiler has preserved some of the good features of the first volume, and at the same time added some interesting and valuable new points. "The Songs of the month," for instance, provide new material appropriate for use throughout the year. "Nature songs" abound in this collection, and are classified under such heads as "Among the Flowers," "The Sunshine and the Stars," "Songs of the Wind," "Insects and Animals," etc., so that the teachers, other than those engaged solely in the religious education of children, will here find a serviceable and comprehensive collection of good music worthy of being taught. As in the previous volume, there are carefully compiled and classified indexes, with hints and instructions to teachers. Moreover, Volume II supplies a need for a collection of suitable songs which may well be taken with children of the junior age—that is, those up to about 12—whereas the former volume was compiled chiefly for primary children. All teachers of children would do well to have a copy of each of these volumes in their collections of music for the young. Carey Bonner thoroughly understands children and their tastes and their needs, and in these "Child Songs" has succeeded in compiling a most useful collection of good music.

A. G.

**FIRST PRINCIPLES OF MUSIC:** by F. J. Read. (London: Edward Arnold. Price 1s. 6d.)

In this new book on "First Principles of Music" the writer seems to have discovered the way of compiling a text-book which shall contain only what is really essential and interesting. He deals carefully, and what is of great importance to students at the beginning of their courses, *briefly*, with the main points required in the study of First Principles of Music. Of course there is much more to be learned even about first principles than is contained in this little book, but the matter here dealt with is so clearly treated and so interestingly written that students of music will find ease in studying this volume. The chapters in Part II dealing with "The Pianoforte and its Predecessors," "Earlier Instruments," and "Orchestral Instruments," in particular contain just enough information to whet the appetite for more, and on reading through the whole book one feels that the author's desire expressed in the preface "that the rudimentary knowledge acquired may prove an incentive to pursue the study of these subjects" will be to a considerable extent realised.

G.

**THE CHILD'S TRAINING IN RHYTHM, A HANDBOOK FOR THE TEACHER:** by Sylvia E. Currey, L.R.A.M., A.R.C.M. (London: Joseph Williams, Limited, 32, Great Portland Street, W. 1. 2s. net.)

The writer of this little book recognises what is known by most teachers of music and especially teachers of children, that a most important factor in the training in music is a proper sense of rhythm. Many pupils and some teachers confuse rhythm with time, and seem to think that if they can interpret correctly the "time" of a piece of music the rhythm does not so much matter, or that it can take care of itself. In this work the writer has tried to show—and she has done it very successfully—the difference between the two elements, and by a great variety of carefully chosen examples clearly points out the essential distinctions between them. She rightly claims that the teaching of rhythm is vital to any completely correct interpretation of music, vocal or instrumental, and those who study her book should be greatly helped.

A. G.

## General.

**AMATEUR AND EDUCATIONAL DRAMATICS:** by Evelyne Hilliard, Theodora McCormick, Kate Oglebay. (Macmillan. 5s. 6d. net.)

This little book deals in a compact manner with the theory and practice of dramatic activity; and any teacher not quite sure of her way in school dramatics would be well advised to read it. She will find plainly-written, thoughtful essays on the development of character, intellect, and deportment through dramatisation, interesting psychological analyses of the child as actor, and a well-reasoned plea for the cultivation in the child of this natural form of self-expression. The difference between the entertainment gained by the audience and the development of personality gained by the child-actor in dramatic performances is clearly drawn, and the latter is rightly stressed.

If the chapters devoted to theory are convincing as to the importance of dramatics, those devoted to practice are clear in the information they impart. This information does not deal with one play, or a given number of plays—although the illustrations are definite and aptly chosen—but with those general problems and pitfalls for amateurs which are usually omitted from books and are only to be learnt from the fervid tongue of an agonised producer. Cues, grouping, stage crowds, "props," lighting, make-up, and the like are all treated simply but adequately, as is the problem of "How to Write a Play."

If enthusiasm for their subject has led the authors to invent for it the virtue of clarifying the imagination in reading lessons, which may be questioned, or to justify it as a money-making subject—which is unnecessary, it has nevertheless had the beneficial effect of eliminating dullness from a book which is consistently interesting. This appetising result is largely aided by arranging the matter in cocktail strata, coloured by the individual styles of the trinity of authors and the points of theory and of practice with which they deal in turn.

F.T.

Messrs. George Philip & Son Ltd. of 32, Fleet Street, London, will publish in the Autumn a new "Advanced Atlas for Senior Schools," "The History of the British Empire," by Professor Ramsay Muir, and an "Elementary Historical Atlas," suitable for elementary schools and the junior forms of secondary schools.

# HARBUTT'S NOV-LART.

The Art of Stencil Picture Making.

A FASCINATING AND EASY PASTIME FOR ALL.

Make your own Birthday Cards, Christmas Cards, Calendars and other items for which all sorts of uses may be found.

NOV-LART pictures fetch good prices at Bazaars and Sales of Work.

**HARBUTT'S PLASTIGINE, LTD., 203, Bathampton, Bath.**  
London Showroom: 56, Ludgate Hill, E.C. 4.

## SAVE 50 per cent. OF YOUR TIME

by ordering your NEW BOOKS through Mr. John Davis, who can always secure good second-hand copies of publications which are out of stock at the Publishers.

EXTRACT FROM LETTER DATED OCTOBER, 1918:—"I am preparing a further order for you as I am well pleased with your past efforts to secure for me what I wanted, and with your invariable courtesy."

MR. JOHN DAVIS (Successor to Mr. Thomas Laurie),  
13, PATERNOSTER ROW, LONDON, E.C. 4.

## BOOKS

On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

— Second Hand and New —  
BOOKS SENT ON APPROVAL.

Catalogues Free. State Wants. Books Bought.

**W. & G. FOYLE, 121/125, Charing Cross Rd, London, W.C. 2.**

## SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to

**GEORGE OVER,**

EDUCATIONAL BOOKSELLER, RUGBY.

## DALCROZE EURHYTHMICS CLASSES

to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY, BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHBEND-ON-SEA, SUNDERLAND, TAUNTON, and TUNBRIDGE WELLS. Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS, LTD.,  
23, Store Street, London, W.C. 1.

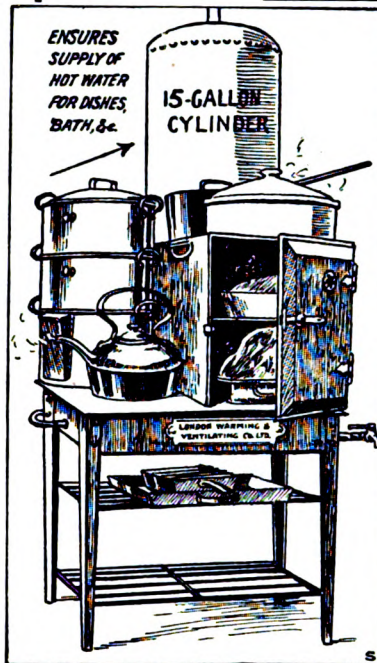
## Life Assurance or Pensions.

Readers of the Educational Times who desire expert advice on matters of Insurance or Pensions (non-Government) should address their enquiries to—

INSURANCE, THE EDUCATIONAL TIMES,  
c/o Deane & Sons, The Year Book Press,  
31, Museum Street, W.C. 1.

## THE GREAT GAS SAVER.

The 'Wifesjoie' One Ring Gas Cooker



Will positively REDUCE Your Gas Consumption apart from its enhanced service.

BAKES, BOILS, ROASTS, GRILLS, and TOASTS to PERFECTION, and supplies Hot Water for the Bath and other Domestic requirements simultaneously, with a gas consumption of 35 feet per hour = an average cost of 2d.

Demonstrations Daily  
Full particulars on application to Dept. 41.

**LONDON WARMING & VENTILATING CO. LTD.,**  
20, Newman Street, Oxford Street, London, W.1.  
Makers of the well-known "Kooksjoie" Range.

**SCHOOL, CLASSICAL, MATHEMATICAL, and SCIENTIFIC BOOKS**

Always a large Stock of Second-hand Books at about half prices.

ESTABLISHED 1854. Keys and Translations.

SCHOOLS SUPPLIED. BOOKS BOUGHT

**J. Poole & Co.**  
104 Charing Cross Rd., LONDON, W.C.

Telephone No.: 1646 Gerrard.  
New and Second-hand. All Inquiries answered.

Educational Booksellers

## PUBLICATIONS RECEIVED.

- EDWARD ARNOLD.  
The Inductive Arithmetic, Books I and VI: by E. Sankey.  
Books I-III, 4½d.; IV-VI, 6d. each.
- G. BELL AND SONS.  
Fresh Hope and Health: by Cecile Muller. 2s. net.  
Projective Vector Algebra: by L. Silberstein, Ph.D. 7s. 6d. net.  
An Arithmetic for Preparatory Schools: by Trevor Dennis,  
M.A. 4s. 6d.  
Differential Calculus for Colleges and Secondary Schools: by  
Charles Davison, Sc.D. 6s.
- J. M. DENT AND SON.  
Collection Gallia: *Paris pour Tous. Atlas par* J. G. Bartholomew.  
*Texte par* Edward Jefford. 2fr. 50c.
- EVANS BROTHERS, LTD.  
The Kingsway Book of Practical Geography: by Robert J.  
Finch. 3s. 6d. net.
- HARRAP AND CO.  
Harrap's Bilingual Series. 1s. 6d. each (net). *Le Scaratbée*  
*d'Or*: E. A. Poe; *Lettres de Mon Moulin*: A. Daudet;  
*Les Jumeaux de l'Hotel Corneille*: E. About.  
T. C. AND E. C. JACK, LTD.—T. NELSON AND SONS, LTD.  
*People's Books*.—The Experimental Psychology of Beauty: by  
C. W. Valentine, M.A. *New issue*. 1s. 3d. net.
- P. S. KING AND SON.  
The Spiritual Foundations of Reconstruction: by F. H. Hayward  
and Arnold Freeman. 10s. 6d. net.
- LONGMANS, GREEN AND CO.  
The Essentials of English Teaching: by Members of the English  
Association. 1s.
- MACMILLAN AND CO.  
Problems of National Education: by Twelve Scottish Educa-  
tionists. 12s. net.  
Macmillan's Pocket Classics.—English Essays: edited by  
David T. Pottinger, M.A.; 1s. 6d. net. Sheridan's Plays:  
edited by Will David Howe, Ph.D.; 1s. 6d. net.  
Edina Junior Histories, Book III. 1s. 4d. net.  
English Literature during the Last Half Century:  
by J. W. Cunliffe, D.Lit. 10s. 6d. net.  
The People's Health: Walter Moore Coleman. 3s. 6d. net.  
Exercises in Mathematics: by David Beveridge Mair, M.A.  
Parts 1-6. 1s. net each part.
- Geographical Exercise Books—Africa, with questions by B. C.  
Wallis, B.Sc. 1s. 6d.  
A Geography of America: by T. Alford Smith. 4s. 6d.  
Amateur and Educational Dramatics: by Evelyn Hilliard,  
Theodora McCormick, Kate Oglebay. 5s. 6d. net.  
Suggestions of Modern Science concerning Education: by  
Herbert S. Jennings, John B. Watson, Adolf Meyer, and  
William I. Thomas. 5s. 6d. net.  
Modern Education in Europe and the Orient: by David E.  
Cloyd, M.A. 7s. 6d. net.  
An Introduction to the Study of Science: by Wayne P. Smith  
and Edmund Gale Jewett. 7s. 6d. net.
- METHUEN AND CO.  
Young England: by Douglas Strong. 7s. net.  
"All Clear!": by John Oxenham. 1s. 3d. net.
- THOS. NELSON AND SON.  
The Victory Readers.—Books 1-4.  
Handwriting Reform: by David Thomas. 1s. 6d.  
Nelson's Print Writing Copy Books.—Books 1-6.
- OXFORD UNIVERSITY PRESS (HUMPHREY MILFORD).  
The War and the Empire: by Sir Chas. Lucas. 1s. 6d. net.  
The Listener's Guide to Music: by Percy A. Scholes. 3s. 6d. net.  
Pronunciation of Standard English in America: by George Philip  
Krapp. 7s. 6d. net.
- GEORGE PHILIP AND SON.  
The Problem of the Continuation Schools: by Ernest Young,  
B.Sc. 1s. net.
- SIR ISAAC PITMAN AND SONS.  
Progressive French Grammar: by Frank A. Hedgcock. 5s. 6d. net.  
Introduction to Commercial English and Office Routine: by  
A. Reynolds and W. Desborough. 2s. net.
- S.P.C.K.  
Helps for Students of History.—The Study of Colonial History:  
by A. P. Newton, M.A. D.Lit.; 6d. net. Parish History  
and Records: by A. Hamilton Thompson; 8d. net.  
Hints on the Study of English Economic History:  
by Archdeacon Cunningham. 8d. net.  
The French Renaissance: by A. A. Tilley. 8d. net.  
The French Wars of Religion: by A. Tilley. 6d. net.
- WILLIAMS AND NORGATE.  
How and What to Read: by R. R. Buckley. 2s. 6d. net.

# THE TECHNICAL COLLEGE,

LOUGHBOROUGH, LEICESTERSHIRE.

H. SCHOFIELD, M.B.E., B.Sc. (Hons.) Lond.; A.R.C.Sc.Lond., A.M.I.C.E., PRINCIPAL.

## DEPARTMENTS OF MECHANICAL, ELECTRICAL & MOTOR ENGINEERING.

Complete Courses of Training are arranged in both Theory and Practice of the above branches of Engineering.

The Workshops of the College provide accommodation for 500 students working at the same time.

The equipment is on most modern and comprehensive lines, and comprises plant for turning, fitting, milling, grinding, automatic lathe operating and tool setting, tool and gauge making, foundry work, pattern making, drawing office work, heat treatment, viewing and testing of all kinds.

None but first-class work of a productive character is undertaken by the students, working under the skilled supervision of a fully qualified technical staff.

The complete course covers a period of five years, during which works training in all the above sections will be given, and this will be accompanied by a full theoretical course of instruction in the College Lecture Rooms and Laboratories.

Intending students should be at least sixteen years of age, and have had a good Public School or Secondary Education.

The fee is £5 15s. 6d. per term, and there are three terms in the College session.

Boarding accommodation is provided in Hostels attached to the College, full particulars of which, together with illustrated Prospectus, will be forwarded upon application to the Principal.

W. A. BROCKINGTON, O.B.E., M.A., Director of Education for Leicestershire.



# D. R. EVANS & CO., LTD.

**Produce Merchants,**  
**68-69, FARRINGDON STREET,**  
**LONDON, E.C. 4.**

*Leading Suppliers to Colleges and Schools.*

## FOOD ARRANGEMENTS FOR THE SCHOOL.

WE OFFER THE FOLLOWING SELECTED GOODS FROM OUR  
 GENERAL LIST AT REDUCED PRICES.

- GROUND COFFEE.**  
 Special School Blend .. .. Per lb. 1/8, 1/10
- PURE COCOA.**  
 1 cwt. cases .. Per lb. 1/9; Loose, per lb. 2/-
- TABLE SYRUP.**  
 14 lb. free tins .. .. Per tin, 12/-
- SWEET MANGO CHUTNEY.**  
 Per bottle .. .. 3/-
- CONDENSED MILK.**  
 Sweetened, 48 x 1s. in case .. Per case, 49/-  
 Unsweetened, 48 x 1s. in case .. Per case, 38/-
- RICE.**  
 Fine Bold .. .. Per lb. 3½d. Per cwt. 31/-  
 Extra Quality .. .. 3¾d. .. 34/-  
 Ground Rice .. .. 4d. .. 35/-
- HAM AND TONGUE.**  
 6 lb. tins, 12 tins in case .. Per case, 100/-
- VEAL LOAF.**  
 6 lb. tins, 12 in case .. .. 125/-
- PORK BRAWN.**  
 6 lb. tins, 12 in case .. .. 120/-
- DRIED FRUIT.**  
 Dates .. .. Per lb. 5½d.  
 Apple Rings .. .. Per lb. 1/-  
 Currants .. .. Per lb. 10d.  
 Fruit Salad .. .. Per lb. 1/2
- SWEETENED CUSTARD POWDER**  
 Per lb. 10d. .. .. Per cwt. 90/-
- SARDINES.**  
 Les Propres 36 oz. tins, 36 fish .. Per doz. 36/-  
 (Splendid quality)
- MEATS AND FISH PASTE.**  
 4½ lb. dishes (two dishes together) .. Per lb. 2/4  
 BLOATER PASTE, 1 lb. tins .. Per doz. 18/6
- CALIFORNIAN HONEY.**  
 60 lb. free tins .. .. Per cwt. 105/-
- MARGARINE.**  
 High Class Table, Specially Blended .. Per lb. 1/1  
 We can supply any quantity. Weekly Orders  
 are now being booked.
- SHREDDED SUET.** .. .. per lb. 1/6

### ALL GOODS CARRIAGE PAID.

We shall be pleased to send our complete list on application  
**MAY WE HEAR FROM YOU TO-DAY ?**

PLACED ON THE L.C.C. REQUISITION LIST.

## THE MUSIC OF LIFE

Education for Leisure and Culture, with Curricula evolved by Experiment in  
 an Elementary School.

By CHARLES T. SMITH.

The appreciation of Music and Art, making use of all media. With 12  
 photographs and over 100 textual musical illustrations.

TIMES.—“A very remarkable book. Mr. Smith is a sound Platonist, and a moralized intellectualism is the keynote of his æsthetics. The idea of Appreciation underlies everything. Extremely thorough and skilful work done in the service of fine ideals.”

MR. ERNEST NEWMAN (OBSERVER).—“Mr. Smith has not only methods, but most admirable methods. Any child can assimilate this sort of teaching. I warmly commend this excellent book to all who have to do with the musical education of children.”

SIR W. H. HADOW, Mus.D.—“A valuable contribution to musical education.”

DAILY NEWS.—“A most remarkable book. Millionaires should buy (say) a million copies and present them to the schools. A musical education in itself.” (Mr. George Sampson.)

“All who take a real live interest in the science of education should study it.”—  
 (Mr. A. Kalisch.)

Price 4s. net. Post free 4s. 3d. Boards 2s. extra.

P. S. KING & SON, LTD., 2 & 4, Great Smith St., Westminster, S.W.1

## MEDICAL PRELIMINARY EXAMINATIONS.

THE

### UNIVERSITY EXAMINATION POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal.

Mr. E. S. WEYMOUTH, M.A. (Lond.),

17, Red Lion Square, London, W.C. 1.

## MESSRS. W. HEFFER & SONS, LTD., BOOKSELLERS, CAMBRIDGE,

are always glad to receive offers of School and College Textbooks and Books in General Literature, in small parcels or in quantities.

In preparation, to be issued in September :

### A CATALOGUE OF SCHOOL & COLLEGE TEXTBOOKS

*Post free on application.*

Telegrams and Cables: Heffer, Cambridge.  
 Telephone: 862.

## EXAMINATION PAPER

AS USED BY THE

### COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Ruled both sides.  
 Packed in Reams of 480 Sheets .. .. per Ream, 6s. 6d.  
 960 .. .. .. 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.  
 Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
 Music Paper.

(POSTAGE EXTRA.) REMITTANCES SHOULD ACCOMPANY ORDER.

F. W. SHELBORNE & Co., Wholesale & Retail Stationers,  
 Telephone: Holborn 690. 63, HIGH HOLBORN, LONDON, W.C. 1.

## DRILL OR GYM SHOES.

Plain Canvas, Stout Rubber Soles, in White or Brown. In sizes, 1, 2, 3, 4, 5, 6, 3/11  
 In Black only, best quality .. .. 4/6  
 Black Canvas, Chrome Leather Soles, sewn for real hard wear. 2, 3, 4, 5, 6, 5/11

MADDOCK & SON,

“Sports and Games Shoe Makers,”

272, FULHAM ROAD, LONDON, S.W. 10.

Please mention paper when writing.

# THE EDUCATIONAL TIMES

## SOME RECENT BOOKS ON SCIENCE.

### ELEMENTS OF GENERAL SCIENCE (Revised Edition).

By O. W. CALDWELL, Ph.D., and W. L. EIKENBERRY. 8vo Cloth. xii + 404 pages. Illustrated. 5s. 6d. net.

This volume presents an introductory course on sound lines, covering the whole range of science. The revised edition, as compared with the earlier one, contains an additional 100 pages, an entire part devoted to astronomy, and chapters on electricity. The topics discussed are grouped under six major headings: I.—The Air; II.—Water and its Uses; III.—Work, Energy and Electricity; IV.—The Earth in Relation to other Astronomical Bodies. V.—The Earth's Crust; VI.—Life upon the Earth. While the present edition also contains much new material relating to the applications of science to household, community, and industrial problems, and numerous illustrations, many of them of the "how it works" type, it does not neglect the formal and theoretical aspects of the subject, and will it is believed, lead the student to acquire those habits of accuracy and the spirit of investigation which make the subsequent study of the differentiated sciences at once more profitable and interesting.

### FIRST COURSE IN CHEMISTRY.

By W. McPHERSON and W. E. HENDERSON. 12mo. Cloth. x + 416 pages. Illustrated. 6s. net.

A book which embodies the latest results of laboratory research. It is intended primarily for those students beginning chemistry, whose study of the subject will cease when they leave the Secondary School, though it also furnishes a thorough foundation for those who intend to specialise in the science. The theoretical portions of the subject are developed briefly and as a natural outcome of facts already presented, emphasis being placed wherever possible on the applications of chemistry to metallurgy, manufacture, agriculture, household chemistry and sanitation. The book contains many interesting illustrations of these applications and photographs and biographical details of the world's great chemists.

### A FIRST COURSE IN PHYSICS.

By R. A. MILLIKAN and H. G. GALE. 12mo. Cloth. 482 pages. Illustrated. 6s. net.

In this book the authors have developed their subject on inductive lines, starting by considering the hows and whys of some simple experiment or well-known phenomenon, and gradually leading the student back to the great principles about which the apparently disconnected facts of physics group themselves. As in FIRST COURSE IN CHEMISTRY, much attention has been devoted to the applications of physics in everyday life, while the illustrations include photographs of the most notable achievements of physics and portraits and details of biographical interest of eminent modern physicists as well as of the great pioneers of the science.

## The CARSON-SMITH MATHEMATICAL SERIES.

By G. St. L. CARSON, M.A., M.Sc., Reader in Mathematics in the University of Liverpool, formerly Head Mathematical Master in Tonbridge School; and DAVID EUGENE SMITH, Ph.D., LL.D., Professor of Mathematics in Teachers' College, Columbia University.

### ELEMENTS OF ALGEBRA.

Part I. 340 pages. Illustrated. 3s. 6d. net.  
Part II. 214 pages. Illustrated. 3s. net.  
Parts I and II. 538 pages. Illustrated. 5s. 6d. net.

### PLANE GEOMETRY.

Part I. 266 pages. Illustrated. 3s. net.  
Part II. 216 pages. Illustrated. 3s. net.  
Complete, 482 pages. Illustrated. 5s. 6d. net.

ANSWERS CAN BE OBTAINED TO BOTH BOOKS IF DESIRED.

### ELEMENTS OF ANALYTIC GEOMETRY

By P. F. SMITH and A. S. GALE. 8vo. Cloth. 424 pages. 10s. 6d. net.

A book which presents all the elementary methods and ideas of analytic geometry as a general science rather than as a detailed treatment of conic sections. The subject is developed after the Euclidean method of definition and theorem without, however, adhering to formal presentation. Each method is summarised in a rule and stated in consecutive steps, and many illustrative examples are worked out in the text.

### ELEMENTS OF THE DIFFERENTIAL AND INTEGRAL CALCULUS.

By W. A. GRANVILLE and P. F. SMITH. 8vo. Cloth. 463 pages. 12s. 6d. net.

A book which treats of all the topics from which a selection would naturally be made in preparing students either for elementary work in applied science, or for more advanced work in practical mathematics, and is suitable for the pupil who has completed an introductory course but is not yet capable of working with advantage from larger advanced treatises on the calculus. This revised edition incorporates those changes due to recent developments in the study of the calculus and includes a large number of examples without answers, miscellaneous examples, and much practical problem material based on knowledge that all students of the calculus have at their command.

### INTRODUCTION TO ANALYTIC GEOMETRY.

By P. F. SMITH and A. S. GALE. 8vo. Cloth. 217 pages. 6s. 6d. net.

The first nine chapters of the authors' ELEMENTS OF ANALYTIC GEOMETRY (q.v.) form the basis of this text-book. The volume outlines a course giving an adequate minimum preparation for the calculus and presents a short but thorough course in analytic geometry. The method of treatment is analytic rather than geometric; the results are stated in the form of theorems or rules; and many illustrative examples are worked out.

### NEW ANALYTIC GEOMETRY.

By P. F. SMITH and A. S. GALE. 12mo. Cloth. 342 pages. 7s. 6d. net.

This volume provides a thorough and adequate preparation for the study of the calculus and applied mathematics. The subject matter differs in many respects from that included in modern textbooks, the authors having recognised the great importance, in the applications, of the exponential and trigonometric functions, of setting up and studying functions by their graphs, of parametric equations and the locus problem, and of fitting curves to points determined by empirically given data, and chapters covering all these topics have been included.

Catalogue on Application.

**GINN AND COMPANY, 9 St. Martin's Street, Leicester Square,  
LONDON, W.C.2.**

# EDUCATIONAL TIMES

AUG 22 1919

## A REVIEW OF IDEAS AND METHODS.

Founded 1847.



New Series. Vol. 1. No. 7. }  
Old Series. Vol. 71. No. 675. }

JULY, 1919.

Price Sixpence Net :  
By Post, Eightpence.

### THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47, Bedford Square,  
London, W.C. 1.

### THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

#### MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.

Particulars concerning the privileges of membership may be obtained from the Secretary.

Schools desiring affiliation with the College should make early application for the necessary form, on which particulars may be supplied.

### THIS ISSUE CONTAINS :

**Essays on The Board of Education Report, Physical Education, The Play Way in Lancashire, Reports of Teachers' Conferences, and Notes and Comments, with a Summary of the News of the Month.**

### UNIVERSITY CORRESPONDENCE COLLEGE

(Founded in 1887.)

PRINCIPAL :  
WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

### LONDON UNIVERSITY DEGREES.

B.A., B.Sc., M.A., LL.B., B.Sc. (Economics), B.D.

During the last fifteen years 6,904 U.C.C. Students have passed the Intermediate and Degree Examinations of London University, in addition to gaining 5,207 Successes at Matriculation.

Prospectus, giving full particulars of courses and fees for London University Examinations, post free to PRIVATE STUDENTS from—

THE SECRETARY,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.



### THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.  
Patron: HIS MAJESTY THE KING.

**LOCAL CENTRE EXAMINATIONS (Syllabus A).**  
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March—April at all Centres, and in the London District and certain Provincial Centres in November—December also. Entries for the November—December Examinations close Wednesday, October 15th, 1919.

**SCHOOL EXAMINATIONS (Syllabus B).**  
Held throughout the British Isles three times a year, viz., October—November, March—April, and June—July. Entries for the October—November Examinations close Wednesday, October 8th, 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B, entry forms, and any further information will be sent post free on application to—

JAMES MUIR, Secretary,  
14 and 15, Bedford Square, London, W.C. 1  
Telegrams: "Associa, London."

### THE INCORPORATED SOCIETY OF MUSICIANS.

Founded 1882. Incorporated 1892.

#### OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

#### ADVANTAGE OF MEMBERSHIP.

A Benevolent Fund for Members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters: Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

#### LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupils

Full particulars may be obtained upon application to the GENERAL SECRETARY, 19, BERNERS STREET, W. 1

# NORMAL

Normal Corr. College.

(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certif.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene.  
Languages.  
Music.  
Science and Art.  
Other Qualifying  
Exams.

SEND FOR NORMAL GUIDE.

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47, MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110, AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO- PORTE METHOD.

**EAR TRAINING AND SIGHT SINGING  
FROM SOL-FA AND STAFF.**

New Training Classes for Music Teachers, held weekly, will begin each term at the Wigmore Hall Studios, Wigmore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, Ltd.,

9, Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.**

REGISTRAR: MR. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1-30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12-30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS OAKLEY HOUSE,

14, 16, and 18, BLOOMSBURY STREET, LONDON, W.C. 1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

**THIS AGENCY** has been established for the purpose of enabling Teachers to find work **without unnecessary cost.** All fees have therefore been calculated on the **lowest basis** to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

**Hours for Interviews:**

11-30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11-30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

REGISTRAR: MISS ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

POSTAL TUITION

— For London University —  
MATRIC., INTER., & FINAL  
— B.Sc., B.Sc. (Econ.), B.D. —

**FREE GUIDE**

On Application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING

COLLEGE FOR WOMEN TEACHERS IN  
HIGH, SECONDARY, AND PREPARATORY  
SCHOOLS.

RECOGNISED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognised by the Cambridge Teachers' Training Syndicate.

PRINCIPAL:

Miss KATHARINE L. JOHNSTON,  
B.A. London, M.A. Sheffield, Girton College Moral  
Sciences Tripos, Cambridge Teachers'  
Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(Established over 80 Years.)

PROPRIETORS:

Messrs. Griffiths, Powell & Smith,  
Offices: 12 and 13, Henrietta Street,  
Covent Gardens, London, W.C. 2.

TELEGRAPHIC ADDRESS:

"Scholasque, Westrand, London."

TELEPHONE: 7021, Gerrard.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to MESSRS. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued.

Partnerships arranged.

No charge unless sale effected

List of Boys' and of Girls' Schools and School Partnerships for Sale sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

## CHERWELL HALL, OXFORD

RECOGNISED BY THE BOARD OF EDUCATION,  
BY THE OXFORD DELEGACY, AND BY THE  
CAMBRIDGE UNIVERSITY SYNDICATE FOR  
SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.  
(Late Lecturer in Education, Manchester University).

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms,  
from 66 Guineas.

A shortened Emergency Course has been arranged.

Scholarships of £50 are awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 are awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY, L.L.A. Scheme, The University, St. Andrews.

The finest imaginative workmanship  
in

## MEMORIALS.

TABLETS, Cast, Engraved, and in  
Enamel.

CALVARIES

and

STAINED GLASS WINDOWS.

**H. H. MARTYN & CO. LTD.,**

CHELTENHAM,

and 5, Grafton St. (off Bond St.),  
LONDON, W. 1.

Institution Heubi,

Founded 1882. Lausanne, Switzerland

**BOARDING SCHOOL FOR GIRLS.**

Chateau Brillantmont—Modern Language. Music. Art.

Villa Brillantmont—Domestic Economy, Cookery.

Needlework, Gardening. Escort provided.

Prospectus and Particulars from—

MISS M. S. LIDDELL,

41, COMISTON DRIVE, EDINBURGH.

## MOTHER & DAUGHTER or SISTERS

required, September. Residence and Salary during one year's introduction to Preparatory School; 30 pupils, 10 Boarders (help given). Goodwill, after deposit, paid by capitation. House, with grounds, low rent, on Cotswolds.—GORING BENGE, Tetbury, Glos.

## Mlle Marie Poujaud, Villa

de la Source, Tillieres-sur-Avre, Eure, France, will be pleased to give CORRESPONDENCE LESSONS in French or to correct Letters written to her. Eight Letters for £1. Reference—Miss INGHAM, Moira House, Eastbourne.

**GIRLS' PUBLIC DAY SCHOOL TRUST,  
LIMITED.**

**CLAPHAM HIGH SCHOOL,  
SECONDARY TRAINING  
DEPARTMENT.**

63 SOUTH SIDE, CLAPHAM COMMON, S.W. 4.

Head Mistress: Miss A. E. ESCOTT.

The Training Departments in connexion with this School and the Examinations for which students are prepared are as follows:—

1. **SECONDARY TRAINING DEPARTMENT** for Post-graduate students (recognised by the Board of Education).

Cambridge Teacher's Certificate and London Teacher's Diploma.

Head of Department: Miss DENT, Camb. Hist. Trip.

2. **ART TRAINING DEPARTMENT.**

Various Examinations qualifying for Art Teaching in Secondary Schools.

Head of Department: Miss E. WELCH.

3. **KINDERGARTEN TRAINING DEPARTMENT.**

All Examinations of the National Froebel Union, including Trainer's Diploma.

Head of Department: Miss L. JAMES, B.A.

4. **TRAINING DEPARTMENT** for Teachers of Housecraft.

Diplomas in this Department are endorsed by the Board of Education.

Head of Department: Miss MINOR.

For Particulars of Scholarships, Loan Fund, and Residence, apply to HEAD MISTRESS.

**POSTS VACANT.**

**BEDFORD COLLEGE FOR  
WOMEN,  
(UNIVERSITY OF LONDON).  
REGENT'S PARK, N.W. 1.**

The Council of Bedford College invite applications for the following appointments:—

- (1) ASSISTANT LECTURER IN CHEMISTRY, for Inorganic and Physical Chemistry.
- (2) ASSISTANT IN GEOGRAPHY.
- (3) DEMONSTRATOR IN PHYSICS.
- (4) PART-TIME DEMONSTRATOR IN PHYSIOLOGY.

Further particulars may be obtained from the SECRETARY OF COUNCIL, to whom applications for the posts should be sent not later than Monday, July 14th.

**CITY AND COUNTY OF  
NEWCASTLE-UPON-TYNE EDUCATION  
COMMITTEE.**—Applications are invited for appointment as Teacher of Domestic Subjects. Candidates must possess full diplomas in Cookery, Laundry Work and Housewifery. Salary £90 per annum, rising by £7 per annum to a maximum of £160 per annum. The commencing salary will be fixed by allowing £7 for each year of approved previous service in the same capacity. For forms of application send stamped addressed foolscap envelope to PERCIVAL SHARP, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**CITY AND COUNTY OF  
NEWCASTLE-UPON-TYNE EDUCATION  
COMMITTEE.**

WANTED—C.A. MASTER for St. Paul's C.E. School; TWO UN. C.A.'s (Women) for Christ Church Senior School and ONE UN. C.A. (Woman) for St. Mary's R.C. Infants' School.

For forms of application and scale of salaries send stamped addressed foolscap envelope to PERCIVAL SHARP, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**POSTS VACANT.**

**LIVERPOOL COLLEGE, HUY-  
TON, NEAR LIVERPOOL.**—Wanted, in September, SCIENCE MISTRESS. Chemistry and Botany to Intermediate standard, middle school Physics. Degree or equivalent essential.—Apply, with full particulars, HEAD MISTRESS.

**ASSOCIATION OF  
UNIVERSITY WOMEN TEACHERS.**—Teachers, with University degree, requiring posts in Schools, are invited to apply to the Secretary, 108, Victoria Street, S.W.1.

**LEICESTERSHIRE COUNTY  
COUNCIL EDUCATION COMMITTEE.**—The Committee propose shortly to appoint a FEMALE ORGANISING INSTRUCTOR OF PHYSICAL TRAINING. Commencing salary £200, plus travelling expenses.

Applications, stating age, previous experience, and qualifications, should be made at once to the DIRECTOR OF EDUCATION, 33, Bowling Green Street, Leicester.

**EDUCATIONAL REPRESENTATIVE.**

Messrs. J. M. Dent and Sons, Ltd., have a vacancy for the autumn. Good prospects for a young energetic man with business qualities and knowledge of school requirements, Elementary and Secondary. To reside in London.

Apply to DEPT. 'D,' ALDINE HOUSE, BEDFORD STREET, W.C.2.

**FOR SALE.**

**PREPARATORY SCHOOL FOR  
BOYS (day).** Old-established. Average annual receipts £850. Rent £60.—Address Box 55, c.o. EDUCATIONAL TIMES, 27, Southampton St., Strand, London, W.C.2.

**DUSTLESS AND HYGIENIC SCHOOLS.**

On all  
School, Laboratory, Library, &c., Floors and Linoleums of every description

USE

**FLORIGENE**

(A Registered Name suggested by FLOOR-HYGIENE)

(British owned).

**EARLY in the SUMMER VACATION for best results.**

"Florigene" is an aid to the prevention of throat and other diseases, has been awarded the MEDAL of the ROYAL SANITARY INSTITUTE,

and is strongly recommended by Medical and other expert authorities.

It costs little, saves labour, and is easily applied by the unskilled. Not sticky—the ordinary daily dry sweeping alone required.

**IT is IMPORTANT to NOTE that**

**ONE APPLICATION** of "Florigene" effectively allays the dust and dirt for **2 to 12 months**, according to the traffic, not only **during each sweeping** (without sprinkling of any kind), but **also throughout all the intervening periods**—which is even of **greater hygienic importance.**

"Florigene" has been continuously used for many years on the floors of The Royal Colleges and other important Government Buildings; also in numerous Colleges, Schools, Laboratories, &c., throughout the United Kingdom and Colonies.

Send for Medical Reports and Testimonials to the Sole Manufacturers—

**THE "DUST-ALLAYER" CO.**

4, Vernon Place, Bloomsbury Square, London, W.C.1.

Contractors to Admiralty, War Office, H.M. Office of Works, India Office, L.C.C., &c.

# SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

## **Truman & Knightley** SCHOLASTIC AGENTS LTD

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for

### **LADY MATRONS and HOUSEKEEPERS**

for Schools.

No charge for registration.

::

Moderate commission.

#### **SCHOOLS TRANSFER DEPARTMENT.**

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

Offices: **158-162 OXFORD ST., LONDON, W.1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: MUSEUM 1136.

## Your Son's Career

### THE MEDICAL PROFESSION

Parents and Guardians desiring information and advise with regard to the Medical Curriculum should write for full particulars to A. E. Webb-Johnson, C.B.E., D.S.O., F.R.C.S., the Dean.

### THE MIDDLESEX HOSPITAL MEDICAL SCHOOL

(University of London),

Berners Street, London, W. 1.

THE ENTIRE MEDICAL CURRICULUM can be taken at the School.

ANNUAL VALUE of SCHOLARSHIPS and PRIZES, £1,000.

## DALCROZE EURHYTHMICS

THE SUMMER SCHOOL will be held at OXFORD,

August 4th to 16th inclusive.

Prospectus on application to THE DALCROZE SCHOOL OF EURHYTHMICS, LIMITED, 23, Store Street, London, W.C. 1.

## University of Grenoble

(FRANCE).

Holiday Classes,  
July 1 to October 31.

In 1914 there were **657** Foreign Students.

COMPLETE Practice in Reading and Speaking (groups of 6), Lectures on French Language and Literature, Practice in Translation and French Composition (groups of 25).

Railway fares half price. Family boarding-houses 200-400 frs. a month.

Excursions every week in the mountains of Dauphiné, to the towns in the valley of the Rhone, Winter Sports, and Mountaineering.

More detailed information sent free on receipt of demand addressed to the

Comite de Patronage des Etudiants Etrangers.

## GUILD OF EDUCATION AS NATIONAL SERVICE.

### HALSEY TRAINING COLLEGE

(Recognised by the Board of Education)

FOR RURAL AND URBAN DAY CONTINUATION WORK.

PREPARATION for work in DAY CONTINUATION SCHOOLS for Factory and Town Workers at Canning Town, E., where there are Voluntary Continuation Classes at the Hostel.

Preparation for work in similar schools for Rural and Farm Workers at Kenton, near Harrow Hostel, Clubs, and Instructional Market Garden Farm.

Board of Education Grants available for Graduates and for Certificated Teachers (men and women), Ministry of Labour Grants for Training and Maintenance given to demobilized men.

Apply—Org. Sec., Guild of Ed. as Nat. Service, 11, Tavistock Square, W.C. 1.

### Just published, Crown 8vo. 4s. 6d. net, postage 4d. AUTO-EROTIC PHENOMENA IN ADOLESCENCE.

An Analytical Study of the Psychology and Psychopathology of Onanism. By K. MENZIES. London: H. K. LEWIS & Co., LTD., 136, Gower St., W.C.1.

### LEWIS'S MEDICAL AND SCIENTIFIC CIRCULATING LIBRARY.

Annual Subscription from One Guinea.

H. K. LEWIS & Co., LTD., Medical and Scientific Booksellers, 136, Gower St. and 28, Gower Place, London, W.C.1

## LANTERN LECTURES

BY A UNIVERSITY MAN,

ON BRITISH EMPIRE SUBJECTS.

Shakespeare, Dickens, Travels, etc.

For syllabus apply to Agent:

WILLIAM R. JONES,

64 Wrentham Avenue, London, N.W.10

## KENT EDUCATION COMMITTEE.

### SUMMER SCHOOL FOR TEACHERS, FOLKESTONE.

AUGUST 25th to SEPTEMBER 28th, 1919.

PRINCIPAL: MR. C. A. B. GARRETT, B.Sc.

VICE-PRINCIPAL: MR. F. H. KNOWLES.

ASSISTED BY A STAFF OF HIGHLY QUALIFIED TEACHERS.

The following Courses have been arranged:—

COURSE A.—KINDERGARTEN HANDWORK OCCUPATIONS.

COURSE B.—HANDWORK FOR JUNIOR SCHOLARS.

COURSE C.—HANDWORK FOR SENIOR SCHOLARS.

COURSE D.—NEEDLEWORK.

COURSE E.—ART SUBJECTS.

For full particulars as to Fees, Accommodation, etc., apply to Mr. C. A. B. GARRETT, Director for Further Education, Technical Institute, Folkestone.

E. SALTER DAVIES, Director of Education.

## EXAMINATION PAPER

AS USED BY THE COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Ruled both sides. Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.

" " 960 " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING. Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10. Music Paper.

(POSTAGE EXTRA.) REMITTANCES SHOULD ACCOMPANY ORDER.

F. W. SHELBORNE & Co., Wholesale & Retail Stationers, Telephone: Holborn 690. 63, HIGH HOLBORN, LONDON, W.C. 1.

## OXFORD UNIVERSITY DELEGACY

FOR THE

### TRAINING OF SECONDARY TEACHERS

THE OXFORD SUMMER SCHOOL OF EDUCATION will be held between the dates of August 6th and September 2nd. In addition to Lectures on Educational Theory there will be lectures and conferences on the Teaching of History, Geography, Mathematics, Natural Science, Latin, French, and English. There will also be a discussion lesson daily. Among the lecturers will be leading Headmasters and Headmistresses and a number of distinguished teachers

FEES:

For Lectures and Conferences only—£1 5s. per week. For all Lectures and Classes—£2 per week; or £7 10s. for the whole month.

Write for detailed Syllabus and Entry Form to THE SECRETARY, SECONDARY TRAINING DELEGACY, OLD CLARENDON BUILDING, BROAD ST., OXFORD.

## THE INCORPORATED

### FROEBEL EDUCATIONAL INSTITUTE,

Colet Gardens, Talgarth Road, West Kensington, London, W. 14.

President: RIGHT HON. SIR W. MATHER, LL.D.

Chairman and Treasurer: MR. C. G. MONTEFIORE, M.A.

Secretary: MR. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

Principal: Miss E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.

Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

SCHOOL, CLASSICAL,  
MATHEMATICAL,  
and SCIENTIFIC  
∴ BOOKS ∴

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

SCHOOLS  
SUPPLIED.

Keys and  
Translations.

BOOKS  
BOUGHT

**J. Poole & Co.**  
104 Charing Cross Rd.,  
LONDON, W.C.

Telephone No. : 1646 Gerrard.

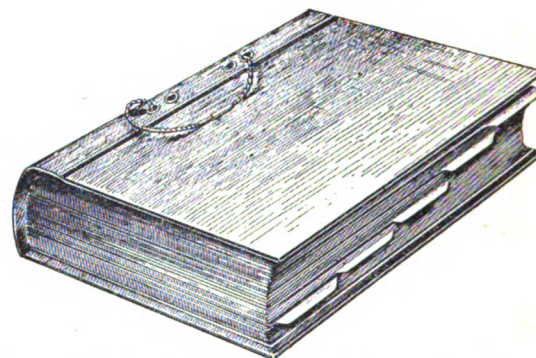
New and Second-hand. All Inquiries answered.

Educational Booksellers

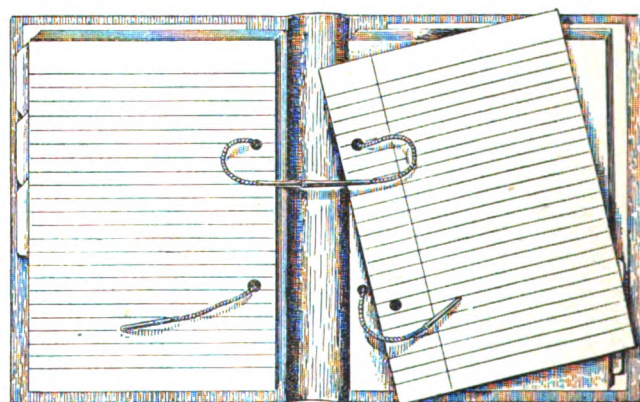
## Wm. Hunt's Oxford "Ideal" Loose-Leaf Exercise Book, and Covers for MSS., Letters, Etc.

(Patent.)

WM. HUNT'S Patent Ideal LOOSE-LEAF NOTE-BOOK constitutes the best and most convenient Higher Form and Science Class Exercise Book, Lecture Note Book, Loose-Leaf Scrap Book, Storage Covers for Notes, Letters and Papers of all sorts yet invented. The Book opens perfectly flat for writing, and binds up absolutely securely; can be un-made and re-made and the leaves transferred from one book to another or new leaves added in any manner without trouble and without risk of disarrangement or loss. No rings, posts, arches, or mechanism of any sort. Only one book necessary for many subjects. Each subject can be transferred to its own distinctive cover as convenient.



Showing the Book containing 300 sheets of paper closed. The Divisible Lace is here shown joined, by inserting the Pointed Tag into the Barrel Tag. When the Book is in use the Lace should be joined as above only.



Showing the manner of changing leaves. A leaf is shown withdrawn from one Divisible Lace before withdrawing it from the other.

PRICE LIST AND TERMS ON APPLICATION.

**WILLIAM HUNT,**  
Manufacturing Academical Stationer,  
Opposite Balliol College, 18, Broad St., OXFORD.  
Works : 11, ST. ALDATE'S.

## THE "ARETHUSA" TRAINING SHIP

and Shaftesbury Homes at Bisley,  
Twickenham, Sudbury, Ealing, &c.

## NEED HELP

2,600 Boys sent into the Royal Navy.

More than 6,500 have entered Merchant Service.

Old Boys from the Society's Country Homes are  
serving in 120 British and Colonial Regiments.

SPECIAL HELP IS WANTED FOR THE WAR  
EMERGENCY FUND.

Patrons : THEIR MAJESTIES THE KING AND QUEEN.

Vice-President : ADMIRAL VISCOUNT JELlicOE.

Chairman and Treasurer : C. E. MALDEN, Esq., M.A.

Chairman of "Arethusa" Committee : HOWSON F. DEVITT Esq.

Joint Secretaries :

H. BRISTOW WALLEN, HENRY G. COPELAND.

London Offices :

NATIONAL REFUGES, 164, Shaftesbury Avenue, W.C. 2.



# VACANCIES IN SCHOOLS

## IMPORTANT

So many Schools at present being full, some with long waiting lists, it will be an assistance to us, in dealing with the large number of inquiries daily received, if Principals likely to have vacancies for the next two terms will notify us as early as possible.

---

**J. & J. PATON,** Educational Agents,  
143, CANNON STREET, LONDON, E.C. 4. Telephone :  
Central 5053.



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

JULY 1919.

## CONTENTS.

	PAGE
Notes and Comments .. .. .	253
Physical Training in Schools .. .. .	255
Education in War Time .. .. .	257
Mr. Fisher on Teachers' Strikes .. .. .	258
The Play Way in Lancashire .. .. .	258
Does the University Menace the School? .. .. .	260
Chronicle of Education .. .. .	261
Subjects and Methods .. .. .	262
Education Abroad: The New University of Cologne .. .. .	263
Schools, Colleges, and Universities .. .. .	264
Blue Book Summary .. .. .	264
Primary School Notes .. .. .	265
Personal Notes .. .. .	266
News Items .. .. .	266
Association News .. .. .	267
National Association of Head Teachers' Conference .. .. .	268
The Headmistresses' Association .. .. .	269
College of Preceptors. Commemoration Dinner .. .. .	269
Letters to the Editor .. .. .	272
Literary Section:	
Books and the Man .. .. .	274
Reviews .. .. .	274
Publications Received .. .. .	282

## NOTES AND COMMENTS.

### Peace—and After.

ON Saturday the 28th of June a Peace Treaty was signed by the German delegates, after Germany had given the most complete indications that the compact, so far as she is concerned, has rather less value than the now proverbial scrap of paper. A world weary of warfare is confronted with the choice between a continued struggle to repress Germany and the establishment of an effectual League of Nations to repress all warlike purposes everywhere. Great enterprises have been waiting for peace, but in this peace there is to be found no impetus towards social progress. Until we have fuller assurance than at present that the 28th of June marked the end of a chapter, and not merely the beginning of a fresh paragraph, we shall feel little confidence in the future. New schemes for social improvement are suffering from infantile paralysis. Not a single brick has been laid towards the provision of "homes for heroes." The plans for training soldiers are hedged around with countless obstacles. The Education Act remains a splendid engine without the necessary motive power. The current notion of progress appears to be that we shall slip back speedily and smoothly into pre-war conditions. We have had a magnificent Ascot Week, and we are drinking more beer than ever.

\* \* \* \* \*

### The Doldrums.

The Education Act had a remarkably smooth passage through Parliament and is now becalmed, although many imagine it to be voyaging prosperously. The sections dealing with child employment are not yet in force. Children of school age are still being used to earn money, not only in casual work, but also in factories. With the end of the war we ought to be able to improve this state of things, and also to raise the age of school attendance and set up the new Continuation Schools. But no Minister or Administration can start the Education Act without teachers. Recruits are not coming forward in anything like the required number, and the status and prospects of the work are being depreciated in public estimation by the acts of teachers themselves, some of whom appear to think that by striking they will convince the nation that they are indispensable. Mr. Fisher has told these teachers that they are mistaken, that they are not in the position of an industrial Trade Union attacking the capitalist, but in that of trustees ignoring their obligations. The real sufferers are the children. It would be well for the Board to intervene at once when a strike of teachers is threatened and to carry through a compulsory arbitration. It would be well for teachers to remember that the Board can break any strike by the simple emergency device of authorising the employment of unqualified persons as teachers. That it has not done this is evidence of the Board's sympathy with the teachers' demands, but since every strike affects adversely the future supply of teachers the Board ought to take early and effectual steps to prevent strikes.

## SPECIAL NOTICE.

The August Issue of The Educational Times will appear early next month. It will be a Holiday Number, containing many cheerful and interesting features.

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued Monthly,  
Price Sixpence net. By post Eightpence.  
Subscription for one year, including postage, Seven Shillings.  
Subscription for three years, including postage, One Pound.

## ADVERTISEMENT RATES:

Whole Page .. £5 5s. od.	One Quarter Page £1 10s. od.
One Half Page .. £2 15s. od.	One Eighth Page 17s. 6d.
Per inch, narrow column .. 6s. od.	
Posts Vacant or Wanted	} Prepaid.
(30 words or under) .. 2s. od.	
Each additional 10 words.. 6d.	

Special arrangements for series and position pages.

Letters to the Editor and Books for Review should be addressed to—

THE EDITOR, THE EDUCATIONAL TIMES,  
31, Museum Street, London, W.C. 1.

Advertisements should be addressed to—

MR. P. C. BARTLETT,  
27, Southampton Street, Strand, London, W.C.2.

Publishers: H. F. W. DEANE & SONS, LTD.,  
The Year Book Press, 31, Museum Street, London, W.C. 1.

### Registration Problems.

The position of dentists and nurses in the matter of registration has lessons for teachers. At the meeting of the National Dental Association last month it was stated that there were about 5,500 registered dentists in the country and about 33,000 unregistered. This state of things appears to arise from the fact that the register was made too rigid at the start, and it has been proposed that all dentists of five or more years' experience should be admitted to the register, so clearing the ground for the formation, in due course, of a register consisting only of qualified persons. It will be noted that this is the plan adopted by the Teachers Registration Council, but some dentists object that it will introduce undesirable people. As against this objection it may be pointed out that even if some such people are admitted they will die ultimately and very bad cases can be excluded by a requirement that the experience shall be of a satisfactory nature and that blatant advertising shall disqualify. The case of the nurses is different. The Bill for the Registration of Nurses has been dropped, chiefly because the nurses themselves have not found common ground of agreement. This is the great difficulty in making a Register of Teachers a reality. It would seem as if the conception of a unified profession finds a ready welcome until it is seen to involve the sacrifice of a little power on the part of sectional bodies. A true unification is not possible on the basis of the absorption of some sections by others, nor even on the plan of one section affirming its right to lead the rest.

\* \* \* \* \*

### Lord Haldane on "Atmosphere."

Speaking at the annual meeting of the Church School Managers and Teachers, Lord Haldane advocated a solution of the religious difficulty on the lines followed in the Education Act for Scotland. Denominational Schools are to have a distinctive "atmosphere," there is to be a right "of entry" in other schools and the teachers are to be told that any objections they may have cannot be held valid against the State's decree. Lord Sheffield has assumed the familiar posture of his former state as Mr. Lyulph Stanley and has re-affirmed the doctrine of undenominational religious teaching, adding the reminder that there are political denominations, such as the Socialists, who may demand that their doctrines shall find a place in the school curriculum. This reminder serves as a debating point, but it does not help the argument. The truth seems to be that the full recognition of minorities is essential if we are to avoid State absolutism in education. We are unlikely to accept State absolutism, and the real problem is to secure national or State aid for education without imposing hardships on individuals or minorities. Probably the best solution of the problem will be found in giving education grants to parents subject only to the requirement that they shall provide for their children a good secular education. If they choose to spend the grant in sending the children to schools having a distinctive "atmosphere" that is their own affair. The State is only concerned to see that the schools thus selected shall be efficient so far as secular teaching is concerned. This plan would meet the religious difficulty and give to private schools a reasonable chance. Also it would be a convenient method of meeting the current demand that the State shall recognise and aid in meeting the financial burdens of parenthood.

### University Grants.

The Commissioners of the Treasury, in consultation with the President of the Board of Education, the Secretary for Scotland, and the Chief Secretary for Ireland, have appointed a Standing Committee to enquire into the financial needs of University education in the United Kingdom, and to advise the Government as to the application of any grants that may be made by Parliament towards meeting them. It is accepted that a great increase in the grants to Universities is desirable, and the Standing Committee will consider the problem as a whole, making suggestions as to the allocation of the grants. This will be done in such a way as will secure the independence of each University and give free play to its individuality. Sir William McCormick is Chairman of the Committee, which numbers nine members, in memory, we may suppose, of the Sacred Nine who dwelt on Mount Olympus, with Mr. Austen Chamberlain in the part of Apollo. Frankly, our worship of these new Muses is none too fervent. We are sceptical or heretical enough to mistrust the arrangement which makes the financial position of a University depend on the opinion of nine people, however eminent. Time alone will show whether this scheme is really compatible with the proper independence of our Universities. It will be difficult for the Committee to preserve a perfectly open mind in regard to proposed developments, especially in regard to curriculum.

\* \* \* \* \*

### An Apology for Advanced Courses.

The Board of Education have issued an official memorandum on Advanced Courses in Secondary Schools. It appears that up to the beginning of May in this year nearly 200 schools had been recognised for grant under the scheme; four as providing three types of Advanced Course, 36 as providing two, and the rest in respect of a single course. We are told that the Board are fully conscious of the difficulties and drawbacks incident to a system of transferring pupils at this period of school life from one school to another. Comfort is apparently found in the fact that there are "instances in which a Head Master, taking a large and generous view of the position of his school in a wider system, has expressed the desire to transfer his own best pupils to a school where their needs can be more effectively met." Yet the Board assure us that "it is not in fact possible for every Secondary School to provide an Advanced Course, or for a large number of schools to provide more than one such course." This latter statement seems to be borne out by the figures we have quoted, and we are still in doubt as to the wisdom of fostering the specialisation of schools in this manner. It would be more in accord with sound principles to require each school to give a good general education, leaving specialisation to the Universities. The practice of transferring pupils at fifteen or sixteen to a fresh school could be justified only on the assumption that a school is a place of instruction and nothing more.

**Greek at Oxford.**

"Oxonian" writes: The debate and the voting in Convocation on the 17th of June were interesting, even exciting, and mark another stage in the inevitable solution of this question. For when only a majority of 6 out of 618 voting can be found to support the continued compulsion, there is really no doubt of the ultimate issue. We anticipate with confidence that the autumn term will see the option introduced, much on the lines of the Statute which Council supported on the 17th. It would probably have gone through then except for the change of attitude on the part of the Regius Professor. Mr. Barker's able speech was conclusive for all practical men, but Professor Murray's appeal, joined this time with the forces of the traditionalist party, turned enough votes to gain another short respite for the *status quo*. The issue was joined between the supporters of the Statute, which compels some ancient language, some modern language, some mathematics or science to be taken for Responsions, and those who favoured the compromise put forward by Dr. Murray, by which compulsory Greek would be retained for all those studying a literary or "humane" subject while discarding it for the mathematical and scientific student. There were two fatal obstacles to this proposal, one that the Professors of the "humane" subjects, notably those of law and history, did not want it, the other that the Head Masters were practically unanimous that it would be unworkable. Mr. Norwood's short but weighty speech—all the weightier that it was short—was decisive on the latter point.

Perhaps the most striking feature of the debate was the ardent desire of the supporters of freedom that Greek should not suffer, and their firm belief that it would not. Allusion was made to the manifold possibilities of encouraging its serious study by other and more effective means than that of insisting on the beggarly elements involved in a compulsory minimum. We should still have over 400 scholarships awarded at Oxford and Cambridge to the classical student, and, beyond that, let the Colleges and the University and the Government take what measures seemed best to encourage and improve a study which all agreed was of the highest importance.

It might well be an instruction to Council for the next occasion on which they tackle the subject to present their proposals in a more acceptable form. They should have been introduced in an explanatory speech. And, above all, let them consider whether the Statute might not itself be improved. The corresponding Cambridge Statute, now in force, is a better instrument in several particulars.

---

*"Some men, friendly enough of nature, but of small judgment in learning, do think I take too much pains, and spend too much time in setting forth these children's affairs. But those good men were never brought up in Socrates' school, who saith plainly that no man goeth about a more godly purpose than he that is mindful of the good bringing up, both of his own and other men's children."*—ROGER ASCHAM.

*Quoted by the Board of Education in "Notes on Teaching in Continuation Schools as a Career."*

**PHYSICAL TRAINING IN SCHOOLS.**

BY W. A. EVERITT.

Of all the after-the-war problems which are disturbing the public conscience, the most important is the physical welfare of our children.

A great deal of public discussion and correspondence has recently taken place about the lessons we have learnt from the war, with relation to the comparative physical unfitness of our nation. We have heard metaphors about a C3 nation; we have had groups and grades of physical ability and thousands of men have been totally rejected as unfit to perform any military duties. This means that a large percentage of the nation is not fit to undergo even a moderate amount of physical exertion. The cause lies in the lack of a rational system of physical training in the schools. There have been schemes and systems galore—all more or less isolated and producing beneficial results to the fortunate few. On the other hand there have been many purely money-making systems, extensively advertised, some as remedial systems, others merely muscle producing.

The days of the quack doctor are long since numbered, the quack dentist is on his last legs; it is time that any quack system of physical training was likewise consigned to oblivion. The first process of "Nationalisation" should begin with the child, and the best thought of the country on the subject of national physical fitness should be utilised in building up a practical and workable system.

The evolution of Physical Training in the Army has taught us a great deal. The heads of the Army Gymnastic Staff grappled with the problem of big numbers in an amazing manner. The old apparatus work, so beloved of the old soldier, was doomed. Free exercises, largely Swedish in character, were adopted, and taught to large numbers at a time in progressive stages, with great success. In six to eight weeks the recruit became a different man and passed on to the exercises provided for the trained soldier. As the war lengthened the physical standard of new recruits deteriorated, and the exercises were made easier, although the same relative progression remained. No physical training hour was complete which did not include one or more games, and these games were played in the true keen competitive spirit, without which any game is useless.

A notable advance in Army Physical Training was made when the "Brain Stimulating Tables" were introduced. These had their origin on active service. The men came out of the trenches tired and leg weary, yet their fitness was as necessary as ever; they must not be allowed to become stale. Therefore their physical training had to be stimulative alike to mind and body. They played every variety of game—forgotten games of childhood brought up to date—new games—games requiring mental concentration—all with the object of stimulating and reviving energy and interest. Sand-bags were used half filled with straw, and it was found possible to perform most of the old exercises with these, used in a competitive way. A complete table, keeping closely to the scientific sequence of exercises, could be performed by substituting competitive movements

with sandbags or caps, and simple games requiring little or no apparatus. The inherent sporting spirit of the nation was harnessed and the power thus gained was used for a definite object—the beating of the Hun. The Convalescent Depots were turned into huge playgrounds where games of every description were played with the zest of the schoolboy.

Now are we going to make use of all the knowledge gained during the war with regard to our methods of physical training? It was proved the nation required it; it was likewise proved that we have the necessary material and system to achieve astonishing results; it remains to be proved whether we shall return to the old go-as-you-please days or use our war experience to the advantage of future generations.

The Secondary Schools, perhaps without exception, have the double advantage of playing fields and ample equipment. In addition, many of them have Officers Training or Cadet Corps attached to the school. The boys of these schools are well catered for as a rule. Nevertheless, the physical training is not as it should be. The O.T.C. may serve a useful purpose, but is voluntary and expensive. Field games are excellent, but it is only the best boys—the natural athletes—who get a real chance. They do not constitute the C3 majority in after life. It is for the latter that we must scheme. A broad physical training system based on Swedish exercises, combined with brain-stimulating exercises and recreational training, would enlist the enthusiasm of every boy, as it appealed to men of every age and medical category in the Army. The Public Schools have their specialist instructors, and they naturally produce very fit men and very fine athletes. One is not concerned with them; they have succeeded in working out their own salvation. The average Secondary School boy, however, is not so fortunately situated, and possibly in dabbling with Cadet Corps he is missing the real training. His physical training is neglected; true he plays games as a school, but not as an individual. Put him into a daily physical training class, under one of his own masters, who has qualified himself to instruct, and he will get much more exercise, amusement, and development than in performing a periodical squad drill with or without arms. There is no limit to the term "physical training." It embraces everything which relates to the fitness of the boy; hence the plea for a broad scheme.

Boxing among the older boys is scarcely touched, and wrestling as a branch of physical training in schools I have never heard of. Yet under the newest Army rules, wrestling could be made enjoyable and interesting; the contests are of short duration, so that comparatively large numbers of boys could be taken at one time. There are many masters in secondary schools who are quite competent to teach boxing or wrestling and who would welcome any scheme of training based on their Army experience, correlated with their professional knowledge of children.

Now a few words on primary schools. In the majority of these schools, physical training is merely a subject in the curriculum to be taught in fine weather or missed altogether on the slightest pretext. The Board of Education has published a "Manual of Physical Training" which need not be criticised in this article. If it were strictly adhered to or even properly understood the children would still miss much. Unfortunately it is

often adhered to in the wrong way. Some years ago I saw a teacher wrapped up in muffler and great-coat taking a class of boys with the official syllabus in his hand open at the table he was supposed to be teaching. He was probably not to blame; he was like so many others, bored by the business. It was a subject on the time-table to him, nothing more.

We have all seen boys performing difficult exercises still wearing a collar of linen or celluloid. Try to perform the exercise of "head bending backward" with a linen collar pressing on the throat, and then imagine the effect of a rubber one. The time-table in many schools only allows for two half-hours of physical training per week. No child should have less than half an hour's physical training per day. It is very doubtful whether primary school children should do anything but physical training and perhaps singing during the last hour of the day. Their drill, as it is often termed, should be recreative. No child should be expected to maintain a rigid position for long; it taxes the nervous system too much. A system such as has been previously suggested would be ideal for children, as it would produce free movement, quickness of eye and brain, and stimulate and strengthen the whole body. Has anyone seen children playing brigands and soldiers, crows and cranes, giants and dwarfs, or walking a chalk line backwards, taking part in a square tug-of-war, or mental relay race? All these exercises, in their proper sequence, can be formulated into a table, bringing into play each set of muscles in turn, stimulating the child's mental activities and causing endless amusement. Little or no apparatus is required—games are endless in number and initiative is by no means dead.

Physical training in a primary school is held to be of far less importance than the "Three R's." The child's bodily fitness comes second, third, or nowhere. This is national folly. Handicapped as schools are by lack of playing spaces, lack of moral and financial support in this branch of school work, all that has been mentioned in this article can be done in the playground, school hall, or classroom. Many teachers, naturally athletic by temperament or through their enthusiasm, devote hours of their lives in organising various forms of recreation and training boys to swim and to play games. They perform wonders; they are helped by public spirited men in many cities. But physical training is a national business, and can only be looked at from a national point of view. Give us a broad basis to work upon with freedom for expansion—a compulsory period of training per day—qualified people to help and advise, and in the next generation the A1 man would preponderate. The motto of the Army School of Physical and Recreational Training is, "*Mens sana in corpore sano.*" What a glorious motto for every Education authority!

---

"Swimming Instruction" is the title of a book shortly to be issued by the Amateur Swimming Association and published by Messrs. Simpkin, Marshall and Co. The scheme of instruction is arranged specifically for classes of school children and is copiously illustrated by a unique series of photographs extracted from a cinema film.

"SWIMMING INSTRUCTION" will become the text book for school use in the increase of swimming foreshadowed by the 1918 Education Act.

## EDUCATION IN WAR TIME.

### The Report of the Board for 1917-18

THE Annual Report of the Board of Education, issued last month, covers the period during which the effects of the war were felt most acutely in the schools. The earlier years of the struggle were marked by a steady deterioration of equipment, a gradual loss of men teachers, an extended employment of children of school age, and an inevitably lowered standard of schooling for those who remained behind. In the future, enlightened historians will probably hold us blameworthy for having failed to maintain, at all costs, the full efficiency of our educational system. They will offer shrewd comments on the eviction of our Board of Education from its own quarters to provide for the imagined needs of a mushroom department. They will recall with some surprise the expression of opinion by a politician—of the kind described as “eminent”—to the effect that education in war time is a luxury. The only bright elements in the picture will be the remarkable way in which teachers and administrators contrived to “carry on” with a good measure of success, and the fortunate turn of events which brought to the post of President of the Board a man who was himself educated to the point of caring greatly about education and was able to seize the opportunity to propound far-reaching measures of reconstruction. The Report says with truth, “Before the war the passage of these measures would have been difficult, but it was made easy by the determination of all classes of the people that effect should be given to a larger and more generous view of the public responsibility in the sphere of education.”

Some of the effects of the war are set forth in the brief statement that one hundred members of the Board's office staff have been killed or are still missing; of teachers in public elementary schools 1829 have been killed and 131 are disabled from further service as teachers; of those who were teaching in schools named on the Board's list of efficient secondary schools 392 are known to have been killed and 10 disabled. The shortage of teachers had results which are illustrated by figures showing how the normal limit of 30 pupils per class in secondary schools was exceeded during the war. On October 1st, 1915, 826 classes (in 358 schools) were over the limit. In 1916 the number was 1,308 (in 461 schools), and in 1917 it had increased to 1,722 (in 532 schools). In each case the Board were satisfied that the excess was unavoidable and due to circumstances arising out of the war. One such circumstance is worthy of note, namely, that the number of pupils admitted to secondary schools on the grant list increased steadily from 55,590 in 1915 to 71,938 in 1918. The total number of pupils rose from 180,507 in October, 1914, to 243,506 in 1918. This increase is to be ascribed mainly to the improved wages paid in industry, and it may be taken as proof that the

working people are eager to give opportunities to their children. There is, in fact, a vast field still to be worked in our system of secondary education. Together with the related problem of continuation schools the development of secondary schools forms the most pressing task of educational administration, and in this task the most urgent element is the recruiting of teachers, first to supply the vacancies unhappily caused by the war, and secondly, to staff the new schools which should be built at once to provide secondary education for the large number who are now asking for it in vain.

The special activities of the schools in connection with the war receive due recognition. Some 14,000 elementary schools are carrying out War Savings schemes, and in one South Wales school 3,000 War Savings Certificates were sold during one week, while a school in the Midlands invested an average of over £100 a week during two years. Food economy was taught by means of the Domestic Science classes, and the teachers of this subject gave great help in the management of canteens for the Army as well as in the National Kitchens and in Hospitals. Active steps were taken to increase the food supply by means of school gardens, and during the year 123 acres were thus brought under cultivation, 806 new gardens being formed. The collection of wild fruit was also undertaken, and in spite of many difficulties great success was achieved. In Gloucestershire alone 313 tons of blackberries were gathered through the efforts of public elementary schools. Salvage work of many kinds was undertaken, and the Director General of National Service has acknowledged in a special letter of thanks the value of the efforts made to collect nut-shells and fruit-stones for use in making charcoal for the anti-gas mask. All these activities were undertaken with great ardour, and their effect is in harmony with the true object of education, since they have quickened the sense of public service and public duty, teaching the children to sacrifice self for the common good. The result has been dearly bought, it is true, but it may prove to be increasingly valuable if we are led to see that our schools should be something more than places of formal instruction. They ought to be centres of corporate life and training grounds in civic obligation. It is in these directions that the continuation schools may perform their greatest service, confirming and supplementing the necessarily brief training of the elementary school.

The Board continue to hold out encouragement and aid to experimental work in education. Special grants are given for approved new departures, and we are told that a grant has been promised to a girls' school in Durham for an experimental course in Esperanto. Visits of observation were paid by four teachers in secondary schools, and the arrangements for employing “Assistants” under the convention with the French Ministry of Education was extended to include duly recommended Belgian teachers. Eighteen “assistants” are now employed. Admirable as these various departures are, they are too small in scope. Possibly some fault lies with the schools in failing to make fuller use of the Board's liberality. Certainly there ought to be a greater use of experimental work and visits of observation. It is too little recognised that the “science” of education must be built up by teachers themselves.

An interesting section of the Report gives details of gifts and bequests to Universities. These reached the large total of £413,000 during the year, in addition to two grants of £300 a year made by the Governments of Greece and Portugal respectively for the encouragement of the study of modern Greek and of the Portuguese language. The intended assumption by the State of responsibility for education has not yet dried up the springs of private generosity, and gifts already announced will probably ensure for next year an even greater total of such gifts.

The supreme and most pressing problem remains. It is that of obtaining an adequate supply of efficient teachers. Exact figures as to secondary schools are not given, but those for elementary schools are very significant. In 1908 the total of entrants was 9,614, and in 1917 it was only 6,260. The decline is serious, and the Board state that there is so far no sign that it is likely to be arrested. Since an annual recruiting of 9,000 is essential for the continued working of the elementary schools it is evident that prompt measures are needed, especially when we remember that some 30,000 new teachers will be required for the continuation schools. Everything seems to point to the necessity for establishing teaching on the basis of a profession, with a rate of remuneration and conditions of service such as will attract men and women of ability. The Report emphasises with justice the importance of recent measures in the direction of improved salary scales and pensions, but the disquieting fact is that these improvements have hardly kept pace with the increase in the cost of living. Something more is still required if we are to attract the teachers we need, and it is unfortunately impossible for us to accept the Board's statement that "the difficulties arising from the poor prospects of the teaching profession are now at least in a fair way to be remedied." The new Education Act seeks to throw the responsibility for recruiting teachers upon the shoulders of Local Authority. This attempt will fail unless the Board resolves to do everything in its power to develop the idea of a unified teaching profession, with an established status, and a proper measure of control over such matters as the standard of entry, the conditions of work, and the building up of a body of recognised professional technique.

#### Mr. Fisher on Teachers' Strikes.

The President of the Board of Education, addressing a conference of the Dorset Association of Teachers at Dorchester, on June 28, said that the expenditure on teachers' salaries in the past two years had increased by 32 per cent., and these figures did not represent the high-water mark. He noticed there was still a considerable amount of unrest. He had heard of strikes or threatened strikes of teachers and of differences between Education Committees and teachers. As one of the profession he made every allowance for the hardships of the poor teacher, but he wanted to urge the teachers to remember that in the long run the standard of remuneration of teachers in this country would depend upon the estimate which the community placed upon their character and services. They had to remember that a teachers' strike was unlike any other strike. The people who would be injured would not be the employer, but the children in the schools, and however justified a strike might be from the purely trade union point of view, they might be sure that a teachers' strike would undoubtedly tend to lower the estimation in which teachers were held, and would in the long run tend to injure the prospects of the profession.

## THE PLAY WAY IN LANCASHIRE.

By B. A. WILLMOTT.

### I.—PROSE.

SOME critics of the Play Way have carelessly asserted that what Mr. Caldwell Cook can do, others, because they lack his personality, cannot. This view I wish to counter by unfolding my own experiences in Littleman's Land, and, as I was demobilised last December and proceed to Oxford next October, I can claim neither teaching experience nor a University career. I assume those who read this to be acquainted with the Play Way's aims and methods, to develop the literary soul in every child, so that it bloom before the snows of much knowledge fall, by wooing it, not wrenching it from the bud, or crushing it within. I shall but deal with results.

On arriving in the lowest form of a typical Lancashire co-educational secondary school, I was shocked by the barefaced materialism pervading the compositions. When told to describe a rainy day, half the children gave a scientific explanation of rainfall, while half said they did not like it, because it was nasty, horrid, or disagreeable; the only point of interest was a mention of crowded trams and shop doorways by one child, who was immediately incited to tell of similar things typical of a rainy day: bubbling gutters, empty streets, bedraggled dogs, miserable policemen. All were then told to write a description of a rainy day, or else, in contrast, of a midsummer's day, for homework. The results were surprisingly meagre, and I decided to leave description for humour. Yet here is something that shows the two styles, like a clear and a muddy stream flowing together unmingled.

#### "RAIN" :—

"Sometimes we wish for rain, but that is only in the hot weather, when the sun scorches us. Some people wear oilskin macintoshes and waterproof cloaks and coats. When it is raining you cannot see many people about the streets. Some of those people who are forced to be in the rain hurry quickly to their destination. The rain looks like bits of crystal falling from heaven such as people read of in fairy stories. It reminds us of a fairy wedding, where instead of throwing confetti they throw jewels and precious stones."

Note the actual questions I led them on with.

Next I asked for the adventures of pussy in the pantry, obtaining mediocre results throughout, of which these are typical.

#### "A BAD CAT" :—

"I stole into the pantry one day, where I found some fish. I ate it all and then walked a little way up the pantry. Suddenly I came to some milk in a jug. I drank half the milk. I then tried to get my head out because I had had enough, but to my dismay I found my head was fast. I had to wait like that till someone came. Suddenly the mistress came along and got my head out, and then sent me out into the cold all night."

#### "A GOOD CAT" :—

"The mistress discovered that a mouse had been in the pantry, so she placed me on guard. The first night I did not see the mouse, but the next night I saw him feeding on a piece of cheese. I jumped at him and succeeded in catching him. For my brave action my mistress gave me an extra cup of milk."



Still dissatisfied, I turned to sheer beauty for subject, and as I ought to have expected, succeeded immediately. I read out the Sky Series from Perse Playbook No. 4, which includes Twilight, Night, Dawn, Day, The Stars, and kindred subjects, each of which was attempted by someone, and almost all successfully. All the instructions I gave were: "Write beautiful thoughts in beautiful language." Here are two of them.

"THE MOON":—

"The milk-white moon came out one night, for it was the fairies' eve. The fairies were having a ball and so he smiled upon the wood. The green trees glistened and swayed about in the gentle breeze as he sang to the fairies' dance. The moon felt lonely up in the skies for he'd none to dance with him. So the fairies rose and became the stars to keep him company on that dark and dreamy night."

"THE WIND":—

"March is the month when the Wind decides to take a stroll round the earth. He is a cunning fellow and loves to tease the sweet flowers; even the people are seen struggling against him with all their might. We cannot see the wind himself, but we can see the poor bare trees, their branches nearly torn off by the frolicking wind. Then after doing much mischief, he goes home to his dwelling place to give himself and the world a rest. But we are not surprised if we see him again the next day, for Master Wind is a fellow who is hardly ever tired."

I then invited all to suggest their own subjects, and the authoress of "The Moon" produced "Baby Asleep." Others, "How the Fairies Came to Earth," "Snow upon the Hills," "The Old Church" (not descriptive but emotional), "Evening," and so forth. *I had given just three lessons.*

"EVENING":—

"The evening was cool and everything looked bright and merry. The little birds sat twittering for their young ones to come home. Now it is getting dark and the mother bird is feeling frightened, for her baby bird has not yet returned."

Determined to extract some humour out of them, I found a copy of "Just So Stories," circulating it round the class, meanwhile asking "had not anyone ever read a funny book, such as 'Alice in Wonderland'?" I then suggested a dialogue between the frog who would a-woooing go and his mother who would not let him. This itself was spoilt by most, as they forgot froggie was not a human being, but the wealth of humour shown by all was astonishing, and a crowd of subjects cropped up from all sources, one of which, drawn from my circulating Palgrave, I give, exactly as shown up by the bottom but one in the class.

"THE CAT AND THE FISH":—

"Tiddums the cat: Come here, my pretty goldfish, quite a tasty dish you will make me.

"Wagtail the fish: No, no, my ugly cat, I do not like sharp teeth and paws.

"T.: Then I shall spit at you.

"W.: You can't, because I shall dive away.

"T.: Then I shall dive after you.

"W.: If you do you will never get out again, because I shall tie your tail to a rock.

"T.: One, two, three, go!

"W.: You have brought your own death through being foolish.

"T.: Bubble, bubble, bubble, gurgle, gurgle, gurgle, oh, oh, oh, oh!"

With regard to spelling, may I hint that the abolition of conventional spelling and the return to Elizabethan freedom is a possible solution to the problem of spelling reform? I have never seen the inherent advantage of fixed spelling, although I dutifully support the convention's authority.

Now, I found the children would do any kind of prose, poetic, humorous, or narrative, in most cases spontaneously, save that descriptive work was still a notable failure. So in setting the terminal paper I submitted perhaps a dozen subjects, soliloquies, dialogues, narratives, humour, character, one to be chosen and perfected, and omitted description; but a chorus demanded its insertion, and I fain would give the whole of one child's "Green Days in Forests."

This term I arrive back to find enthusiasm as deep-rooted as ever, and in haste suggesting "Things I like," or "Things I don't like," as a trail leading towards description, the point still to be rounded up. I am deluged with descriptions of shady nooks, country tours, woodland rambles, a sea view, and even, from the humorist authoress of "Gurgle" and "First Day in the Ark," a Music Lesson!

What do they read? The great authors and the great stylists. For subject matter, Chaucer, Spenser, Homer, "Beowulf"; for style, Hawthorne, Kingsley, Stevenson, Kipling; works of simple charm, abounding in imagery, and meanwhile much great poetry, and never a mediocrity. Then one diagnoses the taste of each child, and directs this one to "The Three Musketeers," another to "Ivanhoe," a third to "Oliver Twist"; giving them what will either stimulate their interest or open up new vistas of style or subject; of course saying, not "Read this!" but "Have you read this?" Great literature is literature dealing beautifully with subjects of permanent human interest. Is this interest foreign to the child? Surely then much can be found to fall within those spheres of human interest which the child has already entered.

I omit much; the character sketch of an angry man (a sickening eye-opener to slum life), fables (stimulated by Lafontaine and Æsop), interviews by special correspondents, and the general effect upon historical and geographical composition.

But if I, an untrained teacher, can persuade a form of dunces to go thus far, what could not trained teachers do? As Mr. Cook says, if all teachers would no longer regard children as the young of man, but admit there is more poetry in them as a whole than in adults as a whole, what a child's garden of literature should we not stumble into unawares? We should be Greeks again!

#### Sir Edward Fry Memorial Prize.

The Bribery and Secret Commissions Prevention League Incorporated, has decided to extend the time in which teachers and others engaged in educational work, and also University students, can compete for the Sir Edward Fry Memorial Prize for the best essay on instruction in continuation schools on the subject of bribery. The competition will remain open, therefore, until September 20th. Particulars can be obtained from the Secretary of the League, 9, Queen Street Place, London, E.C. 4.

## DOES THE UNIVERSITY MENACE THE SCHOOL ?

By DOUGLAS MAPLES, M.A.,

Fellow in Education, University of Pennsylvania.

ANY enumeration of the effects upon education of the recent war can hardly fail to include the rapid increase in number and extent of vocational schools and of teachers' associations. Both are significant. In the vocational school and its variations, the business world is clearly seeking a substitute for the existing 'general course of instruction.' It seeks to include all essentials in the vocational school rather than merely to supplement the general course by training in a vocation. The various associations of teachers in state, private, secondary, and elementary schools have for their general aim the more thorough standardisation of the school as a social institution and of school teaching as a profession. Since the apostles of the vocational school and the teachers of the state schools fairly represent the two extremes of the social tendency indicated by the Fisher Act, the entire movement appears to mean simply a further shifting of the educational responsibility,—originally from the cloister to the university, thence to the schoolmaster, and now more directly to society itself. It is with the function of the university in this last stage that these remarks have to deal.

First it is necessary to mention the existing points of contact between the university and the school as affecting the social utility of the latter. As regards the teacher there is abundant evidence to show that secondary and elementary school salaries depend very largely upon the extent and quality of university work, and also that no really prominent positions are obtainable without it. One might therefore expect the school to ape the university in methods of instruction, in requirements for admission, promotion, and graduation, and in the selection of curriculum studies with a view toward university matriculation. The logical effect of this on the pupil is to develop an aspiration to the university degree which, if beyond his means or powers to attain, may defeat the school's more legitimate efforts to prepare him for the work he is best fitted for. In this manner might readily be formed the vicious circle in which the teacher endlessly teaches the young to teach the young, while pupils unsuited for university work go their benighted ways unaffected.

It has been suggested that the present tendency may be regarded as a protest against this evil so far as it obtains, and that the teachers' associations declare, in effect, their independence from university and all outside control. In seeking to define the social duties of the university with respect to the school it is difficult to avoid discussion of minor aspects of the problem affecting particular localities. Yet these must be avoided if the position of the school is to be viewed impartially from the social standpoint.

America offers a fair analogy for this study. Conditions obtain there which correspond closely enough to those above mentioned. The value of the teacher's university training is practically identical in both countries. Except where sentiment places the premium of high salary upon long service in one school where a more efficient teacher might be obtained for less money, the salary is invariably determined by years of post-training school study. While it is true that a smaller proportion of the members of American school

boards are university graduates than in England, it is no less true that the plums of the teaching profession are reserved for university trained men. Though this emphasis of university training has very largely affected the methods and requirements of the older private schools whose main object is preparation for the university, and also has affected the leaving requirements of the state schools to some degree, the curriculum of the state schools is very largely determined by public opinion. For instance, penmanship, drawing, manual training, music, and physical training have all been introduced as the result of experiments conducted first by social organisations and later adopted by the schools at public expense. Thus the adoption of physical training is directly the result of the efforts of the Y.M.C.A. and of the German Turners societies. Yet as the period of matriculation examinations is approached the influence of the university can be seen in the increasing severity of school requirements, indicated by the more frequent promotions in the lower as opposed to the higher standards. Nor is this failure in the higher standards due to variation in the proportion of class ability, for official records establish the fact that the best pupils tend to complete the secondary course. The American state school is therefore comparable to the English in that it effects a compromise between the university requirements and the needs of the individual pupil.

Ignoring the well known efficiency of the American university as a professional school, in which respect it is about equal to the English, to what extent does it prepare for other vocations? Reply to this question must distinguish the origin of the American state university from that of other universities both in America and in England. Over half a century ago, on July 2, 1862, the United States congress passed the Morrill Act, which appropriated 30,000 acres of public land for each congressman for "the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts . . . in order to promote the liberal and practical education of the industrial classes in the pursuits and professions of life." In course of development these institutions have bifurcated, so that later we find in addition to the original college both secondary schools attached to the college and graduate schools for the prosecution of professional research. As the instruction offered by any one of the three schools appeared more attractive than that of the other two, these latter were modified so that emphasis might be effectively distributed. Illustration of this process may best be seen in the subjects of agriculture and medicine. For example, in 1888 the University of Minnesota opened a college of agriculture which is still carried on alongside the school of agriculture. "In 1909-10 the college registered 238 students and the school 704 students, beside 681 persons registered in the agricultural summer courses, farmers' short courses, etc. Secondary schools or departments have now been largely given up as the system of high schools has gained strength and stability. Minnesota gave up secondary work save in agriculture in 1891, California in 1907, and Illinois in 1911; Florida, Kentucky, and Utah transformed the preparatory department into a model school for their departments of education; ten state universities still maintain from

one to four years of a secondary course. In the case of medicine the process has been reversed, medical instruction having been taken from the school and vested in the university, so that in eleven states all medical instruction in the state is concentrated in the state university. It is by virtue of this flexible system that the state university supplements school training in preparation to life. First by offering free of charge instruction in those subjects which cannot for lack of time or equipment be effectively taught at school, the university ensures that the pupil is introduced to the essentials of culture and of progressive social interests. Secondly, by allowing the pupil to specialise in the study of his chosen vocation, the university is able to present this vocation in its widest aspects.

Concerning the state university as the instrument of social as distinct from individual progress, the following statement by Professor Monroe, of Columbia University, may well stand without addition: "In affiliation with many of the state universities or as organic parts of them, are various administrative or research bodies, under the control of some university officer. Illustration of these are the State Conservation Commission, State Geological Survey, and Bureau of Plant Diseases and Destructive Insects, at the University of Nebraska; and the State Laboratory of Natural History, the State Entomologists' office, the State Board of Examiners in Accountancy, the State Geological Survey, and the State Water Survey, at the University of Illinois. Unfortunately the legislature has not always kept clear the distinction between research work and scientific exploration and survey, on the one hand, which may properly be undertaken by the state university, and routine work of analysis, inspection, etc., on the other, which should be placed with a purely administrative office. The real meaning of the movement to assign these various functions to the state university becomes clearer year by year; they indicate, as President Van Hise of the University of Wisconsin well said, a settled recognition of the state university as the expert advisor of the state in the fields of science, industry, economics, administration, agriculture, engineering, and social problems, in addition to its great function as the teacher and ennobler of the youth of the state.

While some discount may be safely allowed for professional enthusiasm in the above statement, the writer can testify that the dependence of local government officials upon university research is close and valuable to both. It would seem that the attainment of such an ideal in England must go far to reconcile town and gown, and it is likely that the university might provide more satisfactory members of royal commissions than parliament if it is true that intellect prefers leisure to political distinction.

This brief sketch has nothing to do with specific proposals for the realisation of greater social utility in the English university nor with many other fundamental implications of the topic. It is obvious that in many respects the English university is more active socially than the American, notably in the system of university extension introduced by Professor James Stuart at Cambridge in 1866. Yet if the present tendency to forswear educational tradition in the state schools for more immediate social returns is to take effect without cheapening the intellectual quality of the product, it would seem that further progress in this direction is imperative.

## CHRONICLE OF EDUCATION.

- 17 June.—Convocation of Oxford rejects the proposed Statute abolishing compulsory Greek in Responsions.
- 21 June.—Surrey Education Conference at Sutton, Mr. H. Neville presiding. Addresses by Miss Agutter on "Central Schools for Girls"; Mr. J. W. Samuel, on "Ideals in Educational Reconstruction"; and Mr. H. C. J. Cooper, on "The Effect of the Montessori System upon Children above the Age of Infants."
- 27 June.—Meeting of past and present Students of Leeds Central High School to bid farewell to the Principal, Dr. Forsyth, who is retiring after 30 years' service.
- 28 June.—The President of the Board of Education at Dorchester. Address to the Dorset Teachers' Association.
- 28 June.—Signing of Treaty of Peace with Germany.
- 6 July.—Peace Thanksgiving Day.
- 8 July.—Eugenics Education Society. Annual Address at Bedford College, "How a Knowledge of Eugenics will help Imperial Development," Major Leonard Darwin presiding.

## COMING EVENTS.

- 19 July.—Official Peace Celebrations.
- 25 July.—Opening of Conference of New Ideals in Education at Cambridge, Lord Lytton presiding. The Conference lasts until August 1st. Among the speakers will be Lord Haldane, Professor Rothenstein, Mr. Geoffrey Shaw, Professor Lethaby, Mr. Morley Fletcher, and Mr. John Drinkwater.

## Some Appointments.

Sir Henry Hadow, Principal of the Armstrong College, Newcastle-upon-Tyne, to be Vice-Chancellor of the University of Sheffield.

Dr. A. H. Trow, Professor of Botany in the College, to be Principal of the University College of South Wales, Cardiff.

Dr. F. E. Sandbach, Lecturer in German, to be Professor of German in the University of Birmingham.

Dr. Charles W. Valentine, Professor of Education, Belfast, to be Professor of Education in the University of Birmingham.

Mr. J. Oliver Thomson, M.A., to be Professor of Latin in the University of Birmingham.

Mr. C. Birchenough, M.A., Lecturer on Education in the University of Sheffield, and Professor A. E. Dean, M.A., of University College, Exeter, to be Inspectors of schools under the Kent Education Committee.

Mr. W. H. Perkins, M.Sc., to be Chief Organiser for Day Continuation Schools and Technical Schools under the Lancashire Education Committee.

Mr. T. Dean, M.A., M.Sc., Headmaster of Swindon Secondary School, to be Headmaster of Tiffin's School, Kingston-on-Thames.

## SUBJECTS AND METHODS.

### Mental Deficiency in Children.

In a report on "backward" and mentally deficient children attending the elementary schools of Wrexham, Dr. H. Drinkwater, the acting school medical officer, states that in the course of his investigations 137 children were examined. Of this number 58 were mentally defective, 37 were suffering from poor physique, or sub-normal nutrition, while 35 were affected by adenoids and enlarged tonsils. Those of poor physique and sub-normal nutrition were feeble and wanting in energy, often listless and inattentive, and in some cases showed signs of not having sufficient sleep.

Nine children had defective eyesight, and several of these were not wearing the spectacles that had been prescribed for them; the glasses had been lost, or broken, or forgotten.

Thirteen children had a small brain. He had measured the circumference of the heads of nearly all the children, and found that some of them were so small that it was hopeless ever to expect them to have normal mental powers. Nasal catarrh, of which there were twenty cases, was mostly due to neglect of the handkerchief. Only six backward children were employed for pay outside school hours; most of the children so employed were the normal and brighter ones. Fifty-five cases of backwardness arose from irregular attendance.

'The system of elementary education,' proceeded Dr. Drinkwater, discussing unsuitable or uncongenial instruction, "is based on the assumption that children are identical, or at any rate that they resemble one another very closely in their aptitude for learning. There could not be a greater blunder. As a matter of fact, children differ very widely, and show every degree of ability from the very clever to the very dull. There are some who learn readily, without much effort, whilst others, owing to congenital defects, are wholly incapable of learning the subjects included in the school curriculum, and are, therefore, incapable of benefiting by the instruction provided for them in the ordinary elementary schools. The aim should be to educate, develop, or train the faculties or powers of which the child is possessed; it is perfectly useless to try to train faculties which are absent. . . . It is an undoubted and well-established fact that many a feeble-minded child shows special and unusual ability in certain directions, especially in work which can be done with the hands—*e.g.*, drawing, woodwork, needlework, basketwork, and gardening."

As regards retardation, Dr. Drinkwater reports that 43 children were from three to five standards behind in comparison with the average child. It was gratifying to be able to report that a very great improvement had taken place in regard to uncleanliness, especially with reference to children's heads, but the state of affairs was still far from satisfactory. The children were not taught as they ought to be) to wash themselves: some looked as if soap was never used for cleansing their skin or clothing. The association of the mentally defective child with other children in the ordinary class was a great tax upon the teachers, tended to hinder the progress of the normal children, and was an injustice to the feeble-minded child itself.

### Unemployment Centres in London.

A LONDON Teacher recently sent to "The Daily Herald" the following interesting note on teaching in an Unemployment Centre.

Most people are by now aware that "young persons" under the age of eighteen have been receiving their unemployment benefit—14s. 6d. for boys and 12s. 6d. for girls—only on condition that they attend certain schools specially provided for the purpose by the Board of Education. Most of these schools have now had a clear run of at least three months; and among the teachers in them there has grown up a manner of working and method of approach which show that, although the problem has been in so many respects overwhelmingly new, it has already begun to teach its own lesson.

It was difficult enough at first. The element of compulsion in the scheme increased the boys' natural unwillingness to be put under restraint. After the freer life of factory and workshop it is not very easy to submit to the narrow school discipline. And even the most enlightened superintendent could not have his school turned into a bear-garden. When this initial difficulty was overcome the real problem began to show itself. Here, at last, in these centres, the worker has been brought back into the schoolroom. If there had been no interval of working life the problem might have stood on an artificial basis, for in the impressionable adolescent years the boy or girl might be made to think they needed merely what was made pleasant to them. But the boys and girls had begun to realise what they wanted, and were in a stage to have their needs supplied. Education is the provision for the real needs of the individual. What, then, did the experiment show? It showed, first of all, how much had been forgotten since leaving school. And here, at the very outset, the teacher discovered anew an important principle in education—that the elementary subjects can best be taught when they are combined with practical issues in the life of the learner. Ask the boy a question about formal grammar; he would be flabbergasted. Set him to write what he thinks about some interesting subject, such as the Centre itself, or "Should girls be paid at the same rates as boys?" and you would get a piece of work in intelligible and fairly correct English.

But when we come to the less elementary part of the work the problem becomes at once newer and more difficult. Here the teacher who was most accustomed to the ordinary school routine found himself most at sea. Many of the boys had been in wood or metal workshops of one kind or another; it was thought, therefore, at the beginning, a good plan to give them some instruction in drawing and geometrical calculation. But it was soon found that this sort of work was done listlessly; give the boy, however, something to do with his hands, and he would at once brighten up. Further, let him play about with and look at a piece of machinery, and you could get him to explain it to you better than he could have done after half-a-dozen lessons on the theory of it. In such things as history it was very much the same. Begin with antiquities, and you would get little attention, but begin by explaining some of the causes of the war, and you could widen your field and go back further and further until you covered all Europe and ten centuries without loss of attention.

What is the conclusion of all this? It is that education does not consist of certain ideas and formulæ which all must learn; does not, in fact, consist of "culture" in the narrower sense. A man can be very well educated without having read a single line of Shakespeare, though it is true that a man who knows Shakespeare cannot be said to be uneducated. It is simply a waste of time to try to give everyone an education through books; but what is absolutely necessary is to see that everyone is educated through the work he does and the way he is helped to think about it. To give a man "ideas" by pouring them down his throat is to make him the prey of every axe-grinder; to give them him by letting them grow out of his own life as he thinks about it is truly to educate him. The new Day Continuation Schools bear a great responsibility towards the men and women of the future; will they learn from the past?

## EDUCATION ABROAD.

### Cologne—A New German University.

(FROM OUR OWN CORRESPONDENT.)

IN the troubled days of the dying 18th century, the ancient University of Cologne closed its doors, and now, by the irony of fate, the troubled hour in which we live has thrown them open again.

The University of Cologne is the second oldest in Germany, having been founded in 1389, a year later than Heidelberg. Throughout the 19th century the leaders of the spiritual and intellectual life of Cologne laboured for the restoration of their University, but without success in the days of prosperity and peace; the fruition of their hopes and labours is due directly to the war and to the conditions created by the war.

The charter of the new University was signed on May 28 last and on June 12, in the presence of a numerous assembly of the citizens of Cologne and of the leading representatives of its civic and intellectual life, the University was formally opened by Dr. Becker, an Under-Secretary of State, on behalf of Dr. Haenisch, the Minister of Education. The ceremony was held in the large *Festsaal* of the *Gürzenich*, the 15th century building in which Cologne dispenses its civic hospitalities. The hall was decked for the occasion with flags and plants, but the curious noticed the absence of the brilliant uniforms and orders that would have adorned the scene in other days. Speeches were delivered by representatives of City and University, and in the intervals the choir of the *Domkirche* and the leading choral societies of the town, which claims pre-eminence as a musical centre, gave admirable renderings of the "Meistersinger Overture," the Hallelujah Chorus from "The Messiah," and Brahms's "Akademische Festouverture."

The new University will have faculties of Philosophy, Economics and Medicine, and will be housed in the *Handel-Hochschule*, a handsome modern building in early 18th century style, facing an extensive public garden or park and overlooking the Rhine. There are spacious courts with playing fountains, an Aula, numerous lecture and class-rooms, museums, and a library, containing some 60,000 volumes, devoted mainly to Economic Science.

The speeches delivered in the *Gürzenich*, on the occasion of the inaugural ceremony, by the Oberbürgermeister of Cologne, the Rektor of the University, and Dr. Becker deserve serious consideration, for they seem to reflect the mood and thought of the intellectuals of the newer Germany. They appear to evidence a national consciousness that the stupendous disaster that has befallen Germany has been due to moral rather than to material causes, and that only a spiritual regeneration can repair the shattered fabric of German life or restore Germany to a place among the nations. And while they testify to the need of a re-birth of the German spirit they adumbrate important changes in German educational ideals and methods that deserve the closest attention.

The high mission of the German Universities, and in particular of the revived University of Western Germany, was the theme of Oberbürgermeister Adenauer, whose speech was reminiscent of the mediæval glories of the old University of Cologne, and of the earlier association with Cologne of the great names of Albertus, Thomas Aquinas, and Duns Scotus.

"A great past is an obligation. It is an obligation to strive after a still greater future. Future! What a black shadow the word casts upon the joy of our festival. Have we a future? Dark is the future of this city. Dark is the future of this people. The German might is broken, and the enemy is within our gates. . . . Within our land wanders the spirit of dissension and of revolt, the spirit of Spartacus and of Bolshevism. Dark and black lies the future before us. Nevertheless we need not despair. We have a future. We believe in the German people. It will be restored to health, it will come forth purified from this purgatory; full of strength and health, it will take its place again among the peoples of the globe. To co-operate in the work of the restoration of our people, that is the immediate high task of the University of Cologne. It will further the work of inner purification, in co-operation with its sister Universities, by cultivating true science and wisdom, true freedom and morality.

But over and above this there falls to the University of Cologne a particular task. Here on the Rhine, on this old highway of the peoples, German culture during the next decades will encounter the culture of the western democracies. If their reconciliation is not accomplished, if the European peoples do not learn, over and above the legitimate preservation of what is special to each of them, to recognise and to cultivate what is common to all European cultures, if a cultural *rapprochement* cannot again unite them, if in this way a new war between the European peoples cannot be prevented, then is Europe's pre-eminence in the world permanently lost. To further the high work of the permanent reconciliation of peoples will be the special mission of the University of Cologne, the University in the West German metropolis. Once before has the University of Cologne fulfilled a like mission, when, founded on the model of the famous Sorbonne, it attached to itself as did no other German University numerous foreigners and acquainted them with German life and German *Geist*. The University of Cologne will preserve German culture for the German races on the Rhine. It will communicate true German science to foreign lands, and in exchange will receive what is good in their cultures, and transmit it to the German people. But before all, it will show the relationship of all European cultures, it will show that between all European peoples there is much more to unite than to separate. To promote a true union of peoples, to further the progress of the nations to a higher stage in their development, will be its holy call."

Dr. Becker then read a message of greeting from the Minister of Education. "May the new University of Cologne," wrote the Minister, "be an earnest and a sign that the German spirit, still to-day Germany's better part, is yet unbroken, and in the midst of defeat is powerfully at work to build up and to create anew. It will be the particular task of your University to help to build over the sea of blood and tears of these latter years, new bridges towards the West, but it can only fulfil this task of reconciling and binding together the peoples if it is itself deep-rooted in the soil of the Homeland."

Dr. Becker spoke of the necessity of national self-confidence. "The German faith we need is above all a faith in ourselves. After the German 'might-idea' has been broken, there rises a German 'culture-idea' like the phoenix from its ashes. We must learn to believe that we are more than a mish-mash of peoples in middle Europe, that we are a united nation, and that we shall be of importance again, in the rank of peoples, only when we have found ourselves, when we become a people that are held together not by the sword and military might, but by a strong national consciousness of a common culture. It will be for our German Universities a responsible task to rebuild our whole system of education. From the haste and hurry of the period before the war, from the over-intellectuality and materialism which had almost overwhelmed us, we must return to the genuine German cultivation of the humanities, to the cultivation of the individual and of the ethical life. Referring to the neighbouring University of Bonn, Dr. Becker expressed the hope that from the emulation of the two universities good might result for both, and that the time to come would reveal an ideal community of aims and efforts between them.

Dr. Becker concluded with a defence of academic freedom. "If," he said, "it has in recent times become self-evident that science is no longer the handmaid of the Church, it is equally certain that it is not the handmaid of the State and still less of any parties or interests. Maintain in the presence of the public and of the State and Government the genuine 'spirit of protest' of German science. A strong University in a strong State."

The Rektor of the University, *Geheimrat* Professor Dr. Eckert, in his address, dealt principally with questions of University policy and with the measures of reform which are the outcome of German experience of the defects in their former educational system brought to light in the fiery ordeal of war. The day, he said, of professionalism and a purely technical training is past. Technical skill must have its basis in a sound general education. Teaching and Research are both legitimate activities of a University, but the two functions are distinct and should be kept separate and apart. Further in the work of the University there should be close collaboration between the savant and the man with practical knowledge and experience, and the lecture system should be supplemented by direct intellectual intercourse between teacher and students. Finally the Rektor advocated that the Universities should be as accessible as possible to the intellectually gifted, and that the students should be admitted to a share in the government of the Universities.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Oxford University.

Sir Heath Harrison, formerly shipowner of Liverpool, has offered the University of Oxford the sum of £25,000. The proceeds of this sum are to be expended, as to not more than one-fourth of the annual income, in providing instruction within the University in French and other modern European languages, and as to the rest of the income in the institution of travelling scholarships. It is provided that such travelling scholarships shall be held exclusively by natural-born British subjects and being undergraduate members of the University of Oxford, while studying French or other modern European languages in foreign countries.

### London University.

The Organising Secretary writes from University College, London, W.C. 1.:—A war memorial scheme for University College Hospital and Medical School, London, has now been settled, and an appeal for a sum of £30,000 is being issued to all old students of the College whose addresses are known. The complete scheme, as settled by a representative and influential Committee, includes the following features:—A war memorial album, containing the records of the academic and service careers of the 208 men who have fallen; memorial tablets, recording their names; scholarships for the sons and daughters of the fallen; a great hall for the use of the College and Medical School; the endowment of University College Hall, Ealing. The hon. treasurer is Captain Wedgwood Benn, D.S.O., D.F.C., M.P., who is a Fellow of the College. Donations sent to him at University College will be gratefully acknowledged.

### Manchester Grammar School.

At a special meeting of the Governors of the Manchester Grammar School, a gift of £5,000 to the school from Sir Thomas P. Latham, who is an old Mancunian, was reported. The donor desired the gift to be entirely free from conditions. The Governors thanked Sir Thomas, and decided that the amount should be incorporated with the war memorial fund now being raised to provide new chemical laboratories for the school, and also that the donor should be requested to allow his name to be permanently associated with one of the laboratories, when built.

### Dewsbury Continuation School.

The Dewsbury Day Continuation School has been opened at the Dewsbury Technical School. On Monday, June 16, the first boys and girls presented themselves at the school, and since then there have been fresh contingents of pupils each morning. Altogether the number on the roll is about 500, approximately 200 boys and 300 girls between the ages of thirteen and sixteen. It is a voluntary institution, started with the object of anticipating the compulsory clauses of last year's Education Act. So far fifteen Dewsbury firms have accorded their youthful employees the privilege of attending the school without reducing their wages, and in addition to the large firms quite a number of smaller firms, shopkeepers, and mistresses who have domestic servants are permitting their one or two boy or girl employees to attend. In addition to attending one day per week they will be required to attend on every fifth Saturday morning. Mr. Taylor, headmaster, has a staff of two men and three women assistants.

### Westfield College Scholarships.

The Council of Westfield College have awarded Scholarships as follows:—

Dudin Brown Scholarship of £50 a year for three years to Evelyn Mary Moore, Fulham County Secondary School, for History.

Old Students' Scholarship of £50 a year for three years to Dorothy Smith, Hanson Girls' Secondary School, Bradford, for Botany.

The Goldsmiths' Scholarship of £50 a year for three years has been awarded to

Gwen Dorothy Griffiths, St. Saviour's and St. Olave's Grammar School, New Kent Road, for English.

A Bursary of £50 a year for three years to

Miss Anna Bjarnadóttir of the University of Iceland, for English. The Council has also offered Research Studentships for post-graduate work to

Miss Eveline C. Martin, an old student of the College, who will work for an M.A. thesis in Colonial History, and to Miss Julia Grace Wales, graduate of McGill and Harvard Universities, and Instructor in English at Wisconsin University, who will complete her thesis for a Doctor's Degree.

## BLUE BOOK SUMMARY.

### Teaching in Continuation Schools.

The Board of Education have issued a Circular (1115) entitled "Notes on Teaching in Continuation Schools as a Career." The document begins by describing the purpose of the new institutions, reminding us that hitherto many boys and girls have had to end their regular education when they left the elementary school, and that the Evening Schools were a poor substitute for the right means of training youth. Henceforth, and from some date still to be fixed for each county and town, no child will be allowed to leave the Elementary School until it has turned 14, and every boy and girl between 14 and 16 who is not at a regular school will have to attend for further education at a Continuation School, during about 300 hours in the year. This further education will be in the daytime.

Teachers will be needed for these schools to the number of 30,000 when the schools are fully at work. The Notes urge that suitable people should consider whether this is not a form of work which they can do well and enjoy. It is added that "A teacher's job is not altogether an easy one, and it does not generally lead to fame; still less to great riches. But it has its compensations. You are moulding human lives; and upon the kind of men and women who teach to-day depends the kind of men and women who will be citizens of our country to-morrow." This appeal on social grounds is supported by the statement that work in Continuation Schools will be "exceptionally interesting" and that "the material conditions ought to be pretty good." An initial salary of £150 to £180 is mentioned, with possibilities of promotion and the guarantee of a pension.

As to qualifications, it is suggested that the right character and temperament come first; then knowledge, and a University course is advised, with a course in science and mathematics, or in English and history. Those who have no turn for academic subjects are told to take a course qualifying them as specialist teachers of housecraft, gardening, or physical exercises. In our view it is unfortunate that the Notes do not state that such specialist teachers will be placed on the same footing as graduates provided that their qualifications and training in teaching are good. As to training in teaching, the Notes rightly suggest that the intending teacher should acquire some knowledge of the working life of the pupils and some familiarity with work in Settlements and other social organisations, in addition to the necessary study of the technique of teaching.

Some practical advice follows on the method of securing an appointment, and applicants are referred to Local Education Authorities or to employers who are establishing Works Schools. The pamphlet is a timely attempt to grapple with the chief difficulty which presents itself in connection with the establishment of Continuation Schools and threatens to render of no avail the most valuable part of the Education Act.

### French Assistant Teachers in English Secondary Schools.

Under the Convention between the Board of Education and the French Minister of Education, young French Secondary School Masters and Mistresses recommended by their Ministry may be attached for a year to Secondary Schools in England; and in suitable cases the Board of Education may make a special grant under Article 43 of the Regulations for Secondary Schools towards meeting the expense involved in such an arrangement in Secondary Schools upon the grant list.

The grants made will, as a rule, be thirty-five pounds for each Assistant, or half the cost of maintenance where the total cost does not exceed seventy pounds.

Further information as to the conditions under which these grants will be made, or under which schools not eligible for grants may receive French Assistants, will be found in Rule 56, a copy of which has been sent to the Head Master or Head Mistress of every Secondary School.

### Board of Agriculture and Fisheries.

The President of the Board of Agriculture and Fisheries has appointed a Departmental Committee to arrange for the testing, adaptation, and improvement of machines likely to prove of value to agriculture, to examine inventions and new devices, and to advise as to the further steps which should be taken to promote the development of agricultural machinery. The Committee consists of the following:—Sir Douglas Newton, K.B.E. (Chairman), Mr. G. C. Baddon, Mr. Thompson Close, Major J. G. Merrison, Captain B. J. Owen, Mr. H. G. Richardson, Professor R. S. Seton, Mr. J. G. Stewart.

The Secretary of the Committee is Mr. V. E. Wilkins, Board of Agriculture, 72, Victoria Street, London, S.W. 1.

## PRIMARY SCHOOL NOTES.

### A Victory Concert by London's Children.

A "VISITOR FROM A SECONDARY SCHOOL" writes :

One could wish that it had been possible for an audience of the British public to hear the Victory Concert given by 20,000 children of the L.C.C. Schools on June 25 in the Albert Hall. They would then cease troubling about the non-appreciation of English music, and would have come away astounded by the perfection of everything connected with singing in our London State Schools.

The main features were correct pitch, expression, a sense of rhythm, attention, and spontaneous obvious delight in their work by the children. There was really no hitch from beginning to end; the "staff" work was perfect from "General" Dr. Borland downwards. Perfect "unity of command" gave perfect results, and the performers knew this when they cheered Dr. Borland again and again after all was over. What struck one most was the response of the children to good literary words set by master hands. Strictly speaking there was only one song actually written for children, Parry's "You'll get there." It proved its simple yet high worth by gaining the honour of repetition. It may be noted that the repetition was as finished and artistic a performance as the first rendering. Stanford's vivacious setting of "A Ballad of the Ranks," by Conan Doyle, was accorded a repetition of the last verse, but, curiously enough, one felt that apart from the "go" and rhythm of the words, the children did not feel the music exactly to their mind. This is really the only half criticism that can be made on the whole concert.

The Te Deum to Oakley's quadruple chant never wearied or slackened. Any Oratorio Choir would have been thankful for a Chorus that could sing "O Lovely Peace" as smoothly and inspiringly as these boys and girls, and still more thankful for a Chorus that could watch the beat, sustain and sing without a book the "Hallelujah Chorus." Purcell's "Fairest Isle," which rightly was followed by the Parry item, evidently delighted the performers. The "American Battle Hymn," with its grand flowing exposition of glorious words, was admirably done, especially the last verse sung *pp.* by the girls and repeated *pp.* by the whole Chorus, showing what could be done by intelligent explanation and appeal to the message of the words.

The whole concert was a tribute to the splendid work of the Director of Music, the sound training of the teachers, and the true spirit of music imbued into the children, who sang as artists, and as English artists.

The organist, Mr. H. L. Balfour, thoroughly understood his work. One of the most interesting features of the afternoon was the willing away by the organist of a long wait by well-known airs—which were vigorously whistled by the boys. A London boy's whistle is something to hear at any time, but on this occasion it was extraordinarily interesting, precise and tuneful. The taste of the children was clearly shown by its varied volume. "The Marseillaise," "Men of Harlech," and one or two Scottish classics were loudly applauded and demanded again. Two trumpets and three drums were skilfully used with real judgment where necessary. The absolute and easy discipline of the vast crowd of children told its tale of constant devoted work from all concerned.

We could wish that a standard of musical performance at all approaching this were even aimed at in our Secondary Schools, wherein there is too often a very poor conception of music as an element in education.

### The London Teachers' Case.

The London Teachers' Association has issued a pamphlet of ten pages setting forth the case in support of improved salaries. The arguments are addressed primarily to the Chairman and Members of the London County Council, who are told that "the welfare of education is closely bound up with settled conditions in the teaching service." Despite its local purpose the pamphlet will serve wider ends if only it is read, as it should be, by the public at large. Thus it is stated that the salary of an assistant master entering upon work in a London primary school is 46s. a week for the first three years of service, while that of an assistant mistress is 41s. 6d. a week, in both cases excluding the war bonus. In secondary schools, where University men and women are required, the payments are 57s. 6d. a week and 46s. a week. These are new rates of pay, superseding others which were even more unsatisfactory. They are apparently designed to meet the new conditions caused by the war, but a mere record of the amount shows that for any such purpose they are utterly inadequate. The inadequacy is the more striking because of the fact that the scale applies in its full generosity to new teachers only. For those already in the service it is apparently necessary to provide carefully against any sudden accession of wealth. To avoid this peril there is a scheme called the "carry over," by which a lengthy period is made to intervene before existing teachers reach the higher rungs of the scale ladder. This practice has a double disadvantage for the teacher. It involves a financial hardship, but what is worse, it alienates the sympathy of the general public. The ordinary ratepayer sees the new scale and fondly believes that all the teachers are working under it. He does not understand that the scale is prophetic and not actual. It is necessary to make this clear, and the London Teachers' Association has performed a useful service in drawing up this pamphlet, and especially in urging that existing teachers, primary and secondary, should be placed on the new scale at the point which they would have reached if the new scale had been in existence during the whole of their service.

\* \* \* \* \*

### Miss Cleghorn on Conditions of Work.

At the recent Conference of the National Association of Head Teachers, Miss Cleghorn, an ex-President of the N.U.T., and a member of the Teachers Registration Council, submitted a motion putting on record the opinion that the shortage of teachers "is due not only to inadequate salaries, but also to the unsatisfactory conditions of service with regard to the accommodation for, and comfort and well-being of, the teachers, and to the large classes which exist in the primary schools." It was necessary, Miss Cleghorn agreed, that 50,000 teachers should enter the profession within the next five years. The present dearth was a preventable disease. There was no dearth of teachers in Birmingham. It was not only that Birmingham teachers had a good scale of salaries, but there was a perfect feeling of sympathy between the local education authority and the teachers. She did not see why other authorities should not put themselves into the same position. Improvements in conditions of work were wanted. They wanted better staffing. They had schools which were insanitary, noisy, crowded, and with everything which went to break down the health of the teacher. It was impossible for teachers to do good work with a class of sixty children. Teachers wanted less worry in the schools, and a better status. The registration of teachers would bring that about; and yet, out of the elementary school teachers who were eligible, only 10 per cent. were registered. "Good salaries are coming," Miss Cleghorn concluded in a sanguine key, "pensions have come, and better conditions and status will come if teachers work for them."

## PERSONAL NOTES.

**Sir Henry Hadow.**

Sir Henry Hadow, Principal of Armstrong College, Newcastle, and Director of Education to British Soldiers in France, is to become Vice-Chancellor of Sheffield University.

**The Rev. Dr. R. W. M. Pope.**

Oxford men, especially those connected with the non-collegiate body and with Worcester College, will hear with regret of the resignation by the Rev. R. W. M. Pope, D.D., of the post of Censor of Non-Collegiate Students, to which he was appointed in 1887, in succession to the Rev. W. W. Jackson, who had become Rector of Exeter College. Dr. Pope has recently passed his 70th year.

**The Rev. H. Costley-White.**

The Rev. H. Costley-White, Headmaster of Liverpool College, has been elected Headmaster of Westminster School, in succession to the Rev. Dr. Gow, who retires at the end of the present term. The new Headmaster, who has been Principal of Liverpool College since 1917, is 41 years of age. He was educated at Malvern College and Balliol College, Oxford, where he took a first in Classical Moderations. He was ordained in 1902, and, after holding posts as assistant master at Sherborne and Rugby, he became Headmaster of Bradfield College in 1910. He is the joint author of five volumes on Old Testament history.

**Sir James Campbell.**

The Lord Chancellor of Ireland, Sir James Campbell, has been appointed to the position of Vice-Chancellor of Dublin University, rendered vacant by Archbishop Bernard's resignation on his appointment as Provost.

Sir James Campbell is a distinguished graduate of the University, where he took a classical scholarship in 1872 and senior moderatorships in classics and history in 1874.

**Professor G. H. Bryan.**

The Industrial Research Committee have asked the authorities of the University College of North Wales, Bangor, to extend for another year the leave of absence granted to Professor Bryan, professor of mathematics, in order that he may continue the research work in the theory of aeroplanes which he has been conducting for the Government. The request has been granted.

**Professor Adrian J. Brown, F.R.S.**

We record with very great regret the death of Professor Adrian J. Brown, F.R.S., who has been the Professor of the Chemistry of Brewing and Fermentation in the University of Birmingham ever since the chair was established, nearly twenty years ago. Professor Brown was greatly esteemed by his colleagues and pupils by reason of his unflinching kindness and genial disposition. His scientific attainments were of no mean order, his work on the certain phenomena of fermentation in wheat being recognised by election to the Royal Society.

**Lord Rayleigh.**

We regret to announce the death of Lord Rayleigh, which occurred on July 1. From the days when he left Trinity College, Cambridge, with the honours of Senior Wrangler and Smith's Prizeman, he has been winning distinction in science. He was made a Fellow of the Royal Society in 1873, at the age of 31, and was Secretary to the Society from 1879 to 1884. In 1888 he began a fresh investigation to determine the physical properties of gases. This led to the discovery of argon, a constituent of the atmosphere hitherto unknown, and the discovery is an example of his success in opening new paths to subsequent workers. Lord Rayleigh was also a business man of proved shrewdness and acumen, his farms in Essex being profitably linked up with his retail shops in London.

## NEWS ITEMS.

**Juvenile Workers' High Wages.**

A report presented to the Juvenile Employment Subcommittee of the Oldham Education Committee gives illustrations of the high wages now paid to young people in the borough. Cop-packers of 17, 16, and 15 years were paid 85s., 75s., and 60s. to 64s. per week; a firebeater (16 years), 82s. 6d.; a cotton feeder (16), 59s. 3d.; big piecers of 17, 15, 14, and 13 years were paid 58s., 56s., 47s., and 35s. to 43s. Two girls, one 17 and the other 16 years, obtained 52s. as a big piecer and 50s. as a cop-packer respectively.

**The Newdigate Prize.**

The Sir Roger Newdigate Prize for English verse, the subject of which was "France," has been awarded to Percy H. B. Lyon, exhibitor of Oriel College. The poem sent in by George H. Johnstone (Merton College) is highly commended.

**Rugby Master and the National Anthem.**

The Rev. A. S. Le Mare has been officially asked to resign his position as an assistant master at Rugby Lower School because he sat down during the singing of the National Anthem at the ordinary school session on the King's Birthday. Mr. Le Mare is a prominent member of the Rugby I.L.P.

**Teachers' Holiday Exhibitions.**

The Middlesex Education Committee have decided to offer 20 Holiday Exhibitions to teachers in Elementary Schools in the County, similar to those offered to teachers in Secondary Schools. These are intended for teachers who are desirous of attending a recognised course of study during the holidays.

Successful candidates will be awarded an Exhibition of a value not exceeding £2 per week (maximum £12), together with their actual travelling expenses, not exceeding £4.

At the close of the course Exhibitors will be required to submit to the Education Committee an account of the course of study followed.

**Reedham Orphanage, Purley.**

A large and distinguished gathering assembled at the Annual Summer Festival which was held in Reedham Orphanage Grounds on Saturday, the 28th June.

The Mayor of Croydon presided in the unavoidable absence of the Lord Mayor (Sir Horace Marshall).

Mr. H. Cosmo Bonsor, the Hon. Treasurer, and Sir Arthur Spurgeon, J.P., a member of the Board, emphasised the need for additional financial support in order that the children placed in their care might be given equal opportunity with those brought up under ordinary conditions. They were launching that day a special appeal to the public for £20,000 to be set aside as a Victory Extension and Improvements Fund, which was necessary in order to keep pace with modern development, more particularly on the educational side.

The Office of the Orphanage is at 34, Walbrook, E.C. 4, and the Secretary will gladly acknowledge any contributions to the Special Victory Fund.

**A Co-operative College.**

At the 51st Annual Co-operative Congress recently held in Carlisle a resolution was passed in favour of establishing a co-operative college, at a cost of £50,000, as a means of furthering the co-operative movement and realising a co-operative commonwealth.



## ASSOCIATION NEWS.

### The Teachers Council.

Up to and including the 2nd July the number of applicants for admission to the Register was 28,441. Of this number 9,224 are teachers in Secondary Schools, 3,510 are Specialist Teachers, and 15,255 are teachers in Elementary Schools. Of University teachers 246 are now registered, and 206 private teachers have applied. Applications to the number of 416 have been rejected. The number applying continues to show a gratifying increase, and of late it has averaged about 200 a week.

The Council has recently considered the position of specialist teachers of such subjects as Art, Domestic Science, Handwork, and Physical Training. It is a common practice to pay such teachers on a scale lower than that of ordinary class or form teachers. The Council has passed the following resolution:—

The Council is of opinion that specialist teachers who are registered under the conditions laid down by the Council should be placed on the scale of salary adopted for ordinary form teachers, and that those who have taken a four years' course of study and training in teaching in preparation for the special certificate or diploma should be recognised as eligible to rank as graduates for salary purposes.

### The College of Preceptors.

The commemoration dinner was held on Friday, June 20th. Sir Philip Magnus, President, gave an interesting sketch of the history of the College in a speech which will be found on another page.

At the meeting of the College Council, on Wednesday, June 25th, it was announced that several schools had applied for affiliation and the applications were referred for consideration.

Professor Adams was appointed to deliver a course of lectures on education during the autumn.

### The National Union of Scientific Workers.

This Society was founded about two years ago. Its members are Government workers, particularly in the Board of Agriculture and the Royal Aircraft factories, with municipal workers and scientists who are in private employment. The qualification for membership is, generally speaking, a University degree or its equivalent. The Union was represented at the conference on the application of the Whitley Report to Government industrial establishments. It was grouped as a "miscellaneous" section, which includes clerks, the Army Clothing Department, and the General Workers' Union. Dissatisfied with this, the scientific workers claim due representation on the Whitley Council. To strengthen this claim the Union is likely to seek federation with other workers of its own class, such as the chemists and technical engineers.

### The Navy League Essay Competition.

In order to encourage the scientific study of sea-power and its uses in war and peace time and to stimulate interest in the achievements of the Royal Navy and Mercantile Marine, the Navy League is offering prizes for essays on naval subjects. These include a gold medal and £100 offered for competition among University students in the British Isles, prizes of £20 and £10 for teachers, and smaller prizes for pupils in schools of different types. The rules and full instructions may be obtained from the General Secretary, The Navy League, 13, Victoria St., London, S.W.1

### Modern Language Research Association.

Mr. E. Allison Peers, hon. sec., writes from the Old Schoolhouse, Felsted, Essex:—With representatives from every University in the British Isles, this Association, founded for the promotion of advanced study and research in modern languages and literatures, including English, aims at improving means and methods, at co-ordinating isolated effort, and at uniting, both individually and by means of groups representing their interests, members interested in cognate subjects. It hopes to undertake collective work, projects for which are now being considered by the Committee, and, when funds permit, to publish freely and to found bursaries and travelling studentships. Its aims are not merely academic; they are essentially national and imperial. We appeal to all to join us as members or associates at the beginning of this second year of our activities. The Association has already correspondents in the principal centres. The minimum annual subscription is 7s. 6d., and a quarterly bulletin, containing valuable information, is issued gratuitously to all. I shall be pleased to give further specific information to any who may desire it.

### Association of Teachers in Technical Institutions.

Speaking at the annual conference of this Association, the President, Mr. E. L. Rhead, said the new Education Act was the first genuine attempt to produce a comprehensive, continuous, and correlated scheme of national education, with provisions that made its achievement possible. The benefit that would accrue would depend mainly on the spirit in which it was administered. The raising of the school age was a great step. The sanction of works schools had introduced a factor in provision and management the value of which for the good of education in its true sense remained to be proved; it was a question of administration. In the future they looked forward to a closer linking up of the university with industrial life.

### Russo-British 1917 Bratstvo (Fraternity).

The Educational Committee of the Russo-British (1917) Bratstvo (Fraternity) propose to inaugurate a Course of Commercial Emergency Lectures, to be delivered by British and Russian Experts during the months of July, August, and September, on the various branches of Russian Export and Import Trade and the technicalities of Russian business operations.

These lectures will be delivered in English, and are designed to afford those intending to start as commercial travellers and agents the means of acquiring an indispensable elementary knowledge of the conditions and particulars of business operations in Russia. The Chairman of the Committee is Professor P. Vinogradoff, and the office is at 26, Chester Square, S.W. 1.

### Empire Universities.

Representatives of Universities and other higher education institutions met representatives of the Dominions in conference at Australia House on the 11th and 12th June, for the discussion of educational problems which have presented themselves to the Imperial Education Committee of the War Office as a result of the experience gained in the working of the educational schemes within the British Army and the Forces of the Dominions. The subjects for conference included:—Function of an Imperial Education Bureau; Interchangeability of matriculation standards and credit for work done by students transferring from one university to another within the Empire; Education (and co-ordination of research) to meet specific, technical, commercial, and agricultural needs within the Empire.

### Mr. J. W. Dyson, M.A.

Mr. J. W. Dyson, M.A., for six years headmaster of Boston (Lincs.) Grammar School, has been appointed headmaster of Ripon Grammar School. He was formerly senior mathematical master and house master at Wellingborough Grammar School.

## NATIONAL ASSOCIATION OF HEAD TEACHERS.

### THE ANNUAL CONFERENCE.

(BY OUR OWN CORRESPONDENT).

IN delightful weather, and under conditions of much less anxiety and strain than have obtained during these last years of war, the twenty-second annual Conference of the National Association of Head Teachers was held in Birmingham on June 12th and 13th.

By the kindness of the authorities of the University, the large Medical Theatre was placed at the disposal of the delegates for their sessions; and for two days head teachers of both sexes, representing 7,000 members working in the primary schools of the country, met and discussed matters of serious moment, affecting not only themselves and their profession generally, but also the welfare of millions of children.

The beautiful blue sky outside and the clear invigorating air had their counterpart within the conference hall, for, from beginning to end, the atmosphere of the conference was refreshing—a mixture of relief, satisfaction, and optimism. Relief came from a knowledge that the war was over and peace in sight; satisfaction from the placing on the Statute Book of two great Acts with which the name of the Right Hon. H. A. L. Fisher will for ever be associated; and optimism from a firm belief that at last education was coming to be thought of seriously by the nation.

The welcome given to the delegates by representative citizens of Birmingham was alike warm and sincere. Sir George Kenrick, chairman of the Education Committee, the Bishop of Birmingham, Archbishop McIntyre, and Sir Oliver Lodge voiced that welcome in words appropriate and inspiring. In referring to the war, and in particular to the cause of victory, Sir Oliver's words were very impressive. He said "material things were instruments for speaking from mind to mind. It was mind, after all, which dominated the whole. They had seen in this war how in material things our enemies were far in advance of us. They had made preparations; they were better instructed in all manner of ways. They regarded what we had to send against them as contemptible. But the *material* side was overcome by the spirit and moral character and forces of humanity, which stood in the breach and prevented the material side from dominating the world. So he felt that in the wider opportunities they had now for getting at the minds and souls of children and young people, it was not the vocational instruction they would give, but it was on the higher side they would take every opportunity they had of developing in their students the perception of the universe in which they were, and the nature of the humanity they possessed."

After the deputation had withdrawn, the business proper commenced. Councillor H. R. Barge, J.P., inducted the new president, Mr. H. R. Morrell, of York, who delivered an address on "Education under the New Act."

He said that the solving of the problems offered in the plans for building a new England, which would satisfy the just demands of a higher and fuller life, would need the exercise of the same spirit of forbearance, self-sacrifice, and determination so nobly evidenced during the war. The instrument of primary importance to effect these reforms was education. The new Act provided for the setting up of new types of educational institutions—nursery, central, and day continuation schools. He then proceeded to deal with these schools seriatim, and to indicate the aims and the methods to be pursued in order fully to realise what the framer of the Act intended. The whole address was statesmanlike, sane, and sympathetic towards the Act, and voiced the opinion, which Conference endorsed, that all teachers were ready and willing to do their part towards making the operation of the Act a success. Moreover, the president struck a new line in that he did not find it necessary to reserve a special "tit-bit" in his speech for tilting at governments and local educational authorities on the evergreen topic of "salaries."

Several resolutions on nursery schools were adopted, the chief one being moved by Miss Lasham (London) advocating the putting into force forthwith of Section 19 of the Education Act 1918 (dealing with nursery schools), that where it was not done authorities should be required to provide accommodation for children between the ages of three and five, and that the superintendent and staff of the nursery school should be specially trained for the work.

On the employment of children of school age it was agreed that no children under 14 should work on school days,

that by-laws should severely curtail the 14 hours' daily labour allowed by the Act during holidays, and that reports on the effect of employment on health should be required from all school medical officers.

*New Officers.*—The President declared the following duly elected: Vice-president, Mr. C. F. Farthing (London); Treasurer Mr. W. C. Lane (Liverpool); Editor, Mr. E. S. Mortimer (London); Secretary, Mr. J. E. Doherty (Newcastle-on-Tyne).

The afternoon session was private, and delegates discussed reports and alteration of rules—the last being referred back.

On Thursday evening a dinner was given at the Grand Hotel, at which about 160 guests were present.

At Friday's session resolutions were carried which stated (a) that in the opinion of this Conference all local authorities should be required by the Board of Education to submit schemes for the supply and training of entrants to the profession, (b) that facilities should be provided to present uncertificated teachers to become trained certificated teachers, and a time limit fixed for the abolition of the acting teachers' certificate, (c) that special grants to encourage entrants should not be given before the age of 16 years.

Other resolutions carried were: That, while recognising the vital importance of adequate academic qualification covering the subjects required to be taught, all courses of instruction should include instruction in the principles and methods of teaching and a period of practical teaching under supervision, and that the higher posts in the education service should be open only to those men and women who have had successful teaching experience. Conference further urged that super-annuation schemes should be so framed as to secure free passage for teachers to and from the administrative service.

Miss Cleghorn, M.A., moved, and Mr. Jacob (Leeds) seconded, and it was carried, that in the opinion of this Conference the dearth of teachers was due not only to inadequate salaries, but also to the unsatisfactory conditions of service with regard to the accommodation for and comfort and well-being of the teachers, and to the large classes which exist in the primary schools.

The most interesting and exciting discussion of the whole Conference centred round the question of equal pay for men and women teachers.

Miss Bale (Cardiff), in an eloquent and well reasoned speech, moved that this Conference directs Council to initiate immediately a movement for the raising of the salaries of head mistresses to the level of those of head masters. This was seconded by Miss Byett, L.L.A. (Birmingham), who pleaded for equality of pay on the ground chiefly of equal citizenship. On account of time no decision was arrived at during the morning session, but a motion for suspension of Standing Orders early in the afternoon enabled delegates to discuss the matter later, when the men's point of view was cleverly and convincingly stated by Mr. Greaves (Leeds) and Mr. Brickhill (Manchester), who stated that equality of pay at the present juncture would give the women economic advantages and would deter the best men from entering the vocation of teaching. Several ladies and gentlemen participated in the debate with more or less heat, but all in good temper, but when the vote was taken by show of hands, the amendment moved by Mr. Greaves to the effect that this Conference, while urging the Council to take steps to secure better salaries for head teachers of both sexes, is of opinion that no scheme of salaries will attract men and women of equal social standing and ability which does not offer higher salaries to men than to women, was declared carried by 70 to 40.

The ladies, however, seemed highly pleased when, by an oversight due to his eagerness to get on with other important resolutions, the president omitted to put the amendment as the substantive resolution.

The less controversial business resulted in votes in favour of direct representation of teachers with full power on education committees; the setting up of Whitley Councils; reduction in the size of classes; the improvement in school buildings in the interest of teachers and pupils; and the making into separate departments for boys and girls of the present mixed schools of 600 and over.

In connection with the visit of the N.A.H.T. two very pleasing and successful functions were held—the reception of the delegates by the local Association, given on Wednesday evening in the Imperial Hotel, and the reception at the Council House, given by the Lord Mayor and Lady Mayoress, Sir David and Lady Brooks.

Excursions to Stratford-on-Avon and other places on the Saturday brought to a fitting conclusion an altogether pleasant and useful Conference.

## THE ASSOCIATION OF HEADMISTRESSES.

### ANNUAL CONFERENCE

THE 45th Annual Conference of the Association of Headmistresses took place at Birmingham on Friday and Saturday, June 13th and 14th, and was attended by some 260 members.

In her presidential address Miss Reta Oldham spoke of the growing recognition of education as one of the most potent agencies in the improvement of social conditions and the establishment of better relations among nations. There had grown up among working people a desire that their children should have a better life than they themselves had known—a life in which there should be opportunities of liberal education, of means of contact with the beautiful in nature and art, and leisure to use these means.

Mr. Fisher had spoken well of the duties of teachers when he said that they should be ready to give "a full measure of unstinted and zealous service on behalf of the children of the country," and, further, that societies and associations of teachers, for long forced by the apathy and coldness of the State to spend much of their energy on the redress of material grievances, should now be ready to devote themselves to the spiritual and intellectual aspects of their work. She doubted whether education was best served by a rigid severance between the work of administration and that of teaching. She hoped that in future closer relations would be encouraged between teaching and administration, and that there would be a strong representation of teachers on local education authorities and governing bodies. She urged that women should have a larger share in educational administration.

Secondary Education was changing in the direction of being more closely related to the actual problems of life, and it could do much to foster sympathy and understanding between different classes in the community. Since to many women fell the task of ordering the leisure of the family it was important that the arts should be prominent in the education of girls. Yet music and the fine arts were still relegated to a subordinate place in the curriculum, and educated men and women were often without discrimination in matters of art, and so were left unfitted to promote healthy and refining types of leisure pursuits.

She emphasised the need for a unification of the teaching profession by breaking down the barriers between its different branches. The Teachers Council had accomplished something to this end, but there remained the urgent need for increasing the supply of teachers, especially in elementary schools, and she suggested that the secondary schools ought to place before their pupils the value and importance of this form of social service. She held that the only barrier which ought to stand between one branch of teaching work and another was that of individual fitness for the work. They must not be over-occupied with matters of curriculum, organisation and administration, but must realise that the spirit is what gives life. "The pursuit of a great ideal gives an inextinguishable sense of the things which are unseen—dignity to service, inspiration to work, purpose to suffering, a value immeasurable and eternal to the humblest of human lives."

The Conference passed resolutions in favour of a National Council for Education, with representatives of the State, of whom the majority should be members of Parliament, representatives of education authorities and governing bodies, and representatives of teachers, these last to be equal in number to the first two groups and to consist of the chairman and members of the Teachers Council, with other teachers directly elected by members of the constituent associations in the same proportions as the members of the Teachers Council.

Other resolutions were passed in favour of providing more hostels for professional women and in favour of promoting an interchange of teachers, by the recognition for super-annuation purposes of service in approved schools in India, the Overseas Dominions and foreign countries. The Conference expressed the view that the regulations of the Board in regard to the first school examination should be so modified as to place Group 4 (including at present music and art only) on the same footing as Groups 2 and 3, so that a candidate who has passed in Group 1 and in any two of the other Groups should receive a certificate.

Miss Major (King Edward's High School, Birmingham) was elected President of the Association for 1919-1921.

## COLLEGE OF PRECEPTORS.

### COMMEMORATION DINNER.

THE Commemoration Dinner of the College of Preceptors took place at the Connaught Rooms on Friday, the 20th of June, this being the 73rd anniversary of the foundation of the College. Sir Philip Magnus, Bart., M.P., presided, and among those present were Col. Lord Gorell, M.C., Director of Army Education, Sir John Rees, M.P., Mr. A. U. Woolcock, M.P., and Sir Robert Blair, Chief Education Official, L.C.C. In proposing the toast of "The College" The President said:

"Meeting here to commemorate the 70th anniversary of the Incorporation by Royal Charter of the College of Preceptors, it is proper that I should say a few words as to the history of the College, as to the work which it has already accomplished, and as to the prospects of its further useful activities.

This I may say—from my connection with the College, extending over more than 40 years, and from my own knowledge of the influence which it has exercised on public education in this country—that there is scarcely any movement which has had for its object the improvement of our secondary education the lifting of it from the low condition into which it had fallen a century ago, or the raising of the status of the teacher, that was not anticipated and advocated by the founders of the College and advanced by those who subsequently took part in its work.

We celebrate to-day the 70th anniversary of the year in which the College received its charter. But the College was founded three years earlier, on June 20, 1846; and it was owing to the pioneer work which it had already achieved, and the public approval of its aims, that the petition for a Royal Charter was granted.

Those aims, as set forth in the memorial of the petition, were briefly:—

To protect the interests of the scholastic profession and of the public generally by requiring all persons desirous of being recognised as teachers and of entering the teaching profession to give some proof of their qualifications, both as to their knowledge and their ability to impart it, the test of qualification being entrusted to a legally authorised corporate body or college, consisting almost exclusively of acting teachers.

In the preamble to the charter which the College received these objects were clearly stated, and in the last clause of the charter, dealing with any surplus funds of the college—now, unfortunately, a very small remainder—it was stated that these should be applied "towards the maintenance of poor and diseased members of the College, or of widows and orphans of deceased members, or in or towards the founding or endowing of normal or training schools, or instituting lectureships on any subject connected with the theory or practice of education—or the interests of the scholastic profession, particularly within England and Wales."

Notwithstanding the addition to the Statute Book, during the last 70 years, of many Acts of Parliament dealing with education, we are as yet only on the road to secure all these objects.

It is interesting to note that these efforts were made by teachers themselves, who recognised the force and value of the public exposure of such schools as "Dotheboys Hall," in "Nicholas Nickleby," first published in 1836, which undoubtedly represented a type of school not unknown at the time when Dickens wrote. A member of the College, then living, said, "As regards society at large, we claim the merit of having been the first to discover our own disease, and to attempt at least the application of the only effectual remedy."

In the year following the incorporation of the College, a board was established for the examination of intending teachers, and in that same year 24 candidates were passed for the teachers' diploma, the examination for which, at that early date, included the subject of the "Theory and Practice of Education." A benevolent fund for "aged, distressed, and afflicted schoolmasters" was opened; and, as showing the activity of the early members of the College, on the 2nd of October, 1847, there appeared the first number of the EDUCATIONAL TIMES—a journal which, as the organ of the College for many years, has always upheld the higher aims of education; although it is no longer owned by or directly connected with the College.

I have referred to one or two of the early efforts of the College, in order to show the extent to which its founders anticipated the trend of educational reform, and worked for many years in advance of public opinion.

For instance, the idea that a special training for teachers in secondary schools was needed was scouted some years ago by those who, at the time, were regarded as high authorities in educational matters. Nevertheless the College persevered. In the year 1871 the Council arranged for the delivery of a course of lectures on the "Theory and History of Education," and lectures on this and cognate subjects have since then been regularly given at the college. In the following year the College sent a memorial to the Privy Council suggesting the appointment by the Universities of Professors of Education; and, largely as the result of these representations, Chairs of Education were founded at the Scottish Universities. Later on, lectures on education were delivered at Cambridge. London encouraged post-graduate courses for teachers by instituting the examination for a teacher's diploma; and, more recently, professorial chairs on education were founded by the University of London, to which two of the College lecturers have been appointed. The College may reasonably feel some pride, therefore, at the success of their continued efforts. Unfortunately the pioneers of some of the most useful movements too often fail to reap the fruits of their successful endeavours.

Nearly sixty years ago, in pursuance of the objects for which it was founded, the College circularised the principal schools throughout the country with a proposal for establishing a register of duly qualified teachers, somewhat on the lines of the Medical Register. This was the first step in a very important advance. The proposal was well received in many quarters. But new developments were not adopted then as rapidly as they are now. Parliament in those days did not legislate at lightning speed by means of Standing Committees. But the representations of the College were not unheeded. In 1879 a Teachers' Registration Bill was introduced for the first time in the House of Commons. The Convocation of London University passed resolutions in favour of such a Bill. I well remember taking part in the discussion and supporting the proposal; and it has been a matter of great satisfaction to me, as member of the Council of our College, and representative of my University in Parliament, to have been able to assist in the passing of a Bill which provided for the establishment of a Teachers Registration Council. That Council, created only within the last few years, may, and I hope and believe will, in the near future be entrusted with the discharge of duties that will give it a permanent position of influence and authority in our national system of education.

Before concluding this brief survey of the work achieved by the College, I must refer to one other movement inaugurated by the College and followed up by other bodies, which has been fraught with consequences that could not at the time have been foreseen—a movement which at first was greeted as a great educational measure of reform, but which is now regarded in some quarters as impeding true educational progress. I refer to the scheme for the examination of pupils in schools. This new departure, which I should say was no part of the original scheme of the College, was started in 1850, and was in full operation four years later. It was at first an endeavour, on the part of the College, to satisfy itself that private and certain endowed schools were staffed with competent teachers. Rightly or wrongly it was thought that the ability of the teachers to impart instruction might be tested by the knowledge acquired by the pupils, and that an examination of the pupils, whilst serving other useful purposes, would prove a rough test of the qualifications of the teachers. It was further believed that the examination of the pupils and the publication of the results would be a stimulus to steady work on the part of the pupils and a means of informing parents as to the progress of their sons and daughters. There was much to be said in support of these views—so much, indeed, that in 1858 the Universities of Oxford and Cambridge came into the field as examining bodies for school pupils, and their examinations have continued to be held till the present day. Examinations with somewhat similar objects were held, and are still held, by the Royal Society of Arts.

If the examination of pupils in schools is no longer regarded as helpful to good teaching and as a useful instrument of education, the change of opinion is largely due to the action of the Government, through its Education Department. They decided to go much further in this direction than the College had ever contemplated, and to carry the principle underlying these examinations to what they regarded as its logical conclusion, the payment in part of teachers on the results of the examination of their individual pupils. This method of payment was at first limited to teachers in elementary schools, but was later

on extended to teachers of adult pupils in evening classes under the Science and Art Department. The College, it is needless to say, gave no countenance to these arrangements for the remuneration of teachers. It was a system unknown in any other European country, and quite foreign to the higher aims and ideals of true education. But the fact that it was adopted by the Government, and remained in operation for many years, is interesting as showing that there are fashions in education as in dress—in the art of moulding the mind as in that of covering the body. As you know, all external examinations are now discouraged by the Board and other educational bodies. But can we say that in the near future there may not be a reaction against the present policy? The examination barometer has fallen from "set fair" to "stormy," but those here to-night may see it rise again to "change."

The few incidents I have quoted from the history of the College suffice to justify what I have already stated, that the College has been the pioneer of many far-reaching reforms in our educational system, and that its efforts have been successful in improving the teaching in a large number of secondary schools and in raising the status of the teachers and the teaching profession.

Now, as regards the future of our College, with which the toast is more directly concerned, prophecy is difficult. We live in a world of reconstruction. But those who can read the trend of passing events, need have no doubt that the College will continue to find much useful work to be accomplished in the educational life of the nation. Where shall we look for it? That's the question. I see signs of it in many of the problems now engaging public attention and awaiting solution. I see indications of great social and administrative changes in what may follow from the vote of the House of Commons on Wednesday, June 4th, by an overwhelming majority, in favour of some system of devolution. No one can predict what its effect may be on the control of education in this country. But if, eventually it leads to anticipated changes in our Constitution, giving more time for the public discussion of domestic matters, it will tend in many ways towards greater freedom from bureaucratic control by strengthening local effort, and by discouraging legislation by Orders in Council or Departmental Regulations. It will certainly help to create a strong feeling against any measures which might even seem to assimilate our educational system to that of Germany.

The College has only to be true to its original aims and objects, as clearly expressed in its Charter of Incorporation, in order to justify public confidence. The value of its work was fully recognised by our late King, who in reply to the loyal address presented to him on the occasion of the opening of our new buildings on 3rd March, 1887, said:

"For over 40 years the College has exercised a marked and growing influence for good upon the education given in some of our endowed schools, and, more particularly, in the numerous private schools for boys and girls, which are an important feature in the educational system of our country."

That "influence for good" we hope to continue to exercise. A committee of the Council is now engaged in suggesting new developments of our present activities, that may bring the College into closer relationship with the work of the secondary schools branch of the Board. We hope to suggest some means of associating more directly with the College the private schools and some of the endowed schools, and by the representations we may make and the influence which we may be able to exercise, to secure for the teachers of those schools conditions of service in no way inferior to those of teachers in schools fulfilling all the Board's regulations.

Our efforts will be directed towards making this College a centre of attraction for all schools not under the direct control of the Board, however diverse their curricula, provided that the training and teaching they supply is pronounced satisfactory by some educational authority recognised by the State. In all we do, we must strive after Efficiency and Freedom. It must be our aim to preserve different types of schools and to maintain that variety in our scheme of secondary education which has distinguished it from that of other countries. There are other paths along which we hope to advance—other objects towards which our efforts should be directed. We must never lose sight, however, of our primary object—the training of teachers. In this most necessary work, I hope we may be able to place our resources and our services at the disposal of the Board of Education and the local authorities, and by so doing to occupy a recognised position in the national scheme of education. Judging, therefore, from what we have already accomplished, from the character of the work in which we are now engaged, I look forward with confidence to the future."

## THE BRITISH ASTRONOMICAL ASSOCIATION.

*President:* HAROLD THOMSON, F.R.A.S.  
*Vice-President:* SIR FRANK W. DYSON, F.R.S., Astronomer Royal.

FOLLOWING the publication of the Report of Sir J. J. Thomson's Committee appointed to enquire into the position of Science in our educational system and its recommendation that the teaching of the main facts and principles of Astronomy should have a definite place in school curricula, the Council of the British Astronomical Association has resolved to offer the assistance of the Association in furthering this object, and has appointed a special committee for the purpose, consisting mainly of Schoolmasters.

(1) The Council of the Association has decided to admit schools to the advantages of affiliation, so that teachers may be able to keep in touch with the rapid progress of the Science in its different departments. (Affiliation fee, £1 ls. per annum, without entrance fee. Lantern slides could be hired from the Association for the use of an affiliated school, and the *Journal* of the Association would be forwarded regularly to it. Any master of such school would be entitled to attend the ordinary meetings.)

(2) The Council will prepare a special series of lantern slides for educational purposes. These may be bought by the school for permanent use. It is also possible that in many cases negatives could be lent from which schools might make their own slides.

(3) Whenever desired the Education Committee will be ready to give suggestions on such points as—

- (a) Observations for small telescopes.
- (b) Naked eye observations.
- (c) Text books.
- (d) Occasional lectures.

Enquiries and applications for affiliation to the Association should be addressed to the Secretary of the Education Committee,

E. O. TANCOCK, Esq.,  
 Wellington College,  
 Berks.

## DEMAND FOR FARM LABOUR.

### School-boys may be Employed but no National Scheme.

No national scheme for utilising school-boys on the land is to be organised for this year's harvest.

Last year, writes a *Daily Chronicle* representative, 35,000 boys from public and secondary schools spent a novel and healthy holiday lifting the huge potato crop and making themselves generally useful to the farmers.

They lived in tents and hostels and voted the life "first-class." In certain localities the boys will be available, and farmers can apply to the nearest Employment Exchange for them.

Where housing accommodation is limited camps and hostels will be set up, and for this purpose the Employment Exchanges are working in conjunction with the Agricultural Executive Committee of the country.

Tents, bedding, and furniture will be arranged for by the Board of Agriculture, in co-operation with the military authorities, who are organising a rationing system.

In view of the many demands for the regular employment of women in industry, the Women's Land Service Corps are not recruiting land workers.

At the same time they do not think it desirable to bring the leisured woman into economic competition with the woman who has her living to earn.

In previous years the bulk of the women recruited for seasonal work has been from the leisured class.

The Board of Agriculture is laying stress on the desirability, so far as possible, of employing casual labour locally.

It has circularised county committees to discover:—

Amount of skilled seasonal labour required in the county.  
 Wages offered and accommodation available.

The German prisoners of war employed on the land are being gradually withdrawn from farm work, and concentrated on works of public utility.

## University Tutorial Press, Ltd.

### SELECTED EDUCATIONAL BOOKS.

#### Languages and History.

- Junior English Grammar, with Parsing and Analysis.** By A. M. WALMSLEY, M.A. Second Edition. 2s.  
**An Anthology of English Verse.** For use in Schools and Colleges. By A. J. WYATT, M.A., and S. E. GOGGIN, M.A. 3s. 6d.  
**Groundwork of English History.** By M. E. CARTER, Honour School of Modern History, Oxford. 2s. 9d.  
**A Social History of England.** By FREDERICK BRADSHAW, D.Sc., M.A. 5s.  
**Textbook of Geography.** By G. C. FRY, M.Sc. Second Edition. 5s. 6d.  
**New Junior French Course.** By G. A. ROBERTS, M.A. 3s. 6d.  
**Direct French Course.** By H. J. CHAYTOR, M.A., Head Master of Plymouth College. Illustrated. 2s. With Vocabulary, 2s. 9d.

#### Mathematics, Physics and Science.

- The School Arithmetic.** By W. P. WORKMAN, M.A., B.Sc. With or without Answers. Second Edition. 4s. 6d.  
**Rural Arithmetic.** By A. G. RUSTON, B.A., B.Sc., Science Tutor in the Department of Agriculture in the University of Leeds. 4s. 6d.  
**School Algebra.** By A. G. CRACKNELL, M.A., B.Sc. With or without Answers. 7s.  
**The School Geometry.** By W. P. WORKMAN, M.A., B.Sc., and A. G. CRACKNELL, M.A., B.Sc. New Edition. Enlarged. 5s.  
**Junior Experimental Science.** By W. M. HOOTON, M.A., M.Sc., F.I.C. Second Edition. 3s. 6d.  
**Senior Chemistry.** By G. H. BAILEY, D.Sc., Ph.D., and H. W. BAUSOR, M.A. Second Edition. 5s. 6d.  
**Junior Chemistry.** By R. H. ADIE, M.A., B.Sc., Lecturer in Chemistry, St. John's College, Cambridge. Second Edition. 3s. 6d.  
**First Stage Hygiene.** By R. A. LYSTER, M.D., B.Ch., B.Sc., D.P.H. Sixth Edition, Revised and Enlarged. 3s. 6d.

#### Botany and Nature Study.

- The Senior Botany.** By FRANCIS CAVERS, D.Sc., Lecturer in Biology at Goldsmiths' College. Second Edition. 5s. 6d.  
**Junior Botany.** By FRANCIS CAVERS, D.Sc. 3s. 6d.  
**Life Histories of Common Plants.** By Dr. FRANCIS CAVERS. 4s.  
**School Gardening, with a Guide to Horticulture.** By ALBERT HOSKING, Lecturer in Horticulture and Chief Supervisor of School Gardens, West of Scotland Agricultural College. 3s. 6d.

#### Education.

- Principles and Methods of Teaching.** By JAMES WELTON, D.Lit., M.A., late Professor of Education in the University of Leeds. 7s. 6d.  
**Teaching: Its Nature and Varieties.** By BENJAMIN DUMVILLE, M.A., F.C.P., late Master of Method and Lecturer on Education in the Islington Day Training College. 5s. 6d.  
**Principles and Methods of Moral Training, with Special Reference to School Discipline.** By JAMES WELTON, D.Lit., M.A., and F. G. BLANDFORD, M.A., Lecturer in Education in the Cambridge University Training College. 4s. 6d.  
**Psychology, Experimental, in relation to Education, An Introduction to.** By C. W. VALENTINE, D.Phil., M.A. 3s. 6d.  
**Textbook of Hygiene for Teachers.** By R. A. LYSTER, M.D., B.Sc., D.P.H., Medical Officer of Health for Hampshire. 5s. 6d.

Complete Educational Catalogue and Catalogue of Class Books for Secondary Schools post free on application.

## University Tutorial Press, Ltd.

High Street, New Oxford Street, LONDON, W.C.2

## LETTERS TO THE EDITOR.

## THE ARMY AND EDUCATION.

SIR,

The Army Education Scheme has figured very prominently in the press during the last few months. Much has been said both for and against it. As the education, both of our future Army and of the men about to be demobilised, is of paramount importance to the welfare of the nation at large, it may be worth while to give the opinion of one who has had considerable experience in teaching soldiers.

The conception of the present scheme is admirable, and it is perfectly obvious that Lord Gorell is one of the best men to take the matter in hand. He is to be congratulated on his initiative, and the "vim" which he has succeeded in instilling into the authorities, who hitherto have been negligent in this very important matter of the soldier's education.

Lord Gorell's sincerity in the matter is perfectly apparent from his choice of staff, which consists of educationists thoroughly cognisant of the requirements and conditions of present day education.

The schemes of work are in every way excellent and comprehensive, but in the application of the scheme Lord Gorell has from the very nature of things been unfortunate in his circumstances. When the scheme was initiated it was evidently the intention of the authorities to enlist the assistance of the thousands of trained teachers then in the Army. Shortly afterwards, however, the Army Council, as a result of the Prime Minister's pledges at the General Election, ordered the demobilisation of Group 43 (schoolmasters, etc.), thus depriving the scheme of the necessary organisers and teachers.

When the scheme was launched there was already in existence in the Army an Education Department—the Corps of Army Schoolmasters—but for some reason or other the Adjutant-General's Department seem to have placed obstacles in the way of this Corps of specialists being embodied in the scheme.

It was therefore necessary to improvise the requisite staff of instructors. For this purpose special schools of education have been established at Oxford and Cambridge (now Newmarket), to which selected officers and men are sent for a one month's course of intensive training as instructors. This of course is reverting to the old Army idea of "cramming."

The scheme wants teachers, not instructors; and you cannot turn out a teacher in a month. The writer has been engaged in teaching for over 23 years, and has much to learn yet. In the old days of Army education, instructors required for work in Army schools were sent on a six months' course, and were afterwards employed under the trained and experienced eye of a fully qualified Army schoolmaster.

The weakness of the present scheme seems largely due to too much decentralisation. Appointments as education officers and instructors are made locally by individuals who in many cases are themselves unqualified in this direction. I am perfectly aware that the general tendency of this age, in all spheres, is to decentralise as much as possible, but in a homogeneous community like the Army, the essence of success is uniformity. Units and individuals are constantly on the move; then how, under decentralisation, is any continuity of instruction to be expected in a course of studies taken up by a student. Under the old system it was possible for a soldier, when he left one station, to pick up the thread on his arrival at his new station. Whatever may be the intention of the War Office (S.D. 8) in this direction, in actual practice much is left to the sweet will of the local education officers and

instructors. Now the question arises: Who and what are these educational officers and officer instructors?

To quote the words of a recent Command Order calling for applicants for these appointments, they should have:

- (i) A sound general education, and, if possible,
- (ii) Specialised knowledge;
- (iii) Some ability to impart instruction.

Now, however "sound and general" the education of an individual may be, he cannot be a specialist in education. As a general rule a teacher is made, not born; and if these people of "sound general education" are to be employed, they can be of best use only when under the guidance of a trained teacher who has studied and understands the principles of his profession. In the application of this scheme, however, we seem to be in a region of "topsy-turvyism," and the trained man is often under the jurisdiction of the amateur, and in some cases of an absolute novice. This is the result of too much decentralisation. The area Education Officer, at his wits' end to find officer instructors, has had to use very raw material.

Lord Gorell eventually succeeded in overcoming the objections of the Adjutant General's department, and since 3rd March the Corps of Army Schoolmasters has been transferred to S.D. 8. Lord Gorell, therefore, has now at his disposal a body of about 300 highly trained and experienced men, who have the necessary organising and professional qualifications to ensure success to his scheme. The appointments of Education Officers and Officer Instructors should be thrown open to these men, who should be given commissioned status commensurate with the work and qualifications demanded of them. In this respect, the Treasury, which has hitherto treated the Army Schools Department with scant courtesy, should realise that in its position as employer, the Government has a duty towards its employee—in this case the soldier—the duty of ensuring not only his physical, but also his intellectual welfare, and this can be done only by entrusting it to the care of the men best suited for the work, who should be granted the status and emoluments of professional men.

The recent appointment of Mr. P. A. Barnett, late H.M. Chief Inspector of Training Colleges, to the staff of the Director of Staff Duties (Education), is a step in the right direction, for he brings experience of education in civil life, and also of the training of the Army schoolmaster, for Mr. Barnett was deputed some years ago to report on the training and qualifications of the Army schoolmaster, and it is to be hoped that his knowledge will be brought to bear on Authorities with a view to doing justice to that professional branch of the Army which has been so deliberately "side-tracked" during the war.

The scheme has been stigmatised as "too ambitious." Such, however, is not the case. Provision has to be made for the requirements of two classes of individuals: (i) Those about to be demobilised, and (ii) the permanent Army. The requirements of the first class are much more varied and extensive than those of the second class, and the conditions obtaining when troops are on the move are not conducive to the best organisation; but as the conditions become more stabilised, so we shall see the full effect of the scheme. Some very absurd criticisms have been thrown out, but as a rule I find they come from individuals who, in their hurry to be demobilised, have not the necessary personal experience to benefit by the scheme.

With regard to class (ii), the conditions have become more or less stable, and the keenness and enthusiasm of all ranks and grades is perfectly apparent where the Army of Occupation is concerned.

Was there ever a machine which worked smoothly on being first set in motion? Surely a nut here, a valve there, and a pinion somewhere else, required adjusting; but the machine was none the less valuable and useful.

Yours faithfully,

AN "OLD REGULAR."

# Cambridge University Press.

## The Purpose of Education.

An Examination of the Education Problem in the Light of Recent Psychological Research. By ST. GEORGE LANE FOX PITT. Crown 8vo. 7s 6d net.

A new impression of the second edition, bound in cloth. The volume contains a Preface by Prof. EMILE BOUTROUX, a Reply to Critics, and an additional chapter, Perfection as the Ideal and Lessons of the War.

"With the main thesis advocated we are in hearty agreement, and the presentment we have found stimulating in no ordinary degree. The perusal of the book could hardly fail to be profitable to any thoughtful man or woman."—THE TIMES.

## A Short Italian Dictionary.

By ALFRED HOARE, M.A. Demy 8vo. Vol. I, Italian-English, 9s net; Vol. II, English-Italian, 7s 6d net. Vols. I and II, bound together, 16s 6d net; india-paper edition, 17s 6d net.

"May be heartily recommended as far and away the best portable dictionary of Italian we have met with. We have tested it with newspapers, fiction, and scientific writings, and in each case it has proved its utility."—THE SATURDAY REVIEW on Vol. I

## A Manual of French Composition.

For Universities and the Higher Classes of Schools.

By R. L. G. RITCHIE, M.A., Professor of French in the University of Birmingham, and J. M. MOORE, M.A., Rector of the Madras College, St. Andrews. Demy 8vo. 6s net.

"It is indeed a fine scholarly piece of work. The authors . . . are fully justified in claiming that 'it constitutes a new departure in French composition'; no teacher who does higher work in French can study it without profiting greatly."—THE SCHOOL WORLD.

## Translation from French.

By the same authors. Demy 8vo. 6s 6d net.

"A book which is clear, helpful, and a pleasure to read and work through. We say 'work through,' because the most valuable part is certainly that section which consists of models, or specimens of how fine translation should be carried out. It is in these passages, so carefully and delicately handled, that the science and art of the authors is most evident. . . . This, in short, is a very good book, and it should be bought."—THE TIMES.

## A Junior French Reader.

By the same authors. Ready shortly.

## La Grande Guerre.

Récits de Combattants, Recueil fait et brièvement annoté par A. WILSON-GREEN, M.A. Crown 8vo. 4s net.

The range of this volume of episodes of the Great War, written by men who took an active part in the events they describe, is wide and varied. It covers warfare on land and in the air, in France, in Serbia and at Cape Helles; it includes vivid pictures of life in and behind the trenches, in devastated France, in a French hospital, and in a German prison.

## Selections from Sainte-Beuve.

Edited by ARTHUR TILLEY, M.A., Fellow and Lecturer of King's College, Cambridge. Crown 8vo. 6s net.

## Regnard : Le Joueur.

Edited by ARTHUR TILLEY, M.A. Crown 8vo. 4s net.

## Lesage : Turcaret.

Comédie. Edited by A. HAMILTON THOMPSON, M.A., F.S.A. Crown 8vo. 6s net.

## Honoré de Balzac. Le Colonel Chabert.

Edited by SYDNEY H. MOORE, M.A. Crown 8vo. 3s net. Cambridge Modern French Series.

## J. J. Jusserand. La Vie Nomade et les Routes d'Angleterre au XIVe Siècle.

Edited by A. WILSON-GREEN, M.A. Crown 8vo. 4s net. Cambridge Modern French Series.

## Lermontov's Novice.

Russian text, accented, with introduction, notes, and vocabulary, by J. D. DUFF, M.A., Fellow of Trinity College, Cambridge. Crown 8vo. 5s net.

## Stories from Spenser.

By MINNA STEELE SMITH, Fellow of Newnham College, Cambridge. Crown 8vo. With 8 pictures. 3s net.

"This little book of stories from Spenser is intended to form a volume of the series admirably begun by Miss Macaulay's STORIES FROM CHAUCER. The selections from Spenser in the present volume are taken from the first two books of THE FAERIE QUEENE, with a few episodes from Books III and IV. Short passages of Spenser's verse have been inserted at frequent intervals."—EXTRACT FROM THE PREFACE.

## Stories from Chaucer.

Retold from THE CANTERBURY TALES with introduction and Notes by MARGARET C. MACAULAY. Crown 8vo. With frontispiece and 28 illustrations from old MSS. 2s net. Text, without Introduction and Notes. 1s 6d net.

"Miss Macaulay's STORIES FROM CHAUCER deserves to be singled out for honourable mention among the crowd of books of the kind for a certain unmistakable flavour of accurate scholarship pervading and informing it, for its carefully selected and highly appropriate illustrations, and for the pleasant type."—THE PREPARATORY SCHOOLS REVIEW.

## Britain in the Middle Ages.

A History for Beginners. By FLORENCE L. BOWMAN, Lecturer in Education, Homerton College, Cambridge. Crown 8vo. With 28 illustrations. 3s net.

"Miss Bowman has rightly used contemporary literature as living evidence of the spirit of the times. . . . The book is very attractive and useful and should be widely used."—THE TIMES EDUCATIONAL SUPPLEMENT.

## Maps and Survey.

By ARTHUR R. HINKS, M.A., F.R.S. Demy 8vo. With 24 plates. 7s net.

"A book from the pen of Mr. Hinks on the subject of maps and survey is certain of a warm welcome, firstly because the author is thoroughly master of his subject, and secondly because he has the valuable gift of clear exposition. Those who take up this book with the hopes of getting a lucid account both of the science of map-making and of the art of using a map when it is made will not be disappointed. . . . The book is a thoroughly good one."—THE GEOGRAPHICAL JOURNAL.

## Map Projections.

By A. R. HINKS. Demy 8vo. With frontispiece and 19 figures. 6s net.

"An excellent book. . . . Starting from first principles, he steadily carries the reader to a complete elucidation of the various formulæ of projection. The manual traces the relations between the various projections, and points out their several good qualities, their defects, modes of construction, and limits of usefulness."—THE EDUCATIONAL TIMES.

## Advanced Lecture Notes on Light.

By J. R. ECCLES, M.A., Head Master, Gresham's School, Holt. Crown 4to. 7s 6d net.

This book has been prepared in response to requests for a more advanced course from some who have found the same author's LECTURE NOTES ON LIGHT of service. Though the method adopted is, in the main, similar, the present volume approximates more to a text-book.

## Recent Discoveries in Inorganic Chemistry.

By J. HART-SMITH, A.R.C.S., F.I.C. Demy 8vo. 4s 6d net.

"Every teacher has a favourite textbook which fits his teaching methods better than any other, but scientific textbooks grow rapidly out of date. This little book will obviate the difficulty; it contains in compact and handy form a résumé of those recent discoveries which have made the regular textbook incomplete."—THE A.M.A.

## Botany.

A Textbook for Senior Students. By D. THODAY, M.A., Lecturer in Physiological Botany, University of Manchester. Revised and enlarged edition. Crown 8vo. With 230 text-figures. 7s 6d net.

"It is a pleasure to be able to recommend an introductory book on botany. . . . The illustrations are excellent and the general style of the book is of the quality to be expected from the Cambridge Press."—THE GARDENERS' CHRONICLE

A complete Educational Catalogue will be sent on request

FETTER LANE, LONDON, E.C. 4. C. F. CLAY, MANAGER.

## LITERARY SECTION.

## BOOKS AND THE MAN.

## REVIEWS.

## School Celebrations.

Under various designations, such as "The Dramatic Teaching of History," "School Plays," etc., there is going forward an attempt to enlist in the service of instruction the child's talent for make-believe. In a book lately written by Dr. F. H. Hayward and Mr. Arnold Freeman, which is published by P. S. King and Son at 10s. 6d. net, with the title "The Spiritual Foundations of Reconstruction: a Plea for New Educational Methods," there is a definite appeal for a more extended use of school liturgies, to be employed in conveying those deeper impressions which are the true basis of education. The book is provocative, and is probably intended to be so, for Dr. Hayward might adopt the claim made by Socrates that he was a kind of gadfly performing the useful and necessary function of rousing the community to think. Certainly I find all Dr. Hayward's writings an excellent cure for lethargy of mind. That is my first reason for urging all teachers and parents to read this book. The second is that it is well worth reading for the sake of the big view which it presents of educational possibilities and its shrewd—occasionally shrewish—criticism of existing practices and aims.

The principle of the book, stated by the authors themselves, "in its bleakest and most absolute form," is that the class teaching of the Bible, literature, music, history, and certain other subjects should be largely abolished in favour of a liturgical ceremonial, or celebrational treatment. These subjects are not so much to be "learned" as "imbibed." Excellent counsel! but note what it involves. To begin with we must cease to examine pupils in these branches. You might as well ask them to regurgitate the food which they ate last week as to reproduce knowledge that they have "imbibed." We should have to abolish the whole scheme of examinations as we now know them. It would be an excellent thing, but Dr. Hayward must not feel aggrieved if its accomplishment is delayed.

Further, we shall require at least a new breed of teachers, if not of Englishmen. The fact is that we are poor hands at celebrations. The paralysing self-consciousness of the average Briton is the main reason why our chief orators are of Celtic origin and our leading actors Semitic. We are shamefaced in our public worship and we blush at the thought of giving the rein to our emotions. The average schoolboy would rather take a swishing than a part in Dr. Hayward's moral dramas. It would be an excellent thing if we were less self-conscious, but here again Dr. Hayward must not feel aggrieved if the necessary change in our national temper is delayed. These remarks apply to any attempt to make celebrations and liturgies, even such admirable ones as the authors include, universal features in our school work. They are not intended to disparage the excellent and stimulating suggestions which are scattered through the pages of this remarkable book.

SILAS BIRCH.

## Education.

PROBLEMS OF NATIONAL EDUCATION: by Twelve Scottish Educationists. (Macmillan. 12s. net.)

Mr. John Clarke, Lecturer in Education at the University of Aberdeen, has got together a team of two women and ten men to deal with the present state of education in Scotland. The result is a book for the times that is meant to focus and direct opinion. The prefatory note by the Right Hon. Robert Munro, K.C., M.P., might well have been omitted, but after all it serves the purpose of emphasising the fact that the interest of the book centres round the Education Act that the Secretary for Scotland succeeded in passing last year. The editor keeps in the background, and allows his contributors a free hand. The separate chapters give clear indications that a wise correlation has been made at headquarters. There are occasional duplications, it is true, but fewer than might be expected in such a work. The natural man in such a case tends to begin at the beginning of the whole subject, instead of taking generalities for granted and plunging at once into his special part of the subject. As might have been expected, Mr. Clarke has been more successful with the men than with the women in this matter. We are surprised at the difficulty Miss Ainslie appears to experience in coming to her subject—*The Aim and Outlook in the Secondary Education of Girls*. Five pages are gone before we can honestly write the "here beginneth" of the lesson, and even so there are other seven used up before we really get to the "direct consideration of the problems of secondary schools." Miss Fish cannot keep her studies on the Schoolmaster in Literature out of her treatment of the *Interests of Girls in Elementary and Continuation Schools*, but her literary references do not interfere with the development of her theme.

It is true that the men, too, have their preoccupations. One turns with bored conscientiousness to Professor Burnet's *Classics in School and University*, knowing pretty accurately what a Professor of Greek will have to say on the subject. But in spite of himself the bored reader will have to sit up when he gets into the hands of Professor Burnet; for here we have no cloistered pedant who knows Greek and nothing else. If all classical teachers were like this, there would be no need to write defences of the classics. But unfortunately Professor Burnet is the exception, and Dr. A. P. Laurie in his section on *Technical Education* can write "That love of knowledge for the sake of knowledge which inspired the Greek civilisation is not understood by the very men who have received a classical education. They do not see that the man of science is carrying on the tradition of Greek culture to-day." We wonder if Dr. Laurie had a chance of reading Professor Burnet's contribution, and if this passage is a reply to the Professor's claim that Science is only Greek thought made explicit. In any case we have the scientific attitude presented in an extremely attractive way by Professor Arthur Thomson, of Aberdeen. His *Place and Function of Science* is exactly what his admirers would expect from him, and it is hard to imagine higher praise than that. A careful reader of this book cannot fail to be struck by the evidence it supplies of the educational influence at this moment of the Professor of Greek at St. Andrews. His recent book on German education has produced a profound effect, and it is instructive to note how frequently and how respectfully his views are referred to in the volume under consideration.

The historical aspect is admirably treated in a preliminary sketch—*Fifty Years of Scottish Education*—by Mr. MacGillivray; and *Local Administration* is thoroughly dealt with by Mr. John Clark (not the editor, whose name ends with an e). There is a curious contrast between the treatment of *Physical Interests*, by Sir Leslie Mackenzie, and of *Moral and Religious Elements in the School*, by Dr. John Strong. Sir Leslie seems to have all the advantages, for he deals with a rapidly developing subject on which legislation has been particularly active, while Dr. Strong has to content himself with a theme that is worn threadbare and that at its best does not lend itself to sprightly treatment. Dr. Morgan treats with his usual sober enthusiasm the *Social Aspects of Education*, a subject on which he has made

(Continued on page 276.)



*Just Published.*

# TRANSPORT

THE MAGIC CARPET OF INDUSTRY.

By J. P. GRIFFITHS.

A delightfully fascinating, interesting, and instructive book for young people at the inquiring age.

Briefly describing the history and development of transport by sea, road, canal, and railway.

Suitable both for individual reading, and for class use. Prospectus sent free or a copy for inspection if desired.

NUMEROUS HALF-TONE ILLUSTRATIONS and MAPS.  
Crown 8vo. 256 pages. 2s. 6d.

# THE SCHOLAR'S BOOKS OF TRAVEL

FOUR BOOKS :

1. BRITISH ISLES.
2. EUROPE.
3. OTHER LANDS.
4. BRITISH EMPIRE.

Composed of choice extracts from the "travel" works of Dickens, Kingsley, Ruskin, Smollett, and others.

Each presents a complete travel picture—a first-hand description of lands and peoples, thus imparting a sound geographical knowledge, and at the same time creating a taste for good literature.

FOR CLASS READING OR SILENT STUDY,  
With ILLUSTRATIONS and MAPS.

Each Crown 8vo. Cloth, 1s. 6d.

## GEORGE PHILIP & SON, LTD.

32, FLEET STREET, LONDON, E. C. 4.

## THREE ITEMS

comprise a remarkably efficient and satisfactory equipment of apparatus for Practical Mathematics & Mechanics, viz.,

- Cussons' Capstan Block System
- Cussons' Ribbon Atwood Machine
- Cussons' Fletchers' Trolley

*Full Catalogues and Instructions.*

## G. CUSSONS, Limited,

The Technical Works,

LOWER BROUGHTON, MANCHESTER.

And THANET HOUSE, 231 STRAND,  
LONDON, W. C. 2.

## PENSIONS

Just Published. Price 1/- net, 1/2 Post Fee.

### "WHAT WILL MY PENSION BE?"

The School Teachers' (Superannuation) Act, 1918,  
Described and Explained by E. H. Allen.

This new book answers every question authoritatively. It will save you anxiety, delay, and possible loss.

You can obtain it by return of post by using the coupon below.

"What Will My Pension Be?" contains:—

1. Part I.—The New Act Summarised and Explained.
2. Part II.—The Act of 1898, with full Tables of Annuities.
3. Part III.—52 Questions and Answers on Difficult or Interesting Points of the Act of 1918.
4. Appendix.—Important Rules, etc.
5. The New Act at a glance.

Pin a P.O. for 1/2 to this form and post to-day.

To Messrs. EVANS BROTHERS, Ltd.,  
Montague House, Russell Square, London, W.C. 1.

Please send me a copy of "What Will My Pension Be?" I attach P.O. for 1/2.

Name (Mr., Mrs., Miss).....

Address .....

SEND THIS FORM OR A LETTER.

E.T., July, 1919.

himself an authority. Mr. Malloch is on his own ground when he deals with *Teaching as a Profession*. The jaded reader rubs his eyes when they tell him that "It is indisputable that in comparison with other professions, teaching has, in recent days, secured, as far as the standard of general education goes, a higher quality of recruit than, say, law or medicine." We hope it is indisputable: at any rate it is not our business to dispute it. Professor Grierson's chapter on the *Scottish Universities* is written in a particularly happy vein. He introduces the personal element in the most charming and yet convincing way. South of the Tweed we need just such a sympathetic and at the same time critical exposition. We are interested to learn that the pass M.A. in Scotland is being discredited among students because of the fall in its value "as a recognised qualification for the teaching profession in Scotland."

Evidently the teachers of Scotland are not at all enamoured of the present set of examinations for which they have to prepare, and it is worth our while on this side of the border to learn the pros and cons of "qualifying," "supplementary," "intermediate," and (surely most unjustifiable name of all) "post-intermediate" courses. Mr. Clarke has deserved well of the profession in supplying us with this valuable mine of information and opinion on matters that are of moment in England as well as in Scotland.

MODERN EDUCATION IN EUROPE AND THE ORIENT: by David E. Cloyd. (The Macmillan Co. 7s. 6d. net.)

Professor Cloyd has set out in this book to give "a simple, clear, and comprehensive statement" of what various countries "are doing through their educational systems to better society." The countries selected are England, Scotland, France, Germany, Switzerland, Holland, Denmark, Norway, Sweden, Japan, and China. The aim is not over ambitious, as the author has in view the "normal school and college student"; and he may fairly claim to have succeeded in attaining it. But I am a little puzzled that a book bearing the date 1917 should only now reach the reviewer. It is particularly unfortunate that the book should stop short just before the two important Education Acts that have so greatly modified the educational position in England and in Scotland as to render of only historical interest the presentation here given. The book is well documented throughout, but it is curious that so few Americans seem to come across Sir Cyril Jackson's *Outlines of Education in England*, which contains just the sort of things our transatlantic visitors want to know. Many Scots readers, not to speak of training college students in America, will be puzzled by the reference on page 65 to "the five universities," and Scotsmen will certainly rub their eyes when they read on page 89 that "no religious subjects are taught in the public schools."

A useful feature in the book is the introductory section in each chapter dealing with the government of the country under discussion. The author wisely takes it for granted that the ordinary college student needs guidance in this matter, and the information he supplies is just sufficient for the purpose. Professor Cloyd has a keen eye for picturesque detail, as is seen for example in his note on the connection in China between the suffrage and the smoking of opium. The proof-reading has not been all that could be desired, as witness the use of the term *colonial* on page 194. As a class-book the volume should be exceedingly useful.

J.A.

SUGGESTIONS OF MODERN SCIENCE CONCERNING EDUCATION: by Jennings, Watson, Meyer, and Thomas. (Macmillan Co. 5s. 6d. net.)

The four lectures that make up this book appear to have been given in the evening to audiences arranged for by the Joint Committee on Education. The only information we receive about this committee is that "Its work is threefold: to secure publicity for educational topics, to encourage school visiting based on recent school surveys and a study of experimental schools, and to seek what new light on the subject might be obtained from modern science." American mothers of an enlightened brand want to know a great many things, among them "why, during the years when life is largely sensation, do we screw our children into desks five hours a day; if variety of type is desirable, why strive for uniformity; if surplus energy is necessary to further evolution, why not conserve that wonderful superabundant vitality of childhood?" In this enquiring turn of mind the committee have turned over these questions to scientific men, and the book before us is the result. Three

of the authors are professors at John Hopkins University the fourth hailing from the University of Chicago. We must treat their evidence with respect, even though they make no pretence to be educational experts.

Professor Jennings describes himself as "a zoologist, a general biologist," and plunges at once into the biological aspect of child-life. What astounds him is the diversity in the fundamental make-up of children, and the amazing variety of type that nature has put into the collection. By calculation about the interaction of 24 strings, regarding which he is far from clear in his exposition, he shows what an enormous number of possibilities are bound up in every new human being, and from this works out certain reasons for optimism on the part of teachers and parents. He has a great deal to say in a delightfully interesting way about the "blights" from which children have to be protected, and in the process he takes occasion to upset some of the most cherished opinions we had formed about the causes of "colds," and about the functions of carbonic acid gas. Ventilation as explained in our ordinary text-books appears to be all wrong. Those of us who prefer stuffiness to chilly draughts will have to look elsewhere for arguments to support our position; but in any case we get the comfort of learning that cooling down the body beyond a certain temperature renders us peculiarly liable to certain blights. Were it not for the authority that surrounds the professor in one of the best of America's universities, we might well doubt the views here set forth, but though they are new and in contradiction to much that we learnt at school, they hold together very well, and certainly do give the reader a degree of comfort. In particular, the doctrine of *attention* to the various physiological functions is a very attractive one.

When Professor Watson gets his turn he deals with *Practical and Theoretical Problems in Instinct and Habits* in a way that carries conviction. In his laboratory he has made a special study of babies, practically from their birth. He reassures us to start with by telling us that "the human infant is not the hothouse plant that it is supposed to be," and that among the hundreds of newborn infants experimented upon at Hopkins there has never been the slightest accident, nor have the babies suffered the slightest ill-health from the continued observations. He reduces the emotional reactions of babies at this stage to three: Fear, Rage, and Joy or Love. The treatment is intensely interesting for both parents and teachers, and his results are full of suggestion. Professor Watson quickens the conscience of all who have to deal with very young children, but he does his best also to stir the conscience of those who have the appointment of teachers for this class of pupil. Infants' mistresses will highly approve of this part of the lecture. The laws of habit formation are analysed so as to appeal to the practical teacher in a way that they hitherto failed to do. Professor James's conclusions are flatly denied, and great hopes are held out to middle-aged habit-formers. The attachment and detachment of emotional stimulus is exceedingly well managed.

Dr. Meyer is very effective in his treatment of *Mental and Moral Health in a Constructive School Program*. He regards the topic of Psychology as being "the function and activity of the unified organism"; he emphasises the total behaviour of the individual, and works out his views in his plan of a life-chart. Like his fellow contributors, he is doubtful about the existence of "the normal child," and ingeniously gets out of the difficulties of the position by acknowledging "many standards of normality." Though his speciality appears to be abnormality, he has enough sympathy with the teacher of normal children to plead for his better recognition by society.

Professor Thomas concludes the series with a fascinating study of the primary-group norms in present day society, and their influence on the educational system. He makes out an excellent case for the view that we have now reached a stage in social development at which the change of the group-norm can be accomplished much more rapidly than at any previous time, and that this facility of change is increasing at a higher rate than ever before. We are thrown back to Walter Bagehot's "cake of custom," but supplied with a much more effective way of breaking that crust when the needs of society demand it. The reversal of all our ordinary ways of looking at things is indicated by the staggering statement: "We must first understand the past from the present." Most of us have been, in our history lessons, teaching just the opposite. Yet Professor Thomas shows good ground for the faith that is in him. However

(Continued on page 278.)

## THE TEACHING OF ENGLISH LITERATURE.

MESSRS. J. M. DENT & SONS publish DR. RICHARD WILSON'S three charming reading books, which are now in use in a large number of the best schools.

Each 2s. 3d. Coloured plates and other illustrations

### Coronata.

Poems in Rhyme and Rhythm. Large Type, New Copyright Poems, including a few on the war.

*Educational News.*—"Dr. Wilson has a wonderful faculty for choosing just what is certain to arrest and inspire young readers."

### Storyteller's Hall.

A Book of purely Literary Reading for Standard IV or V. Folk Lore, Fables, etc.

*Journal of Education.*—"We can unreservedly praise this collection of stories and legends told by Dr. Wilson."

### Treasure Trove.

A Book of Literary Selections for Standards VI and VII, Central Schools, and Adult Classes.

*Scottish Class Teachers.*—"The Editor has done his share of the work as excellently as the Publishers have done theirs."

Applications for specimen copies will be entertained. Requests for same should be addressed to

DEPT. "D," ALDINE HOUSE, BEDFORD ST., LONDON, W.C. 2.

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra,

## WINSOR & NEWTON, Prepared Water Colours

IN

WHOLE and HALF CAKES, WHOLE, HALF, and QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

Quarter Pans of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39, Rathbone Place, London, W. 1.

Established nearly a Century.

## BACON'S WALL MAPS & ATLASES

### THE MAP ORDERING PROBLEM.

The final findings of the Peace Conference will only affect four of our large Wall Maps.

If you are in need of any of the following, you need not delay ordering, as they are unaffected:

ENGLAND  
SCOTLAND  
IRELAND  
BRITISH ISLES  
NORTH AMERICA  
CANADA  
UNITED STATES  
PANAMA  
SOUTH AMERICA  
INDIA  
AUSTRALIA  
NEW ZEALAND

We shall issue at the earliest possible moment after the new boundaries are finally settled out

NEW WALL MAPS  
OF  
EUROPE  
AFRICA  
ASIA  
THE WORLD

Order in advance to secure early delivery. Underline "New" on Order Form.

### BACON'S WALL MAPS.

20 Excelsior Political Maps, 5 by 4 feet	21/-
11 Large Print " " 4 " 3 "	12/-
25 Reduced " " 40 " 30 inches	7/6
20 Bold Feature " " 40 " 30 "	7/6
14 Contour (Orographical) Maps, 5 by 4 feet	21/-
8 " " 40 " 30 inches	7/6
55 Physical and Economic Maps, 40 by 30 inches	6/-

The majority of the 6/- and 7/6 Maps are also stocked arranged as Wall Atlases.

Four, or more, of the 6/- and 7/6 Maps may be selected by customer, and supplied cloth, cut-to-fold, eyeleted, in case, at a cheaper rate. Particulars in Catalogue.

Send a postcard for Catalogue, Specimen Sections of above, and particulars of our Scholars' Atlases.

G. W. BACON & CO. Ltd., 127, Strand, London, W.C. 2.

If you wish to qualify to teach

—SHORTHAND—

BOOK-KEEPING AND ACCOUNTANCY,  
COMMERCIAL PRACTICE, ADVERTISING,  
PRACTICAL BANKING, COMMERCIAL LAW,

you can do so in  
your spare time  
by means of

## PITMAN'S POSTAL COURSES

The postal tuition meets exactly the requirements of teachers who are unable to secure oral training, or who desire to pursue the study of commercial subjects at home. One course, or any group of subjects, may be taken at any time, the lessons commencing from any stage of present knowledge. Write for details, stating the subjects in which you are interested.



PRINCIPAL: FREDERICK HEELIS, F.R.S.A.

DIRECTOR OF STUDIES: Dr. ROBERT W. HOLLAND,  
O.B.E., M.A., M.Sc., LL.D.

206, SOUTHAMPTON ROW, LONDON, W.C. 1.

much the reader may be disconcerted by these new points of view, he cannot but agree that the committee were, as they say, "in duty bound to share with all parents and teachers the remarkable papers written in response to their need."

J.A.

### English.

"ALL CLEAR": A BOOK OF VERSE COMMEMORATIVE OF THE GREAT PEACE: by John Oxenham. (Methuen and Co., Ltd. 1s. 3d. net.)

A school-boy recently made the naive statement that England has no poets to-day. A perusal of the volume before us leads us almost to the same conclusion. The contents consist of "All Clear" in eight cantos, and "The Book of Praise" in fourteen cantos. Those who like jingling lines with a strong pious flavour will here find full measure. The author has a ready gift of verse-making. Yet of real poetry and genuine lyrics we find but little, in spite of Mr. Oxenham's strenuous efforts in roman type and in italics. Here and there we find an obvious imitation of some of the greater poets, as in the line:

The murmurous hum of homing bees,

though this is spoiled by the next line:

All tireless in their sweet (!) activities;

but generally what is meant to be a joyous Te Deum is at the ordinary level of a Revivalist Hymn. Most of the poet's ideas and methods are ordinary and conventional. Thus nectar is of course "quaffed," spring is youthful and virginal, summer is maternally, autumn is ripe and mature, kine browse, shepherds have a patriarchal look, the lambs frisk, the calves gambol, and of course the idyllic day ends in the "gloaming." When these well-worn ideas are exhausted the author rushes easily and glibly into verbose paraphrase of Bible and Prayer Book extract. Words indeed he never lacks. He will coin you a new one on every page. Yet we are at a loss to know why "birthing" is preferred to "birth," "blent" to "blended." We might also ask for the meaning of "time and everness," and of "æons of eternity," while when we bump into words like "omnific" and "vociferent" we feel that the writer is indeed in the toils of his own "rhythmic-jingling chains."

FELIX.

### MACMILLAN'S POCKET CLASSICS.

- (1) DICKENS' OLIVER TWIST: edited by F. W. Pine. (1s. 6d. net)
- (2) SHERIDAN'S PLAYS: edited by Will D. Howe. (1s. 6d. net.)
- (3) ENGLISH ESSAYS: edited by David T. Pottinger. (1s. 6d. net.)

These are very attractive well-bound little editions of English Classics edited by Americans for American schools and colleges. The full list of this series is long and comprehensive, and includes representatives of the best English and American authors. The handy well-bound little volumes should find a ready welcome in English as well as American schools.

X.

### Some Books on Modern Languages.

- A. Hamilton Thompson: Lesage's *TURCARET*. 6s. net.  
 A. Tilley: Regnard's *LE JOUEUR*. 4s. net.  
 A. Tilley: Selections from *SAINTE-BEUVE*. 6s. net.  
 A. Wilson-Green: Jèsseraud's *LA VIE NOMADE ET LES ROUTES D'ANGLETERRE AU XIVe SIECLE*.  
 S. H. Moore: Balzac's *LE COLONEL CHABERT* (Cambridge University Press).

Cambridge here presents us with some delightful texts, well printed on good paper. They are provided with competent introductions and sufficient notes. The last two have vocabularies in which each noun is preceded by the definite article, if the noun begins with a consonant, the indefinite if a vowel,—a far better way of teaching gender than the usual *s.m.*, *s.f.*

The spelling of *Le Joueur* has been modernised. This is necessary for learners, whom anything strange, such as an archaic spelling or verse form, frightens into thinking a text

much harder than it really is. It has the obvious disadvantage that it misses the opportunity of teaching that spelling has been reformed in the past, and—might be reformed again. Thus it indirectly strengthens the superstitious faith in the divine right of orthography. A specimen page in the original manner would serve as a corrective.

We do not know whether it would have been justifiable to re-paragraph *Sainte-Beuve*. Some of the paragraphs run to more than a page and a half. We wonder how many texts have gained an undeserved reputation for heaviness owing to the discouraging effect of these "tombstones."

Mr. Wilson-Green and Mr. Moore have prepared some exercises which are "direct" in the sense that they are in French, but hardly suggest the product of experienced Direct Method teachers, because some of them are so hard.

We should not anticipate a very lively response, from any but an exceptionally gifted class, to instructions like the following:—

*Définissez: néophyte, insouciamment.*

*Distinguez un mémoire, une mémoire; un royaume, un domaine; une requête, une demande.*

*Commentez les proverbes: A chacun son métier; on ne se jette pas dans l'eau de peur de la pluie.*

In any case the feeling is growing up that it is better to confine all Bearbeitung of a linguistic character to special linguistic readers, as this kind of work is inclined to damp literary ardour. We make an exception of course in favour of *questionnaires* and free compositions on the subject matter.

D. L. Buffum: *STORIES FROM BALZAC* (Henry Holt and Company. Bell and Sons, 4s. 6d.).

The stories are *Le Colonel Chabert*, *Gobseck*, *La Maison du Chat qui Pelote*, *Pierre Grasson*, *La Bourse*.

In the vocabulary the editor has noted here and there a fact of pronunciation. We are grateful for this, but hope the time is not distant when every vocabulary will have a phonetic transcription of every word.

We were rather surprised to find in the preface the expression "The substitution (sic) of the older diæresis by (sic) the modern grave accent." Is this an Americanism? An interesting fact for anyone studying the development of new locutions is the fact that Mr. H. E. Palmer in his "100 Substitution Tables" speaks of "substituting words by others of the same grammatical family."

W. H. Hudson: *VICTOR HUGO AND HIS POETRY* (Harrap).

The really beautiful, jet-black print makes a most delightful setting for the large selections of Hugo's verse of which this book is chiefly composed.

ALMANACH HACHETTE, PETITE ENCYCLOPÉDIE POPULAIRE DE LA VIE PRATIQUE. (Hachette et Cie.).

Might prove very useful as a basis for conversations in French, as it is full of pictures, advertisements and texts on every conceivable subject, even including the war.

MODERN LANGUAGE REVIEW: January, 1919.

Full of fascinating philological matter. But the only modern language article is an admirable list of German war-words with their meanings.

MODERN LANGUAGE TEACHING: February and March numbers, 1919.

Both contain many interesting articles. The March number has an interesting suggestion for the adoption of a simplified French spelling in beginners' texts instead of a phonetic script.

F. A. Hedgcock and Henri Luguët: *A MATRICULATION FRENCH FREE COMPOSITION*. (Bell and Sons, 2s. 6d.).

We do not deny that examinations are necessary; we will not even call them necessary evils. For all that we do not think any teacher should be so obsessed with the thought of them as to call a book by such a horrid name.

(Continued on page 280.)

# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

---

## OFFICIAL LIST

OF

## REGISTERED TEACHERS

---

The Statutory duty of the Council is to frame and keep a Register of Teachers, and a list of those registered under the conditions prescribed by the Council will be published from time to time. The first list was issued in 1917, and the second one is now in course of preparation.

In addition to its statutory duty, the Council has acted in co-operation with the Board of Education in many important matters affecting the interests of Teachers.

Up to and including the 2nd of July, 1919, the number of applications for admission to the Register was 28,441. All qualified Teachers who have not already registered should write at once to:—

THE SECRETARY,  
TEACHERS REGISTRATION COUNCIL,

47, BEDFORD SQUARE,

LONDON, W.C. 1.

The book is carefully prepared,—a reading piece, notes in French, questionnaire, sentences for translation from English into French, and lastly "sujets à développer."

Whether this will result in good *free* composition can only be decided by those who have tried the method. It is certainly worth trying. And for those who wish to make the experiment we recommend this very thoughtful book. But we are inclined to think that most learners will prove themselves tortoisises attempting the flight of eagles. Is it not better to ensure that our pupils can write fluently in ordinary simple French, and to leave the cultivation of a literary style, by imitation of fine writers, to the spontaneous efforts of those who discover a special bent for it?

F. V. Massard: FRENCH EXERCISES. (Rivingtons, 2s. 6d.).

These exercises are largely on "Direct" lines. The fact that the title conveys no indication of this fact speaks well for the publishers' confidence in the prevalence of progressive methods.

Daniel Jones: EXAMINATION PAPERS IN PHONETICS. (Oxford University Press, 2s. 6d. net).

A set of papers set for various examinations at different Universities.

### Mathematics.

THE ANALYTICAL GEOMETRY OF THE STRAIGHT LINE AND THE CIRCLE: by John Milne, M.A. (G. Bell and Sons, Ltd. 5s.)

This book is meant to be introductory to the more formal study of analytical geometry, and contains a full treatment of the straight line and the circle, with copious examples for practice. The author has made a successful attempt to show that the subject really deals with *geometry*; a fact which the abstruse analytical methods of the more advanced treatises is apt to disguise. To this end geometrical and graphical illustrations appear on nearly every page. We think in many cases the advantage would be increased if the drawings had been made to larger scale. Very numerous worked examples are included and with the true teacher's instinct the author approaches, many general theorems with simple preliminary numerical illustrations. All this is excellent and perhaps necessary for beginners, but sometimes amid the maze of illustrative and explanatory matter we sigh for the simple beauty and terse statement of some of the older books, such as Charles Smith's "Conics." It may be that the necessity for such a wealth of expository matter as Mr. Milne gives us arises from the mistake of attempting to teach the subject *too soon* in the school life of the average pupil.

Yet the book generally can be recommended. The treatment of pencils of lines, systems of circles, radical axes, and poles and polars is able and comprehensive. In the earlier part it is somewhat strange to find the perpendicular distance of a point from a line treated before the perpendicular form of the equation to a line, while throughout we find but little use made of the artifice of "changing axes." But these are details in a successful book.

S. RULE.

### Science.

THE KINGSWAY SERIES.

THE BOOK OF NATURE STORIES: by Joan Kennedy. (Evans Bros. Ltd.)

The stories in this volume are arranged in three parts to correspond with the lessons in "The Teacher's Book of Nature Study" issued by the same publishers. Miss Kennedy has an attractive style and has compiled some fascinating nature stories. We presume that she intends the stories to be read or to be told by the teacher, since the language is somewhat difficult for children's reading. The vague subject of Nature Study is approached from many sides in the course of over one hundred stories. The enthusiastic teacher should find this book a very real help.

X.

### General.

THE IMPERIAL STUDIES SERIES.

THE SEA COMMONWEALTH AND OTHER PAPERS: edited by A. P. NEWTON. (J. M. Dent and Sons, Ltd. 3s. 6d. net.)

The six papers contained in this book were originally delivered as lectures in an Imperial Studies course at King's College, London, during the session 1917-18.

Though already, with the passing of the war, a little behind date, all the essays bear the stamp of authority and expert knowledge. Sir Julian Corbett deals with our Empire as the Sea Commonwealth and indicates the importance and the difficulty of the Mastery of the Seas for us. He seems, however, somewhat unnecessarily lugubrious over the possibility of restricted Free Trade and the partial closing of the Open Door. In an essay on the French Colonies Professor Paul Mantoux proves convincingly that France is a successful colonising power, while the Colonial aspirations of Germany are ably dealt with by J. E. Mackenzie in a paper written shortly before his death. For the rest we have Professor Pollard on the Monroe Doctrine, Sir Harry Johnstone on the Development of Africa, and Basil Thomson on the Problems of the Pacific. All the essays will provoke thought and discussion, and the whole Imperial Studies Series deserves to be better known. Its books can be recommended to all who are interested in the larger Imperial Politics.

FELIX.

THE KINGSWAY SERIES.

1,000 QUESTIONS IN GENERAL KNOWLEDGE: by Henry Smith. (Evans Bros., Ltd.)

We are at a loss to understand the purpose of this volume. We presume it is intended for teachers, but we refuse to believe that the compiler wishes to encourage the class teacher in the blatant and unpardonable hypocrisy of dealing out these "posers" to unsuspecting pupils who do not know that the teacher possesses the "Answer Book." This is to reduce knowledge to the merest tit-bits and teaching to the mightiest humbug. Surely, surely, Mr. Smith himself does not pretend to be an authority on the "fifty specific branches of knowledge" treated in the book. A glance at the Questions and Answers themselves will convince readers of the superficial nature of the book in general. Out of a thousand we have space for but a few.

What are the gases of which air is composed?

What is meant by the Hinckes Bird's method of ventilation?

What is meant by L.B.W., a "Yorker," "Stonewalling"?

How far is the sun from us?

Suppose the forests of the Amazon cut down: what effect would this have on the climate of the region?

Why does a dog turn round before it lies down?

What happens to a ship when she is relieved of her cargo?

When selecting a garment, what points should be borne in mind?

What do you know of the Black Rod?

Name any dangerous practices often followed by people in the street.

The "answers" are a similar medley of trite generalities and superficialities. Thus to the question "Why are pillar boxes painted red?" the answer is "So that they may be easily seen." We might ask the author how the colour would help a searcher on a dark night.

X.

A PENSIONS GUIDE.

Teachers and others who have not the leisure necessary to obtain a complete master of the terms of the Superannuation Act, with its Statutory Rules and Orders, cannot do better than obtain a copy of an excellent pamphlet which has lately been published by Messrs. Evans Bros., Montague House, Russell Square, London, W.C. 1., at the modest price of 1s. or post free 1s. 2d. The author is Mr. E. H. Allen, Editor of *The Teachers' World*, and in his exposition of the new Act Mr. Allen brings to the task a rare ability in clear statement, fortified by an intimate knowledge of the Rules, based on official information. A valuable feature of the book is a section containing questions on points of difficulty, with the correct answers.

# HARBUTT'S NOV-LART.

The Art of Stencil Picture Making.

A FASCINATING AND EASY PASTIME FOR ALL.

Make your own Birthday Cards, Christmas Cards, Calendars and other items for which all sorts of uses may be found.

NOV-LART pictures fetch good prices at Bazaars and Sales of Work.

**HARBUTT'S PLASTICINE, LTD., 203, Bathampton, Bath.**  
London Showroom : 56, Ludgate Hill, E.C. 4.

## SAVE 50 per cent. OF YOUR TIME

by ordering your NEW BOOKS through Mr. John Davis, who can always secure good second-hand copies of publications which are out of stock at the Publishers.

EXTRACT FROM LETTER DATED OCTOBER, 1918 :—" I am preparing a further order for you as I am well pleased with your past efforts to secure for me what I wanted, and with your invariable courtesy."

MR. JOHN DAVIS (Successor to Mr. Thomas Laurie),  
13, PATERNOSTER ROW, LONDON, E.C. 4.

## BOOKS

On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

— Second Hand and New —  
BOOKS SENT ON APPROVAL.

Catalogues Free. State Wants. Books Bought.  
**W. & G. FOYLE, 121/125, Oharing Cross Rd, London, W.G. 2.**

## SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to  
**GEORGE OVER,**  
EDUCATIONAL BOOKSELLER, RUGBY.

## DALCROZE EURHYTHMICS CLASSES

to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY; BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHEND-ON-SEA, SUNDERLAND, TAUNTON, and TUNBRIDGE WELLS. Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS, LTD.,  
23, Store Street, London, W.C. 1.

## THE NATIONAL SOCIETY OF ART MASTERS

Patron: HIS MOST GRACIOUS MAJESTY THE KING.

SCHOOL DRAWING CERTIFICATE FOR TEACHERS IN  
ELEMENTARY SCHOOLS.

The Examinations are held in May. Entries close on March 24th.  
EXAMINATIONS IN DRAWING FOR SECONDARY AND OTHER  
SCHOOLS.

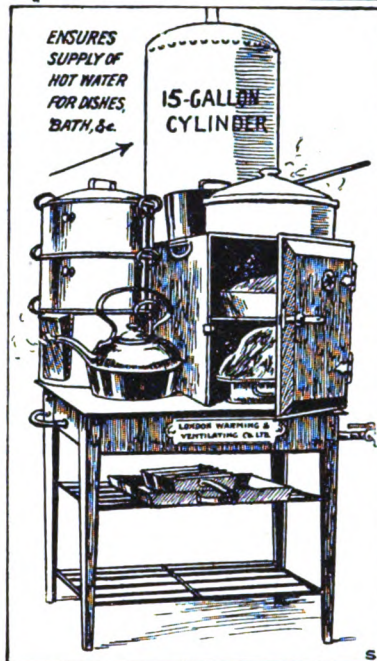
The Examinations are held in June. Entries close May 10th.  
INTERNAL EXAMINATIONS IN SCHOOLS OF ART AND ART  
CLASSES.

Dates are arranged to suit individual Schools.  
Copies of these schemes and forms of application may be obtained on  
application to the Secretary,

**ALFRED SHUTTLEWORTH, A.R.C.A.,**  
45, Bedford Row, London, W.C. 1.

## THE GREAT GAS SAVER.

The 'WIFESJOIE' One Ring Gas Cooker



Will positively REDUCE Your Gas Consumption apart from its enhanced service.

BAKES, BOILS, ROASTS, GRILLS, and TOASTS to PERFECTION, and supplies Hot Water for the Bath and other Domestic requirements simultaneously, with a gas consumption of 35 feet per hour = an average cost of 2d.

Demonstrations Daily  
Full particulars on application to Dept. 41.

**LONDON WARMING & VENTILATING CO. LTD.,**  
20, Newman Street, Oxford Street, London, W.1.  
Makers of the well-known "Kooksjoie" Range.

## THE FRIENDS' PROVIDENT INSTITUTION

for Mutual Life Assurance

HEAD OFFICE: BRADFORD, YORKS

The Institution having made a special study of Educational requirements, offers advantageous Policies for men and women, which include

POLICIES COMBINING LIFE ASSURANCE AND CAPITAL ON RETIREMENT.

PENSION SCHEMES FOR SCHOOL STAFFS.

POLICIES FOR PROVIDING FOR THE COST OF THE EDUCATION OF CHILDREN

Write for particulars of any of these (giving date of birth) to:

**THE LONDON MANAGER**  
**Friends' Provident Institution**  
17 Gracechurch St., London, E.C. 3

## PUBLICATIONS RECEIVED.

## ALLEN AND UNWIN.

China and the League of Nations: by V. K. Wellington Koo, Ph.D., and Cheng-Ting T. Wang, M.A. 3d. net.  
 China's Position in International Finance. 3d. net.  
 Brightest England and the Way In: by Henry Cecil and Others. 1s. net.

## BAILLIERE, TINDALL AND CO.

The Care of the Nose and Throat: by W. Stuart-Low, F.R.C.S. 3s. 6d. net.

## G. BELL AND SONS.

Analytical Geometry of the Straight Line and the Circle: by John Milne, M.A. 5s.  
 A Source Book of Australian History: compiled by Gwendoline H. Swinburne, M.A. 5s. net.  
 A Short History of French Literature: by William Henry Hudson, with a Memoir of the author, by A. A. Jack, M.A., LL.M. 6s.

## BLACKIE AND SON.

La Route de Varennes, from Michelet's Histoire de France. 9d.  
 Le Français à la Première Croisade, from Michelet. 9d.  
 A Book of English History for Children, Part I: by Lilius Milroy and Elizabeth M. Browne. 2s. 6d. net.  
 A New Grammar Book: by Agnes Catnach, B.A. 2s. 6d.

## CAMBRIDGE UNIVERSITY PRESS.

Advanced Lecture Notes on Light: by J. R. Eccles, M.A. 7s. 6d. net.

## CASSELL AND CO.

The Undying Fire: by H. G. Wells. 6s. net.  
 The School Gardener: by J. Norris. 2s.

## CAXTON PRESS, OSWESTRY.

Calendar of the University of Wales, 1918-19.

## CONSTABLE AND CO.

Constables' Organised French Series.—Elementary Reader I, "La Belle aux Cheveux d'Or": par Madame d'Aulnoy, ed. by E. C. Kittson, B.A. 1s. net. Intermediate Reader I, "Croisilles," par Alfred de Musset, ed. by B. L. Templeton, M.A. 1s. net.

## J. M. DENT AND SONS.

A Rapid Italian Course: by Walter Ripman. 4s. net.

## GINN AND CO.

World War Issues and Ideals: by M. E. Spears and W. B. Norris. 6s. 6d. net.  
 Principles of Political Economy: by T. N. Carver. 8s. 6d. net.  
 Collar and Daniell's First Year Latin: Revised by Thornton Jenkins. 5s. net.  
 Resources and Industries of the United States: by Eliz. F. Fisher. 3s. 9d. net.  
 Le Français pour Tous: by Noëla Dubrule. 4s. net.

## CHAS. GRIFFIN AND CO., LTD.

A Manual of Trigonometry: by Richard C. Buck. Fifth Edition, revised. 3s. 6d. net.

## GEORGE G. HARRAP AND CO.

Harrap's Bilingual Series.—"Immensee": by Theodore W. Storm, translated by C. W. Bell, M.A. 1s. 6d. net.  
 Spanish Commercial Correspondence: by A. F. Whittem and Manuel J. Andrade. 3s. 6d. net.  
 The Measurement of Intelligence: by Lewis M. Terman, with an Introduction by Prof. J. J. Findlay. 6s. net.  
 Educating by Story Telling: by Katherine Dunlop Cather. 7s. 6d. net.  
 A School Grammar of Present Day French: by J. E. Mansion. 3s. 6d. net.

## HEADLEY BROS.

War and the Creative Impulse: by Max Plowman. 2s. net.  
 Militarism in Education: by J. Langdon-Davies. 2s. 6d. paper; 3s. 6d. cloth. net.  
 Essays in Common Sense Philosophy: by C. E. N. Joad. 8s. 6d. net.

## D. C. HEATH AND CO.

The Arden Shakespeare: Henry the Fourth, 2nd Part: ed. by L. Winstanley. 2s. 6d. net.

## WILLIAM HEINEMANN.

Psychology and Parenthood: by H. Addington Bruce. 7s. 6d. net.

## KEGAN PAUL.

Colloquial Spanish: by Wm. R. Patterson.

UNIVERSITY OF LONDON PRESS—HODDER AND STOUGHTON.  
 New Regional Geography: The British Isles: by Leonard Brooks. 2s. 6d.

## MACMILLAN AND CO.

Pocket Classics.—Oliver Twist. 1s. 6d. net.

## JOHN MURRAY.

Heredity: By J. Arthur Thomson. 15s. net.  
 The Safety of the Nation: by Ian D. Colver. 6s. net.

## OXFORD UNIVERSITY PRESS.

The Oxford Geographies.—Physiographical Introduction to Geography: by A. J. Herbertson. 2s.  
 The Talisman: by Sir Walter Scott: ed. by C. B. Wheeler, M.A. 3s.  
 Ruy Blas: by Victor Hugo: ed. by H. L. Hutton. 3s. 6d. net.

## GEORGE PHILIP AND SON.

Transport: The Magic Carpet of Industry: by J. P. Griffiths. 2s. 6d.

## THE PILGRIM PRESS.

The Training of Leaders of Religious Education: by G. Hamilton Archibald. 1s. net.

FLEMING H. REVELL CO. (CHICAGO AND NEW YORK).  
 Songs from a Watch Tower: by Richard Hayes McCartney.

## MESSRS. SIDGWICK AND JACKSON.

The Young Wage-Earner: Essays and Reports: ed. by J. J. Findlay with the Committee of the Uplands Association. 3s. 6d. net.

## SKEFFINGTON AND SON, LTD.

Parliament and the Taxpayer: by G. H. Davenport, M.A.; with a preface by the Rt. Hon. Herbert Samuel. 6s. net.

## STUDENT CHRISTIAN MOVEMENT.

Some Christian Ideals in the Teaching Profession: by Agnes S. Paul, M.A. 3s. net.

## WILLIAMS AND NORGATE.

Problems of Life: by the Rev. R. J. Campbell. 7s. net.

## EFFINGHAM WILSON.

Income Tax: How to Avoid Overcharges and Obtain Repayments: by A. D. Macmillan. 2s. 6d. net.

Messrs. Black are issuing a volume, *Spas and Health Resorts of the British Isles*, by Dr. T. D. Luke, M.D., F.R.C.S., which will show that the British Isles possesses almost every natural, scientific, curative, or artificial aid to restorative treatment that can be had in any part of the world.

Messrs. A. and C. Black are adding to their *Beautiful Europe Series* two new volumes, *The Lake of Geneva* and *The Lake of Lucerne*, both written by J. E. Morris, B.A., and illustrated by J. Hardwicke Lewis. To their *Water Colour Series* they are also adding *Galloway*, by James Faed, Jun.

*Golf and Bowling* are both represented among Messrs. Black's new publications this month, *The Swing in Golf*, by a well-known player who signs himself as A. Q., and a new edition of *The Complete Bowler*, by J. A. Manson, containing the amended laws of the game adopted this season.



**WAR  
MEMORIALS**

WILLIAM MORRIS  
AND COMPANY,  
(WESTMINSTER) LIMITED,  
OFFER TO FURNISH  
DESIGNS & ESTIMATES  
FOR ANY FORM OF  
WAR MEMORIAL.  
60:66 ROCHESTER ROW.  
WESTMINSTER, S.W. 1

*W. Hoffer*  
& SONS LIMITED  
PETTY CURY  
Cambridge  
ENG.

*BUY and SELL Secondhand and  
College Text Books, English  
and Foreign. Enquiries for  
Books wanted, and Offers  
of Books for Sale are  
invited.*

**MEDICAL PRELIMINARY EXAMINATIONS.**

THE  
**UNIVERSITY EXAMINATION  
POSTAL INSTITUTION**

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal.

Mr. E. S. WEYMOUTH, M.A. (Lond.),  
17, Red Lion Square, London, W.C. 1.

**Life Assurance or Pensions.**

Readers of the Educational Times who desire expert advice on matters of Insurance or Pensions (non-Government) should address their enquiries to—

INSURANCE, THE EDUCATIONAL TIMES,  
c/o Deane & Sons, The Year Book Press,  
31, Museum Street, W.C. 1.

**DRILL OR GYM SHOES.**

Plain Canvas, Stout Rubber Soles, in White or Brown, in sizes, 1, 2, 3, 4, 5, 6, 3/11  
In Black only, best quality ..... 4/6  
Black Canvas, Chrome Leather Soles, sewn for real hard wear, 2, 3, 4, 5, 6, 5/11

**MADDOCK & SON,**  
"Sports and Games Shoe Makers,"  
272, FULHAM ROAD, LONDON, S.W. 10.

Please mention paper when writing.

**The Educational & Scholastic Bureau,**  
SICILIAN HOUSE,  
SOUTHAMPTON ROW, LONDON, W.C. 1.

Scholastic Agents to numerous members of the Private Schools Association.

**INTRODUCTION OF PUPILS. ASSISTANT MASTERS  
AND MISTRESSES.**

**VISITING PROFESSORS. TUTORS. MATRONS.  
GOVERNESSES.**

**TRANSFER OF SCHOOLS. SCHOOL PARTNERSHIPS.  
INSURANCES arranged for SCHOOLS covering all RISKS.  
SCHOOL ADVERTISING.**

The Instructions of Principals of PRIVATE SCHOOLS will receive prompt and careful attention.

# EDUCATIONAL TIMES

## BLACKIE & SON'S NEW LIST.

Experience has proved that Messrs. BLACKIE & SON'S Books take a foremost place by reason of their scholarly editing, clear type, strong binding, and reasonableness in price.

### The Groundwork of British History.

By **GEORGE TOWNSEND WARNER, M.A.**, sometime Fellow of Jesus College, Cambridge; Master of the Modern Side in Harrow School; Author of "A Brief Survey of British History," &c.; and **C. H. K. MARTEN, M.A.**, Balliol College, Oxford; Assistant Master at Eton College. With Maps, Time Charts, and Full Index. 764 pp., super-crown 8vo. 7s. 6d. net. Complete in One Volume.

In Two Parts, 4s. 6d. each net. Part I, 55 b.c.—1603; Part II, 1603—1911.

For the convenience of those requiring the book for certain examinations it is also issued—

In Three Sections, 3s. 6d. each net:—Section I, 55 b.c.—A.D. 1485; Section II, 1485—1714; Section III, 1714—1911.

#### A NEW GRAMMAR BOOK

By **AGNES CATNACH, B.A.** (Lond.), Assistant Mistress at King Edward's Girls' High School, Birmingham. 2s. 6d. net.

This book seeks to connect more closely the formal study of language with adequate expression of thought, and to attain this end all the work is based on the study of the sentence. It is hoped that to children studying on these lines English Grammar will be a subject of living interest, and that the various facts of grammar will gain that logical connection which they so often seem to lack. The matter has been set forth as simply as possible, and in a manner to retain the interest of the pupil.

#### SOME PRACTICAL HINTS FOR THE YOUTHFUL HISTORIAN.

By **C. H. K. MARTEN, M.A.**, Balliol College, Oxford, Assistant Master at Eton College. 3d. net.

N.B.—The above is No 1 of a Series entitled "Aids to the Study of History."

#### THE GOLDEN BOOKS OF ENGLISH VERSE.

A Graduated Course for Class Study. Arranged by **FRANK JONES, B.A.**, Senior English Master, King Edward's School, Aston, Birmingham. In Three Books. Book II, now ready. 2s. net. Books I and III in preparation.

The chief feature of this series is the teaching apparatus provided at the end of each poem. The objects kept in view in drawing up these aids have been to save the teachers' time, and to provide the pupils with an instrument by which they might test the thoroughness or otherwise of their understanding of the poem studied. Each teacher will no doubt supplement them as necessity arises; and to the pupils who have studied a poem in order to answer the questions asked, the aids will suggest other points for further consideration with the help of the teacher.

#### A BOOK OF ENGLISH HISTORY FOR CHILDREN. Part I.

By **LILIAS MILROY**, Head Mistress of the Leamington High School for Girls, and **ELIZABETH M. BROWNE**, Formerly Assistant Mistress in the Truro High School for Girls. 2s. 6d. net.

This history book seeks to steer a course between those mere "outlines," which are bound to be lacking in interest for young children, and the books of stories from history, often delightful to the readers, but apt to be rather too bulky for use as textbooks. The aim of the authors has been to select carefully the more important movements and the more picturesque incidents of history, and in connection with these to give those ample details which children love, and at the same time to preserve a clear chronological sequence.

#### A RAPID SURVEY OF ENGLISH LITERATURE.

By **E. H. BLAKENEY, M.A.**, Winchester College. 2s. net.

"A wonderfully comprehensive selection of brief characteristic extracts, with notes of the times and peculiarities of the writers, and will be found a very interesting book."—*GUARDIAN*.

#### ENGLISH PROSE EXTRACTS FOR REPETITION.

Selected and edited by **E. H. BLAKENEY, M.A.** 9d. net.

"Mr. Blakeney has done very useful work in producing this little book of prose extracts, fine examples of prose for the use of schools. Extracts from writers such as Gibbon, Scott, Matthew Arnold, Shorthouse, Pater, George Meredith, Ruskin, and some quite recent writers are brought together."—*TIMES*.

A NEW SERIES OF FRENCH HISTORICAL READINGS FROM ORIGINAL SOURCES.

### Épisodes Mémorables de L'Histoire de France.

General Editor: **LOUIS A. BARBE, B.A.**, Officier d'Académie.

**PRISE DE LA BASTILLE**, from Michelet's *Histoire de France*.

**LA ROUTE DE VARENNES**

**LES FRANÇAIS A LA 1<sup>re</sup> CROISADE**,

STRONGLY BOUND IN LIMP CLOTH PRICE 9d. EACH.

#### BLACKIE'S LONGER FRENCH TEXTS.

From Modern French Literature. Printed in large, clear type, with brief Notes, Exercises, Phrase List, and Vocabulary. Fcap. 8vo, 10d. each net.

#### COURS DE FRANÇAIS, d'après les Textes

By **M. ANCEAU** and **E. MAGÉE**, Edgbaston High School for Girls, Birmingham. Cloth boards, 2s. 6d. net.

#### A SKELETON FRENCH GRAMMAR.

By Professor **ATKINS, M.A.**, King's College, London. The "irreducible minimum" printed in red and black. 2s. net. With Exercises, 2s. 6d. net. Exercises only, 1s. 6d.

#### A JUNIOR FRENCH COURSE (First Year).

By **E. J. A. GROVES, Lic. 8s L.** (Senior French Master, Bradford Grammar School). Fully illustrated. Cloth extra. 2s. 6d. net.

#### BLACKIE'S LITTLE FRENCH CLASSICS.

Representing all important French Authors from Montaigne to Bourget. Fcap. 8vo. 6d. each.

#### LE LIVRE ROUGE.

A First Book of French in Coloured Pictures. By **E. MAGÉE**, Edgbaston High School for Girls, Birmingham. With many full-page Coloured Pictures and other Illustrations. Fcap. 4to. 2s. 6d.

#### LE LIVRE BLEU.

A second Book of French in Coloured Pictures. By **E. MAGÉE**. With sixteen full-page Coloured Pictures and many other Illustrations. 2s. 6d.

#### RECENT IMPORTANT BOOKS FOR THE STUDY OF ITALIAN.

By **ERNESTO GRILLO, M.A., LL.D., D.C.L.**, Professor of Italian Language and Literature in the University of Glasgow.

#### A NEW ITALIAN GRAMMAR.

For the use of Schools, Commercial Colleges, and Universities. 8vo, cloth, 6s. net.

A systematic course of instruction in grammar and in the elementary principles of composition.

#### SELECTIONS from the ITALIAN PROSE WRITERS.

With Critical Introduction. 7s. 6d. net.

#### SELECTIONS from the ITALIAN POETS.

With Critical Introduction. 7s. 6d. net.

Prospectuses Post Free on Application.

**BLACKIE & SON, LTD., 50, OLD BAILEY, LONDON, E.C. 4.**  
AND AT GLASGOW AND BOMBAY.

# EDUCATIONAL TIMES

A REVIEW OF IDEAS,  
AND METHODS.

Founded 1847.



New Series. Vol. 1. No. 8.  
Old Series. Vol. 71. No. 676.

— AUGUST, 1919. —

{Price Sixpence Net  
By Post, Eightpence.

## THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47, Bedford Square,  
London, W.C. 1.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

### LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "Problems of the Practical Teacher," by Professor John Adams, will begin on Thursday, the 25th of September, at 6 p.m. The Syllabus will be ready for issue on the 1st of September.

### MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education. Particulars concerning the privileges of membership may be obtained from the Secretary.

### EXAMINATIONS.

The College of Preceptors holds Examinations of teachers for the Diplomas of A.C.P., L.C.P., and F.C.P., and Examinations of students who desire to satisfy the preliminary requirements of the Law Society, the General Medical Council, the Pharmaceutical Society and other Bodies. The Regulations may be obtained from the Secretary.

## THIS ISSUE CONTAINS :

Essays on Holiday  
Books, Nail-Brushes,  
Children's Verse,  
Camps and Tours,  
A Poem by C. E. B.,  
and  
Reviews of Books for  
the Holidays.

## LONDON UNIVERSITY EXAMINATIONS.

During the last fifteen years  
6,940 U.C.C. STUDENTS

have passed the  
INTERMEDIATE AND DEGREE

Examinations of  
LONDON UNIVERSITY

in addition to gaining  
5,207 Successes at Matriculation.

Prospectus of Classes for London University Examinations, post free to PRIVATE STUDENTS from—

THE SECRETARY,  
University Correspondence College,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.



## THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

President: H.R.H. THE PRINCE OF WALES, K.G.

LOCAL CENTRE EXAMINATIONS (Syllabus A).  
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March—April at all Centres, and in the London District and certain Provincial Centres in November—December also. Entries for the November—December Examinations close Wednesday, October 15th, 1919.

SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., October—November, March—April, and June—July. Entries for the October—November Examinations close Wednesday, October 8th, 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B for 1919 or for 1920, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,

14 and 15, Bedford Square, London, W.C. 1

Telegrams: "Associa, London."

## THE INCORPORATED SOCIETY OF MUSICIANS.

Founded 1882. Incorporated 1892.

### OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

### ADVANTAGE OF MEMBERSHIP.

A Benevolent Fund for Members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters; Income Tax Claims; Copyright; The Recovery of Fees, &c. Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

### LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupils.

Full particulars may be obtained upon application to the GENERAL SECRETARY, 19, BERNERS STREET, W. 1

# NORMAL

Normal Corr. College.

(FOUNDED 1883.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P. College of Preceptors. Professional Prelim. Froebel. L.L.A. Pupil Teachers. Preliminary Certifi- cate. Oxford & Camb. Locals.	County Scholarships. Matriculation. Degree Examination. Hygiene. Languages. Music. Science and Art. Other Qualifying Exams.
---	---

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47, MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110, AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO FORTE METHOD.

**EAR TRAINING AND SIGHT SINGING  
FROM SOL-FA AND STAFF.**

New Training Classes for Music Teachers, held weekly, will begin each term at the Wigmore Hall Studios, Wigmore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, Ltd., 9, Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.**

REGISTRAR: MR. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1-30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12-30 p.m.

**A PROSPECTUS will be sent on application.**

## JOINT AGENCY FOR WOMEN TEACHERS OAKLEY HOUSE,

14, 16, and 18, BLOOMSBURY STREET, LONDON, W.C. 1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS AGENCY has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

**Hours for Interviews during August:**

11-30 a.m. to 1 p.m., and 3 to 4 p.m.

Saturdays, 11-30 a.m. to 12-30 p.m.,

When possible, special appointments should be arranged.

REGISTRAR: Miss ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

**POSTAL TUITION**

— For London University —  
MATRIC., INTER., & FINAL  
— B.Sc., B.Sc. (Econ.), B.D. —

**FREE GUIDE**

On Application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNISED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognised by the Cambridge Teachers' Training Syndicate.

PRINCIPAL:

Miss KATHARINE L. JOHNSTON,  
B.A. London, M.A. Sheffield, Girton College Moral  
Sciences Tripos, Cambridge Teachers'  
Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(Established over 80 Years.)

PROPRIETORS:

**Messrs. Griffiths, Powell & Smith,**  
Offices: 12 and 13, Henrietta Street,  
Covent Gardens, London, W.C. 2.

TELEGRAPHIC ADDRESS:

"Scholasque, Westrand, London."

TELEPHONE: 7021, Gerrard.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to MESSRS. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued.

Partnerships arranged.

No charge unless sale effected

List of Boys' and of Girls' Schools and School Partnerships for Sale sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to MESSRS. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries.

## ALEX. W. BAIN, B.A., B.Sc. (Hons.) F.I.C., F.C.S.,

UNIVERSITY TUTOR, LECTURER, AND EXAMINER,  
Head of the Chemical Department, City of London  
College, Member of the Council of the College of  
Preceptors,

prepares Students for

**MATRICULATION,  
PROFESSIONAL PRELIMINARY,  
DIPLOMA & DEGREE EXAMINATIONS.**

28 years' unbroken record of over 2,500 successes.

Preparation in **SMALL CLASSES** or by  
**PRIVATE TUITION** or by **CORRESPONDENCE.**

Write fully to the PRINCIPAL, or call personally, at

**THE CENTRAL TUTORIAL CLASSES,  
Vernon House,**

Sicilian Avenue, Bloomsbury Square, W.C. 1.

## CHERWELL HALL, OXFORD

RECOGNISED BY THE BOARD OF EDUCATION,  
BY THE OXFORD DELEGACY, AND BY THE  
CAMBRIDGE UNIVERSITY SYNDICATE FOR  
SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

**Fees for the three Terms,  
from 75 to 100 Guineas.**

Scholarships of £50 may be awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 may be awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from  
THE PRINCIPAL.

## UNIVERSITY OF LIVERPOOL. THE UNIVERSITY TRAINING COLLEGE.

Special Courses of Instruction and Training for persons who desire to prepare themselves for appointments in Continuation Schools will be begun in the Autumn Term, 1919.

- Graduates or students who are judged to have qualifications equivalent to a degree will be received for a course of One Year.
- Students who are not yet graduates may be received for a course of Two Years.
- Shorter courses for specially approved students may also be instituted.

Students who desire to enter upon any of these courses should apply to the Principal of the Training College, by whom information will be given as to the scope of the courses and as to Grants and Fees.

## The finest imaginative workmanship in MEMORIALS.

TABLETS, Cast, Engraved, and in  
Enamel.

CALVARIES

and

STAINED GLASS WINDOWS.

**H. H. MARTYN & CO. LTD.,**  
CHELTENHAM,  
and 5, Grafton St. (off Bond St.),  
LONDON, W. 1.

## Your Son's Career

### THE MEDICAL PROFESSION

Parents and Guardians desiring information and advise with regard to the Medical Curriculum should write for full particulars to A. E. Webb-Johnson, C.B.E., D.S.O., F.R.C.S., the Dean.

### THE MIDDLESEX HOSPITAL MEDICAL SCHOOL

(University of London),

Berners Street, London, W. 1.

THE ENTIRE  
MEDICAL CURRICULUM  
can be taken at the School.

ANNUAL VALUE OF SCHOLARSHIPS  
and PRIZES, £1,000.

### BRUNNAKER TRAINING CENTRE FOR NURSERY SCHOOL TEACHERS.

Principles and Methods of Nursery School Work.  
Experience in a Babies' Hospital.  
Attendance at a Welfare Centre.  
Practical Work in a Nursery School and Kindergarten.  
Gardening Handwork, etc.

Courses begin September 25.

For prospectus, apply—THE SECRETARY,  
BRUNNAKER, King's Norton, BIRMINGHAM.

### POSTS VACANT.

#### CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

WANTED.—Headmaster for St. Mary's R.C. School, Boys' Department, and Certificated Assistant Master for St. Lawrence's Boys' R.C. School. For form of application and scale of salaries send stamped addressed foolscap envelope to PERCIVAL SHARPE, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

#### BATLEY EDUCATION COMMITTEE.

MILL LANE COUNCIL SCHOOL.

HEADMASTER required for the Mixed Dept. (Number on roll, 269). Salary according to scale. Scale of salaries and form of application may be obtained from the undersigned on receipt of stamped addressed foolscap envelope, and must be returned as soon as possible.

ARTHUR S. ELLIOTT,

Education Offices, Secretary,  
Batley, July 15, 1919.

#### BATLEY EDUCATION COMMITTEE.

WANTED, as soon as possible a HEADMASTER of St. Mary's R.C. School. Salary according to scale. Scale of salary and form of application (which must be forwarded to the Rev. J. J. Lea, Cross Bank, Batley) may be obtained from the undersigned on receipt of stamped addressed foolscap envelope.

ARTHUR S. ELLIOTT,

Education Offices, Secretary,  
Batley, July 15, 1919.

WANTED, for an ORPHANAGE, a fully qualified SCHOOLMISTRESS (Graduate), English Subjects. French and Music a strong recommendation. The post is resident, and salary from £100 to £150 a year, according to qualifications. Applications, stating age and experience, together with testimonials, to be sent to G. D., c/o Tayler's, 30, Fleet Street, London, E.C.

### POSTS VACANT.

#### CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

WANTED.—A Certificated Master and an Uncertificated Assistant Mistress for Clergy Jubilee Senior Mixed School. For form of application and scale of salaries send stamped addressed foolscap envelope to PERCIVAL SHARPE, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

SENIOR AND JUNIOR PIANOFORTE MISTRESSES required in September for Girls' Public School in West Indies, to teach also between them, Solo, Class and Sight Singing, and Ear Training; Elementary 'Cello or Drawing a recommendation. Senior Mistress organises musical work of the school. Resident, salary £120 and £90 respectively, rising £10 annually. Passage paid. Apply, TRUMAN AND KNIGHTLEY, LTD., Scholastic Agents, 158-162, Oxford Street, London, W. 1.

#### UNIVERSITY OF ST. ANDREWS.

##### L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY, L.L.A. Scheme, The University, St. Andrews.

### LANTERN LECTURES

BY A UNIVERSITY MAN,

ON BRITISH EMPIRE SUBJECTS.

Shakespeare, Dickens, Travels, etc.

For syllabus apply to Agent:

WILLIAM R. JONES,

64 Wrentham Avenue, London, N.W.10

## DUSTLESS AND HYGIENIC SCHOOLS.

On all

School, Laboratory, Library, &c., Floors and Linoleums of every description

USE

# FLO RIGENE

(A Registered Name suggested by FLOOR-HYGIENE)

(British owned).

EARLY in the SUMMER VACATION for best results.

"Florigene" is an aid to the prevention of throat and other diseases, has been awarded the MEDAL of the ROYAL SANITARY INSTITUTE, and is strongly recommended by Medical and other expert authorities.

It costs little, saves labour, and is easily applied by the unskilled. Not sticky—the ordinary daily dry sweeping alone required.

#### IT IS IMPORTANT to NOTE that

**ONE APPLICATION** of "Florigene" effectively allays the dust and dirt for **2 to 12 months**, according to the traffic, not only **during each sweeping** (without sprinkling of any kind), but **also throughout all the intervening periods**—which is even of **greater hygienic importance.**

"Florigene" has been continuously used for many years on the floors of The Royal Colleges and other important Government Buildings; also in numerous Colleges, Schools, Laboratories, &c., throughout the United Kingdom and Colonies.

Send for Medical Reports and Testimonials to the Sole Manufacturers—

## THE "DUST-ALLAYER" CO.

4, Vernon Place, Bloomsbury Square, London, W.C.1.

Contractors to Admiralty, War Office, H.M. Office of Works, India Office, L.C.C., &c.

## SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

### **Truman & Knightley** —SCHOLASTIC AGENTS—LTD—

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for

### **LADY MATRONS and HOUSEKEEPERS**

for Schools.

No charge for registration.

::

Moderate commission.

#### **SCHOOLS TRANSFER DEPARTMENT.**

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

Offices: **158-162 OXFORD ST., LONDON, W.1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: **MUSEUM 1136.**

**SCHOOL, CLASSICAL,  
MATHEMATICAL,  
and SCIENTIFIC  
BOOKS**

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

SCHOOLS  
SUPPLIED.

**J. Poole & Co.**  
104 Charing Cross Rd.,  
LONDON, W.C.

Telephone No. : 1646 Gerrard  
New and Second-hand. All inquiries answered.

**Educational Booksellers**

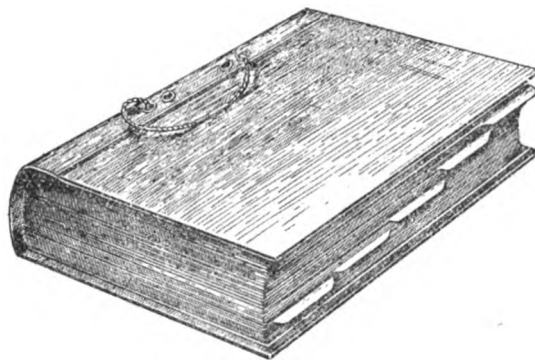
*Keys and  
Translations.*

BOOKS  
BOUGHT

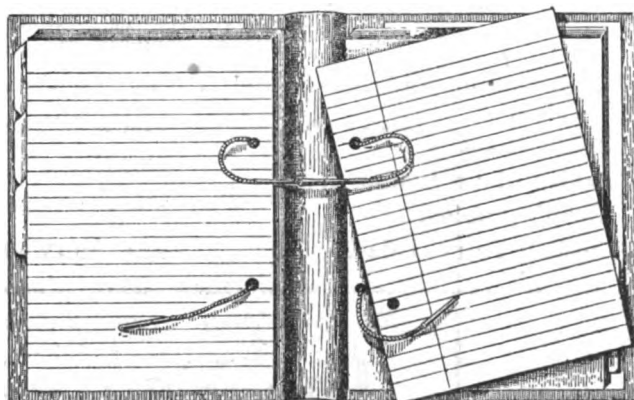
**Wm. Hunt's  
OXFORD "IDEAL"  
LOOSE LEAF  
EXERCISE BOOK.**

WM. HUNT'S Patent Ideal LOOSE-LEAF NOTE-BOOK constitutes the best and most convenient Higher Form and Science Class Exercise Book, Lecture Note Book, Loose-Leaf Scrap Book, Storage Covers for Notes, Letters and Papers of all sorts yet invented. The Book opens perfectly flat for writing, and binds up absolutely securely ; can be un-made and re-made and the leaves transferred from one book to another or new leaves added in any manner without trouble and without risk of disarrangement or loss. No rings, posts, arches, or mechanism of any sort. Only one book necessary for many subjects. Each subject can be transferred to its own distinctive cover as convenient. 18 sizes and several qualities.

Capacity : one leaf or 300 with no lost bulk.



Showing the Book containing 300 sheets of paper closed. The Divisible Lace is here shown joined, by inserting the Pointed Tag into the Barrel Tag. When the Book is in use the Lace should be joined as above only. When not in use the Lace-ends may be tied with a bow knot.



Showing the manner of changing leaves. A leaf is shown withdrawn from one Divisible Lace before withdrawing it from the other.

PRICE LIST AND TERMS ON APPLICATION.

**WILLIAM HUNT,**  
Manufacturing Academical Stationer,  
Opposite Balliol College, 18, Broad St., OXFORD.  
Works : 11, ST. ALDATE'S.

**THE "ARETHUSA"  
TRAINING SHIP**

and the Shaftesbury Homes at Twickenham,  
Bisley, Sudbury, Ealing, and Royston

**NEED HELP**

2,600 Boys sent into the Royal Navy.  
More than 6,500 have entered Merchant Service.  
Old Boys from the Society's Country Homes are  
serving in 120 British and Colonial Regiments.  
900 Boys and 300 Girls now being maintained.

**SPECIAL HELP IS WANTED FOR THE WAR  
EMERGENCY FUND.**

Patrons : THEIR MAJESTIES THE KING AND QUEEN.  
President : H.R.H. THE PRINCE OF WALES.  
Vice-President : ADMIRAL VISCOUNT JELlicOE.  
Chairman and Treasurer : C. E. MALDEN, Esq., M.A.  
Chairman of "Arethusa" Committee : HOWSON F. DEVITT, Esq.  
Joint Secretaries :  
H. BRISTOW WALLEN, HENRY G. COPELAND.  
London Offices :  
NATIONAL REFUGES, 164, Shaftesbury Avenue, W.C. 2.

# J. M. DENT & SONS, LTD.

## HOLIDAY BOOKS FOR TEACHERS AND CHILDREN.

### 2/- NET. American Fiction in the Wayfarer's Library. 2/- NET.

MESSRS. DENT have pleasure in announcing an ENTIRELY NEW FEATURE in the above Library. TWENTY-TWO new volumes are to be added during the season. FOURTEEN of these will form the first instalment of a carefully-chosen AMERICAN SECTION of LIGHT MODERN FICTION.

#### NOW READY.

**THE DARE DEVIL.** By Maria Thompson Daviess.  
**THOSE FITZENBERGERS.** By Helen R. Martin.  
**THE DUAL ALLIANCE and TITANIA.**  
 By Marjorie Benton Cooke.  
**THIRTY.** By Howard Vincent O'Brien.  
**MISS THEODOSIA'S HEARTSTRINGS.**  
 By Annie Hamilton Donnell.  
**THE CO-CITIZENS.** By Corra Harris.

#### READY JULY 25th.

**SPOIL.** By A. Somers Roche.  
**PLUNDER.** By A. Somers Roche.  
**THE SPORT OF KINGS.** By A. Somers Roche.  
**THE BLUE ENVELOPE.** By Sophie Kerr.  
**THE GOLDEN BLOCK.** By Sophie Kerr.  
**CHLOE MALONE.** By Fanny Heaslip Lea.  
**THE ROOT OF EVIL.** By Thomas R. Dixon.  
**MARTHA OF THE MENNONITE COUNTRY.**  
 By Helen R. Martin.

The Eight New British Volumes include JOSEPH CONRAD'S

## "Within the Tides."

together with novels by JOHN OLIVER HOBBS, STANLEY WEYMAN, S. R. CROCKETT, EDGAR JEPSON, HAROLD BINDLOSS, and J. A. STEUART; also C. K. SHORTER'S celebrated biography, "GEORGE BORROW."

## Tales for Children from Many Lands.

EDITED BY F. C. TILNEY.

2/-  
NET.

Each volume contains eight illustrations in colour, by ARTHUR RACKHAM, ANNING BELL, HERBERT COLE, THE BROTHERS ROBINSON, etc., etc.

2/-  
NET.

**King Arthur and his Round Table.**  
**Robin Hood.**  
**Fables of La Fontaine.**  
**Æsop's Fables.**  
**English Fairy Tales.**

**Andersen's Fairy Tales.**  
**Perrault's Fairy Tales.**  
**Gulliver's Travels.**  
**Fairy Stories from Spain.**  
**The Story of Bayard.**

**Lamb's Tales from Shakespeare**  
**Froissart's Chronicles.**  
**Adventures of Don Quixote.**  
**Kingsley's Heroes.**

A NEW NOVEL BY JANET LAING, AUTHOR OF "BEFORE THE WIND."

## The Man with the Lamp

CR. 8vo. CLOTH. 6s. 6d. NET.

SATURDAY WESTMINSTER GAZETTE.—"Mrs. Janet Laing can handle a big canvas . . . with genuine skill."  
 GLASGOW HERALD.—"Excellent throughout . . . The sovereign achievement of the delineation is its sure and vivid presentment of . . . genuine Scottish types."  
 BOOKLAND.—"A fine and interesting study of our psychology. . . . A skilful and thoughtful book."  
 SPECTATOR.—"The story is extremely interesting . . . as an entertainment it is first-rate."

**ALDINE HOUSE, BEDFORD ST., LONDON, W.C.2**



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

AUGUST 1919.

## CONTENTS.

	PAGE
Notes and Comments .. .. .	291
Verse—The Tyrant .. .. .	293
The Play Way in Lancashire—Children's Verse .. .. .	293
Nail Brushes .. .. .	295
Can These Bones Live?—By David Somervell .. .. .	298
Chronicle of Education .. .. .	299
Subjects and Methods—Camps and Tours .. .. .	300
Education Abroad—A New School of Social Study .. .. .	300
Primary School Notes .. .. .	301
Schools, Colleges, and Universities .. .. .	302
Blue Book Summary—The Act in Being .. .. .	302
Association News .. .. .	303
Personal Notes .. .. .	304
News Items .. .. .	304
Literary Section :	
Some Remarks on Holiday Reading .. .. .	305
Reviews—Holiday Books, Etc. .. .. .	306
Publications Received .. .. .	314

[Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.]

## SPECIAL NOTICE.

The next number of "The Educational Times" will be issued on the 1st of September. It will contain a Supplement dealing with the Board of Education Memorandum on Commercial Instruction in Evening Schools. Contributors and advertisers are asked to note that press matter should reach the office not later than the 20th of August.

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued Monthly.  
Price Sixpence net. By post Eightpence.  
Subscription for one year, including postage, Seven Shillings.  
Subscription for three years, including postage, One Pound.

## ADVERTISEMENT RATES :

Whole Page ..	£5 5s. od.	One Quarter Page	£1 10s. od.
One Half Page ..	£2 15s. od.	One Eighth Page	17s. 6d.
Per inch, narrow column ..	6s. od.		
Posts Vacant or Wanted			
(30 words or under) ..	2s. od.	} Prepaid.	
Each additional 10 words ..	6d.		

Special arrangements for series and position pages.

Letters to the Editor and Books for Review should be addressed to—

THE EDITOR, THE EDUCATIONAL TIMES,  
31, Museum Street, London, W.C. 1.

Advertisements should be addressed to—

MR. P. C. BARTLETT,  
27, Southampton Street, Strand, London, W.C.2.

Publishers: H. F. W. DEANE & SONS, LTD.,  
The Year Book Press, 31, Museum Street, London, W.C. 1.

## NOTES AND COMMENTS.

### Holidays—Plus.

The King has made known his desire that this year of peace shall be celebrated in our schools by an extension of the annual holidays. Many schools have acquiesced with loyal promptitude, although in one district the Local Education Committee have decided that they must ignore the Royal wish, since their schools have already been closed by reason of an epidemic of measles or influenza. The fortunate youngsters in this locality, having already made libations to the Spirit of Peace in doses of saffron tea or cough mixture, will now be held to have done their part in the celebrations. Some earnest-minded people are writing to the newspapers to complain of the extended holiday and to enquire what is to become of a nation when its young folks spend a quarter of the year in idleness. This note of lofty patriotism harmonises imperfectly with the somewhat querulous demand of one correspondent who seeks information as to whether the school fees for the autumn term will be reduced, or with the suggestion of another that the extra holiday is instigated by schoolmasters, who are apparently already overburdened with leisure. These criticisms are surprising in view of the fact that during the later years of the war our school children gave up a great part of their holidays to various forms of war work, that school fees are almost the sole item of a family budget which remains at or about the pre-war level, and that throughout the war those responsible for our schools have been working at extra pressure owing to the absence of colleagues engaged elsewhere in defending the homes of these genial critics.

\* \* \* \* \*

### Oxford and Cambridge.

Thirty years ago it was held to be a proper and decorous thing to avoid any sudden use of the words "Royal Commission" in Oxford and Cambridge. The reason was that they might be overheard by some aged Don who had poignant memories of University Commissions and their results. It was sheer cruelty to recall these unhappy things, and those who had done so inadvertently were said to have caused the untimely death of senior and senile Fellows of Colleges and Heads of Houses. It is to be hoped that these enfeebled and timid spirits are now removed beyond the sphere of Royal Commissions, for the Universities of Oxford and Cambridge are to be once more probed and harrowed by questions. The names of the Commissioners were not disclosed when it was announced that an enquiry would be set on foot, but it may be assumed that there will be an adequate representation of working-class opinion. It is evident that working-class organisations are under the fixed impression that Oxford and Cambridge are seed-plots of class distinction and capitalistic domination. They believe that these Universities have been captured from the poor by the rich, and the "crime" is a favourite theme for denunciation by forceful orators at Labour meetings.

### The Salaries Question.

Our Primary School Correspondent gives a list of nine districts in which "strikes" of teachers appear to be likely. The Board of Education have intervened to the extent of calling together the Executive of the National Union of Teachers and representatives of Local Education Authorities in order to form a permanent body which is to keep the salaries question under review. The proposal has been adopted, and it is rumoured that a similar committee will presently be set up for the purpose of dealing with salaries in secondary schools and higher institutions. The scheme so far seems to be to have a committee on the lines of the Departmental Committees on Salaries, sitting as a Standing Joint Committee, with a neutral chairman and equal numbers of representatives of the N.U.T. and of the Local Authorities. Mr. Fisher describes the plan as provisional, and it will probably be seen that he is describing it correctly. The N.U.T. is certainly the most powerful organisation of teachers, but on at least one important point connected with salaries it is not regarded as "sound." Many women teachers who desire "equal pay" are by no means satisfied that their policy will be properly advocated by the N.U.T. On the other side of the table the representatives of Local Authorities, especially those from the County Councils, are inclined to hold aloof from the Association of Education Committees. It is provided that no resolution of the Committee shall be valid unless it is accepted by a majority of each side, a stipulation which hardly encourages the belief that many resolutions will be carried. It is difficult to see how the salaries question is ever to be settled on a sectional basis. The chief factor in determining a teacher's salary should not be the kind of school in which he is working, but his efficiency, qualifications, and experience.

\* \* \* \* \*

### The Science of Teaching.

In an obituary notice concerning the late Mr. J. R. Broadhurst, of Manchester Grammar School, one of our newspapers states that "he was distrustful of the science of teaching, though the art was certainly his." While agreeing with this tribute and accepting the fact that Mr. Broadhurst was a great teacher, we may point out that a national system of education cannot thrive on the efforts of the comparatively small number of men and women who can exercise the art or craft of a teacher in complete ignorance of the principles which underlie it. It is true that the claims of "pedagogy" as a science are often absurdly overrated, but it is also true that we have suffered greatly from the neglect of educational principles in our schools and universities. Where principles are not held in regard the teacher tends to rely upon rule of thumb or a half-forgotten memory of his own schooldays. At best he seeks to copy the methods of another teacher or to follow the advice of a headmaster or inspector. Such practices are fatal to real efficiency, for teaching is an individual craft, and the value of a study of principles is that it will release the individuality of the teacher, giving him material for the justification of his own practice and saving him from the bondage of empiricism or the lure of every new and specious doctrine. It is true that a rigid and unintelligent following of "rules of method" will be fatal to good work. There are no rules of method which are applicable at all times, in all circumstances, and by every teacher.

### The Girton Celebrations.

The jubilee of Girton College was duly celebrated at Cambridge, when there was a notable gathering of former students. The occasion may suggest to the University Commission the desirability of urging that women should now be admitted to degrees at Oxford and Cambridge. At the Girton re-union there were present distinguished women scholars who have justified to the fullest extent the promise they showed as students and have brought honour to Cambridge. Nevertheless they do not rank as Cambridge graduates. Such churlish exclusion is absurd when it is applied to women of the type of Mrs. Hertha Ayrton, the only woman member of the Institution of Electrical Engineers; to Miss Charlotte Scott, now of Bryn Mawr College, Pennsylvania, who was Eighth Wrangler in 1880; to Mrs. Arthur Strong, Director of the British School of Archæology in Rome; to Miss Adelaide Anderson, Principal Woman Inspector of Factories; to Miss Frances H. Durham, Chief Woman Inspector of Labour Exchanges; or to Mrs. Montagu Butler, who, as Miss Ramsay, was placed alone in the first division of the first class of her year. This list might be extended indefinitely, for there is a wealth of proof that the women students at Cambridge have not only acquitted themselves well during their college career, but have also justified to the full their claim to be admitted to University degrees.

\* \* \* \* \*

### Shades of the Prison House.

"N.F." writes:—

He was the third boy in the second row of scholarship candidates.

From the crown of his perfectly-parted hair to the toes of his superlatively shining boots his personality spoke. To the most casual observer it was evident that he meant to get from log cabin to White House in record time.

The irritating eccentricities of the Maths. paper brought him up sharply against his first fence. The gleaming concentration of his eyes wavered, and little puckers marred his boyish brow.

But Hope—that hardy annual of the emotions—bloomed anew with Nature Study.

The third question—"State what you know about the coltsfoot?"—darted at him like a streak of lightning from the paper. His hot young cheeks grew hotter. What did he not know about the coltsfoot? The foot of the untamed mustang that roamed with flowing mane the pathless prairies of the West! Ha-ha! What he didn't know about the coltsfoot wasn't worth putting down.

Now he *was* getting on.

"The colt's foot," he began with laborious attention to detail, "is smaller than that of the full-grown horse, and leaves a lighter mark on the soil. This is important when you are being tracked and are in danger of —" Here the mundane objects of the class room faded into the limbo of forgotten things, and, bending low on the back of Thunderbolt, his young black stallion, with the keen wind of the prairie whistling in front of him and the keen arrows of bloodthirsty foes whistling behind, he galloped through a crowded five minutes of glorious life.

Judged by the mere sordid calculating of marks, Thunderbolt left our hero rather badly among the "alsos."

But did he—really? Ask Peter Pan.

**Westminster School and Bottled Beer.**

The historic Westminster pancake can be washed down with an appropriate beverage. In Tudor times one Alexander Nowell was headmaster of Westminster and a staunch Protestant. On the accession of Queen Mary he retired to a country house in Lancashire. One morning he went out to fish, taking with him his lunch and a bottle of ale. Emissaries from London arrived to arrest him, and Nowell fled in haste, leaving his lunch behind. Eventually he reached Holland, but on Mary's death he returned to England, and near his favourite trout stream he discovered one day the bottle of ale which he had left six years before. Cautiously tasting the contents, he found them more excellent than any ale he had ever known. Bottled beer had been discovered, and that same night Nowell filled every empty jar and bottle in his house with ale, carefully corking them and placing them in the cellar. Should Westminster School ever need further endowments, it has a claim on certain wealthy firms which have amassed great fortunes through the chance discovery by its former headmaster.

**THE TYRANT.**

Tell me, who is this supinely lying  
On the sun-baked sand—  
Or, it may be, casually shying  
From an idle hand,  
At the bidding of an infant daughter,  
Stones that plonk into the rising water  
Rippling o'er the strand ?

Can it be indeed that dreaded tyrant,  
He whose words of flame  
Scorched and shrivelled up the young aspirant  
Keen for classic fame,  
He before whose scorn the fifth form quivered  
And the very bloods have stood and shivered ?  
Yes, it is the same.

Now, indeed, a little child may lead him  
(As full well she knows) ;  
Little rest his captor will concede him,  
And she plainly shows,  
Whether building forts or catching fishes,  
That her absolute and royal wishes  
Nothing may oppose.

Would that here his form could gather round him,  
By the flowing tide,  
Since his term-time subjects, having found him  
Flouted and defied,  
Haply might perceive their former error  
And admit that he, the Holy Terror,  
Has his human side.

C.E.B.

A new volume, by Mr. E. H. Chapman, will shortly be added to the Cambridge Nature Study Series, published by the Cambridge University Press. The title is *THE STUDY OF THE WEATHER*, and the aim of the book is to provide not only a series of practical exercises on weather study, but a simple introduction to the study of modern meteorology.

**THE PLAY WAY IN LANCASHIRE.**

BY B. A. WILMOTT.

## II.—VERSE.

IN my article on Prose I spoke of the difficulty found in overcoming materialism in order to introduce the Play Way to a Lancashire class ; with Verse I felt at a loss. So concentrating on prose, I used up what remained of the lesson in reading with the children their favourite poems, pointing out rhythm and rhyme, and getting them to criticise what they liked or perhaps disliked in each. But when I suggested they might write a poem as an alternative to the prose homework, they naturally said they did not know the way, and though I told them to imitate some poem they knew by heart ; this was the sole product :—

I love to watch the feathery flakes  
Go flying round and round,  
And up and down, and up again,  
Before they reach the ground.

It warms the earth in winter,  
And shields the blades of grass,  
The little flowers so tender,  
Till Spring returns again.

So the last twenty minutes of our next lesson we spent in composing a poem together. First we chose *subject*—“The Lake” ; then “*thoughts*” (which we jotted on the board, so—mountains, forests, flowers, streams, ripples, sunbeams, sky, river, even fishes) ; then *rhymes* to fit in with these thoughts (“hills” and “rills” soon came, then, after a pause, the “bed” of the river and the “head” of the mountain)—all in less than ten minutes, leaving ample time for everyone to compose just four lines on those rhymes then and there. Soon : “Can we go on when we've done four ?”

Unwise it perhaps was to run prose and verse together into one homework, but how could I retract ? Naturally some did fair poems, some did fair proses, most spoilt both. Yet note a sense of diction and form here :

Soft moonlight on the lake,  
And the silvery ripples break  
Upon the shore ;  
The snowy mountains rise  
Below the darkling skies  
At heaven's door.

And here just a hint at onomatopœia and alliteration :

The sun was gleaming o'er the pines,  
And right high stood the mountain head,  
Gleaming o'er the fruitful vines  
On to the lake's cool, crystal bed.

The yellow daffodils knelt—  
Seemingly at their ease,  
And the coarse bulrushes  
Stood swaying in the breeze.

The birds in merry flight,  
Whistling a carol gay,  
Whistling in the dusky light,  
Sang till close of day.

Finally a wee shy girl came to me and said : “Please, I didn't do the homework ; I did this instead. Will it do ?” Will it, reader ? Here it is :

The wind went frolicking one summer's day,  
Over the hills and far away.

Now through the wood he rushes,  
Now over bank, briar, and bushes.  
What he is after we do not know.  
Perhaps he goes to the realms of snow,  
Or off to the sun in his glory.

He comes with the frost  
When Autumn is lost,  
And Winter reigns in her stead.  
When snow is thick upon the ground,  
His breath is felt by all around.

He comes so fast that his stormy blast  
Freezes the tips of our fingers ;  
He listens by the open door,  
And by our house he lingers,  
As if to break our strongest wall,  
And then with a rush upon us to fall.

Now I here intend neither to praise nor to dispraise what I quote—that is for you to do, reader—though it were well to say that with the child I always praise first and then criticise, and so impress that once the faults are eliminated the poem will not be half bad ; but may I forewarn you that though you, blasé reader, have grown so familiar with the charms of nature as to feel them commonplace, to the child they are all freshly felt. Can you then regard a child's work with the freshness of a child, listening for beauty, not art ?

It was next Monday morning the prose caught fire, and all the children's sense of beauty, all their soul, was gushing forth in description of the glories of Nature ; so it was but natural that, when I called for a subject for a poem that same afternoon, they should choose "Sunset," and half cover the board with such jottings as : stillness, red-rose-rainbow, rays-glimmer, coolness, fragrance, mist-dew, owls, bats, mice, crickets, fields hide away, moon, stars, slow, dignity, splendid, steady : all of which I trust is intelligible ! This time they were to choose their own rhymes ; but, alas ! as they did so aloud, there is lamentable plagiarism and monotony in the resultant poems, which makes just appreciation difficult. For instance, this :

The sun is sinking in the west,  
The hour that I love the best,  
When children cease their fun,  
And I find day is done.  
The birds have ceased their twitter,  
The sun is all in a glitter—  
It is like a crimson ball,  
• Still shining over all.

sounds perhaps passable until one sees this :

At the closing of the day,  
When the children cease their play  
And look towards the west  
Where the sun has gone to rest,  
Leaving hues of colour in the sky ;  
Under the eaves the birds do twitter,  
Round by the barns the owls do flutter,  
On the grass the moonbeams glitter,  
And the fairies skip along.  
Here comes the glow-worm, carrying a light,  
To serve as a friend throughout the dark night.  
The church on the hill  
Stands solemn and still  
In the darkness that lies around.  
And now to bed  
To rest the head  
Upon a downy pillow, snowy white,  
To rest till dawn and morning light.

(*Rallentando.*)

Once we tried nursery rhymes, and though they failed, in the main, we did find one or two jolly things—and here's that rhyme again :

I'm a little puppy,  
Just having lots of fun ;  
I've eaten Frankie's supper,  
And stolen Charlie's bun.  
And when my mistress finds me,  
And sees what I have done,  
She'll chase me round the table  
For eating Charlie's bun.

From a prose dialogue between the frog who would a wooing go and the fond mother who would not let him, sprang a superb Æsopic drama of a frog who went round to everybody looking for a nice "dinner" and found none. It starts and ends thus—would I could print all ten verses !—

1. A foolish little frog  
Who was sitting on a log,  
Said "What's for dinner to-day ?"  
His mother said "Stew,"  
So the frog said "Pooh !"  
And he sailed and sailed away.
9. He came to the nest,  
And there he confessed  
He had had no dinner that day.  
His mother said "Dear me !  
You must wait till tea,  
For I gave your share away."

—and then a moral. At first I thought this too good to be his own, but I believe it is, as he says it took him a whole week to do.

One week it took all my efforts to stem a sudden tide of fairy poems ; but they soon saw the folly of inventing beautiful things that do not exist while there is so much beauty in the real world to describe. When a poem opening thus—

When the day did break  
And the golden sun shone forth with rapture keen—  
—goes on to fairy twaddle, one is disappointed.

Oh ! but a term soon goes. What with influenza and terminals, I had but eight weeks for experiment in prose, verse, and self-government. Some had to be abandoned just for lack of time for thorough treatment. Ballads last term simply failed—nothing happened ; this term we had time to drink in the atmosphere of Sir Patrick Spens and The Gay Goshawk, and discuss the sort of stories that make ballads, and behold !

1. One day, in a far-off bygone time,  
A knight came o'er the sea :  
"I come in quest of a lady fair  
To ride away wi' me.
- 2 "She must have bright golden hair  
And eyes that twinkle bright,  
And a' bright must this bonny maid be  
To ride away by night."
- 3 Through a dark forest this brave knight rode,  
And came to a palace fair ;  
And as he rode to the iron gate  
He saw a lady there.
1. "She is the vision of my dreams,  
But her eyes are full of tears.  
Ah, dry those tears, my pretty maid,  
And I will calm thy fears."

I tried one day to draw serious poetry from them ; it failed, yet here, in a Spring poem, are some extraordinary lines, her own, I hope—I have never yet detected conscious plagiarism :

When the keen frosts are o'er  
I will sit at an open door,  
Not afraid of a treacherous chill,  
But listen to the linnet's trill. . . .  
To old and young, to rich and poor,  
Thou gavest by thy hand thy store.  
Nor mines of gold nor jewelry rare  
With thy green grass can we compare.

The greatest disappointment was blank verse, which failed just because I had no time to concentrate upon it, to steep them in Shakespeare, Milton, Tennyson ; for metre, apart from rhythm, the foot as opposed to the beat, and, above all, regularity, seemed incomprehensible to all but a few, owing, I think, to the Lancashire contempt for outward form ; and I had no time to dwell on it. This is what a child called blank verse :

Overlooking seas a palace  
Made of marble sculptured fine,  
With fountains murmuring melodies . . . .

This term we devote time to it, and succeed. " Last Speech of Becket," I ask, and get :

Why come ye here, O men, my life to take ?  
What wrong have I done in my young lord's sight ?  
If wrong I have done, gladly will I die.  
But, tell me, O ye men, why come ye here ?

From the hurried way I have touched now on one line, now on another, it must follow that not only must some of the experiments be left barren, but that those that take root must be largely left unrecaped. Yet it has been my aim rather to see whether things can be done with the children of the ill-bred, ignorant, and prejudiced, than to bring them to their highest fulfilment. Hence quality and quantity both suffer, and the choosing of samples is not easy, as they represent the absolute, not the potential achievement. In verse, again, the process of polishing off is exceeding slow, and, had I slackened to allow for it, I should never have arrived anywhere. But every now and then a gem is turned up at random—now a lyric, now a piece of fun, and ever and anon a playsong.

And for verse, whom do they read ? Well, beyond our " prose " books—Chaucer, Spenser, Homer, and Beowulf—I confess to no plan but that of the moment. When we do lyrics we may read the songs of Shakespeare, Shelley, Hogg, Tennyson ; when attempting " higher flights " we may sip Byron, Wordsworth. Read them one stanza, and they mostly interpret the rest perfectly. Temperament at first plays a large part, but appreciation soon becomes catholic after open criticism.

Had the Play Way no further educational value, its stimulus to appreciation would justify it. That richness of rhyme, that smoothness of rhythm, that blending of sounds, that nicety of diction, which to the uninitiated are empty nothings that pass unseen, these are now truly felt, seen with the inner eye. Poetry is no longer dead but liveth.

Is there a man with soul so dead that he can read the little rhymes I plant here in my essay like humble flowers, and still deny to his little folk the right, the opportunity, of saying :

" I too will something make,  
And joy in the making " ?

## NAIL-BRUSHES.

A CANTEEN is a place where a soldier can buy anything ranging between what he doesn't want and what he might conceivably need.

The things he wants are seldom there.

A contemporary dramatist might present a complete history of the canteens of his own time in dialogue, the alternate speakers being members of a long queue of combatant soldiers anywhere on the Palestine front and the " Class B " man in charge of the counter.

" Fags, please."

" Sorry, mate ; none till next Tuesday."

" Two packets of biscuits."

" Last we sold an hour ago."

" Any soap ? "

" Any soap left, Bill ? " (This to an invisible person, who roars an audible negative.)

" Haven't got a bit, chum."

" Two bottles of Worcester sauce and a tin of peaches."

" No peaches, mate . . . No, no sauce neither."

" How much are khaki shirts ? "

" Forty seven and a half piastres when we've got 'em ; but the Australians have cleared us out."

" Soldier's Friend ? "

" None in stock."

Imagine the general question to be : " Have you got what I want ? " and the general answer to follow : " Sorry, chum ; we're out. But we've got anything you don't require."

And further imagine every disappointed customer to say " Oh, hell ! " or " Oh, damn ! " in tones of vexed disappointment.

Thus you may figure for yourself, more plainly than a smudgy print in a daily newspaper can possibly do for you, exactly what a canteen is like.

Anybody who knows will tell you you weren't far wrong, either.

Occasionally, of course, a man's luck was in, and the canteen people had exactly what he wanted. And then, if he successfully bore up under the shock, and had the money with him, the happy soldier went home singing.

Meals of sardines and condensed milk, packets of cigarettes, and other godsend were sometimes obtained in this way.

There was once a corporal named Deacon who was very unlucky with regard to canteens.

Deacon, as a civilian, had taken up very seriously a certain course of performances that promised to make Deacon something more than a man. It was never perfectly clear to those who knew him whether he was to become a Superman, a Greek God, a Perfect Statue, or a Fitting Mate for Annette Kellerman.

Whatever his ambition was, to attain it it was necessary to wet the skin all over every morning with cold water, and to scrub hard with a nail brush.

Unsympathetic comrades pointed out to him that this Perfect System had for many years formed part of the regular toilet of mules, and had failed, so far as was known, to raise these creatures to any plane of semi-divinity.

Scoffing had no effect upon Deacon. He was one of those to whom a comfortable martyrdom is more stimulating than medicated wine. He scrubbed himself without ceasing until he lost his nail-brush at Kantara, and the sand hid it for ever.

The canteen people said that they were expecting a consignment of nail-brushes next Thursday week.

Deacon was in a terrible state, since he expected daily to be sent up the line. He was afraid, too, that if he missed a day of the Perfect System he might relapse into normal manhood, and fall to the low plane of other people.

His fears were well founded, for he went up the line long before the nail-brushes arrived. And for more than three months, though he enquired at every canteen that was anywhere near the places in which he camped, he had to go without a nail-brush.

"If I could only find a canteen with nail-brushes," said he, again and again, "I would buy up their stock. I will never be caught in this way again."

One morning, looking out from the spot at which his company had arrived on the previous night, he saw a large marquee, with a notice board in front bearing the word CANTEEN. Outside were twenty or thirty mules, harnessed to wagons; six or seven saddle horses; three box-cars; two ambulances; and three long queues—one of British soldiers, one of Egyptian labourers and military police, and one of Indians. Officers were gracefully lounging in and out of a separate entrance, sacred to them alone.

Deacon looked at all these signs of activity, and concluded that here at last was a well-stocked canteen. Perhaps—But oh! It would be too much to hope—Dared he hope . . . . .

He was able, just before mid-day, to join the now abbreviated queue. The canteen looked as forlorn and empty as a chateau in which a German Crown Prince had sojourned. His hopes sank, but he waited on, till patience and steady shuffling brought him to the counter.

"Got any nail-brushes?" he asked.

"Yes, chum; plenty."

He survived. He remembered his resolution to buy up the entire stock. He had fifty piastres with him.

"How many have you got?"

"About two hundred and fifty."

He changed his mind.

"Give me a dozen," said he.

He left the canteen with a sufficient stock of brushes and with fourteen piastres change.

He whistled all the way home. He was so happy that he did not grumble when he heard there was stew for dinner.

He packed eleven of the brushes squarely at the bottom of his valise, and the remaining one at the top of his haversack with his towel and soap. For the rest of the day he meditated upon the Perfect System: anticipation of the next morning made it all but impossible to sleep at night. He was awake long before the rest of the camp was stirring, and the rite was at an end before more than a dozen men were moving.

He burst into the tent, jumping up and down, swinging his arms across his chest like a London cabman, and ejaculating "Br-r-r-r!" Early mornings are chilly in Palestine.

One or two men only were curious enough to ask what the matter was. The others confined themselves to personal remarks.

"It's fine," said Corporal Deacon. "You fellows ought to try it. It makes a man for the day."

"Makes him a proper fool," growled Edser.

"Oh, hang it!" cried Deacon, suddenly ceasing eurhythmics.

"What's up now?"

"I've forgotten my nail-brush," said Deacon.

He was off like a shot to the spot where he had carried the bucket of water that morning. The canvas bucket was there, and the water; the latter by now highly camouflaged by Deacon's successors. But of the nail-brush there was no trace.

Deacon was very angry. The only modifying influence was the knowledge that he had eleven more.

On the way back he passed Sutton, actually cleaning his boots. The fact was remarkable enough to arrest anybody's attention, but Deacon's gaze was centred on the brush.

"Where did you get that, Sutton?" he asked.

"What?" asked Sutton, casually. "The polish? I borrowed that from Kerry."

"The brush, I mean."

"I've always had a brush," explained Sutton. "But it's so jolly hard to get polish."

He continued rubbing, unconcernedly.

"Look here," said Deacon, "I lost a brush this morning."

"Sorry to hear that, Corp.," said Sutton, in tones meant to be regretful. "What kind of brush was it?"

"It was a nail-brush," answered Deacon. "Just like that one you're using."

Sutton rose and looked hard at the brush, and then at Deacon.

"You mean I've got your brush. Well, if you think so, you'd better take it."

He held it out fiercely.

Deacon looked at it. Black polishing paste had been rubbed well into the bristles. It was useless as an aid to the Perfect System—unless to a Sudani or a Nigerian.

Deacon walked away.

The same afternoon he took from the bottom of his valise a second brush, and with a copying pencil inscribed a large D on the wooden back.

The next morning he found when he arrived at the part of the camp devoted to ablutions that he had brought no soap with him. He hastily wrapped the brush in his towel, laid it at the side of the bucket, and ran back to his tent. Quick as he was, somebody was quicker.

The brush had disappeared, and a stone was in its place.

He gave a quick look round. Nobody was in sight. He uttered an irrelevant exclamation—for which, though it was no part of the Perfect System, he may be forgiven—seized his soap and towel, and ran back for another brush.

He had finished his grooming, and was on his way back to the tent, when he saw Edwards holding a tunic and button stick. And Edwards—of all men!—was polishing his buttons.

"That's my brush," shouted Deacon.

"What's that, Corp.?" asked Edwards. "My button brush yours?"

"It's not a button brush," said Deacon; "it's my nail-brush."

"It's the brush I've used ever since we left England," retorted Edwards. "See for yourself, Corp." He held it out. "There's my name on the back."

Sure enough, the name Edwards was written on the back, with a violet copying pencil. It was written EDwarDs.

"That's not the way you write Edwards. That first D is mine."

"Look here, chaps," called Edwards through the doorway of his tent; "the corporal here says the D on my brush is his."

"Better let him take it off and keep it," came the prompt suggestion.

"I always make D's that way," replied Edwards. "I'll show you the envelope of my next letter home. You chaps remind me."

The occupants of the tent had come out in expectation of a row. Deacon turned on his heel.

"Wait a minute, Corp.," said Edwards. "It seems to me you're accusing me of stealing your brush. If you can prove it, you know what to do. What I want to say is, if you so much as suspect that this brass brush of mine is yours, take it."

"Can't say fairer than that," chorused the audience.

Deacon turned away from the nail-brush, now smeared with greasy polish and verdigris. It would be useless, in any case, for the Perfect System, unless one wished to die of blood-poisoning on the road to perfection.

"We'll say no more about it," he said.

He returned to his tent, hearing, as he walked along, the uncomplimentary remarks and laughter of the group he left. Arrived there, he began, with rage in his heart, to pack away his things.

It was then that he discovered that, either during the discussion or his walk, he had lost his brush.

The platoon officer remarked to his batman that morning that his Sam Browne belt was uncommonly well polished.

"Yes, sir," said the batman; "I got a new brush."

"Oh, yes," said the officer. "What did that cost you?"

"Three piastres, sir."

"Right ho," replied the officer. "Remind me later on in the day; I haven't any change now."

There was a sequel, too, to Deacon's hasty rummaging in his valise. He found, when he came to get from his store yet another nail-brush, that he was one short. His valise appeared exactly as he had left it that morning, its contents disarranged and tumbled. He could only conclude that in his haste he had unwittingly pulled out one more than he had intended, and that it had lain on the sand until somebody annexed it.

It would be useless to ask. He was not a popular man in the tent; and there was, besides, an understood rule that property left lying about belonged to the man who found it.

He thought, however, that he might just casually mention to the platoon sergeant the manner in which his brushes were going. The loss of four in so short a time rankled. He walked to the bell tent occupied by the six sergeants then with the company.

The platoon sergeant was alone at the moment. He had propped a tiny mirror, with a spider's web of cracks running from its centre to the narrow tin frame, against the tent pole. His hair was dripping with oil, and he was endeavouring to make a perfectly straight parting. He was using half a comb and a small brush.

The force of discipline was strong with Corporal Deacon. It saved him from the serious charge of "making a false accusation against a senior non-commissioned officer."

It was so impossible to prove that the brush was his. The canteen people had still over two hundred of them in stock.

True, there would be no witnesses, even were he to call the sergeant a thief. But no wise corporal quarrels with his platoon sergeant.

"Want anything, Deacon?" asked the sergeant, inspecting the thin white line, and moving his head about to dodge the cracks in the mirror.

"Any orders about next parade, sergeant?" asked Deacon.

"Nothing fresh," answered the other. "Just see if this parting's straight, will you, now you're here."

Deacon achieved the one supermanly feat that he had been called upon to perform for a long time. He congratulated the sergeant upon the excellent results he had obtained with the use of the stolen brush. Not a word of complaint did he utter.

He sat meditating gloomily until the parade was assembled. He performed the duties of right marker without enthusiasm. Nail-brushes occupied his mind: their bristles roughened his temper.

As he was going off parade, Neville, the captain's batman, came to him.

"Excuse me, Corporal," said he, "but have you a nail-brush you could lend me?"

Deacon suspected very strongly that his leg was being pulled. He looked sharply into Neville's face, but found no trace of humour there.

"What do you want a nail-brush for?" he asked.

"I've got to scrub the Captain's dog," Neville explained. "He told me to borrow a nail-brush off one of the men if I could."

"You'd better tell the Captain to buy his own brushes."

"Is that an order, Corporal?" asked Neville, with a grin. "I told the Captain I thought you had one, and he said he was sure you'd lend it me."

"Do you think I'm going to use a brush that you've been using on a dog?"

"I don't see why you shouldn't," retorted Neville; "You could easily find men who aren't as clean as old Barger is."

"All right, come along," said Deacon, grumpily.

Barger himself came up as Deacon was handing over brush No. 5. He was a beautiful white bull-terrier, spotless as snow.

"Look at him, Corp.," said Neville; "see how clean he is. He won't hurt the brush—Will you, boy?—and I'll wash it out well. What's more, I'm going to use it with some disinfectant the Captain's got. He's afraid Barger's going to get some skin disease."

"You can keep the brush," said Deacon.

"Thanks, Corp.," and Neville ran off with Barger puffing after him.

Night operations of a sort had been planned for that same evening, but details had not been given out. Whether these would consist of a practice attack, a night march, or the carrying out of a scheme, nobody knew. It was not until early afternoon that the orderly sergeant walked through the lines, bawling through tent doors, "Parade at seven—route march—full packs."

He was received with groans. Full packs are not popular with the infantry men.

There ensued a general hunt for sand bags. Men walked casually to the dump, stood by it, endeavouring to look as though they merely happened to be there, and had no definite purpose in view. Granted that fortune was kind, and that none of the quartermaster's staff happened to be about, one or two sandbags could be abstracted without detection.

A private, returning successful from a raid of this sort, gave one to Deacon.

The purpose of the sandbag was obvious. A small amount of kit can easily be disposed in a valise in such a way that it bulks large, and detection of the fraud is impossible unless the officer inspecting happens to test the weight of the pack. The result is known as a "sergeant-major's" pack, for reasons with which men in the service are well acquainted, and has distinct advantages.

So, as the Perfect System did not include the carriage of heavy weights for long distances upon the back, Deacon loaded all the kit he could into the sandbag. The remaining nail-brushes were wrapped in a towel, and went at the very bottom. Then, to prevent theft, he tied the neck of the bag very firmly with white string, and attached a label with his name.

Exactly how it happened that the tent he occupied, and that tent only, should have been destroyed by fire whilst the company was marching about in Palestine by starlight, remains a mystery to this day. The court of enquiry, after consideration as to whether the damage had been caused by sparks from the cook-house fire, regretfully reported that no blame could be attached to any person, and charged the loss to the public.

The occupants of the tent had, however, to pay for articles of kit that were in sandbags, and which should have been on their owners' backs. They had also to bear the loss of their private treasures.

The only silver spot in Deacon's great cloud of woe was the knowledge that the canteen possessed a great store of nail-brushes. He went round at the very earliest opportunity.

He had decided that twelve was too great a number: he would buy for himself only.

"Three nail-brushes, please!"

"Sorry, mate, but we haven't such a thing. We did have, but we sent them down the line last night. No demand for 'em here."

### A New Series on Teaching.

Hodder and Stoughton have in the Press "THE NEW TEACHING SERIES," which claims to be an entirely new departure in text books. The series has been written this year to the specification of the new demands in education as regards method and curriculum. The volumes already in hand include:—

- "English Literature: the Rudiments of its Art and Craft."
- "Mathematics of Business and Commerce."
- "Everyday Mathematics."
- "The Mathematics of Engineering."
- "The Foundations of Engineering."
- "Chemistry from the Industrial Standpoint."
- "The Natural Wealth of Britain: its Origin and Exploitation."
- "Chemistry and Bacteriology of Agriculture."
- "Geography of Commerce and Industry."
- "Applied Botany."
- "Citizenship."
- "The Light of History."
- "Industrial History."

## CAN THESE BONES LIVE?

By DAVID SOMERVELL.

### V.—New Material.

PREVIOUS articles in this series have discussed the teaching of History and English Literature, and have suggested that these subjects have suffered in schools from a treatment which—call it antiquarian, academic, classical, or what you will—has not considered sufficiently the average needs of the average mortal. Of course, it is easy enough to put up a case against making education "popular." It may even be admitted that there is a kind of "popular" teaching which should be avoided. None the less it remains true that unless education is popular in the best sense, unless it really enlists the goodwill of the pupil, it will amount to very little. Education must kindle enthusiasm, and it will only kindle enthusiasm when the pupil realises that it is dealing with things that really matter to him, not merely of course in a vulgar utilitarian sense, but in the real sense in which religion (as distinct from mere church-going) and patriotism (as distinct from mere flag-wagging) matter.

I might premise once again that I am writing in these articles solely of the upper stages of secondary education, and am thinking primarily of public school-boys between the ages of sixteen and eighteen, with whose work I am familiar. I make no apology for this restriction, since it seems to me that this field of educational enquiry is at present less explored than any other. The traditional "liberal education" on classical lines has become, except for the few, a thing of the past, and until some other broad conception of a liberal education has been evolved in its place, we shall continue in our present confusion.

What is, for us, the most important year in modern history? Answer: 1919. What is, for us, the most influential and widely read form of literature? Answer: The newspaper.

It has often struck me as odd that teachers, particularly in boarding-schools, leave the newspaper to take care of itself. A "house" of forty boys will allocate a certain portion of their terminal library subscription to the purchase of papers, and with this they will purchase, perhaps, two "Daily Mails," one "Mirror," one "Sportsman," one "Punch," one "Sporting and Dramatic," and one "Sphere." What a training for future citizenship!

But if once we admit that one of the prime duties of the "new liberal education" is to turn out boys and girls with some real understanding, however elementary, of the form and the tendencies of the society they live in, and of their own place and duties therein, it is clear that we must give up this "laissez faire" attitude to the newspapers and make an educational instrument of what otherwise may well be an educational enemy. *We must teach our pupils to use the newspaper.* If the reader will admit that, my aim in this article is attained.

It remains to make certain suggestions as to how the thing shall be done.

One point is of cardinal importance. If one is to understand anything of the affairs of this imperfect world, it is absolutely necessary to see *two* newspapers holding different views. It is not necessary to see two every day, perhaps; but the reader of the "Daily Mail"



on Mondays, Wednesdays, and Fridays should read the "Daily News" on Tuesdays, Thursdays, and Saturdays; and this, of course, is much more easily managed in a school than in the ordinary home.

On the whole, however, "Weeklies" for the schoolboy (and schoolgirl—I'm not forgetting the schoolgirl), as for the working man, are more useful than "Dailies." Even from the point of view of mere abstract intellectual exercise I can imagine nothing more valuable in its way than the comparative study of the "Notes of the Week" in, say, "The Spectator" and "The New Statesman," or "The Nation." Every House, in fact, ought, in its reading room, to contain on a smaller scale the kind of outfit of newspapers that the masters or mistresses require in their own common room, and the charge should not be, as it sometimes is, a subtraction from the funds of the House Library. Let the supply of newspapers be as the supply of school books—either a charge on the parent or a charge on the establishment, according to the custom of the school.

It may be said at this point: "It is one thing to provide the water, and another thing to get the horses to drink it." Precisely: the whole business of schoolmasters is getting the horses, by fair means or foul, to drink the water. I have not space to go very elaborately into the question of method, and I am not sure that that matters, for, once you have got teachers to realise an aim, they will hammer out methods for themselves. I will content myself with describing two methods: the first was very unambitious, and was adopted by myself in a middle form; the second was exceedingly ambitious, and was adopted with much success by the head boy of a school boarding-house.

My method with my form was to set apart a period on Monday afternoon, which became known as "Facts of the Week." The class had to write down very brief accounts of the four chief events of the previous week. About ten minutes was allowed for this. When the papers were given back, corrected and marked, two days later, we had an informal discussion.

The method employed by the head boy I have mentioned was to form a "newspaper club," which rather over half the House voluntarily joined. Each boy, or, in the case of the younger boys, each group of two or three boys, undertook to read a particular daily or weekly, and between them they covered all the more important English and one or two French papers. When the club met on Sunday afternoon, two or three important events were selected, and the trustees of each paper briefly described the attitude of the paper towards the event. These were discussed, and finally minutes of the meeting compiled, consisting of a brief statement of the events, with a precis of the representative points of view appended. The whole was typed on the House typewriter, and posted on the House Board as the "News of the Week."

You gasp? Well, that is the sort of result that is obtained when real enthusiasm is kindled, and perhaps the chief of the many aims of education is to evoke enthusiasm about the things that really matter.

I once mentioned the above experiment to the editor of a leading London paper. He remarked "What a severe ordeal to subject a newspaper to!" Exactly. When once Democracy takes the trouble to treat its newspapers seriously, it will make them its most valued servants. At present they are its not very scrupulous masters.

## CHRONICLE OF EDUCATION.

- 16 July.—Home Office Circular dealing with the Employment of Children, and urging adoption of by-laws to protect children from unfair conditions. Special attention drawn to Section 3 of the Act of 1903, and Section 15 of the Act of 1918, which provide for the protection of children from injurious work.
- 22 July.—Opening of Conference of New Ideals in Education, at Cambridge. General subject: "The Creative Impulse and its Place in Education." Inaugural address by Mr. Henry Wilson, President of the Arts and Crafts Society.
- 24 July.—Issue of official memorandum fixing appointed days for bringing into operation certain important sections of the Education Act.
- 25 July.—Conference of representatives of Local Education Authorities, and of the National Union of Teachers, convened by Mr. Fisher. Resolved that a Standing Joint Committee of representatives of Local Education Authorities on the one side, and the National Union of Teachers on the other, in equal numbers, should be constituted, if possible, by the 12th September, 1919.

## COMING EVENTS.

- 12 August.—Meeting of a constituent committee of ten members to take the preliminary steps towards setting up a Standing Joint Committee on Salaries.

### Some Appointments.

Dr. Helen Marion Wodehouse, Principal of the Bingley Training College, to be Professor of Education in the University of Bristol.

Mr. F. J. Hendy, Principal of Borough Road Training College and formerly Headmaster of Bromsgrove School, to be Director of the Training of Teachers in the University of Oxford.

Dr. John Strong, Rector of the Royal High School, Edinburgh, to be Professor of Education in the University of Leeds.

Sir William H. Beveridge, Chief Permanent Official of the Ministry of Food, to be Director of the London School of Economics, in succession to Dr. W. Pember Reeves.

Professor F. M. Powicke, to be Professor of Mediaeval History in the University of Manchester.

Dr. Sydney Chapman, Fellow and Lecturer of Trinity College, Cambridge, to be Professor of Mathematics in the University of Manchester.

Sir Theodore Morrison, formerly Principal of the Moham-medan College, Aligarh, and lately a member of the Council of India, a Lieutenant-Colonel during the war, to be Principal of Armstrong College, Newcastle-upon-Tyne, in succession to Sir William H. Hadow.

Mr. F. A. Norwell, to be Lecturer in Mathematics and Science at the North Wales Training College, Bangor.

Dr. O. H. Prior, of Rugby School, to be Professor of French in Cambridge University.

**SUBJECTS AND METHODS.****Camps and Walking Tours for Pupils in Continuation and Secondary Schools.**

THE Education Act of 1918 allows Local Education Authorities to make provision for school camps, and thus tardily allows teachers to put into practice what our Continental confrères have been doing for many years. The establishment of Continuation Schools in this country will provide many opportunities for showing "how not to do it," as well as for much experimental and pioneer work in the methods of instructing and educating the young persons entrusted to our care. The greatest danger before teachers is that they may seek to "continue" the methods of primary education and to run on in the ruts and grooves of the past.

The new schools should be devoted primarily to Education in the broader sense, and to training in the art of living and of the right use of leisure. Thus, to take our "young persons" away from their cramping environment and from the every-day tasks for a brief week or fortnight to the hills or the sea will be a "more excellent way" than to coop them up in "occupied elementary schools"! (May the souls of the members of the Advisory Committee on Buildings for Continuation Schools find peace.) Since these young persons are required to spend at least 320 hours per annum in attendance at a Continuation School, there is no reason why forty or fifty of these hours should not be spent in camp, or on an educational walking tour, where instruction, physical development, recruitment of health, and true education may go on simultaneously.

The arranging of the practical details of such schemes will call for much thought and for co-operation of Local Education Authorities. Let us hope that we may look forward, in the near future, to the publication of a scheme by the Board of Education, announcing that all the major arrangements have been made and that all that Local Education Authorities and the Heads of Continuation Schools and of Secondary Schools need do is to make application for the use of the educational camps, and to suggest dates for the proposed tours or visits to the camps.

For instance, one can imagine that the Board of Education will arrange through the Treasury for the purchase of such areas as the Snowdon massif—*i.e.*, all that land bounded by the road from Llanberis to Pen-y-Pass, thence to Beddgelert and back to Llanberis; the Isle of Purbeck on the Dorset coast; the land within a five miles radius of the summit of Ingleborough; and the strip of coast from Whitby to Robin Hood's Bay with two or three miles of the hinterland.

Such areas might have five or six camps established in them, each with permanent attendants during the camping season, so that parties of young persons might make walking tours through the district, passing from camp to camp, spending a night or two at each, and returning to their base or starting point at the end of the tour. If the tours are carefully planned, the camps could be fully occupied throughout the whole of each season, and thousands of young people would gain some insight into the art of travel and would receive its broadening and uplifting influences.

Our young persons taken from their daily occupation in the mill, the factory, or the office, and shown the wonders of the build of the hills and mountains, the origins of valleys, observing the processes of coast erosion, of the silent dissolving away of the solid mountains, the evidences of past and extinct forms of life in the fossils that they find, the intricacies of the web of life and the interactions of insects, birds, and plants, and studying the relics of earth-works, forts, and churches made by our ancestors, all under the dome of the everlasting sky and in the health-giving sunlight and air, will return to their work with new zest and broader outlook, and with far greater possibilities of becoming those "good citizens" which the Board of Education tells us it is our aim to make. H. VALENTINE DAVIS

**EDUCATION ABROAD.****Rose Sidgwick Fellowship in America.**

By the generosity of American subscribers a Fellowship has been founded in memory of the late Rose Sidgwick and her services to Anglo-American friendship. Miss Sidgwick was a member of the British Educational Mission to America, and she died in New York at the close of the tour amongst American colleges and universities which was carried out by the mission in 1918.

The fellowship is to be awarded annually to a British woman for a year of graduate research work at an American college or university, with the definite object of drawing closer the bonds of friendship and understanding between England and America, and of commemorating the services of one who gave her life in the cause. The fellowship has been subscribed to by every college and university visited by Miss Sidgwick.

**A New School of Social Research.**

We have received a prospectus or "announcement" of a new School of Social Research which is to begin its work in October next at 465, West Twenty-third Street, New York City. The school is under the general control of a Board of Directors, including Dr. Charles A. Beard, Director of the Bureau of Municipal Research and Training for Public Service; Mr. Herbert Croly, editor of "The New Republic"; Mr. Thomas W. Lamont; Mr. Henry Bruère, Director of the Bureau of Industrial Research; and Mrs. Willard Straight. The aim of the school, as stated in the prospectus, is to "seek an unbiassed understanding of the existing order, its genesis, growth and present working as well as of those exigent circumstances which are making for its revision." The Directors express the view that economics, anthropology, history, psychology, and the other human sciences have been studied and taught hitherto without sufficient reference to contemporary social facts. As a result of this practical separation of the social sciences from the ever-changing economic and industrial world, both learning and society have suffered. We have neither sufficient practical knowledge, nor an adequately trained personnel to cope with the difficulties, complex and dangerous, which now confront us. Hence the courses of study are not arranged under the usual departmental headings—political economy, sociology, history, psychology, etc.—for this tends to obscure the constant connection and interplay of the various interests and activities of mankind. Each of the courses will include such data, historical, economic, political, psychological or anthropological, as appear to bear on the special inquiry in hand. In the general grouping here adopted the courses fall into three categories.

I. The first group of studies will be primarily descriptive and historical in their emphasis. They will seek to give an "unbiassed understanding of the existing order, its genesis, growth and present working."

II. The second group will deal with the development of thought and ideals, with human emotions, the conflict of interests, the development of a scientific attitude towards social questions and the technique necessary to research.

III. The courses in the third group will deal more directly and specifically with special contemporary problems which have been selected for study on account of their pressing importance.

The programme of instruction is arranged to meet the needs of two classes of persons, regular students and research students, and the work is correspondingly divided into so-called open and closed courses. Anyone seriously intending to carry on the work and to follow the assigned readings may enter open courses. These will consist of lectures, discussion, and readings. Admission is gained to closed courses only by consulting the Executive Secretary and the instructor.

## PRIMARY SCHOOL NOTES.

BY OUR SPECIAL CORRESPONDENT.

THE Whitley Committee movement so far as teachers are concerned is not progressing on uniform lines. There is as yet no agreed teacher policy. This is specially regrettable as regards the formation of a National Council. At present the National Union of Teachers is working towards one goal and the Registration Council towards another. The N.U.T. is claiming to be the appointing body so far as teacher representatives are concerned. The T.R.C. is making the same claim. If the N.U.T. were as representative of the whole teaching profession as the Teachers Registration Council undoubtedly is, there would be cause for weighing the rival claims. As a matter of fact, however, there is no need for such weighing. The T.R.C. is fully representative. The N.U.T. is not fully representative. The T.R.C. was *created* to be fully representative; its very existence depends on its representative character. It represents university education, secondary education, primary education, and technical education. It represents them equally. The argument that representation on the T.R.C. is not proportionate to the number of teachers represented in each category is no argument unless there is recognised antagonism between the *interests* represented. There is no such antagonism. The working of the Registration Council is itself proof of the homogeneous nature of the interests watched. The profession of teaching is best served by the support each branch can give to every branch. It is natural, of course, the National Union of Teachers should desire to be the appointing body. Of all organisations of teachers the N.U.T. is the only organisation which can claim to include members from every branch of the teaching profession. In this it is unique. It is well, though, to recognise a plain fact, and the fact is that membership of the N.U.T. among university and secondary school teachers will not warrant a claim that the Union is *fully* representative of such teachers. I am hoping it may become so in the future, but present conditions must be recognised.

The T.R.C. fulfils the requirement that the appointing body should represent all. Its eleven university members are elected by university teachers; its eleven secondary school members are elected by secondary school teachers' organisations; its eleven primary school members are elected by primary school teachers' organisations; and its eleven specialist members are elected by the specialist teachers' organisations. The full weight of the numbers in each organisation is behind its elected representatives. What more is necessary? I do not anticipate irreconcilable teacher differences on a National Whitley Council. On the T.R.C. differences have never become acute. The Council has acted solidly for teachers. A National Whitley Council, the teacher members of which have been appointed by the T.R.C., will work as smoothly and as effectively, so far as its teacher members are concerned, as does the T.R.C. itself.

Local Whitley Committees of a sort are being formed in different parts of the country. In some cases they are formed—as regards the teacher side—entirely of teachers engaged in primary schools. In other cases they are, on the teacher side, representative of each branch of the teaching service. London's local committee is not yet formed. The primary and secondary school teachers have held several joint meetings to hammer out a scheme. At one time it seemed impossible to arrive at an agreed solution of the difficulty, but there is now at least a prospect of agreement. I wonder whether the benefits resulting from a London Whitley Committee will be worth all the trouble taken to bring it into being. I have spoken to many men and women prominent in teachers' politics, and have discovered very few who expect much good to result from its formation. If there are many of these committees

formed on the lines of one I have in mind while writing, the movement had better go no further. The committee I am thinking of has five teacher members, including one *supplementary* teacher, and five members of the local authority—no motion can be deemed to be carried unless a majority of *each section* votes in favour of it!

The trouble about salaries continues throughout the country. At the time of writing, disputes are either in progress or are imminent at Heywood, Northampton, Pembroke Dock, North Riding, Middlesbro', West Riding, South Shields, Walsall, and Whitehaven. Those responsible for the education of the children are seriously alarmed, and the Board of Education is, through Mr. Fisher, openly expressing disapproval. The Board must not think the Executive of the Union favour the strike policy. They are as cognisant as the President of the Board of the fact that the children suffer. They do not accept responsibility. The Local Education Authorities must alter their tactics and become more amenable to reason. It is only when all reasonable means have been tried *without effect* that a strike is sanctioned.

The salaries dispute in London developed very rapidly, and at the time of writing has been settled *until after the holidays*. The teachers—primary and secondary—demanded a much improved scale and a fair carry over. They have failed to secure a "much improved" scale, but have secured a better carry over in the form of an immediate lump sum payment which is also to count as an advance in salary as from April 1st, 1920. War bonus—£39 per annum—is to be merged in salary and also added to the maxima of the existing scale. The increments for class teachers remain as before, but are to be annual from minimum to maximum. The increments of the heads of primary schools have been advanced to £20 and £25, and the salaries of the heads of secondary schools have been raised. In future the maxima for assistants in primary schools are to be £340 (men) and £265 (women), and the maxima of the heads in such schools are to be: Grade I, £360 (men) and £280 (women); Grade II, £440 (men) and £340 (women); Grade III, £540 (men) and £415 (women). It is estimated the cost of all improvements will amount to £629,000 for the current year, and that this cost will decrease yearly after 1920-21 until it reaches about £494,000 annually. Sir Cyril Cobb has taken every care the above increases shall be well advertised in the daily Press. "Fortune for L.C.C. Teachers" was one headline, and in almost every case the "great" increases granted were written up so as to prejudice the teachers' case with the public as much as possible. Notwithstanding this it is still a fact that a young man beginning as a teacher is paid less money than a young man beginning as a police constable. The teachers' organisations have not refused this offer. They are taking what is offered them. At the same time they have intimated their intention still to press for the scale they claim. The scheme passed the Education Committee on the 16th July. At the time of writing it has yet to be considered and approved by the full Council.

The question of the higher education of the very bright children in rural districts needs special attention at the hands of the local authorities if the object of the new Education Act is to be achieved. The secondary schools are generally found in urban centres and are beyond reach on the usual scholarship allowance. Special provision for boarding and lodging must be made for children in districts removed from easy access to a centre for higher education. The case for action was well put by a recent speaker at a teachers' meeting. He pleaded the cause of these deserving children with great eloquence. The remedy recommended—private assistance—though well meant, will not do. There must be no suspicion of private charity about the help given. The ultimate benefit is to the public, and the public purse must pay.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Bedford College for Women.

A French Holiday Course has been organised for the Board of Education at Bedford College, from August 26th to September 9th. Lectures will be given by Monsieur Rudler, Professor of French Literature in the University of London, on Literary Method and on a subject taken from French Literature.

Cards of admission to the lectures only, on payment of a fee of one guinea for the course of eleven, may be obtained from Miss Batchelor, Bedford College, N.W. 1.

### The London School of Dalcroze Eurhythmics.

At the examination for the Teaching Certificate in Eurhythmics held in July the following were successful: Griffin, Ethel Joyce; Lingford, Dorothy.

### University of London—New Schools.

The University of London is about to inaugurate two new schools. One is intended for the training of librarians, the other for the training of journalists. The former will comprise instruction in literary subjects as well as the technical parts of a librarian's duties, such as the care of books, cataloguing and indexing. For practical demonstrations and as an exercise ground for beginners, the University libraries will be available. The school of journalism has not yet taken its final shape, but a committee is working out the details under the chairmanship of Sir Sidney Lee, and this experiment will be watched with great interest, since previous attempts in the same direction have served to show that the term journalist covers a wide range of activity—so wide indeed that it is difficult to find any common ground as between certain of those who claim the right to use it in describing themselves.

### The Associated Board of the Royal Academy of Music and the Royal College of Music for Local Examinations in Music.

The thirtieth annual meeting of the Associated Board of the Royal Academy of Music and the Royal College of Music was held at the Royal Academy of Music, York Gate, Marylebone Road, N.W., on 17th July. Mr. Ernest Mathews took the chair.

The minutes of the previous meeting having been confirmed, the Secretary read the report, which expressed the gratification of the Board at being able to announce that H.R.H. The Prince of Wales had graciously consented to become its president. A tribute was paid to the memory of the late Sir Hubert Parry, expressing the profound regret of the Board at the loss of "a wise counsellor and a staunch friend." The number of candidates in the United Kingdom was 5,006 in the Local Centre Examinations, and 34,040 in the School Examinations. The Chairman, in moving the adoption of the report, said: "It is particularly gratifying to us that H.R.H. The Prince of Wales has seen his way to accept the position of president of this Board. In doing so, he is carrying on the work of his father and grandfather before him. Owing to the enormous amount of work the Prince has undertaken, it was impossible for him to be present at this meeting, but he has expressed a hope that he will be able to be present at our future meetings. With regard to the growth of the work in this our thirtieth year, it is interesting to note that during the first year the Board examined about 1,100 candidates; in its tenth year, 12,000; in its 20th year, 35,000; and in the past year a little less than 60,000." Sir Walter Parratt seconded the motion, and the report and balance sheet were unanimously adopted. A vote of thanks to Mr. Ernest Mathews for presiding, proposed by Sir Alexander Mackenzie and seconded by Dr. H. P. Allen, terminated the proceedings.

## BLUE BOOK SUMMARY.

### The Act in Being.

The Board of Education have issued a circular (1118) with an Order fixing further Appointed Days under sub-section (3) of section 52 of the Education Act 1918. This Order appoints the first day of August, 1919, as the appointed day for the whole of the first five sections, and also for the eighth section of the Act to an extent indicated in the Schedule. The first five sections are highly important, since they include the demand for schemes of work, the development of education in public elementary schools by means of central schools, etc., the provision of continuation schools, co-operation between Education Authorities, and the machinery for adjusting schemes to the requirements of the Board.

Under Section 8, sub-sections 4 and 5 are to be operative from August 1st. The former permits a Local Authority to make a byelaw, with the approval of the Board, providing that the age of compulsory attendance at school shall be raised to six years. Sub-section 5 provides that the Board may authorise a Local Authority to furnish instruction in public elementary schools for children up to the age of 16 or later. The following summary shows the Sections of the Act which are now in operation, with the appointed days:

Sections 1 to 5 (1 August, 1919); Section 6 (1 November, 1918); Section 7 (8 August, 1918); Section 8 (3) (2 Dec., 1918); Section 8 (4) and (5) (1 August, 1919); Section 8 (6), (7) and (8) (8 August, 1918); Section 9 (1 February, 1919); Section 13 (paragraphs (iii) and (iv) of Sub-section (1) (1 April, 1919); Section 15 (8 August, 1918); Section 16 (except paragraphs (c) and (d)) (8 August, 1918); Section 17 (8 August, 1918); Section 18 (except so far as it imposes a duty on Local Education Authorities) (8 August, 1918); Section 19 (8 August, 1918); Section 21 (8 August, 1918); Section 22 (27 November, 1918); Sections 23, 24, and 25 (8 August, 1918); Section 26 (1 April, 1919); Section 27 (8 August, 1918); Section 28 (1 April, 1919); Sections 29 to 37 (8 August, 1918); Section 38 (2 December, 1918); Section 39 (8 August, 1918); Section 40 (except as to inquiries pending on 8 August, 1918) (8 August, 1918); Section 41 (8 August, 1918); Section 42 (1 April, 1919); Section 43 (8 August, 1918); Section 44 (except sub-section (6) and so much of sub-section (4) as refers to Small Population Grant) (1 April, 1919); Section 44 (so much of sub-section (4) as refers to Small Population Grant) (1 October, 1918); Section 44 (6) (1 November, 1918); Sections 45 to 49 (8 August, 1918); Section 52 (8 August, 1918). Sections 50 and 51 are consequential upon the other provisions of the Act, and are brought into operation so far as it is necessary to give effect to them.

### Training of Health Visitors.

The new link between the Board of Education and the Ministry of Health is illustrated by the fact that the latter body, having decided that all persons who are to be recognised as health visitors should undertake a special course of training, has consulted the Board of Education, and the two departments have prepared jointly a series of regulations setting out the conditions of the prescribed training. Provision is made for the recognition of two types of course—namely, a full course of two years' duration intended for ordinary students and a shortened course of one year's duration for trained nurses and other persons already possessing substantial knowledge or experience. With respect to the full course, the minimum age for admission has been fixed at 18, because it is essential that girls should be able to proceed direct to the course on leaving a secondary school. Recognising that students who enter at this age will only be twenty on the completion of their course, it is expected that they will often desire to take a further course of training such as that for the certificate of the Central Midwives Board, or they may, in the first instance, take posts of limited responsibility in infant welfare centres or elsewhere.

## ASSOCIATION NEWS.

### The Teachers Council.

Up to and including Thursday, the 24th July, the number of applicants for admission to the Official Register was 28,890. Those who are not already registered should note that the prescribed period of the Alternative Conditions will expire at the end of next year. These temporary regulations provide that admission to the Register may be gained on evidence of five years of whole time teaching experience in schools or institutions accepted by the Council for registration purposes. After 1920 the conditions will be more stringent, demanding evidence of satisfactory attainments and also of a course of professional training. It is important, therefore, that those whose qualifications for registration rest mainly or solely on experience should apply to be registered at once.

The Council has recently issued a memorandum concerning the conditions under which schools or institutions may be recognised as providing a course of training for kindergarten teachers. The Council has decided that those who hold the Higher Certificate of the National Froebel Union will be held to have satisfied the conditions of registration in respect of attainments and training in teaching, provided that the certificate has been obtained after a course extending over three years at least and taken in schools or institutions approved by the Council as places of training. This requirement will apply to those seeking registration after 1920, and it should be noted that the three years need not be spent in one training school or institution. Several schools have already applied for the approval of courses of training covering the first year's work for the Higher Certificate. Students who have taken such an approved course may proceed to a college or training department of a University for the remaining two years. In Bristol two schools have become affiliated with the University, and the courses of training which they provide are linked up with the University Department of Education, thus giving to the students access to University teaching and opportunity to meet those who are preparing for other branches of school work.

### Incorporated Association of Assistant Masters.

The I.A.A.M. has sent the following letter to every Local Education Authority:—

"In view of the fact that Whitley Committees and Advisory Councils are being set up by many Local Education Authorities, we wish to approach you in order to press our views regarding the proper representation of Secondary Assistant Teachers upon such bodies.

"Our membership includes some 80 per cent. of the Assistant Masters in Secondary Schools, aided or maintained by Local Authorities, and our numbers are increasing at the rate of 100 per month. We, therefore, wish strongly to urge that no Whitley Council or Advisory Committee can adequately voice the views of Secondary Teachers unless this Association is officially represented upon it. We think it all the more necessary to press this point because we understand that, in some districts, the claim to appoint the whole of the teachers' side of the Committee is being made by an Association which cannot represent Secondary Teachers to any great extent."

### The National Federation of Women Teachers.

The secretary of this body has announced that the women teachers in London propose to form a strike fund, using for this purpose the holiday bonus granted by the London County Council in connection with the new scale of salaries. This scale has been adopted as an emergency measure pending a national settlement of the salaries question, and the Federation of Women Teachers is resolved to establish the principal of equal pay for men and women.

### Private Schools Association.

A notable exhibition of modern education, showing work done in private schools from all parts of England, was held at the Caxton Hall on Friday and Saturday, July 11 and 12.

It was opened on Friday afternoon by the Baroness de Knoop, in the absence of Mrs. Lloyd George. Sir Philip Magnus, M.P., presided, and Mr. G. H. Roberts, M.P., Mr. E. P. Housene, Mr. S. Maxwell, and Mr. John Bayley spoke during the opening ceremony.

During the two days the Caxton Hall was packed with visitors, and the exhibition proved of great interest to the general public as well as to teachers.

Demonstrations of modern methods of teaching were given. These included original methods of teaching French and history, Dr. Yorke Trotter's system of aural culture, Dalcroze eurhythmics, jujitsu—the Japanese art of self-defence—swimming exercises, spinning and handloom weaving, organised games, fencing and drill.

Great enthusiasm was evoked by the demonstration of physical culture by resistance exercises showing the Japanese method of strengthening the muscles, especially those of the trunk and back, by the children working in couples and taking it in turn to resist each other's strength in the various exercises. It was apparent that in this way the same development was obtained in far less time than by the Swedish and other drill methods.

Several companies of Girl Guides performed excellent work, some first-aid work being especially good.

An exceptionally smart Cadet Corps journeyed from Norwich to take part in the exhibition. The same school provided a gifted violinist of 15 years, who received great applause.

The graceful movements shown in the group and costume dancing, and the sweet voices of the choirs, were markedly appreciated.

A continuous entertainment given in the Concert Hall consisted chiefly of solo work, and some fine instrumental music, elocution, singing, and dancing were produced.

Several extremely well acted dramatic selections were given.

The exhibits form a wonderful collection of work, elementary and advanced, produced by private schools, and some beautiful specimens of hand-work were done by children of about nine or ten. The work of seniors was exquisite, showing application and artistic ability.

The great variety proved that the energies of the pupils were not concentrated on a few subjects only.

The exhibits included a large amount of first-class art work, and amongst the handwork already mentioned were specimens of wood-carving, raffia-work, scientific toys, and kindergarten work.

Some well-finished machinery, tools, and scientific instruments were made entirely by pupils.

Several model villages and a doll's house were made by tiny children.

The Nature Study section included weather-charts, botanic and geological specimens.

A special selection of educational films, lent by the Pathé Frères Co., were shown at the Victoria Palace Cinema, lent by Mr. E. M. Barker.

MESSRS. LONGMANS, GREEN & Co. hope to publish Vol. I of the "Official Naval History of the War," by Sir Julian Corbett, in the autumn. Five maps and 8 diagrams will be included in the volume of letterpress, which will contain about 450 pages, and, in addition, there will be a separate case containing 18 larger maps. The price of the book, together with the case of maps, will be 17s. 6d. net. This volume will end with the Battle of the Falklands. It is hoped that Vol. II will be ready for publication in the spring of 1920, and the work completed in four or possibly five volumes.

## PERSONAL NOTES.

**Professor John Strong.**

The University of Leeds has appointed Dr. John Strong, Rector of the Royal High School, Edinburgh, since 1914, to be Professor of Education. Dr. Strong was born in Barrow-in-Furness in 1868, and was educated in the Westminster Training College and at the Yorkshire College of Science—now Leeds University. He was senior master in the Central High School, Leeds, from 1897 to 1900, and afterwards became Rector of Montrose Academy, where he remained till 1914. Dr. Strong was president of the newly constituted Educational Institute of Scotland in 1917-18. He is an M.A. of London and an Hon. LL.D. of St. Andrews.

**The Rev. Dr. W. T. A. Barber.**

Dr. Barber has resigned the headmastership of the Leys School, Cambridge, on being elected President of the Wesleyan Conference. He has been at the Leys School since 1898, his previous experience having included nine years as a missionary in China, three as a Wesleyan minister in Leeds, and two as an assistant tutor in the Richmond Theological College. He was born in Ceylon, and received his early education at the Dutch Gymnasium, Stellenbosch, Cape Colony, before proceeding to Kingswood School, and later to Cambridge, where he graduated in 1879.

**Professor Alexander Findlay.**

The University of Aberdeen has appointed as its Professor of Chemistry Dr. Alexander Findlay, now Professor of Chemistry in the University College of Aberystwyth. Before going to Wales, Dr. Findlay was a lecturer in the University of Birmingham, with special charge of the department of Physical Chemistry. He is an M.A., D.Sc. of Aberdeen, a Ph.D. of Leipzig, and a Fellow of the Institute of Chemistry, and has written a number of important works, besides translating into English Ostwald's Principles of Inorganic Chemistry.

**Mr. Sydney Walton.**

"The man who is behind the Joy Loan," as the newspapers described him during the recent "Victory Loan Push," is Mr. Sydney Walton, M.A., B.Litt., formerly an assistant master in the George Dixon Secondary School, Birmingham. Mr. Walton performed valuable services as assistant to the late Lord Rhondda, at the Ministry of Food, and for his labours received a C.B.E. last year. He is regarded as one of the most successful publicity agents among the many who are now enlisted in the Government service, and, in addition, his skill in negotiation has been utilised on occasion with the happiest results.

**Mr. J. R. Broadhurst.**

We regret to announce the death of Mr. J. R. Broadhurst, M.A., for over forty years a master in the Manchester Grammar School. As a schoolboy he was a pupil of Dr. Walker at Manchester, winning a scholarship at Trinity College, Cambridge. After a distinguished university career he returned to his old school as classical master, taking first the Upper Sixth Form and later the Classical Transitus. He served under five High Masters, and the long roll of his pupils includes many distinguished classical scholars. He was singularly gifted as a teacher and as a musician, while to his knowledge of the classics was added a wide appreciation of general literature. In outlook he professed a rigid Conservatism, an attitude well illustrated by the story of a former pupil who was discussing with him some of his difficulties in grasping the philosophy of certain moderns. "My dear fellow," said Mr. Broadhurst, "the only philosophers who really understood what they were talking about were Plato and Aristotle."

## NEWS ITEMS.

**New Salters' Research Fellows.**

Four more fellowships for post-graduate study, to be held in the laboratories indicated, have been awarded by the Salters' Institute of Industrial Chemistry to Captain W. H. Hoffert (Oxford), Captain A. G. Pollard (Rothamsted Experimental Station), Mr. L. A. Ravald (Municipal College of Technology, Manchester), and Mr. M. L. Wilson (The University, Manchester.)

**Degrees in Commerce and Travelling.**

The Vintners' Company has decided to found, in connection with the University of London's scheme for degrees in commerce and travelling, scholarships of £150 per annum, tenable for one year, to be known as "Vintners' Scholarships." These are available for students who intend to engage in the wine trade.

**Cost of a School.**

Because the building of Farnworth Grammar School had to be suspended during the war, the building will now cost the Lancashire Education Committee £41,283, against £18,300, the pre-war estimate.

**Training Grants for Soldiers.**

The ex-service students in the Manchester College of Technology have sent a protest to the Minister of Education in reference to the delay in paying the grants under the Government scheme for the training of ex-officers and men. They state that the grants were applied for in April last.

**London Women Teachers and Equal Pay.**

The National Federation of Women Teachers recently held a meeting to urge the London County Council to adopt a salary scheme which will place women teachers on an equal footing with men. The feeling of the meeting was indicated by the fact that before the chairman (Miss Dawson) began her address someone in the audience passed up a £5 note with which to start a strike fund, and this was followed by many other gifts for the same purpose.

Mrs. Canbury reported that they had received no satisfaction from the teaching staff sub-committee of the County Council.

**London Children and Peace.**

Many thousands of London school children united in thanksgiving services for victory and peace in different churches in London. At eleven places of worship central services, arranged by the London County Council, were held, and attended by about 20,000 children drawn from schools all over the County Council area. These services took place at St. Paul's Cathedral, Westminster Abbey, the Wesleyan Central Hall, the City Temple, Southwark Cathedral, Christ Church, Westminster Bridge Road, Woolwich Parish Church, Westminster Cathedral, St. George's Cathedral, Southwark, the Great Synagogue, and East London Synagogue.

For those unable to attend the churches short services were held in the schools.

**Cinematograph in Schools.**

Acton's new schools may be provided with a cinematograph, and already a proposal to have a lantern lecture-room has been adopted. The Education Committee, anxious to make the new buildings perfect, have invited suggestions from their teachers.

## LITERARY SECTION.

### BOOKS AND THE MAN.

#### Some Remarks on Holiday Reading.

I confess to a feeling of sincere admiration for the man who can sit down in cold blood and plan a recreative course of holiday reading, and then go away and keep to it. Anybody can plan a course of reading for instruction and profit, but that is not holiday reading in the true sense of the word, although it may be the reading one does during the holidays. The best kind of holiday reading has in retrospection the fine flavour of spiritual adventure, and the essence of all true adventure is that it is unexpected. You may get that adventure from a book which you have taken away with you in your bag, but you are much more likely to get it from a book which you come across fortuitously—on the seat of a railway carriage, for instance, or on the shelves of a lodging house.

The fact is that the books one takes away with one on holidays are seldom the books one reads. This is so true that there is hardly a person who could be found to deny it; yet most of us prepare for a holiday by luxurious contemplation of the books we are going to read during its progress. We have visions of ourselves, solitary beneath blue skies on a windy down, or lazily lying on the edge of a cliff; and there is always a book in the picture. Usually it is a book which we know we ought to read in just such circumstances, and the thrill of perfect adjustment makes up the greater part of our enjoyment. As a matter of fact, however, this kind of dream seldom comes true—never the time and the place and the loved book all together. The book we want is always the book we have left at home. There it rests, while our being aches for it in throes of unfulfilled desire. That is why a man with the Greek Anthology in his pocket, sitting pensive beside a blue sky, has been known to spend all of a sunny morning reading a scrap of week-old newspaper which the breeze blew to his feet.

Quite seriously, however, the joys of holiday reading are the joys of the adventitious, and nobody can safely reckon them up in advance. Given the right spirit, the proper combination of time and circumstance, even very dull books yield unforeseen delights when one is on holiday. What discoveries there are to be made on the shelves of the sitting room or in the little circulating library at the stationer's! There repose the unconsidered trifles of periods sometimes incredibly remote. Well-saved in careful brown-paper covers, you shall find *Queechy* or *The Old Lamp-Lighter* and recover the atmosphere of youthful Sundays. In the out-of-date little library you will come across the novels of which you read reviews several years before—successes of a bygone day that passed you by in the flurry of affairs—and though you may have half a dozen of the latest novels in your bag, you will not be human if you do not neglect them for the books that thus throw themselves in your way.

Some people, of course, have favourite holiday books which are indispensable to their perfect enjoyment. I am one of them. My favourite holiday book is Mackenzie's *Man of Feeling*, which you will find duly appraised in any text-book of English Literature. It is, I understand, a masterpiece of the sentimental school—full up of sentimentality and slopping over—the ancestor in a direct line of *The Rosary* and *East Lynne*. Henry Morley included it in that library of English Classics which Messrs. Cassell

published forty years ago, and I believe he thought very highly of it indeed. My own copy is dated 1820, and I bought it for twopence over twenty years ago, because I felt that it was my duty, as a serious student of English Literature, to know what it was all about. Since then *The Man of Feeling* has accompanied me into the remotest corners of England and Wales, and several times overseas. It has become, as I say, my favourite holiday book, and it is always the first thing I put into my bag when I am packing. After the holiday is over I take it out again, and pat it affectionately, and put it back on its shelf for another year. One of these days, I have no doubt, I shall read it, but I hope that may not be for a long time yet, for once it is read it will cease to be my favourite holiday book. All its glamour will be gone, and I do not know wherewith I shall replace it.

From this personal instance arises the only practical piece of advice that is worth having on the subject of holiday reading—and that is, to take away on holiday only such books as can be neglected with impunity. There is, however, one kind of book which it is always safe to take away, and that is an anthology. Almost any anthology will do, provided that it is not compiled by a school-book editor for examination purposes. E. V. Lucas's *Open Road*, for instance, is a wonderfully companionable book, where something can be found to suit the mood of any moment. With that, or some similar book in his pocket, a man is almost as well off alone as with a friend, for the book will be garrulous, pensive, and exhilarating by turns; and sooner or later it will echo the secrets of the reader's inmost heart. From this point of view an almost ideal holiday-book is *The Notebooks of Samuel Butler*, which is now procurable in one volume from Messrs. Fiffeld at six shillings net. The merit of old Samuel Butler is that he never poses, and that he gossips about every subject that enters into the life of the cultured man. Now and again he breaks off and tells stories; again he is discussing some abstruse problem of evolution or asserting that a hen is only an egg's device for producing another egg. He talks of the beauty of mountain scenery and of buildings, of music, art, and literature, of domestic servants and the artist's soul, and whatever he has to say is said with extraordinary lucidity and point. All things considered, I am inclined to regard Butler's *Notebooks* as the finest holiday book in the world, and I wish that it had been my fortune to read it on the open road or by the side of an inn fire.

But, after all, holiday reading is an unprofitable subject to write about. No man can describe to-morrow's sunset or teach one how to enjoy it by splashing down on a palette the colours with which it may perhaps glow. The true holiday-maker will go to meet his happiness light-heartedly and careless of what may befall. He may find ecstasy in a time-table, or, given bad weather, a wealth of melancholy delight in a volume of *The Quiver*. For the person who wants a course of holiday reading laid out for him in the style of the Hundred Best Books there is no hope at all.

SILAS BIRCH.

#### Books.

All the skies of the brain are rolled above Life's plain—  
For the soul that earns her eyes, constellations of delight;  
But our gaze is hemmed by Earth few do heed their  
gracious worth;  
How kind are noble books, how wholesome and how wise.

HERBERT E. PALMER.

## REVIEWS.

## Holiday Books.

In *An Ethiopian Saga*, by Mr. Richmond Haigh (Allen and Unwin, 5s. net) we have a work of somewhat exotic quality with a subtle charm, sufficient to outweigh the disadvantages of uncouth names and a literary style which is imperfectly modelled on that of the Old Testament. The story is vigorous enough to hold one's attention, and there are many arresting examples of native sayings and proverbs drawn from the author's experiences in South Africa and vouched for by the Rev. J. A. Winter of *Sekukuniland*.

*The Curious Friends*, by C. J. Delagreve (Allen and Unwin, 6s. 6d. net) is a tale of a secret society, of which the members were distinguished by wearing blue beans. The Curious Friends, as the members are called, are "held together by love." They are introduced to us after we have watched the upbringing of Colin Gilson, who is destined to become one of their number. The story of his childhood and youth is interesting, and the account given of The Curious Friends, if somewhat fantastic, is marked by skill in character drawing and by a complete avoidance of unlovely people. To say that the book is harmless and agreeable would convey a wrong impression. It is more than negative in its merits and affords excellent reading.

*The Lay of the Land*, by Robert A. Hamblin (Allen and Unwin, 6s. 6d. net) is a pleasant and well-told tale of country life, in which we have two chief characters, neighbours at the opening of the story—one a carpenter called Shortmeal, the other a plumber called Bellowgrass. As the result of a legacy from an aunt and a public-house, Bellowgrass rises in life, becomes a "sanitary engineer," as is the way of ascended plumbers, and builds himself a new house. Aided by their wives, the friends become somewhat estranged, and it is not until Bellowgrass discovers that he has built his new house on land partly appropriated from Shortmeal that a reconciliation is effected. The peace is sealed by a marriage between the children of the two, and everything ends happily. Told thus, the story sounds commonplace, but in the book itself there is a note of rare comedy and an excellent power of straightforward narrative which distinguish Mr. Hamblin's work and make us ready to read more of his stories.

*The Trial Stone*, by John Gower (Allen and Unwin, 6s. 6d. net). Felix Neville belongs to a family which calls coffee "cawfy" and is in every respect very superior. He is sent to Eton and Oxford, and thereafter passes through a series of adventures such as are not uncommon where a young man is bred in indolence and feels the comforting support of the parental purse. Thus Felix dawdles in an insurance office, potters about in a newly-formed department of State, and, after a humiliating experience in America as the victim of a thrusting company promoter, he returns to England in time to join the Army in France. His experience there is the trial stone, but we confess that we find the author's use of army initials, such as D.D.V.S., somewhat bewildering. Possibly the mental effort needed to understand these mysterious symbols had a bracing effect upon the mind of our happy warrior, for in the final chapters we hear him discoursing on the war, its causes and effects, with some approach to coherence, albeit with little good sense. We leave him about to resume business life once more, after accepting with characteristic flabbiness the loss of a young lady's hand and heart. If there should be a sequel to this volume we suspect it will have to be called "Infelix Neville."

*Any Soldier to His Son*, by George Willis (Allen and Unwin, 1s. net), is a collection of verse dealing with the war in a singularly poignant and moving way. Mr. Willis has performed a real service by exhibiting war as it is and not as the picturesque writing of some war correspondents would paint it.

*A Year in Public Life*, by Mrs. C. S. Peel (Constable, 7s. 6d. net). Hundreds of men and women have gained some insight into the working of Government offices during the war. Mrs. Peel was a co-director of the Women's Service in the Food Ministry, and her experiences have supplied her with material for a most amusing and agreeable book. Rightly understood, her record is full of valuable lessons which ought to form part of the syllabus for examinations in the Civil Service competition. As, for example, Explain and justify the statement by Mrs. Peel that "The man who is finally left with a minute and obliged

to answer it loses the game"; or, again, "Briefly describe the office furniture which is appropriate for the various grades of officials, and draw a graph exhibiting the relation between official salaries and floor-coverings."

Mrs. Peel survived a year of official life without losing either her good sense or her good humour, and both are present in full measure in this entertaining volume.

*The Strong Hours*, by Maud Diver (Constable, 6s. net). This volume continues and completes the story begun in Miss Diver's previous novel, "Strange Roads," and gives us a further picture of the Blount family and of the doings of the two brothers, Derek and Van. Miss Diver's practised pen maintains the interest of the tale, and with the aid of a flavour of German spy transactions and suspicions of a secret wireless installation, a timely war note is introduced. An interesting story for a holiday afternoon.

*Home Fires in France*, by Dorothy Canfield (Constable, 6s. net). A series of short stories concerning life in villages behind the firing line in France, as seen by American eyes. They are admirably told, and range from poignant tragedy to light comedy. This is a book which is heartily to be commended.

*The Wayfarers' Library* (Dent and Co.) now numbers scores of dainty volumes, all well-printed and strongly bound, of a size convenient for the pocket or for a corner of a knapsack. The volumes sent to us include such well known favourites as *The Red Axe*, by S. R. Crockett; *The Lady Noggs*, by Edgar Jepson; and *The Dream and the Business*, by John Oliver Hobbes. An excellent opportunity is thus afforded of renewing old friendships, and in addition there are newer stories of proved merit, all admirably adapted for holiday reading. The well-chosen title of the series is aptly matched by the selection of works which it covers.

*English Fairy Tales*, by Ernest and Grace Rhys, *Spanish Fairy Tales* by J. Munoz Escamez, and *Æsop's Fables*, adapted by F. C. Tilney, are issued by Dent and Son. They are charming books for children, strongly bound in attractive covers and printed in type which will do no harm to young eyes. The illustrations in colour are excellent, and the stories are well told. A young lady of ten assures us that they are "awfully jolly books," a verdict in which we concur heartily.

*Java Head*, by Joseph Hergesheimer (Heinemann, 7s. net). Mr. Hergesheimer's second novel hardly rises to the splendid height of "The Three Black Pennys." It lacks the special interest which arose from the attempt to depict successive generations of the same family. Nevertheless it deals in a skilful and arresting fashion with another family—the Ammidons of Salem, shipowners and merchants. The action is compressed into a few summer weeks, beginning with the return of Gerrit Ammidon from China, when he brings his Manchurian wife, Taou Yuen, and introduces her to the conventional and almost puritanical circle of his family and friends. Gerrit is the bold adventurer, set in sharp contrast to his stay-at-home brother, but his boldness does not serve to make life tolerable for Taou Yuen, who is a strangely impressive figure, moving in stately fashion behind the story until events are too complex for her and she commits suicide. There is all the material for a great tragedy and a great novel, but we feel that true greatness has been missed through the unaccountable failure of Gerrit to live up to his early promise. "Java Head" is certainly a very remarkable book, holding a place far above the common run of novels.

*Jinny the Carrier*, by Israel Zangwill (Heinemann, 7s. net). After a long interval Mr. Zangwill has written another novel, this time dealing with rural Essex and setting forth the doings of a charming and vigorous damsel who conducts the business of a country carrier and plays the part of a friend to the whole neighbourhood. Her racy philosophy and sturdy independence are her armament for a long fight against her soldier sweetheart, who disapproves of her business enterprise and seeks to compete against her. In the end the rival firms amalgamate and the principals are married. The story is leisurely in its course, and its interest is sustained rather by careful character drawing than by rapid action. We recall a short detective story from Mr. Zangwill's pen which was in marked contrast to this later effort, and we are inclined to think that Jinny's story might have been compressed into smaller space with advantage.

(Continued on page 308.)



# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

---

## OFFICIAL LIST OF REGISTERED TEACHERS

---

The Statutory duty of the Council is to frame and keep a Register of Teachers, and a list of those registered under the conditions prescribed by the Council will be published from time to time. The first list was issued in 1917, and the second one is now in course of preparation.

In addition to its statutory duty, the Council has acted in co-operation with the Board of Education in many important matters affecting the interests of Teachers.

Up to and including the 31st of July, 1919, the number of applications for admission to the Register was 29,700. All qualified Teachers who have not already registered should write at once to :—

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

*A Storm in a Teacup*, by Eden Phillpotts (Heinemann, 7s. net). Medora Trivett lives at Cornworthy, and we make her acquaintance soon after her marriage to Edward Dingle, known familiarly as Ned. Jordan Kellock is a friend of both, and a man of vigorous personality, something of a leader, with engaging qualities which prove irresistibly attractive to Medora. The pair elope to London, and later return to the village, where Medora discovers that Ned is her true mate, and she rejoins him accordingly. This central incident is told in the atmosphere of that Devon which Mr. Phillpotts knows so well, and his accustomed skill in description never fails him. Nor does his power of depicting homely characters amid their surroundings. Lydia Trivett, the mother of Medora, is especially well drawn for us, and the scenes in the paper-mill where she works are described with picturesque detail. It is impossible for Mr. Phillpotts to write a commonplace novel, but for our part we feel that in this book he falls somewhat short of his best. The main incident is a trifle unreal, especially in its sequel. We have the impression of a tragedy gone slightly astray.

Children of all ages owe a special debt of gratitude to Messrs. Longmans, Green and Co. for enlisting the skill of Andrew Lang on their behalf. His versions of the fairy tales and legends of many lands, supplemented by the excellent illustrations of H. J. Ford, are favourites always, and the volumes afford a wealth of choice in the selection of gift books. They are daintily bound, well printed, and not too cumbersome for little hands to hold. Miss Hilda Johnstone has prepared an attractive collection of the myths of Greece and Rome, with illustrations by D. M. Payne. Finally we recommend for older readers the excellent story by Jefferson Carter, entitled "Madam Constantia," already reviewed in our columns. It is an interesting companion for a journey.

*Our Atlantic Attempt*, by H. G. Hawker and K. Mackenzie Grieve (Methuen, 3s. 6d. net). Major-General J. E. B. Seely has written a short preface to this book, which is a straightforward and interesting account of the plucky effort which the authors made to cross the Atlantic by aeroplane. They failed, it is true, but their failure was not due to any want of skill or forethought, and the dramatic sequel to their adventure will long be remembered. The book has some interesting photographs and a full description of the engine of their machine.

"*Quoth the Raven*," an Unofficial History of the War, by E. V. L. and G. M. (Methuen, 1s. 3d. net). Briefly we urge everybody to buy, borrow, or "convey" this little volume with all speed. It is a sheer joy, alike in its bright record of the war at home and in the humorous illustrations drawn by Mr. George Morrow, who has a painful knack of drawing absurd faces which remind one of real people and of one's own reflection. Mr. E. V. Lucas suggests absurd actions which also are painfully like the real actions of certain people on the "home front." The satire is always fair and delicately pointed.

## Education.

HEREDITY: by Arthur J. Thomson. (John Murray. 15s. net.)

This is the third edition of Professor Thomson's well-known book. The first edition appeared in 1907, and at once attracted wide attention and roused a certain amount of hostile criticism, as was inevitable in a work dealing with such an extremely difficult subject and one that is so full of controversial matter. But critics neither could nor did suggest that Professor Thomson made a partisan statement. The book is one of the fairest that has ever appeared on any subject, and though in this new edition the author acknowledges that he has learnt a little from his critics, the value and the charm of the book are to be credited to him alone. Professor Thomson takes his place in the succession of the rare spirits who combine admirable expression with scientific accuracy and scientific spirit—the line of Huxley and Tyndale. Scientific books need constant renewal. Huxley used to say that the life of a physiological fact was a short if not a merry one, and it had to go through a rapid series of metamorphoses in order to preserve its status. This is why a book of this kind needs constant renewal. The student feels much more sure of his ground when he knows that he has under his eye the last word of his master. The student of education, for example, will feel happier in dealing with his own subject after he has read Dr. Thomson's new version of his famous chapter on the *Transmission of Acquired Characters*. This chapter by itself makes the book valuable to the educator, though none of the others can be said to be alien to those who specialise on education. A.

## English.

NELSON'S ROYAL SCHOOL SERIES: THE VICTORY READERS: Books 1-4. (Thomas Nelson and Sons, Ltd.)

These handy little volumes are well bound and are printed in good type on paper which is adequate and indeed good for these days. The stories and verse are well graded, but it is not easy to understand why it was apparently thought desirable to interrupt certain of the longer pieces by putting in matter of a different kind. Some power of sustained attention might be looked for even in young children, especially as the longer sketches are in themselves interesting.

GATEWAYS TO BOOKLAND: Books 1-6. (McDougall's Educational Company.)

This admirable series of reading books is divided into six parts, beginning with "A Wreath of Golden Blossoms" and ending with a volume entitled "In King's Gardens." With excellent judgment the compiler has chosen passages from real folk tales and literature in place of the melancholy pieces which so often result from the effort to write down to the child's level. A practical experiment has shown us that these Readers are very attractive to young children and that the coloured illustrations are greatly admired. This is one of the best series of reading books we have seen, alike in its contents, printing, and binding.

## Modern Languages.

F. A. Hedgcock: PITMAN'S PROGRESSIVE FRENCH GRAMMAR. (Isaac Pitman. 5s., 6d. net.)

A Primitive Direct Methodist of the straiter sort would condemn this book out of hand. The offensive inclusion of the publisher's name in the title, the use of the word "Grammar" in the sense of a complete instruction book, and the Ottoesque appearance of the contents are not prepossessing.

But we are determined to give credit for good and careful work in whatever guise, and no fair-minded reviewer, if he has fulfilled the modest condition of a rapid perusal, can fail to perceive the immense amount of labour and care expended in the production of this work.

Nor is it so old-fashioned in its method as might at first appear. It is true that a great deal of sentence translation from English into French appears, and the whole instruction is centred round the grammar (instead of the grammar being made a handmaid to the teaching of useful expressions), two practices with which we dealt in the April issue, on page 142.

The latter procedure is really quite unnecessary, because learning expressions that one knows the *total* meaning of, but cannot analyse grammatically, has a special value of its own.

One will learn accurately what one cannot hope, if it is forgotten, to reconstruct from one's knowledge of rules.

And these parrot-learned expressions are of immense use, later on, as illustrations of the rules that apply to them, and as models for the formation of analogous expressions. Their value lies then in the fact that having been learned before the student was sufficiently advanced to make any sentences of himself, they are much freer than what is learned at a later date, from the risk of unconscious alteration. Thus a student who has never learned rules for French gender will not change *un arbre* to *une arbre* because of the final *e*.

We are therefore convinced that the grammar should be detached from the reader, and that one's grammatical knowledge should be allowed gradually to overtake one's knowledge of whole expressions. As Sweet suggests what one learns should be analysed "as far as the student's knowledge will allow," and the rest simply learned as one learns new words such as "man," "dog" (for the formation of which there *are* of course no rules at all, except in invented languages such as Bishop Wilkins's).

Thus one is left free to develop a natural reader entirely on the lines of *useful matter*, and such unnatural, portmanteau, Prendergast sentences as *Le frère et la sœur mangent du pain, du beurre et du fromage* are eliminated for ever. (The sentence in question is an illustration; but illustrative sentences should be learned by heart, and *should be such as are worth learning by heart FOR THEIR MATTER.*)

Even for the immediate purpose of illustration, the natural sentence is right, the Prendergast portmanteau wrong. *A useful sentence emphasises the utility of the rule.* The bizarre sentence suggests that the rule it illustrates applies only to what is bizarre.

(Continued on page 310)

# Mr. Heinemann's List of New Fiction.

## YELLOW LEAF

By **SACHA GREGORY.**

7/- net.

An absorbing story of a protracted duel between two masterful personalities, with an unexpected and highly dramatic ending.

## A SAILOR'S HOME

By **RICHARD DEHAN.**

7/- net.

A volume of short stories by the versatile author of "The Dop Doctor."

## STORM IN A TEACUP

By **EDEN PHILLPOTTS.**

7/- net.

"It is a delightful and humorous idyll of Devonshire life."  
SATURDAY REVIEW.  
"A wise humour illuminates the whole book."—THE TIMES.

## JINNY THE CARRIER

By **ISRAEL ZANGWILL.**

7/- net.

"JINNY THE CARRIER," the first novel Mr. Israel Zangwill has written this century, is described by him as a "folk comedy of rural England." An untouched countryside, with its quaint humours, characters and creeds, provide the background for a delightful love story in which fun and pathos blend.

## THE BONFIRE

By **ANTHONY BRENDON.**

7/- net.

A powerful novel dealing with life in an English Jesuit College.

## THE OLD MADHOUSE

A Posthumous Novel by

7/- net.

**WILLIAM DE MORGAN** (Ready Aug. 31st.)

William De Morgan was engaged upon this novel during the last two or three years of his life, and at the time of his death in 1816 it was complete except for the last chapter. Fortunately the novelist left very full notes, which have enabled his wife, who had talked over the story with her husband at every stage of its progress, to finish the book in accordance with his intentions.

## THE MOON AND SIXPENCE

By **W. SOMERSET MAUGHAM.**

7/- net.

"A triumph . . . one of the most entertaining books that has come my way."—DAILY MAIL.

## JAVA HEAD

By **JOSEPH HERGESHEIMER.**

7/- net.

A novel of the American merchant marine at the beginning of the great clipper ship era.

## THE THREE BLACK PENNYS

By **JOSEPH HERGESHEIMER.**

7/- net.

"An unusual novel, to be read slowly, thoughtfully, and with a sense of luxury."—TIMES.

**LONDON : Wm. HEINEMANN, 21, BEDFORD ST., W.C. 2.**

## TROLLEY APPARATUS.

A Large batch of our Standard Trolley Apparatus will be ready for despatch early in September.

Orders should be placed now to secure delivery in time for use during the coming term.

**G. CUSSONS, Limited,**

The Technical Works,  
MANCHESTER.

London Office : 231, Strand, W.C.2.

"A Little Classic among Journals."  
LIVERPOOL COURIER.

## TO-DAY

EDITED BY HOLBROOK JACKSON.

**6d. JULY NUMBER NOW** At all  
Net. **ON SALE, CONTAINS : Bookstalls.**

### POEMS by

SIR WILLIAM WATSON  
CECIL ROBERTS  
SIEGFRIED SASSOON  
EDWARD SHANKS

### ARTICLES by

G. K. CHESTERTON  
DOUGLAS AINSLIE  
RICHARD ALDINGTON  
BERNARD LINTOT  
LOUIS GOLDING  
HOLBROOK JACKSON

SEND a P.C. for a SPECIMEN COPY.

**The TO-DAY Office,**  
29, BEDFORD STREET, STRAND,  
LONDON, W.C. 2

Were grammar an end instead of a mean, the policy of devoting each reading section to a grammatical point would still be open to question, for repetition, to be effective, should be at intervals. Especially if the pupil is quick-witted enough to see what is being done, he will find the process distasteful; and it takes away all the budding linguistic joy in keeping his eye open to note constructions as they arise.

But numerous Direct Method exercises are gradually introduced, as well as very interesting reading matter, and such strictures as we are forced to pass bear not so much on the general plan as on the details of its execution.

What a pity books of this type are not reviewed before, instead of after, they are published. We very much require a clearing-house for ideas and criticisms, such as the International Students' Bureau is endeavouring to provide; for by this means a great many serious defects could be eliminated, and the present tendency for every bright idea to be styled a "method," and to have a book to itself, would yield to a system which could develop that *standardised and permanent* method we crave for.

An obvious example of the waste resulting from individualism in a sphere where individualism has no right to exist is the unfortunate omission of phonetic transcriptions from the English-French vocabulary. As this contains words not in the French-English, the student gets no help in such an important matter as the pronunciation of *aristocratie*. On the other hand the author must be most heartily thanked for his transcriptions of difficult words resulting from inflection, such as *emploierai* [aplware], *essuieront* [esyiro], *créerai* [krere].

In regard to the absence of any consistent effort to keep distinct the written and the spoken idioms, we must still cry out as one of few voices in the wilderness. Dr. Hedgcock tells us, in so many words, that the *Passé Défini* is not used in spoken French, but the reading and exercises are full of it, in spite of the author's own admirable remark in the preface that "it is not sufficient to be acquainted with the rules of a foreign modern language;" (Why only a modern one?) "they must, by constant practice, become so familiar that they can be applied as instructively as those of the mother-tongue."

Then why not let the student practise the *Passé Indéfini*, and so—

1. Inculcate a colloquial usage;
2. Avoid inculcating a non-colloquial usage;
3. Take advantage of a priceless instrument for teaching the correct use of auxiliary *avoir* and *être*.

The past subjunctive is another tense that should not exist for the student till he has a thorough mastery of spoken French, and is seriously engaged in the acquisition of the book language.

We must take most violent exception to Dr. Hedgcock's reactionary behaviour in attempting to justify idiom by means of pseudo-logical explanations. The statement that "the effect of the subjunctive in *C'est l'homme le plus riche que je connaisse* is to tone down the absolute force of the superlative (p. 224) is utter nonsense; and it shows what a man will be reduced to when he determines at all costs to bolster up such an archaic and absurd Teutonic *a-priorism* as that on p. 212: "The subjunctive is the mood of the possible, doubtful, desirable, but not of the certain fact." The word "soyez" in "Je suis content que vous soyez arrivé," certainly expresses no doubt, nor does the indicative in clauses depending on *espérer* (*J'espère qu'il ira vous voir*) indicate any sort of certainty.

The dictum, on p. 349, that "the student must remember that the mood of the verb in the subordinate clause is *not* decided by the kind of clause *nor* by the conjunction that connects it with the principal, but by the *meaning of the clause* itself and *the way it is desired to express that meaning*" has everything in its favour except truthfulness, the plain fact being that in the vast majority of cases the subjunctive follows certain quite mechanical rules.

The statement on p. 212 (foot-note) that the subjunctive "can only be employed in a subordinate clause introduced by a conjunction, which is always *que* or some compound of *que*" is an obvious slip, but a slip of the kind that ought certainly never to find its way into print, and that the International Students' Bureau exists to make impossible.

This book (like Mr. Manison's French Grammar—Harrap) which we shall review in our next issue, removes *recevoir* from the company of regular conjugations, where it had reposed too long. We hope that no grammar will, on historical grounds, restore the title of "regular" to a type exemplified in a dozen verbs!

W. H. Hudson: *SHORT HISTORY OF FRENCH LITERATURE* (with a memoir of the author by A. A. Jack). (Bell and Sons. 6s. net.)

While it is the business of a reviewer to criticise, it would be mere perverseness to hunt about for faults in a book which gives no cause for complaint of any sort. On the other hand it would require long use to become fully acquainted with its positive merits. What the reader of reviews likes to know in a case like this is the proportions of the book. In a work of 300 pages, 24 are given to mediæval literature, 51 to the Middle Ages and the sixteenth century together. The 18th and 19th centuries together take up more than half the book—the 18th, 50 pages, the 19th 120 pages. Most of our readers will probably agree that this distribution shows good judgment. It is not a question of the comparative values of the mediæval and the later literatures: it is simply a case of dealing with one language at a time. And as *Sun desire quant en ad vers Deu tendut* cannot be called French (in the sense of the language spoken and written now by Frenchmen), literature of this type should, in a History of French Literature, occupy, as it does here, a subordinate and introductory position.

G. P. Krapp: *THE PRONUNCIATION OF STANDARD ENGLISH IN AMERICA*. (Oxford University Press. 7s. 6d. net.)

We can never give whole-hearted praise to a book on pronunciation which uses disproportionate space for the phonetic representation of dialect—such as the Bowery dialect (in a speech from Shakspeare!) or the elocutionary dialect appropriate to Keats's wonderful "Darrien" sonnet.

What the foreigner wants (whether the language in question is nationally, or only socially, foreign to him) is to know how the natives speak. Once he is at home in their normal speech, he can soon attend to special dialects if he has time and inclination.

However, Professor Krapp's technical work is good and thorough, though we quarrel with his view of the difficulty of representing intonation. In "*Intonation and Emphasis*" (published for the International Phonetic Association) the present writer used figures for the purpose, in such a way as to show the rise and fall very much more clearly than any curve, and at far less expense.

Readers must be warned against using the transcriptions without the very detailed explanations which Professor Krapp provides. People still exist who imagine that the letters used have an intrinsic significance. It cannot be too strongly emphasised that a phonetic transcription cannot do more than show the distribution of sounds elsewhere described. If this were realised, we should not have Mr. Bernard Shaw declaring that Henry Sweet admits that Londoners—even educated ones—say "bat" for "but." As a matter of fact Sweet merely used the sign [a] for the vowel-sound in "but"—that is all.

The insufficiency of script without description is illustrated by the sign [au] commonly used for the English diphthong in "now," and used by Professor Krapp for the American diphthong in the same word. There is a striking difference between our sound and their's, but it would be impracticable to have so minute a script as to dispense with the necessary explanations.

It is interesting to read that "it is doubtful if, on the whole, American cultivated speech is any slower than British speech"; but when one remembers that the charge we bring against all other foreigners is that they speak their languages too fast, one cannot help thinking there must be something in the impression Englishmen receive that American speech is particularly deliberate, showing a tendency to apply the principles of their constitution to speech as well as to humanity, by claiming for each syllable a separate, free, and independent existence.

Professor Krapp is particularly good on the question of correct speech. Some of his notes are well worth laying to heart.

"Wherever a question of choice between two pronunciations arises, there is rarely any difficulty in making a choice after the facts are known. It is the province of a book like this to show students how they may become sure of their facts, not to make their choices for them."

"Both habits of speech" (the British and the American) "it need scarcely be said, are established by convention, and one is not more conscious or affected than the other."

"Levels of speech. . . Natural or normal speech differs from precise speech, which is largely self-conscious and theoretical, and it differs also from slovenly speech with which the precise speaker is inclined to confuse it. . . Ungrammatical or dialect speech is not necessarily slovenly, and in fact it is often the reverse, being frequently very crisp and energetic. The appeal . . . must always be to the ear. . . To attempt to regulate

(Continued on page 312.)

**A SELECTION FROM**  
**MESSRS. METHUEN'S BOOKS**  
**SUITABLE FOR HOLIDAY READING.**

**FOR PUPILS**

- A Child's Guide to London.** By A. A. METHLEY, F.R.G.S. With 40 Illustrations. Crown 8vo. **5s. net.**
- Tommy Smith's Animals.** By EDMUND SELOUS. With 8 Illustrations. 15th Edition. F'cap 8vo. **2s. 9d.** and **3s. 6d.** net.
- Tommy Smith at the Zoo.** By EDMUND SELOUS. With 8 Photographs of Animals. 2nd Edition. F'cap 8vo. **2s. 9d.**
- British Insects and How to Know Them.** By HAROLD BASTIN. With 12 Plates. F'cap 8vo. **2s. net.**
- British Ferns and How to Know Them.** By S. LEONARD BASTIN. With 24 Illustrations. F'cap 8vo. **2s. net.**
- Battles of English History.** By HEREFORD B. GEORGE, M.A., F.R.G.S. With 18 Maps and Plans. 5th Edition. Crown 8vo. **5s.**
- Master Rockafellar's Voyage.** By W. CLARK RUSSELL. With 27 Illustrations by GORDON BROWNE. 5th Edition. **5s. net.**
- The Getting Well of Dorothy.** By MRS. W. K. CLIFFORD. With 27 Illustrations by GORDON BROWNE. 3rd Edition. **5s. net.**
- The Blue Bird: A Fairy Play in Six Acts.** By MAURICE MAETERLINCK. 39th Edition. **6s. net.** Also at **2s. net.**
- A Naval Lieutenant, 1914-1916.** By "Etienne." With 16 Illustrations and 7 Plans. Crown 8vo. **8s. 6d. net.**
- Lawn Tennis.** By A. E. CRAWLEY. With 8 Illustrations. F'cap 8vo. **3s. net.**

**FOR TEACHERS**

- A Wanderer in London.** By E. V. LUCAS. With 52 Illustrations, 16 in Colour. 18th Edition, Revised. **8s. 6d. net.**
- The Avon and Shakespeare's Country.** By A. G. BRADLEY. With 30 Illustrations in Colour. 2nd Edition. **8s. 6d. net.**
- A Book of Devon.** By S. BARING-GOULD, M.A. With 35 Illustrations. 3rd Edition. **7s. 6d. net.**
- The Open Road: A Little Book for Wayfarers.** Compiled by E. V. LUCAS. 27th Edition. **6s. 6d. net.** Leather, **7s. 6d. net.**
- Young England.** By DOUGLAS STRONG. **7s. net.** A Story of English Public School Life during the War.
- The Bustling Hours.** By W. PETT RIDGE. **7s. net.** A Story of London in War Time.
- The Betrothal: or, The Blue Bird Chooses.** By MAURICE MAETERLINCK. **6s. net.**
- The Years Between.** By RUDYARD KIPLING. **7s. 6d. net.** Also on thin paper, **6s. net.**; in leather, **7s. 6d. net.**
- Quoth the Raven: An Unofficial History of the War.** By E. V. L. and G. M. Boards, **1s. 3d. net.**
- Our Atlantic Attempt.** By H. G. HAWKER, A.F.C., M.B.E. and LT.-COM. K. MACKENZIE GRIEVE, R.N., A.F.C. With 14 Illustrations and 6 Diagrams. Crown 8vo. **3s. 6d. net.**
- How to Play Golf.** By HARRY VARDON. With 48 Illustrations. 10th Edition. Crown 8vo. **5s. net.**

**CLASS BOOKS FOR LOWER FORMS  
OF SECONDARY SCHOOLS.**

- Arithmetic, Preliminary.** By AUGUSTUS BARRACLOUGH, M.A., Second Master at Bournemouth School. 2s. With Answers, 2s. 3d. This Book provides a course of Arithmetic suitable for pupils of ten to fourteen years of age.  
 "The chapters are clearly written, carefully arranged, and accompanied with a plentiful supply of examples and exercises."—SCHOOL GUARDIAN.
- Arithmetic, The Primary.** Edited by WM. BRIGGS, LL.D., M.A., B.Sc., F.R.A.S. In Three Parts. Parts I and II, 10d. each. Part III, 1s. 3d.  
 An Introductory Course of Simple Arithmetical Exercises, covering all the subjects usually taught in schools.  
 "The examples increase in difficulty by almost imperceptible stages, and they are very suitable for young scholars."—NATURE.
- Chemistry, Preliminary.** By H. W. BAUSOR, M.A., late Scholar of Clare College, Cambridge. 2s.  
 A course for beginners dealing with the leading principles of chemical theory.  
 "An excellent book. will make a clear understandable foundation for a systematic treatment of chemistry in the higher forms."—  
 EDUCATIONAL NEWS.
- English Course, Preliminary.** By A. M. WALMSLEY, M.A., late Senior English Master, Middlesbrough Boys' High School. 2s.  
 "An excellent first course in English grammar and composition suitable for the lower forms in secondary schools."—SCHOOLMASTER.
- Experimental Science, Preliminary Course of.** By W. M. HOOTON, M.A., M.Sc. 2s.  
 A detailed course of science training for beginners in accordance with modern ideas.
- History of England, Preliminary.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A., Cambridge Geography Diploma. With Illustrations. 2s. 9d.  
 "In addition to an outline of political events it tries to give some idea of social and constitutional development and also to connect history with geography. It is clearly written and well illustrated."—SCHOOL WORLD.
- French Course, Preliminary.** By H. J. CHAYTOR, M.A., and H. E. TRUELOVE, B.A. Second Edition. 2s.  
 "An excellent first year's work, well arranged on systematic lines, with due regard to the advantages of the direct method."—ATHENÆUM.
- Geography, Preliminary.** By E. G. HODGKISON, B.A., F.R.G.S., Assistant Master, Crewe County School. 2s.  
 A book for beginners, containing Elementary Physical Geography, an outline of the Geography of the World, and the Geography of the British Isles in detail.  
 "An admirable textbook, clear, direct, and well suited to the needs of pupils for whom it is intended."—LITERARY WORLD.
- Geography of England and Wales, A Preliminary.** By ERNEST YOUNG, B.Sc., F.R.G.S., Head Master, County School, Harrow. 1s. 6d.  
 This book cannot be used without an atlas, and is generally suitable for the lower forms of schools.  
 "A capital book, written in simple language, and containing abundant sketch maps of the right kind."—LONDON TEACHER.
- Geometry, Preliminary.** By F. ROSENBERG, M.A., B.Sc. With or without Answers. 2s. 9d.  
 A book for beginners containing a judicious blending of practical and theoretical work. Insists throughout on reasoning from first principles.  
 "The book is certainly one to be recommended."—  
 PREPARATORY SCHOOLS REVIEW.
- Plant and Animal Biology. A First Course in.** By W. S. FURNEAUX. 2s. 9d.  
 "For beginners this little book should prove a very attractive introduction to the study of plant and animal life."—SCHOOLMASTER.
- Spelling and Punctuation (with Pieces for Dictation).** By HARRY SNOOSMITH, M.A., Modern Language Master, Wandsworth Technical Institute Secondary School. Second Edition. 1s.  
 "Very seldom have we seen any book which deals so thoroughly with the difficult subject of teaching and learning to spell."—EDUCATIONAL NEWS.

Complete Educational Catalogue, and Catalogue of Class Books  
for Secondary Schools, post free on application.

**METHUEN & CO., LTD.,**  
**36, ESSEX STREET, LONDON, W.C. 2.**

**University Tutorial Press, Ltd.,**  
High Street, New Oxford Street, LONDON, W.C. 2.

speech by the visible word lands one in countless absurdities. . . . One cannot do better than direct attention to the unconstrained speech of educated and well-bred persons. The decision who such persons are must be left to individual judgment. The speech of formal discourse differs from the speech of familiar conversation. . . . It would be as much an error to speak formally when the situation called for familiar speech as to speak colloquially in a formal situation."

Professor Krapp makes one mistake when he says the final consonant in "egg" is short (p. 41). All final consonants are long when they follow a short vowel, in American as in British English. German has short final consonants in such cases, and the effect of abruptness certainly strikes American as much as English ears.

H. O. C.

## Mathematics.

**PROJECTIVE GEOMETRY:** Vol. I, by Oswald Veblen and John Wesley Young (1910); Vol. II, by Oswald Veblen (1917). (Ginn and Co.).

The term "Projective Geometry" is used in two different senses. Elementary Geometry deals mainly with relative magnitude, which implies measurement; but there are geometrical theorems which are not concerned with relative magnitude but with relative position, *e.g.*, of points on a line. As these latter properties are usually not altered by projection, they are in one sense called "projective," the others being "metrical." In another sense, the distinction is between projective and descriptive geometry; the difference being that in the former every two straight lines in a plane intersect, while in the latter this is not necessarily the case. It is in the second sense that the term is used by Profs. Veblen and Young in the title, though in the preface a distinction is drawn between the projective and the metric.

The discovery of non-Euclidean geometry made it clear that geometrical axioms are not necessary and self-evident truths but assumptions; and different assumptions give rise to different kinds of space. The general assumptions made in the work under review are collected in the first chapter of the second volume. There are three assumptions of "alinement" (if we may use the English spelling) and five of "extension"; an assumption of projectivity (a projectivity being the resultant of a sequence of perspectivities); and a further one which may be called a harmonic assumption. Comparing these, for convenience of reference, with the axioms given by A. N. Whitehead in *Encycl. Brit.*, 11th ed., xi. 731, it will be seen that the first eight are practically equivalent to axioms 2-7 (axiom 1 being apparently unnecessary, since it is covered by 2 and 4), and the tenth to axiom 8, while the ninth is an assumption leading to the "fundamental theorem of projective geometry." Further assumptions, appearing in the second volume, relate to continuity order, etc.; but some of these are already implied in the ninth assumption. The first eight assumptions are universal: any space satisfying these but not involving others is called a general projective space, and particular kinds of projective space are determined by introducing one or more of the remaining assumptions. Thus we have "rational" projective spaces and "real" projective spaces, whose points correspond to the systems of rational and real numbers. The real spaces, and also complex space, involve the assumption of continuity. In the first volume the assumptions on which each theorem is based are stated either at the beginning of the chapter or in brackets after the theorem; this has not been found possible in the second volume.

The work is intended for senior and graduate students in universities, and no doubt meets a want. But the subject is of a general interest, and it might perhaps have been possible to treat it in such a way as to appeal to a larger circle of readers, without detracting from its main purpose. From this point of view, there are three respects in which criticism suggests itself.

First, although the amount of ground covered is very great, it is difficult, on account of the consecutive nature of the reasoning, to isolate any portion for separate study. It is true that the earlier portion of volume II, leading up to Euclidean plane geometry, may be read without the later portion of volume I; but this is not enough. What is required is a scheme to show the connection of the various portions of the work, and to facilitate skipping. In the absence of such a scheme, recourse must be had to the index, which seems fairly complete.

Next, the phraseology should be simpler and more suggestive, and also more exact. "Corresponding," for instance, is better than "homologous"; as the words are treated as synonymous, one ought to be sufficient. "Invariant," again, is a technical term: it is unnecessary to use it when "unaltered" would do

as well. "Perspectivity" and "projectivity" are clumsy words, but must presumably be regarded as established; the former, no doubt through oversight, is not separately defined at all, while, as regards the latter, the paragraph in which it is defined as a projective correspondence is followed almost immediately by one stating that it establishes a correspondence—*i.e.*, the word is used as meaning both the operation of projecting and the relation resulting from this operation. Again, the phraseology of "pencils" is obscure. In chapter I of the first volume a line is stated to be an undefined class of points—*i.e.*, to consist of points; and a plane is a defined class of points. In chapter III a pencil of points is defined as the figure formed by the set of points on the same line—*i.e.*, as the figure formed by a line; and the line is called the axis of the pencil. There is a similar definition of pencil of lines. This implies that a line or set of lines, and the "figure" formed by the line or set of lines, are things of different kind. But the implication is rebutted not only by the fact that a pencil of points or of lines, and the set of points on a plane, are grouped together as geometric forms, but also by the definition of a point conic, which treats a pencil of lines not as a "figure" formed by lines but as the lines themselves. Thus we come round to the statement that the line is the axis of itself. The truth seems to be that in dealing with perspective and projective it is impossible to keep up the fiction that a line is made up of points: we have to revert to the vulgar view that a line is the locus of points—something on which, so to speak, the points are strung.

Finally, fundamental assumptions should be as simple as possible. This condition is satisfied by the earlier assumptions; but the assumption of continuity is very complicated, and the assumption of projectivity does not really seem more acceptable, intuitively, than the fundamental theorem of projective geometry, which it is used to prove, and of which it is a particular case.

W. F. S.

**AN INTRODUCTORY TREATISE ON DYNAMICAL ASTRONOMY:** by H. C. Plummer, Royal Astronomer of Ireland. (18s. net. Cambridge University Press, 1918.)

This useful work is intended as a mathematical introduction to several different but related branches of astronomy. The earlier chapters deal with such preliminary matters as the law of gravitation, potentials, and elliptic and parabolic motion. Then follow sections dealing respectively with determination of orbits, planetary theory, lunar theory, and the rotation of earth and moon. The student whose mathematical attainments enable him to master these will then be in a position to proceed to the more advanced memoirs on special problems.

**DIFFERENTIAL EQUATIONS:** by H. Bateman, Ph.D. (16s. net. Longmans, Green and Co., 1918.)

This is a handy and lucid introduction to the theory of differential equations. A special feature is the number of illustrative equations occurring in dynamics and physics.

**NUMBER STORIES OF LONG AGO:** by David Eugene Smith. (Ginn and Co. 2s. 3d. net.)

**NUMBER PUZZLES.** (6d. net.)

Number Stories is a simple tale of the progress of mankind in matters of numbering. It begins with a fable concerning Ching, who could not count beyond three, and passes on to the mode of writing numbers and the way of reckoning among ancient peoples—Babylonians, Egyptians, Greeks, Israelites, and Romans. Indian and Arabic numerals are also described. This interesting record is given in the form of a series of tales to children, very well told, and such as might well be used for school work, to mitigate the dullness of the arithmetic lesson. The companion pamphlet, entitled Number Puzzles, contains solutions to the problems propounded in the larger book. A word of praise should be given to the diagrams and illustrations. Altogether this is a novel and fascinating piece of work.

## General.

**THE BOOK OF COMMON PRAYER IN ESPERANTO.**

We have received the first part of the Esperanto translation of the Book of Common Prayer, issued under the auspices of the "Church Esperanto League" (Hon. Sec., Rev. A. J. Ashley, Farnley Tyas Vicarage, Huddersfield). The whole work is to be completed in five parts, priced at 8½d. each, post free. The publication of this work forms an important addition to the growing literature of the idiom designed to discharge the rôle of an international speech. The Esperanto New Testament was published seven years ago by the British and Foreign Bible Society. Parts of the Old Testament have also appeared, and the restoration of peace will render possible the publication of the whole.

## HARBUTT'S NOV-LART.

The Art of Stencil Picture Making.

A FASCINATING AND EASY PASTIME FOR ALL.

Make your own Birthday Cards, Christmas Cards, Calendars and other items for which all sorts of uses may be found.

NOV-LART pictures fetch good prices at Bazaars and Sales of Work.

**HARBUTT'S PLASTICINE, LTD.,** 203, Bathampton, Bath.  
London Showroom : 56, Ludgate Hill, E.C. 4.

## SAVE 50 per cent. OF YOUR TIME

by ordering your NEW BOOKS through Mr. John Davis, who can always secure good second-hand copies of publications which are out of stock at the Publishers.

EXTRACT FROM LETTER DATED OCTOBER, 1918 :—" I am preparing a further order for you as I am well pleased with your past efforts to secure for me what I wanted, and with your invariable courtesy."

**MR. JOHN DAVIS** (Successor to Mr. Thomas Laurie),  
13, PATERNOSTER ROW, LONDON, E.C. 4.

## BOOKS

On Educational, Scientific, Medical, Law, Theological, and ALL other Subjects.

— Second Hand and New —  
BOOKS SENT ON APPROVAL.

Catalogues Free. State Wants. Books Bought.  
**W. & G. FOYLE, 121/125, Charing Cross Rd, London, W.C. 2.**

## SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to

**GEORGE OVER,**  
EDUCATIONAL BOOKSELLER, RUGBY.

## DALCROZE EURHYTHMICS CLASSES

to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY; BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHWEND-ON-SEA, SUNDERLAND, TAUNTON, and TUNBRIDGE WELLS. Details on application to—

**The DALCROZE SCHOOL OF EURHYTHMICS, LTD.,**  
23, Store Street, London, W.C. 1.

## THE NATIONAL SOCIETY OF ART MASTERS

Patron: HIS MOST GRACIOUS MAJESTY THE KING.

SCHOOL DRAWING CERTIFICATE FOR TEACHERS IN  
ELEMENTARY SCHOOLS.

The Examinations are held in May. Entries close on March 24th.  
EXAMINATIONS IN DRAWING FOR SECONDARY AND OTHER  
SCHOOLS.

The Examinations are held in June. Entries close May 10th.  
INTERNAL EXAMINATIONS IN SCHOOLS OF ART AND ART  
CLASSES.

Dates are arranged to suit individual Schools.

Copies of these schemes and forms of application may be obtained on  
application to the Secretary,

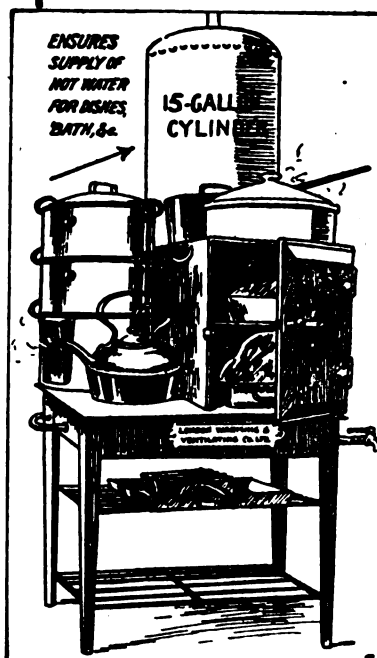
**ALFRED SHUTTLEWORTH, A.R.C.A.,**  
45, Bedford Row, London, W.C. 1.

## THE GREAT GAS SAVER.

THE ECONOMIC ONE-RING

**WIFESJOIE**

GAS COOKER WITH HOT WATER



Will positively REDUCE Your Gas Consumption apart from its enhanced service.

**BAKES, BOILS, ROASTS, GRILLS, and TOASTS to PERFECTION,** and supplies Hot Water for the Bath and other Domestic requirements simultaneously, with a gas consumption of 35 feet per hour = an average cost of 2d.

Demonstrations Daily. Full particulars on application to Dept. 41.

**LONDON WARMING & VENTILATING CO. LTD.,**  
29, Newman Street, Oxford St, London, W.1.  
Makers of the well-known "Kookjoie" Range.

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra,

## WINSOR & NEWTON, Prepared Water Colours

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

Quarter Pans of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39, Rathbone Place, London, W. 1.

Established nearly a Century.

## PUBLICATIONS RECEIVED.

## Books for Holiday Reading.

ALLEN AND UNWIN.

An Ethiopian Saga : by Richmond Haigh. 5s. net.  
 The Curious Friends : by C. J. Delagreve. 6s. 6d. net.  
 The Lay of the Land : by Robt. A. Hamblin. 6s. 6d. net.  
 The Trial Stone : by John Gower. 6s. 6d. net.  
 Any Soldier to His Son : by George Willis. 1s. net.

CASSELL AND CO.

The Undying Fire : by H. G. Wells. 6s. net.

CONSTABLE AND CO.

A Year in Public Life : by Mrs. C. S. Peel. 7s. 6d. net.  
 The Four Horsemen of the Apocalypse : by V. B. Ibanez ;  
 translated by Charlotte Brewster Jordan. 6s. net.  
 The Strong Hours : by Maud Diver. 6s. net.  
 Home Fires in France : by Dorothy Canfield. 6s. net.

J. M. DENT AND SONS (THE WAYFARERS' LIBRARY).

The Red Axe : by S. R. Crockett.  
 The Lady Noggs, Peeress : by Edgar Jepson.  
 The Concession Hunters : by Harold Bindloss.  
 The Daredevil : by Maria T. Daviss.  
 The Dream and the Business : by John Oliver Hobbes.  
 Rock of the Ravens : by J. A. Steuart.  
 Those Fitzenbergers : by Helen R. Martin.  
 The Dual Alliance : by Marjorie B. Cooke.  
 Miss Theodosia's Heart-Strings : by Annie Donnell.  
 Thirty : by Howard Vincent O'Brian.  
 The Co-Citizens : by Corra Harris.

Also—

English Fairy Tales : by Ernest and Grace Rhys.  
 Æsop's Fables : adapted by F. C. Tilney.  
 Fairy Stories from Spain : by F. Munoz Escamez.

WM. HEINEMANN.

Java Head : by Joseph Hergesheimer. 7s. net.  
 Jinny the Carrier : by Israel Zangwill. 7s. net.  
 A Storm in a Teacup : by Eden Phillpotts. 7s. net.

LONGMANS, GREEN AND CO.

Tales of the Fairies : ed. by Andrew Lang, illus. by  
 H. J. Ford. 2s. 3d.  
 Tales of Romance : ed. by Andrew Lang, illus. by  
 H. J. Ford and Lancelot Speed. 2s. 3d.  
 Stories of Greece and Rome : by Hilda Johnstone ; illus.  
 by D. M. Payne. 2s. 6d.  
 The Blue Fairy Book : ed. by Andrew Lang ; illus. by  
 H. J. Ford and G. P. Jacomb Hood. 4s. 6d. net.  
 The Brown Fairy Book : ed. by Andrew Lang ; illus. by  
 H. J. Ford. 4s. 6d. net.  
 The Crimson Fairy Book : ed. by Andrew Lang ; illus. by  
 H. J. Ford. 4s. 6d. net.  
 Tales of the Greek Seas : by Andrew Lang ; illus. by  
 H. J. Ford. 2s.  
 Pretty Goldilocks and Other Stories : by Andrew Lang ;  
 illus. by H. J. Ford. 2s. 6d.  
 Little Wild Rose and Other Stories : ed. by Andrew Lang ;  
 illus. by H. J. Ford. 3s.  
 Madam Constantia : by Jefferson Carter. 6s. net.

METHUEN AND CO.

Young England : by Douglas Strong. 7s. net.  
 Our Atlantic Attempt : by H. G. Hawker and K. Mackenzie  
 Grieve ; 3s. 6d. net.  
 The Betrothal, or The Blue Bird Chooses : by Maurice  
 Maeterlinck ; translated by Alexander T. de Mattos. 6s. net.  
 Quoth the Raven : An Unofficial History of the War :  
 by E. V. L. and G. M. 1s. 3d. net.  
 The Bustling Hours : by W. Pett Ridge. 7s. net.  
 A Naval Lieutenant : by " Etienne." 8s. 6d. net.

JOHN MURRAY :

Fishingle : by Horace Annesley Vachell. 2s. net.  
 Across the Stream : by E. F. Benson. 7s. net.  
 Through a Tent Door : by R. W. Mackenna, M.D., 8s. net.

## Educational.

ADAM AND CHARLES BLACK.

The Education of a Nation : by E. P. Hughes. 8d. net.

CONSTABLE AND CO.

The Justification of the Good : by Vladimir Solovyof ; translated  
 by Nathalie A. Duddington, with a Note by Stephen Graham.  
 15s. net.

GINN AND CO.

Number Stories of Long Ago : by David Eugene Smith.  
 2s. 3d. net.  
 Number Puzzles. 6d. net.

LONGMANS, GREEN AND CO.

The English Elementary School—Some Elementary Facts  
 about it : by A. W. Newton, M.A. (formerly an Inspector  
 of the Board of Education). 6s. net.

MACMILLAN AND CO.

English Literature for Secondary Schools : Macaulay's Essay  
 on Frances Burney, with Introduction and Notes by  
 Alice D. Greenwood. 1s. 6d.  
 Vocational Education of Girls and Women : by Albert H. Leake.  
 8s. 6d. net.  
 A Brief History of the World, with Special Reference to Social  
 and Economic Conditions : by G. W. and A. J. Botstord.  
 8s. net.  
 Education for the Needs of Life : by Irving E. Miller. 7s. net.

JOHN MURRAY.

The War and Social Progress : by W. Basil Worsfold. 6s. net.  
 Science Progress (July) : 6s. net.

OXFORD UNIVERSITY PRESS (HUMPHREY MILFORD).

Historical Portraits, 1700-1850 (Part I, 1700-1800 ; Part II,  
 1800-1850). Lives by C. R. L. Fletcher ; the Portraits  
 chosen by Emery Walker ; with an Introduction by C. F.  
 Bell. Each Part 12s. 6d. net.

GEORGE PHILIP AND SON.

The New English, Books I and II. 8d. each.

UNIVERSITY TUTORIAL PRESS.

Senior Practical Chemistry : by H. W. Bausor, M.A. 3s. 6d.  
 The Tutorial Shakespeare—Cymbeline : edited by A. R. Weekes,  
 M.A. 2s. 3d.

LONDON HOSPITAL MEDICAL COLLEGE  
AND DENTAL SCHOOL.

The WINTER SESSION will OPEN on OCTOBER 1st.

THE HOSPITAL is the largest in England : 933 beds are in constant use. Last  
 year, number of in-patients, 17,247 ; out-patients, 94,554 ; dental patients, 1,947 ;  
 major operations, 9,056.

THE MEDICAL COLLEGE AND DENTAL SCHOOL are essentially modern,  
 with large Laboratories equipped with the latest and most approved appliances.  
 The Staff is so large as to permit of individual attention being paid to all Students.

RESEARCH FUNDS of over £25,000 give unrivalled facilities for Medical Research.  
 APPOINTMENTS.—141 Appointments are made annually from Students of the  
 College recently qualified.

SCHOLARSHIPS AND PRIZES.—33 Scholarships and Prizes are awarded  
 annually, including four Entrance Scholarships.

CLUBS' UNION, ATHLETIC GROUND, STUDENTS' HOSTEL, ETC.

For Prospectus and Particulars apply to the Dean (Professor WILLIAM WRIGHT,  
 M.B., D.Sc., F.R.C.S.), who will be pleased to make arrangements for anyone wishing  
 to see the College.  
 MILE END, E.



If you wish to  
qualify to teach

— SHORTHAND —

BOOK-KEEPING AND ACCOUNTANCY,  
COMMERCIAL PRACTICE, ADVERTISING,  
PRACTICAL BANKING, COMMERCIAL LAW,

you can do so in  
your spare time  
by means of

## PITMAN'S POSTAL COURSES

The postal tuition meets exactly the requirements of teachers who are unable to secure oral training, or who desire to pursue the study of commercial subjects at home. One course, or any group of subjects, may be taken at any time, the lessons commencing from any stage of present knowledge. Write for details, stating the subjects in which you are interested.



PRINCIPAL: FREDERICK HEELIS, F.R.S.A.  
DIRECTOR OF STUDIES: Dr. ROBERT W. HOLLAND,  
O.B.E., M.A., M.Sc., LL.D.

206, SOUTHAMPTON ROW, LONDON, W.C. 1.

## EXAMINATION PAPER

AS USED BY THE  
COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Ruled both sides.  
Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.  
" " 960 " " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.  
Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
Music Paper.

(POSTAGE EXTRA.) REMITTANCES SHOULD ACCOMPANY ORDER.

F. W. SHELBOURNE & Co., Wholesale & Retail Stationers,  
Telephone: Holborn 690. 63, HIGH HOLBORN, LONDON, W.C. 1.

The Educational & Scholastic Bureau,  
SICILIAN HOUSE,  
SOUTHAMPTON ROW, LONDON, W.C. 1.

Scholastic Agents to numerous members of the Private  
Schools Association.

INTRODUCTION OF PUPILS. ASSISTANT MASTERS  
AND MISTRESSES.

VISITING PROFESSORS. TUTORS. MATRONS.  
GOVERNESSES.

TRANSFER OF SCHOOLS. SCHOOL PARTNERSHIPS.

INSURANCES arranged for SCHOOLS covering all RISKS.  
SCHOOL ADVERTISING.

The Instructions of Principals of PRIVATE SCHOOLS will receive  
prompt and careful attention.

## THE INCORPORATED FROEBEL EDUCATIONAL INSTITUTE,

Colet Gardens, Talgarth Road,  
West Kensington, London, W. 14.

President: RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer: MR. C. G. MONTEFIORE, M.A.  
Secretary: MR. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

Principal: MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and  
other Examinations.

Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained  
from the PRINCIPAL.

CAREY'S GRADUS.

## " GRADUS AD PARNASSUM "

With the English Meanings.

Edited by the late Dr. Carey.

Revised, Corrected, and Augmented by a Member of the University  
of Cambridge. Post 8vo., Cloth, Price 7s.

THE STATIONERS' CO., Stationers' Hall, LONDON.

## MEDICAL PRELIMINARY EXAMINATIONS.

THE

### UNIVERSITY EXAMINATION POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more  
particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons  
required varies according to the student's knowledge at starting. Each lesson  
consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal.

Mr. E. S. WEYMOUTH, M.A. (Lond.),  
17, Red Lion Square, London, W.C. 1.

## Life Assurance or Pensions.

Readers of the Educational Times  
who desire expert advice on matters  
of Insurance or Pensions (non-  
Government) should address their  
enquiries to—

INSURANCE, THE EDUCATIONAL TIMES,  
c/o Deane & Sons, The Year Book Press,  
31, Museum Street, W.C. 1.

## DRILL OR GYM SHOES.

Plain Canvas, Stout Rubber Soles, in White or Brown, In sizes, 1, 2, 3, 4, 5, 6, 3/11  
In Black only, best quality ... .. 4/6  
Black Canvas, Chrome Leather Soles, sewn for real hard wear, 2, 3, 4, 5, 6, 5/11

MADDOCK & SON,

"Sports and Games Shoe Makers,"

272, FULHAM ROAD, LONDON, S.W. 10

Please mention paper when writing.

# EDUCATIONAL TIMES

## BLACKIE & SON'S NEW LIST.

Experience has proved that Messrs. BLACKIE & SON'S Books take a foremost place by reason of their scholarly editing, clear type, strong binding, and reasonableness in price.

### The Groundwork of British History.

By **GEORGE TOWNSEND WARNER, M.A.**, sometime Fellow of Jesus College, Cambridge; Master of the Modern Side in Harrow School: Author of "A Brief Survey of British History," &c.; and **C. H. K. MARTEN, M.A.**, Balliol College, Oxford; Assistant Master at Eton College. With Maps, Time Charts, and Full Index. 764 pp., super-crown 8vo. **7s. 6d.** net. Complete in One Volume. In Two Parts, **4s. 6d.** each net. Part I, 55 u.c.—1603; Part II, 1603—1911.

For the convenience of those requiring the book for certain examinations it is also issued—  
In Three Sections, **3s. 6d.** each net:—Section I, 55 u.c.—A.D. 1485; Section II, 1485—1714; Section III, 1714—1911.

#### A NEW GRAMMAR BOOK

By **AGNES CATNACH, B.A.** (Lond.), Assistant Mistress at King Edward's Girls' High School, Birmingham. **2s. 6d.** net.  
This book seeks to connect more closely the formal study of language with adequate expression of thought, and to attain this end all the work is based on the study of the sentence. It is hoped that to children studying on these lines English Grammar will be a subject of living interest, and that the various facts of grammar will gain that logical connection which they so often seem to lack. The matter has been set forth as simply as possible, and in a manner to retain the interest of the pupil.

#### SOME PRACTICAL HINTS FOR THE YOUTHFUL HISTORIAN.

By **C. H. K. MARTEN, M.A.**, Balliol College, Oxford, Assistant Master at Eton College. **3d.** net.  
N.B.—The above is No 1 of a Series entitled "Aids to the Study of History."

#### THE GOLDEN BOOKS OF ENGLISH VERSE.

A Graduated Course for Class Study. Arranged by **FRANK JONES, B.A.**, Senior English Master, King Edward's School, Aston, Birmingham. In Three Books. Book II, now ready. **2s.** net. Books I and III in preparation.  
The chief feature of this series is the teaching apparatus provided at the end of each poem. The objects kept in view in drawing up these aids have been to save the teachers' time, and to provide the pupils with an instrument by which they might test the thoroughness or otherwise of their understanding of the poem studied. Each teacher will no doubt supplement them as necessity arises; and to the pupils who have studied a poem in order to answer the questions asked, the aids will suggest other points for further consideration with the help of the teacher.

#### A BOOK OF ENGLISH HISTORY FOR CHILDREN. Part I.

By **LILIAS MILROY**, Head Mistress of the Leamington High School for Girls, and **ELIZABETH M. BROWNE**, Formerly Assistant Mistress in the Truro High School for Girls. **2s. 6d.** net.

This history book seeks to steer a course between those mere "outlines," which are bound to be lacking in interest for young children, and the books of stories from history, often delightful to the readers, but apt to be rather too bulky for use as textbooks. The aim of the authors has been to select carefully the more important movements and the more picturesque incidents of history, and in connection with these to give those ample details which children love, and at the same time to preserve a clear chronological sequence.

#### A RAPID SURVEY OF ENGLISH LITERATURE.

By **E. H. BLAKENEY, M.A.**, Winchester College. **2s.** net.  
"A wonderfully comprehensive selection of brief characteristic extracts, with notes of the times and peculiarities of the writers, and will be found a very interesting book."—GUARDIAN.

#### ENGLISH PROSE EXTRACTS FOR REPETITION.

Selected and edited by **E. H. BLAKENEY, M.A.** **9d.** net.  
"Mr. Blakeney has done very useful work in producing this little book of prose extracts, fine examples of prose for the use of schools. Extracts from writers such as Gibbon, Scott, Matthew Arnold, Shorthouse, Pater, George Meredith, Ruskin, and some quite recent writers are brought together."—TIMES.

A NEW SERIES OF FRENCH HISTORICAL READINGS FROM ORIGINAL SOURCES.

### Épisodes Mémorables de L'Histoire de France.

General Editor: **LOUIS A. BARBE, B.A.**, Officier d'Académie.

**PRISE DE LA BASTILLE**, from Michelet's *Histoire de France*.

**LA ROUTE DE VARENNES** " " "

**LES FRANÇAIS A LA 1<sup>re</sup> CROISADE**, " " "

STRONGLY BOUND IN LIMP CLOTH PRICE **9d.** EACH.

#### BLACKIE'S LONGER FRENCH TEXTS.

From Modern French Literature. Printed in large, clear type, with brief Notes, Exercises, Phrase List, and Vocabulary. Fcap. 8vo, **10d.** each net.

#### COURS DE FRANÇAIS, d'après les Textes

By **M. ANCEAU** and **E. MAGÉE**, Edgbaston High School for Girls, Birmingham. Cloth boards, **2s. 6d.** net.

#### A SKELETON FRENCH GRAMMAR.

By Professor **ATKINS, M.A.**, King's College, London. The "irreducible minimum" printed in red and black. **2s.** net. With Exercises, **2s. 6d.** net. Exercises only, **1s. 6d.**

#### A JUNIOR FRENCH COURSE (First Year).

By **E. J. A. GROVES, Lic. & L.** (Senior French Master, Bradford Grammar School). Fully illustrated. Cloth extra. **2s. 6d.** net.

#### BLACKIE'S LITTLE FRENCH CLASSICS.

Representing all important French Authors from Montaigne to Bourget. Fcap. 8vo. **6d.** each.

#### LE LIVRE ROUGE.

A First Book of French in Coloured Pictures. By **E. MAGÉE**, Edgbaston High School for Girls, Birmingham. With many full-page Coloured Pictures and other Illustrations. Fcap. 4to. **2s. 6d.**

#### LE LIVRE BLEU.

A second Book of French in Coloured Pictures. By **E. MAGÉE**. With sixteen full-page Coloured Pictures and many other Illustrations. **2s. 6d.**

#### RECENT IMPORTANT BOOKS FOR THE STUDY OF ITALIAN.

By **ERNESTO GRILLO, M.A., LL.D., D.C.L.**, Professor of Italian Language and Literature in the University of Glasgow.

#### A NEW ITALIAN GRAMMAR.

For the use of Schools, Commercial Colleges, and Universities. 8vo, cloth, **6s.** net.  
A systematic course of instruction in grammar and in the elementary principles of composition.

#### SELECTIONS from the ITALIAN PROSE WRITERS.

With Critical Introduction. **7s. 6d.** net.

#### SELECTIONS from the ITALIAN POETS.

With Critical Introduction. **7s. 6d.** net.

Prospectuses Post Free on Application.

**BLACKIE & SON, LTD., 50, OLD BAILEY, LONDON, E.C. 4.**  
AND AT GLASGOW AND HOMBAY.

THE  
EDUCATIONAL TIMES

A REVIEW OF IDEAS  
AND METHODS.

Founded 1847.



New S. Vol. 1. No. 9.  
Old S. Vol. 71. No. 677.

SEPTEMBER, 1919.

Price Sixpence Net.  
By Post, Eightpence.

THE  
TEACHERS REGISTRATION  
COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47, Bedford Square,  
London, W.C. 1.

THE  
COLLEGE OF PRECEPTORS.  
Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "Problems of the Practical Teacher," by Professor John Adams, will begin on Thursday, the 25th of September, at 6 p.m. The Syllabus may be obtained from the Secretary.

TRAINING COURSE FOR  
TEACHERS OF COMMERCIAL SUBJECTS.

A Course of Training for Teachers of Commercial Subjects, and for those intending to become teachers of such subjects, will begin on Thursday, the 25th of September. The Course will include attendance at lectures and discussion classes, and teaching under supervision.

Particulars may be obtained from the Secretary.

MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.

Particulars concerning the privileges of membership may be obtained from the Secretary.

THIS ISSUE  
CONTAINS :

Essays on School Government, The Headmaster, Can These Bones Live? Verse by Fred Richards, News of the Month, and a Supplement on Commercial Teaching.

University  
Correspondence College.

(Founded in 1887.)

PRINCIPAL :

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

LONDON UNIVERSITY  
DEGREES.

(At the B.A. Examination during the years 1913-1917, more than ONE HALF of the Places in Honours were gained by U.C.C. Students.)

A SHORT GUIDE

to London University Examinations, giving full Particulars of Courses and Fees, post free to PRIVATE STUDENTS from—

THE SECRETARY,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.



THE ASSOCIATED BOARD  
OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

President: H.R.H. THE PRINCE OF WALES, K.G.

LOCAL CENTRE EXAMINATIONS (Syllabus A).

Examinations in Theory held in March and November at all Centres. In Practical Subjects in March—April at all Centres, and in the London District and certain Provincial Centres in November—December also. Entries for the November—December Examinations close Wednesday, October 15th, 1919.

SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., October—November, March—April, and June—July. Entries for the October—November Examinations close Wednesday, October 8th, 1919.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B for 1919 or for 1920, entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,

14 and 15, Bedford Square, London, W.C.1

Telegrams: "Associa, London."

THE INCORPORATED SOCIETY  
OF MUSICIANS.

Founded 1882. Incorporated 1892.

OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

ADVANTAGE OF MEMBERSHIP.

A Benevolent Fund for Members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters; Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide, for Teachers in recording the progress of their pupil.

Full particulars may be obtained upon application to the GENERAL SECRETARY, 19, BERNERS STREET, W. 1

# NORMAL

Normal Corr. College.

(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certit.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene.  
Languages.  
Music.  
Science and Art.  
Other Qualifying  
Exams.

SEND FOR NORMAL GUIDE.

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47, MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110, AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO FORTE METHOD.

**EAR TRAINING AND SIGHT SINGING  
FROM SOL-FA AND STAFF.**

New Training Classes for Music Teachers, held weekly, will begin each term at the Wigmore Hall Studios, Wigmore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, Ltd.,

9, Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.**

REGISTRAR: MR. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1-30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12-30 p.m.

A PROSPECTUS will be sent on application.

## JOINT AGENCY FOR WOMEN TEACHERS OAKLEY HOUSE,

14, 16, and 18, BLOOMSBURY STREET, LONDON, W.C. 1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS AGENCY has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11-30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11-30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

REGISTRAR: MISS ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

POSTAL TUITION

— For London University —  
MATRIC., INTER., & FINAL  
— B.Sc., B.Sc. (Econ.), B.D. —

FREE GUIDE

On Application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING

COLLEGE FOR WOMEN TEACHERS IN  
HIGH, SECONDARY, AND PREPARATORY  
SCHOOLS.

RECOGNISED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recog-  
nised by the Cambridge Teachers' Training Syndicate.

PRINCIPAL:

Miss KATHARINE L. JOHNSTON,  
B.A. London, M.A. Sheffield, Girton College Moral  
Sciences Tripos, Cambridge Teachers'  
Training Certificate.

Students admitted in January and September to  
prepare for the London and Cambridge Teachers'  
Diploma and the Higher Certificate of the National  
Froebel Union.

Demonstration School attached to the College;  
and practice for Students in neighbouring schools  
under the supervision of specialists.

Tuition fees £24. A number of Scholarships from  
£8 to £24 offered to Students with a Degree or its  
equivalent. Loan Fund. Special grants to Honours  
Students of £28 towards Hostel fees, or £15 if living  
in rooms.

Particulars of College Hall and Registered Lodgings  
can be obtained from the PRINCIPAL at The Maria  
Grey College, Salisbury Road, Brondesbury, London,  
N.W. 6.

## EDUCATIONAL AGENCY.

(Established over 80 Years.)

PROPRIETORS:

Messrs. Griffiths, Powell & Smith,  
Offices: 12 and 13, Henrietta Street,  
Covent Gardens, London, W.C.2.

TELEGRAPHIC ADDRESS:

"Scholasque, Westrand, London."

TELEPHONE: 7021, Gerrard.

SCHOLASTIC.

Head Masters and Principals of Public and  
Private Schools desirous of engaging qualified and  
well recommended English or Foreign Resident,  
Non-resident, or Visiting Assistant Masters, can have  
eligible Candidates introduced to them (free of charge)  
by stating their requirements to MESSRS. GRIFFITHS,  
POWELL & SMITH.

A List of Vacancies will be forwarded on application  
to Graduates and other well qualified Assistant  
Masters seeking appointments for next term.

Schools Transferred and Valued.

Partnerships arranged.

No charge unless sale effected

List of Boys' and of Girls' Schools and School  
Partnerships for Sale sent Gratis to intending  
Purchasers, TO WHOM NO COMMISSION  
IS CHARGED.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and  
Private Schools requiring English or Foreign  
Assistant Mistresses can, on application to  
Messrs. GRIFFITHS, POWELL & SMITH,  
have suitable Candidates placed in immediate  
communication with them free of charge.

A List of Vacancies will be forwarded to English  
and Foreign Assistant Mistresses and other  
Teachers on application. Liberal Salaries.

## ALEX. W. BAIN, B.A., B.Sc. (Hons.) F.I.C., F.C.S.,

UNIVERSITY TUTOR, LECTURER, AND EXAMINER,  
Head of the Chemical Department, City of London  
College, Member of the Council of the College of  
Preceptors,

prepares Students for

**MATRICULATION,  
PROFESSIONAL PRELIMINARY,  
DIPLOMA & DEGREE EXAMINATIONS.**

28 years' unbroken record of over 2,500 successes.

Preparation in **SMALL CLASSES** or by  
**PRIVATE TUITION** or by **CORRESPONDENCE.**

Write fully to the PRINCIPAL, or call personally, at

**THE CENTRAL TUTORIAL CLASSES,**  
Vernon House,  
Sicilian Avenue, Bloomsbury Square W.C. 1.

## CHERWELL HALL, OXFORD

RECOGNISED BY THE BOARD OF EDUCATION,  
BY THE OXFORD DELEGACY, AND BY THE  
CAMBRIDGE UNIVERSITY SYNDICATE FOR  
SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.

Students are prepared for the Oxford  
Teachers' Diploma; the Cambridge  
Teachers' Certificate; and the Cherwell  
Hall Teachers' Certificate for Junior Form  
Mistresses.

Fees for the three Terms,  
from 75 to 100 Guineas.

Scholarships of £50 may be awarded to  
all Honours Graduates who satisfy the  
conditions. Scholarships of £20 may be  
awarded to Pass Graduates. There is a  
Loan Fund. Students may borrow sums  
not exceeding £25, to be repaid within  
three years.

Particulars and Prospectuses may be obtained from  
THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary  
and Honours Diplomas for Teachers, which are  
strongly recommended as suitable for those who are  
or intend to be teachers.

Examinations are held at Aberdeen, Bedford,  
Belfast, Birmingham, Blackburn, Brighton, Bristol,  
Cambridge, Cardiff, Croydon, Dublin, Edinburgh,  
Exeter, Glasgow, Hull, Leeds, Liverpool, London,  
Manchester, Middlesbrough, Newcastle-on-Tyne,  
Norwich, Nottingham, Oxford, Plymouth, St. Andrews,  
Sheffield, Southampton, and several other towns.

Information regarding the Examinations may  
be obtained from the SECRETARY, L.L.A. Scheme,  
The University, St. Andrews.

The finest imaginative workmanship  
in

## MEMORIALS.

TABLETS, Cast, Engraved, and in  
Enamel.

CALVARIES

and

STAINED GLASS WINDOWS.

**H. H. MARTYN & CO. LTD.,**

CHELTENHAM,

and 5, Grafton St. (off Bond St.),  
LONDON, W. 1.

**Your Son's Career**  
**THE MEDICAL PROFESSION**

Parents and Guardians desiring information and advise with regard to the Medical Curriculum should write for full particulars to A. E. Webb-Johnson, C.B.E., D.S.O., F.R.C.S., the Dean.

**THE MIDDLESEX HOSPITAL MEDICAL SCHOOL**  
 (University of London),  
**Berners Street, London, W. 1.**

THE ENTIRE MEDICAL CURRICULUM can be taken at the School.

ANNUAL VALUE of SCHOLARSHIPS and PRIZES, £1,000.

**BRUNNAKER TRAINING CENTRE FOR NURSERY SCHOOL TEACHERS.**

Principles and Methods of Nursery School Work.  
 Experience in a Babies' Hospital.  
 Attendance at a Welfare Centre.  
 Practical Work in a Nursery School and Kindergarten.  
 Gardening Handwork, etc.

Courses begin September 25.

For prospectus, apply—THE SECRETARY,  
 BRUNNAKER, King's Norton, BIRMINGHAM.

**University Tutorial College.**  
 LONDON.



**LONDON MATRICULATION.**

Morning, Afternoon, and Evening Classes for the January and June Examinations commence on September 18th.

During the period of the War over 1,000 successes have been gained by U.T.C. students in Public Examinations, including 663 successes at London University.

**COLLEGE OF PRECEPTORS.**  
 (MEDICAL PRELIMINARY.)

Classes are held for the College of Preceptors Examination (Medical Preliminary) and other Entrance Examination, commencing on September 18th.

**PRIVATE TUITION.**

Private tuition may be taken up at any time, either during Term or in the ordinary School Vacations, in all subjects for London University and other Examinations, or for Independent Study.

Full particulars may be had from  
**THE VICE-PRINCIPAL,**  
**UNIVERSITY TUTORIAL COLLEGE,**  
**RED LION SQUARE, HOLBORN, W.C.1.**

**POSTS VACANT.**

**CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

UNCERTIFICATED ASSISTANT MISTRESS WANTED FOR ST. PAUL'S C.E. SENIOR MIXED SCHOOL. For form of application and scale of salaries send stamped, addressed foolscap envelope to PERCIVAL SHARP, Director of Education, Northumberland Road, Newcastle-upon-Tyne.

**CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.**

WANTED.—An Uncertificated Assistant Mistress for Ryker C.E. Infants' School. For form of application and scale of salaries send stamped, addressed foolscap envelope to the Acting Director of Education, Northumberland Road, Newcastle-upon-Tyne.

Just published, Crown 8vo. 4s. 6d. net, postage 4d.  
**AUTO-EROTIC PHENOMENA IN ADOLESCENCE.**

An Analytical Study of the Psychology and Psychopathology of Onanism. By K. MENZIES.  
 London: H. K. LEWIS & Co., LTD., 136, Gower St., W.C.1.

LEWIS'S MEDICAL AND SCIENTIFIC  
**CIRCULATING LIBRARY.**

Annual Subscription from One Guinea.  
 H. K. LEWIS & Co., LTD., Medical and Scientific Booksellers,  
 136, Gower St. and 28, Gower Place, London, W.C.1.

**LANTERN LECTURES**

BY A UNIVERSITY MAN,  
 ON BRITISH EMPIRE SUBJECTS.  
 Shakespeare, Dickens, Travels, etc.  
 For syllabus apply to Agent:  
**WILLIAM R. JONES,**  
**64 Wrentham Avenue, London, N.W.10**

**THE "ARETHUSA" TRAINING SHIP**  
 and the Shaftesbury Homes at Twickenham, Bisley, Sudbury, Ealing, and Royston

**NEED HELP**

2,600 Boys sent into the Royal Navy.  
 More than 6,500 have entered Merchant Service.  
 Old Boys from the Society's Country Homes are serving in 120 British and Colonial Regiments.  
 900 Boys and 300 Girls now being maintained.

**SPECIAL HELP IS WANTED FOR THE WAR EMERGENCY FUND.**

Patrons: THEIR MAJESTIES THE KING AND QUEEN.  
 President: H.R.H. THE PRINCE OF WALES.  
 Vice-President: ADMIRAL VISCOUNT JELlicOE.  
 Chairman and Treasurer: C. E. MALDEN, Esq., M.A.  
 Chairman of "Arethusa" Committee: HOWSON, F. DEVITT, Esq.

Joint Secretaries:  
 H. BRISTOW WALLEN, HENRY G. COPELAND.  
 London Offices:  
 NATIONAL REFUGES, 164, Shaftesbury Avenue, W.C. 2.

SCHOOL, CLASSICAL, MATHEMATICAL, and SCIENTIFIC  
 ∴ BOOKS ∴

Always a large Stock of Second-hand Books at about half prices.

ESTABLISHED 1854.

SCHOOLS SUPPLIED.

Keys and Translations.

BOOKS BOUGHT

**J. Poole & Co.**  
 104 Charing Cross Rd.,  
 LONDON, W.C.

Telephone No.: 1646 Gerrard

New and Second-hand. All Inquiries answered.

**Educational Booksellers**

# SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

## **Truman & Knightley** SCHOLASTIC AGENTS LTD

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for

### **LADY MATRONS and HOUSEKEEPERS**

for Schools.

**No charge for registration.**

::

**Moderate commission.**

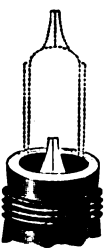
#### **SCHOOLS TRANSFER DEPARTMENT.**

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

**Offices: 158-162 OXFORD ST., LONDON, W. 1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: MUSEUM 1136.



*It needs no shake*

**See Why?** The nib, rising from the ink barrel is always wet. No dried matter encrusts and clogs it.

*Not a splutter in a penful*

**IT'S ALL-BRITISH.**

*It needs no filler*

**See Why?** Its extra large ink barrel presents a mechanism-free opening into which ink can be poured easily from a bottle



*Not a spill in a fill*

**You have probably tried many Pens which have tried you. Why not end your trials and buy a "Whytwarth" ?**

"The pen with the disappearing nib" has none of the drawbacks that make you suspicious of ordinary fountain pens. Science and brain have in it produced the perfect writing instrument. The ink cannot leak or evaporate, it is locked in the pen. The nib is *always* wet and ready to write. The ink-barrel is easy to the hand, holds a lot of ink, and can be filled easily without a filler.

**JOHN Whytwarth**  
*Scientific Unleakable*


**"The Pen with the Disappearing Nib."**



**ENTIRELY BRITISH.**

*Of all Stationers.*

**JOHN WHYTWARTH LD.,**  
14, Ivy Lane, Paternoster Row,  
LONDON, E.C. 4.



*Its nib must suit you*

**See Why?** The 14-carat gold nib is supplied exactly, not merely "near enough," to the pattern of your favourite steel nib.

*Not a scratch in a screed*

From  
10/6 to  
£2 . 2 . 0

*It cannot leak*

**See Why?** The ink is "locked" however the Pen is carried. "Locked" ink will not evaporate either, whatever the climate.



*Not a grumble in a year.*

# Messrs. RIVINGTON'S LIST.

Their Complete Educational List can be had, post free, on application.

## LATIN.

### ELEMENTARY LATIN TRANSLATION BOOK.

By the Rev. A. E. HILLARD, High Master of St. Paul's School, and C. G. BOTTING, Assistant Master at St. Paul's School. 2s. 9d.

[JUST PUBLISHED.]

This is a series of pieces specially written in which the authors try to keep the principles of their other books by not introducing at any stage any construction or form which has not already been learnt. The order in which constructions and forms are introduced is that of the authors' **ELEMENTARY LATIN PROSE EXERCISES**, and parallel references are given. The subject-matter drawn upon for the pieces is mainly Roman History, and almost from the start an attempt is made to give a "continuous" narrative in each piece instead of separate sentences.

### ELEMENTARY LATIN PROSE EXERCISES.

By the Rev. A. E. HILLARD and C. G. BOTTING. 3s. A Key, 3s. 6d.; postage 2d.

### BEGINNERS' GUIDE TO LATIN, being a First Latin Translation Book.

By GEORGE G. LOANE, Assistant Master at St. Paul's School. 2s. 6d.

This attempts to provide a self-contained guide for the beginner of Latin. The accidence is given in small portions, and the passages for translation contain only such forms as have been so far learnt. The easier idioms are explained from time to time, and are then used in the translation. The whole accidence is thus covered and most of the elementary constructions come in.

### LATIN PROSE COMPOSITION.

For the Middle Forms of Schools. By M. A. NORTH and the Rev. A. E. HILLARD. 4s. A Key, 6s. net; postage 2d.

### ADDITIONAL LATIN EXERCISES.

By the Rev. A. E. HILLARD and C. G. BOTTING. 3s. A Key, 4s. net; postage 2d.

### CONTINUOUS LATIN PROSE.

By H. J. DAKERS, Assistant Master of Manchester Grammar School. 5s. 6d.

This book is intended for the use of Upper Forms of Schools and to provide for the writing of **Continuous Latin Prose** up to scholarship standard. A fairly complete **Prose Construction and Syntax** is supplied, as well as a careful apparatus. The Exercises have numerous **references at the foot** to establish a connexion between the Syntax and the Exercises. The Exercises have been **tested** in Manchester Grammar School, where the book was in use for a time before publication.

A Latin Version, 6s. net; postage 2d.

### JUNIOR LATIN PROSE.

By H. J. DAKERS. Crown 8vo. 4s.

The aim of this book is to make the transition from the drill of detached sentences to the translation of simple stories as speedy as possible. There are a limited number of exercises of Sentences to give practice in the more important rules of Syntax. It is suggested that the best way of using these is to work through them **orally** with the pupils. These are followed by 130 short pieces, historical or mythological for the most part, for translation into **Continuous Latin**. The exercises and the **Pieces for translation** are all freely supplied with references to the **Syntax**, which it is hoped may thus be absorbed in use. Many of them have already been practically tested in class teaching, and all of them were written in Latin before the English took its final shape.

### LATIN ELEGIAC VERSE COMPOSITION.

By ROY MELDRUM, Assistant Master at St. Paul's School. 5s.

This book of 208 pieces puts into practice the use of Latin Repetition. The selection of Latin and English passages has one common theme, so that the pupil may have a chance of collecting his thoughts to treat one theme adequately, and of becoming familiar with one set of words at a time, instead of passing hastily and in confusion from one set to another.

### ELEMENTARY LATIN ELEGIAC VERSE COMPOSITION.

By ROY MELDRUM. 2s. 6d.  
Latin Version to each of the above.  
Latin Elegiac Key, 6s.; Postage 2d.  
Elementary Key, 5s.; postage 2d.

## FRENCH.

By A. R. FLORIAN.

Head Master of the Priory School, Shrewsbury.

### FIRST FRENCH COURSE. 3s.

### SECOND FRENCH COURSE. 3s.

### FRENCH UNSEENS.

In Two Books. Junior, 1s. 6d.; Senior, 1s. 9d.

### PASSAGES FOR TRANSLATION INTO FRENCH. In Two Books.

Junior, 1s. 6d. A Key, 5s. net; postage 2d.  
Senior, 2s. A Key, 5s. net; postage 2d.

### GRAMMAR OF MODERN FRENCH. 3s. 6d.

### ELEMENTARY GRAMMAR OF MODERN FRENCH. 2s. 6d.

This is an abridgment of the above Grammar suitable for pupils during their first three years of French.

### FRENCH EXERCISE BOOKS, Forming companion volumes to the above Grammars. [IN THE PRESS.]

### FLORIAN'S FRENCH GRAMMATICAL READERS.

#### Series A. With Vocabulary, 2s. each.

Le Blocus, par Erckmann-Chatrain.  
L'Évasion d'Edmond Dantes, par Alex. Dumas.  
L'Homme à l'Oreille Cassée, par Edmond About.

#### Series B. Without Vocabulary, 2s. each; or with Vocabulary, 2s. 6d. each.

Nouvelles Gênévoises, par Rodolphe Töpffer.  
Le Capitaine Pamphile, par Alexandre Dumas.  
Contes Choisis.

### POESIES, FABLES ET CHANSONS FOR REPETITION.

With Notes, Exercises, and Vocabulary for use in Lower and Middle Forms.  
Edited by BASIL READMAN, Assistant Master at Eton College. 4s. 6d.

### SENTENCES FOR TRANSLATION INTO FRENCH ILLUSTRATING GRAMMATICAL RULES.

For Middle and Upper Forms.  
By A. W. STREET and ARNOLD LEE, Modern Language Masters in King Edward's High School, Birmingham. 2s. 6d.

### LE FRANCAIS PAR L'EXEMPLE ET LES TEXTES.

Par C. L. ALBERT BONNE, Professeur certifié de langues vivantes (Ministère de l'Instruction Publique), French Master at Bradford Grammar School.

### Livre IV. LA FAMILLE BRIZON, CONTES ET RECITS. 2s.

By F. VICTOR MASSARD, Senior French Master of Hamilton Academy, N.B.

### ELEMENTARY FRENCH COMPOSITION, according to the New or Direct Method. 3s. A Key, 5s. net; postage 2d.

### A FRENCH COMPOSITION BOOK According to the same method. 3s. A Key, 5s. net; postage 2d.

### MASSARD'S FRENCH READERS, According to the same method.

#### JUNIOR SERIES. With separate Vocabs., 2s.

La Mare au Diable, par George Sand.  
Quatre Contes, par Prosper Mérimée.  
Lettres de Mon Moulin, par Alphonse Daudet.  
Deux Contes—Pierre et Camille et Croisille, par Alfred de Musset.

#### SENIOR SERIES. No Vocabulary, 2s. 6d. each.

Bug-Jargal, par Victor Hugo.  
Pêcheur d'Islande, par Pierre Loti.  
Colomba, par Prosper Mérimée.  
Le Roi des Montagnes, par Edmond About.

### A FRENCH GRAMMAR.

For pupils who have been studying French for two or three years.

By F. VICTOR MASSARD and CHARLES DURNO (Assistant Master at Hamilton Academy). 4s.

### A FRENCH EXERCISE BOOK.

Forming a companion volume to the above Grammar. By F. VICTOR MASSARD. 2s. 6d.

## HISTORY.

By W. S. ROBINSON.

### THE STORY OF ENGLAND.

A History for Junior Forms.  
In Four Parts or Two Vols. Part I, From Early Times to 1272, 2s. 6d.; Part II, 1272 to 1603, 2s. 6d. Parts I and II in One Vol., 4s. Part III, 1603 to 1760, 2s. 6d. Part IV, 1760 to 1910, 3s. Parts III and IV in One Vol., 4s. 6d.

### A SHORT BRITISH HISTORY.

One Vol., 3s. Or Two Periods:—  
Period I, To Elizabeth, 1603, 1s. 6d.  
Period II, To George V, 1914, 1s. 9d.

### AN ILLUSTRATED HISTORY OF ENGLAND. For Middle Forms.

One Vol., 4s. Or Two Periods, 2s. 6d. each:—  
Period I, To end of Commonwealth, 1660.  
Period II, To George V., 1914

By ARTHUR D. INNES.

### A HISTORY OF ENGLAND AND THE BRITISH EMPIRE.

In Four Vols. 6s. 6d. each. Vol. I, Before the English came, to 1485. Vol. II, 1485-1688. Vol. III, 1689-1802. Vol. IV, 1802-1914.

### A SKETCH OF GENERAL POLITICAL HISTORY FROM THE EARLIEST TIMES.

One Vol., 4s. 6d. Or Two Parts, 2s. 6d. each.

### An OUTLINE OF BRITISH HISTORY

One Vol., 5s., or in Two Parts:—  
Part I, Earliest Times, to 1763. 3s.  
Part II, 1760-1910. 2s. 6d.

### JUNIOR BRITISH HISTORY.

One Vol. 3s. Or in Three Periods:—Period I, to 1485, 1s.; Period II, 1485-1688, 1s. 3d.; Period III, 1688-1910, 1s. 6d.

### BRITISH HISTORY. From the Earliest Times to the Present Day.

By L. CRELL SMITH, Modern History Master at St. Paul's School. One Vol., 6s. Or Two Periods:—  
Period I, To 1485, 3s.; Period II, To 1914, 4s.

### A CLASS BOOK OF ENGLISH HISTORY.

For the use of Middle and Upper Forms of Schools. By ARTHUR HASSALL. One Vol., 4s. 6d. Or Two Parts:—Part I, 449-1603, 2s. 6d.; Part II, 1603-1910, 2s. 6d.

### AN ELEMENTARY HISTORY OF ENGLAND.

For the Lower Forms of Schools. By Professor CYRIL RANSOME. With Maps and Plans. One Vol., 2s. Or in three parts, 9d. each:—Part I, to 1485; Part II, 1486-1688; Part III, 1689-1914.

### AN ADVANCED HISTORY OF ENGLAND.

By Professor CYRIL RANSOME. One Vol., 8s. 6d. Or Two Periods:—Period I, to Elizabeth, 1603, 4s. 6d.; Period II, To George V, 1914, 4s. 6d.

### NOTES ON BRITISH HISTORY.

By WILLIAM EDWARDS, Head Master of the Middlesbrough High School.  
Part I, to 1485, 2s. 6d.; Part II, 1485-1660, 2s. 6d.; Part III, 1660-1783, 2s. 6d.; Part IV, 1783-1901, 5s. Parts I-IV, in One Vol., 12s. 6d.

### JUNIOR BRITISH HISTORY

NOTES. By the same author.  
Part I, n.c.55 to A.D. 1485, 1s. 3d.; Part II, 1485 to 1680, 1s. 3d.; Part III, 1660 to 1783, 1s. 3d.; Part IV, 1783 to 1901, 2s. 6d.

### THE NEW TESTAMENT FOR SCHOOLS.

The Text of the Revised Version, with Introduction and Notes and Maps to each volume. Edited by the Rev. A. R. WHITHAM, Principal of Culham College, and Examining Chaplain to the Bishop of Oxford and Primus of Scotland.

St. Matthew's Gospel. 3s.

St. Mark's Gospel. 2s. 6d.

St. Luke's Gospel. 3s. [JUST PUBLISHED.]

The Acts of the Apostles. One Vol. 3s. 6d.

Or Two Parts:—

Part I, Chaps. i-xv. 2s.

Part II, Chaps. xvi-end. 2s. [IN THE PRESS.]

RIVINGTONS: 34, King Street, Covent Garden, LONDON, W.C. 2.



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

SEPTEMBER, 1919.

## CONTENTS.

	PAGE
Notes and Comments .. .. .	323
Verse—O Unrelenting Time .. .. .	325
The Play Way in Lancashire—III. .. .. .	325
The Headmaster .. .. .	328
Can These Bones Live?—By David Somervell .. .. .	329
Chronicle of Education .. .. .	330
Subjects and Methods .. .. .	331
Education Abroad .. .. .	332
Schools, Colleges, and Universities .. .. .	332
Supplement—Continuation Schools .. .. .	333
Primary School Notes .. .. .	337
Association News .. .. .	338
Blue Book Summary .. .. .	338
Personal Notes .. .. .	340
News Items .. .. .	340
Literary Section :	
Books and the Man .. .. .	342
Reviews .. .. .	342
Publications Received .. .. .	350

## SPECIAL NOTICE.

The October number of *The Educational Times* will be issued at the end of September. It will contain an important article on "The Influence of Rousseau on English Education," in addition to the usual features. Contributors and advertisers are asked to note that matter intended for publication should be delivered at the publishers' office not later than the 20th of the month.

## BUSINESS NOTICE.

**THE EDUCATIONAL TIMES** is issued Monthly.

Price Sixpence net. By post Eightpence.

Subscription for one year, including postage, Seven Shillings

Subscription for three years, including postage, One Pound.

Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.

Letters to the Editor and Books for Review should be addressed to—

THE EDITOR, THE EDUCATIONAL TIMES,  
31, Museum Street, London, W.C. 1.

## ADVERTISEMENT RATES :

Whole Page .. £5 5s. od. | One Quarter Page £1 10s. od.  
One Half Page .. £2 15s. od. | One Eighth Page 17s. 6d.

Per inch, narrow column .. 6s. od.  
Posts Vacant or Wanted  
(30 words or under) .. 2s. od. } Prepaid.  
Each additional 10 words.. 6d. }

Special arrangements for series and position pages.

Advertisements should be addressed to—

MR. P. C. BARTLETT,  
27, Southampton Street, Strand, London, W.C.2.

## NOTES AND COMMENTS.

### The Board and Strikes.

The Board have secured an initial success in the effort to prevent strikes of teachers. It is announced that on the 12th August representatives of the Board, of Local Education Authorities and of the National Union of Teachers held a meeting at Whitehall, when it was agreed to set up a Standing Committee on Salaries. It is understood that this body will be made up of representatives of the L.E.A.'s and of the N.U.T. in equal numbers, with a neutral chairman, and that no decision will be valid unless accepted by a majority of each of the two parties. The first task of the committee is to endeavour to frame a minimum scale of salaries to be published on or before the 15th December next. The Local Authorities have agreed to adopt the scale thus passed and to put it into operation by a date to be fixed.

On its side the N.U.T. has agreed that existing or threatened strikes shall cease, and that the questions in dispute shall be referred to arbitration. Further, it has undertaken to give no financial help to local strikes during the period before the framing of a minimum scale, nor during the period of its adoption by the Authorities, nor afterwards during its operation. The committee will remain in being for the purpose of revising the scale from time to time, and it will also act as "conciliator" in cases demanding special treatment. The first meeting is arranged to be held on the 12th September.

### Arbitration.

It is welcome news that arbitration is to replace strikes of teachers. Our view is that no strike ought to have been allowed to occur. From the beginning the Board should have imposed arbitration as a means of settling salary disputes. Instead of this they have sought to maintain the position, which is technically correct, that the employment and payment of teachers is the business of the Local Authority and school managers. Against this it should have been remembered that the Board are responsible for our National education, including especially the supply of teachers, and that nothing is more potent than a strike in discouraging possible recruits. Nor could anything be worse as an example to the children or in its effect on the life of a school. Under these circumstances the Board would have been fully justified in compelling a resort to arbitration, and their action would have been welcomed by the teachers, to whom, as a body, the strike policy is repugnant in the extreme. The Local Authorities have felt themselves bound to resist demands which threatened to increase the local rate to any great extent. They will probably welcome arbitration as affording them some cover from the criticism of the ratepayers. One thing which is certain is that the salaries must be improved. In many cases teachers are unable to pay their way at present prices, even with the most rigorous economy. We must think of salaries, not in terms of 1914, but in those of 1919.

### Ominous Signs.

It remains to be seen whether the Board's plan will prove effectual. Already there are to be heard strong protests concerning the constitution of the teachers' side of the Standing Committee. The National Federation of Women Teachers has demanded separate representation on the ground that the question of equal pay is too important to be left to the N.U.T. It is suggested that when the London teachers return from their holidays they will be ill-content to find their employers have been afforded a plausible reason for deferring any further consideration of the London salaries until the Standing Committee's scale is published. Probably the Board considered that as the N.U.T. is the only body which can command the strike fund there was no need to consult other associations of teachers. It would have been good policy, however, to cast the net as widely as possible bringing in representatives of all bodies of teachers likely to be affected by the committee's decisions. This view is strengthened by the information that the committee will consider questions other than salaries. Can it be that it is intended to serve as a harmless and powerless substitute for a National Council such as might be projected on the lines of the Whitley report? If so, it can only be said that the scheme is too clever by half. A Whitley Council for Education can be formed only on thoroughly representative lines with due regard to the interests of all types and classes of teachers.

### A Difficult Problem.

It may be held that a National Council for Education on the lines of the Whitley Scheme is undesirable or impossible. It will be agreed that education is wholly different from an industrial enterprise aiming at the direct production of wealth. The division of the wealth produced in such enterprises is perhaps the greatest factor in causing that unrest which it is hoped to allay by the Industrial Councils now being established in many trades. There is, however, another important factor, namely, that the workers in these trades have begun to desire some share in managing affairs. They are no longer content to be parts of a machine and to accept conditions which they have no part in bringing about nor any power to alter.

The present unrest among teachers in regard to salaries does not arise from any suspicion that their employers are amassing undue profits from their services. It is due solely to the impossibility of making ends meet under war conditions on salaries based largely on peace conditions, and even then inadequate. There is also a widespread feeling that the teacher plays too small a part in the direction and control of education. Conditions are imposed from without, and he does his work under the eyes of a "cloud of witnesses," inspectors, local authorities, officials of every kind, many of them laymen or amateurs, or at best long removed from the actual work of the classroom. Under these circumstances it is natural enough that the teachers should seek some share in managing education. It is no less natural that the official or average local authority should find the demand inconvenient, but this is not to say that a National Council for Education is undesirable. Many things desirable in themselves are not desired by those to whom they may be somewhat troublesome. It is necessary to consider seriously the possibility of setting up a real National Council of Education.

### "Educational Watertight Compartments."

In a letter to the "Times," Dr. H. B. Gray, formerly of Bradfield, urges that our great boarding schools must be brought into the system of National Education. He says that they send out "a splendid breed of young men" who have, however, little knowledge of social ranks outside their own. He says that down to the middle of last century the country grammar schools educated "cheek by jowl" the sons of the county magnate, the professional man, and the small tradesman, and that this association in youth tended to obliterate class distinctions. With improved means of transit it is as easy for the son of a prosperous Northumbrian to travel to Eton as it was for his great grandfather to attend a Northumbrian grammar school. Hence our great schools tend to be the exclusive training places for social and political leaders and captains of industry, while the private preparatory schools are also places giving a training which tends to emphasise class distinctions. Dr. Gray adds that the voice of Labour is beginning to be heard, insisting that the sons of the people have a right to share in the same educational opportunities in the same centres of learning as are available for the children of the rich and noble. They maintain that there must no longer be any educational watertight compartments.

### The Single School.

Dr. Gray says that his object is to seek rather than to provide an answer to the question as to how the non-local public boarding schools, with their ancillary institutions, the private preparatory schools, are to be brought into the system of national education. Everything depends upon what he understands by the phrase "system of national education." It is not unlikely that some of the more short-sighted labour leaders will urge that there should be one type of school, and one only, for all classes in the community. This was urged by German labour leaders before the war, in the belief that a common schooling would tend to wipe out all class distinctions. In practice it will be found that these distinctions are not to be removed in this easy fashion. They arise from differences in home surroundings, and they will remain until we have the "equalitarian state" of which some people dream. In theory, the common school flourishes in America, and serves to maintain the pure gospel of democratic equality. In practice, the wealthy American sends his sons and daughters to private schools. It is difficult to see how we can prevent a rich man from giving a special education to his children any more than we can prevent him from eating strawberries out of season or from providing himself with special means of transit in the form of motor-cars or even aeroplanes.

It may be that great disparity of income will be less common than hitherto, and that there will be nobody rich enough to afford a special education for his children. Until that time comes we shall have private schools and the kind of class separation which Dr. Gray deplors. It may be suggested, however, that such distinctions are removed at the university or college stage more easily than in school. The social reformer should concentrate on the democratisation of higher studies and make real education accessible to everybody. Institutions which depend solely on class prejudice will then have to prove their worth or succumb.

**The Perils of Uniformity.**

Our social reformers tend to display the restrained ambition of a perfect parlourmaid, whose spirit is oppressed by an untidy appearance in things and quite unmoved by any intrinsic defect in the things themselves. Your perfect parlourmaid will show the same care and desire for symmetry of arrangement whether she is dealing with tawdry rubbish or real works of art. Her job is to make things look neat and to have a place for everything with everything in its place. In similar fashion a hireling gardener will sacrifice the health and natural well-being of plants to his desire for formality. The reformer with a passion for social "carpet-bedding" is always with us, and unfortunately he generally finds supporters in official quarters where uniformity is found to make easier routine administration. A uniform type of school for everybody would offer possibilities in the way of smooth working, but in every other respect it would be destructive of the true spirit of education. Nor would it greatly help in the fusion of social classes. It is somewhat surprising to find Dr. Gray urging that in the first half of the 19th century there was a better understanding between upper and lower classes than exists to-day. He should spend a few hours in reading the works of Mr. and Mrs. J. L. Hammond on the Village Labourer and the Town Labourer. In 1815 and later many of the upper classes were seriously defending the practice of employing children under nine years of age as factory apprentices and a working day of sixteen hours on six days a week, with Sunday mornings spent in cleaning machinery.

**O UNRELENTING TIME!**

O unrelenting Time! with Judas kiss  
Is't not enough to delve the deep abyss?  
To hurl the hapless boulder from the mountain top?  
To parch the seas and bid the rushing rivers stop?  
Art thou not satisfied with this,  
O unrelenting Time! with Judas kiss?

O unrelenting Time! is all for thee?  
Is't not enough if thou uproot the tree?  
Or snatch away and cheat a king his earthly crown?  
Conceal his grave and fling his flimsy temples down?  
Is this thy ultimate decree?  
O unrelenting Time! is all for thee?

O unrelenting Time! omnipotent,  
Is't not enough to stride the firmament?  
To leave thy tireless footprints on the ocean bed?  
And dim through magnitudes unknown the stars  
o'erhead?  
Say! wilt thou never be content,  
O unrelenting Time! omnipotent?

O unrelenting Time! stay thy swift race;  
Is't not enough to stamp thy seal on space?  
That thou must cast the graving glaciers from thy  
care?  
And turn aside to run thy fingers through my hair?  
And set thy mark upon my face?  
O unrelenting Time! for once retrace.

FRED RICHARDS.

**THE PLAY WAY IN LANCASHIRE.**

BY B. A. WILMOTT.

**III.—SELF-GOVERNMENT.**

ALTHOUGH Littlefolk can, of course, not start governing themselves all at once, the preparation they need is surprisingly small. But first they must learn to express themselves fluently, and, be it noted, oral fluency is no small aid to written fluency.

One Monday afternoon, when Prose and Verse had both been firmly established, and when we felt all too lazy for written work, the thought of Speeches came to me, and on my asking who knew anything about aeroplanes, submarines, football, hockey, cats, dogs, anything, all woke up and yelled "I do," and one had but to choose the more self-confident first to hold forth for, say, three minutes, and insist upon a fresh subject each time, to obtain nine or ten five-minute "interesting and instructive" lectures. Those left over, as well as the others, were told to prepare a speech "that would interest everybody" for the following Monday afternoon, which hour every week is now devoted to oral work. Birdnesting, the Ship Canal, Origins of the War, Country Girl's Visit to Town, Electricity, Cotton, Scouting, Fossils, the Giant's Causeway, the most diverse of subjects were attempted and treated sometimes lightly but broadly, sometimes narrowly but thoroughly. I started marking in the Perse method—4 for invention, 4 for expression (fluency and grammar), and 2 for delivery (including h's)—explaining how I marked, and after a fortnight allowing them to estimate the marks themselves. The best speaker of one week was in the chair the next week, and it was this person's business to suggest the marks (such as 2+3+1) and obtain support by a show of hands. This worked well until a duffer arrived there, when it was thought fit to elect a permanent Mistress of the Ceremonies, our first official, who also kept a written record of all speeches, and saw to it that no one slacked or palmed off a stale subject on us.

Now that everyone could speak (and therefore write) with grace and fluency, a short talk on what the real Cabinet and Parliament do to-day explained all they needed to know to set up self-government, and the Little-dame they chose to be Prime Monitor was told to form a Cabinet of the following officials: herself; the Lady of the Decoration (Flower Monitor); Secretary to the Weather Office (who sees to ventilation, scavenging, temperature chart, etc.); Secretary to the Records Office (who keeps the library, register, record of speeches, black marks, etc.); the Lord Mentor (Homework Monitor and "teller"); and, as they insisted, the M.C.

as well. These six relieved me of all menial work, and whenever neglectful, were subjected to a vote of censure or ejected by the Prime Monitor, who was so thorough as to maintain quite a Walpole regime for weeks. Boy and girl work smoothly together; each office gets filled by whichever is most suited to it.

Cabinet changes were not infrequent, the Lady of the Decoration resigning on being censured for neglect of a bulb that died, as also the Secretary to the Weather Office for leaving a thermometer out all night; and at the end of the term an alleged piece of favouritism led to a vote of non-confidence and the fall of the Cabinet. These are not small things; they teach responsibility, efficiency, co-operation, self-respect. Thus each new Cabinet is kept up to scratch by strong opposition.

Only once has trouble arisen. For bad work in another subject I threatened to keep the whole form in after school, unaware of an inter-form cricket fixture, and had to keep my word. The boys struck, and for a week refused to join in Joan of Arc, a history play we were doing. Stern treatment and stopping all Play methods made things worse, but on my deciding for open discussion with freedom of speech, immediately Touchwood the Court Jester offered me an apology (*real* apology, not cringe), the Bishop of Castleton stated their case, and it was all over.

In reading Perse Playbook No. 4, I came across Sir Gareth and Sir Pellinore, and when I made the suggestion of knightships and ladyships, they responded eagerly. Warned not to make the honour cheap, they at first merely created the ladylike M.C. Lady Edwina of the Lake, and have shown admirable tact in choosing only those who have distinguished themselves in some way; the next two to be honoured were Sir George of the Red Cross for prowess on the football field and honourable character, and the Lady Rowena for excellence in all branches of English. With such to set example, it can well be imagined that the tone of behaviour rose.

For shields the article on Heraldry in "Harmsworth" was quite sufficient, and, out of school hours, the knights and ladies chose and blazoned "simple and effective" cardboard shields—such as, Gules a chevron or with three castles of the same—to adorn our walls withal.

Occasionally someone asks permission, rarely granted, to give a formal lecture with illustrations on such a subject as The Sights of London, or Indian Life, and is formally introduced, speaks for twenty minutes, and is thanked, etc. Favourite authors and also battles make good subjects.

Discipline is maintained throughout by good feeling and interest, but when there is any disorder the offender is crimed by them, and publicly put on trial the following Monday. M.C. becomes "Your Worship," Mentor the Usher; there are counsel for the prosecution and defence, and witnesses, while the rest are jury. Sentence consists of fines (towards Flower Money) not exceeding threepence; the alternative of so many days in Coventry is not likely to be used. On no account is a child ever charged thus with anything really disgraceful, as that might lead to tears, estrangement, possibly parents' notes and that sort of thing; straightforward punishing is best there, though temperament must never be forgotten.

As all this has to be fitted into one hour per week, except it be after school hours, a regular order of procedure has developed. Let us describe a typical Monday afternoon.

Lord Mentor has turned the front desk round for the M.C., who now rises to ask if there is any Cabinet business. The Lady of the Decoration calls for subscriptions due, and the Editor of the Magazine (The Zephyr, "bringer of flowers") for contributions in prose and verse. Next Opposition business: one member complains of a dirty floor; another accuses the new Monitor for Agriculture (gardening) of slackness in collecting "seed money," and moves a vote of censure, which is opposed and fails. Lord Mentor announces a serious charge against the Lady Una of not staying in after school with the others—a fact I had not noticed—and her trial is fixed for next week. The Prime Monitor now proposes to raise to the dignity of ladyship one distinguished for her poems, and the Opposition leader seconds with a eulogium; carried, and the new Lady is told to choose her a title and escutcheon by next Monday. So to lectures; first the names of those behindhand are read out, and one of these describes the Roman Arena. At the end "comments" are asked: someone denies that men fought with beasts, they fought with each other; this is explained. Someone else accuses the speaker of saying "A great many was present," another says he said "'elmet." Marks 4+2+1? Yes. Next the Girls' Cricket Captain gives "The Cuckoo," and says she makes no nest but "drops the egg on the ground." whereon Touchwood remarks "Would be a cuckoo!" Then A Voyage to Australia, Beekeeping, Winter in Canada, A Greengrocer's Life (with a fine description of the Fruit Market), Sugar, Fossils, The Giant's Causeway, and My Two Pet Rabbits, which was so quaint I had it written down:

" Rabbits are very amusing pets. . . . I keep two myself and they are called Jack and Jill. I feed them three times a day with green stuffs and tea leaves, and they never leave anything over. . . . Sometimes I let them out for a run, to exercise them and to make me laugh. For when one runs the other runs, when one jumps the other jumps, and when one stops the other bumps into him and both go head over heels. Then they get up and do it again."

The warning bell goes and someone rises to ask if the home work can be ballads to-night, as they have been overlooked of late ; this is agreed to, the final bell goes, and out they troop.

And what am I ? A constitutional monarch, but one who never interferes except to be obeyed. It will be seen that self-government does not here extend, as at the Perse, to choice of work ; this it should do had I not to direct their energies, in order to cram all these activities into a couple of terms. It is executive and judicial self-government, except that homework and textbooks are as far as possible selected by them. Of the threefold Play Way, verse brings out the artistic side in a child, prose the humane and imaginative, self-government that self-confidence and responsibility that together mean success.

Now as to the effect a mixed class has upon it all. These articles do not profess to deal with " The Play Way in Co-education " for this reason, that I find it is not sex, but temperament and taste that both in prose and in verse influence the trend of the individual's written work and collectively that of the class, for, apart from its important influence upon temperament and taste, inwardly sex has very little to do with Littlefolk at all. Just as you and your wife both read Dickens or Thackeray in much the same way, so Littleman and Littledame will both sit and write a ballad ; but the tomboy tells of dragons and of wars, the shy child tells of wooings and " of wanderings far by sun and star," the thoughtful of memories and hopes ; though as often as not they delight in things alien and the very opposite to their real nature, as Shakespeare, Virgil, blind Homer, and all great men have ever done.

In oral work the difference is more noticeable. Girls in general tend to be less broad-minded in their treatment of a subject than boys, and wander from the subject, but they are more thorough and explicit ; though indeed time cures both. Boys score for invention, girls for expression. Temperament decides what line of subject they choose, and gradually each finds a level ; for though bold enough to write on any subject, they naturally

prefer to speak on familiar subjects. The boys are churlish at first, but " That is rude ! " soon quells them, and the girls crime the boys for roughness while the boys crime the girls for anything underhand ; and both weaknesses are disappearing.

Naturally some shine and some are weak in these subjects as in all others, but it is no whit an exaggeration to say that, of my last term's form of one and twenty, two only failed to produce a worthy poem (and they were the first two to put work into our Album of Prose), that none whatever are really poor at fictitious prose, and that one girl only is unable to speak fluently, who has weak nerves. A child who never yet averaged half-marks in any one subject, decorated our room charmingly and produced Summery Day :

" I am the lily in coat so gay.  
I like to go with the daisies to play.  
I live down by the trickling brook.  
Rude children came, my buds they took,  
Before they left me my bell they shook,  
When I was sleeping that summery day."

Do teachers read this and say : " What energy all this requires." On the contrary it is delightful to come in and find all your work being done for you ; in prose and verse, criticism of book-matter, of each other's work and even suggestion of homework ; in oral work, a never-ceasing flow of general knowledge and culture. When an experiment occurs to you, you try it the very next time ; if it fails, you think why ; if it succeeds, then there you are. Thus has arisen, at successive strokes of a wand, my kingdom of a day.

But what has all this to do with Lancashire ? All this might happen anywhere. But that is just it ! If even the blind materialism of the North be overcome by the Play Way—for indeed its chief hindrance has been reaction against seriousness, a tendency to be aesthetic, with an overplus of such things as nature poems on the heavens, the seasons, the flowers—but if victorious in Mammon's very capital, then surely the Play Way must succeed anywhere.

### Higher Education for Working Girls.

Miss Phoebe Walters, of the Y.W.C.A., thinks that many working girls need education rather than mere vocational training, and desires funds to enable young women without means to become students of a residential college which will be established either in London or Cambridge, to facilitate the higher education of working girls. At first not more than twenty students will be accommodated.

## THE HEADMASTER.

By "J. W. W."

"THE right hon. gentleman concluded by saying that it was impossible to overestimate the value to the nation of the work done by the headmasters of such schools. They sowed the seeds of knowledge, quickened the intellectual life, and stirred the moral and spiritual impulses of those who were to be the future citizens of the greatest empire the world had ever known. When he thought of the many petty details and squalid squabbles which occupied too much of the time of a Cabinet Minister he could scarcely forbear to envy the headmaster whose mind and energies were claimed by the lofty and inspiring tasks that were the schoolmaster's daily work."

The headmaster laid down the newspaper and smiled. The words he had just read formed the peroration of the speech delivered by a Cabinet Minister at the prize distribution of a public school. The insistent bell rang, and the headmaster, getting into his gown, seized his mortar board and passed into the school hall to preside at the morning assembly. Prayers over and the boys dismissed to their classes, the "Chief" went to his study to begin his day's "lofty and inspiring tasks."

There was a knock at the door, and, in response to the headmaster's stentorian "Come in," two boys entered, each with a note in his hand. The "Head" read the first:

"Dear Sir,

"Will you please excuse Timothy's homework last night, but he had a bad attack of geographical gastritis, chemical cholera, historical hysteria, and mathematical mumps, which lasted until bedtime, when he suddenly got quite well, but it was then too late to do his home work. The doctor says he is not strong, and I should be glad if he were not pressed to do much work in school.

"Yours sincerely, DOROTHY BINKS."

The headmaster eyed the convalescent Binks with a look that was one half amusement and the other half contempt, and said:

"O, so you had all those horrible diseases, had you?"

"Yes, sir," responded Binks; "awful bad, sir."

"Do use adverbs."

"Awfully bad, sir."

"Dear me, how sad!" said the headmaster. "Well, if you have a fresh attack to-night we'll try what tincture of stick will do for you to-morrow. Understand?"

"Perfectly, sir," said Binks; "I'm sure I see the point."

"Good! you'd better go before you feel it."

Binks went, glad of the compromise, and the headmaster held out his hand for the note from the other boy. It ran thus:

"Dear Sir,

"I regret to say that my son was absent yesterday owing to a severe cold. Will you kindly see that he keeps his chest protector right in the middle of his chest. He wriggles about so much that it works right round his ribs and that is how he catches cold. Will you also please excuse him from drill to-day as he has a chilblain on his thumb nail?"

"Apologising for troubling you.

"Yours very truly, MARIA FLABBIBUS."

The headmaster looked up.

"All right, Flabbibus; I'll see to this. Here, take this whistle. Whenever you feel your chest protector working round your ribs, blow this, and I'll come running to put it straight. I've nothing else to do."

"Thank you, sir. Need I drill, please, sir?"

"Good gracious, no! The chilblain might spread as far as the first joint of your thumb."

"Thank you, sir! Please, sir, mother said I was to ask you if I might sit in your study this morning—there's such a draught in the class rooms."

"No, no! go to the drawing-room and lie on the sofa there. I'll send the masters in to you to give you your lessons. You'll find some cake and ginger beer on the whatnot, and I'll send a prefect to you with all the illustrated papers."

"Thank you, sir! Mother said she was sure you would see I didn't catch cold."

"Your mother was quite right," said the head; "but you'd better go now, before you catch something else."

Flabbibus took the hint and went without enquiring what the "something else" might be. The headmaster turned to his desk and opened a formidable envelope bearing outside the legend "O.H.M.S., Board of Education."

He read it, perplexity darkening his brow as he read. This is what he read:

FORM XYZ 1234567.

(To be quoted in all communications.)

Headmasters are required to furnish the Board with the following information:—

### Particulars of Boys.

No. of boys with red hair.	.
" " " black hair.	.
" " " fair hair.	.
" " " blue eyes.	.
" " " brown eyes.	.
" " " black eyes (natural).	.
" " " black eyes (the handiwork of some other boy).	.
" " who can be led but not driven.	.
" " who can believe all the master's stories.	.

### Particulars of Parents.

No. of mothers who think their boys are not strong	.
" fathers " " " " lazy.	.
" parents who prefer book-keeping to Latin.	.
" " who cheerfully pay the "extras."	.

### Particulars of Masters.

No. of masters married.	.
" " engaged.	.
" " with faint hopes.	.
" " who have given up all hope.	.
" " who are "hopeless" in another sense.	.

But why go on? For those who know Board of Education Forms further illustration is unnecessary; for those who do not—"where ignorance is bliss 'tis folly to be wise." The headmaster wrestled valiantly for some time, finding, or trying to find, answers not disgracefully inaccurate. A violent knock at the door disturbed this intellectual exercise, and a prefect burst in, breathless.

"O, please, sir! Blobs major was carrying a rifle round the corner of the Hall, and ran into Jones minor and knocked his eye out."

The head turned, even as the proverbial worm.  
"Well, tell Blobs major to put it in again."

"Please, sir, we can't find it."

The Head turned to a small drawer, in which was an assortment of glass eyes of all colours and sizes, and, taking one, said, as he handed it to the prefect:

"Here, put this in, and tell Jones minor to be careful not to squint with it. Remember, I'll have no squinting in class."

The prefect was about to go when a whistle sounded. The headmaster started for the door, then checked himself, and took a hammer and a nail from a box on the table.

"Here," he said to the prefect, "find Flabbibus minor and nail his chest protector to his chest with that."

Exit the prefect on the most engaging job he had ever known!

But those Board of Education forms were not filled in that morning. An assistant master sought an interview to beg the day off to enable him to visit the next town to see the sister of his fiancée, who was passing through on her way to London. A governor of the school called to let the headmaster know that if Mr. Smug, a fellow governor and bacon curer, were asked to second the vote of thanks to Lord Furlong for distributing the prizes at the Speech Day next week, he, the aforesaid first governor, would be a thorn in the flesh of the headmaster from that same Speech Day to the Day of Judgment.

An irate father called to demand the instant dismissal at the hands of the headmaster of an injudicious assistant master who had ventured to tell the irate father's boy, in class, that he had the intelligence of a post. The cleaner and caretaker also looked in, as he did daily, to prefer a claim for increased wages and less work, and finally, a father, who took his parental responsibilities seriously, called upon the headmaster and spent a full hour in asking him what he thought of the intellect of his (the serious parent's) boy.

The headmaster's wife looked in, as the lunch was getting cold.

"Aren't you coming to lunch, dear? Why, George, whatever is the matter? You look worn out. What have you been doing?"

The headmaster gave her a ghastly smile. "O, I've only been engaged in the lofty and inspiring tasks that are the schoolmaster's daily work."

#### A Threatened Strike.

When a Decimal Association lecturer had completed his address on our muddled weights and measures to the boys of a well-known West Country school recently, some of the more active members of the school community got their heads together and hatched a plot to strike against the teaching of our antiquated tables. "We will only learn the metric tables," they said, "they are all 'ten times ten,' and we can learn them in a few days." One cannot help feeling sympathy with the would-be strikers, though they had probably in view extra holidays, and not the increased training in a foreign language or mathematics which the adoption of the Decimal Association's suggestions would make possible. Most teachers put the saving at a year of school arithmetic life, and many place it as high as two years.

## CAN THESE BONES LIVE?

BY DAVID SOMERVELL.

### VI.—Conclusion.

If by chance any reader has perused the five preceding articles of this series, he will certainly have forgotten them, and I shall serve both him and the other sort of reader if I briefly recapitulate and try to subsume their scattered suggestions under a general idea, an educational policy.

I have written throughout from my own standpoint, that of a teacher of the favoured youth that enjoys education in a public school between the ages of sixteen and eighteen. That type I may claim to know fairly well, from the dunce down to the potential Balliol scholar, from the son of the country parson down to the son of the "profiteer," as we amiably describe the successful business man in these days.

The first two articles dealt with History, and suggested that by one method or another it was all-important to create a sense of the continuity of past and present history: to show that Macaulay's Essay and yesterday's *Spectator* really belong to the same bookshelf: and with this end in view to direct especial attention to the study of the history of the most recent past. So long as "the most recent past" means the Great War, this counsel is likely to be followed in the letter more frequently than was the case in, say, 1913, when teachers and text books succumbed to an impulse to find a suitable *finale* in the Indian Mutiny, the Reform Bill of 1832, or the Battle of Waterloo, and relegated ensuing etceteras to a concluding summary of "outlines," forbidding and unexplained. But there is only too much likelihood that the War will be treated in a romantic, backward-looking, and antiquarian spirit, concluding in the novelist's "Finis" and a suggestion that even if they did not all live happy ever afterwards, history is no further concerned with them.

The third article was a digression inspired by "Joan and Peter." Its suggestion was "How little they know of teaching who only school books know." A school is bound to be somewhat of a monastery—even if combined with a nunnery—but the teacher must struggle for dear life to keep alive and in touch with the contemporary world, otherwise he will have no idea what it is that he is sending his pupils out into. And he cannot keep in touch with the world simply through the medium of the neighbouring golf club.

The fourth dealt with English Literature, and suggested that it was not enough to introduce the pupils to the classic masterpieces of the past;—not enough, even though the introduction were skilfully and sympathetically made, and laid the foundations of a life-long friendship. It is necessary to cultivate the genuine reader's eager and discriminating eye of the valuable and permanent elements in contemporary literature. Otherwise we produce and deserve to produce the ludicrous type that honours calf-bound "classics" on the shelf, "for Sundays" as it were, and for real reading battens on Florence Barclays and Ethel Dells of the circulating libraries.

The fifth article suggested newspapers as a proper and indeed essential subject of study at school—*proper* because much can be learnt from them, and, unlike the school-book, they have all the variety of Cleopatra, and *essential* because they are the spiritual edged tools

of democracy, and unless we are taught to handle them—history seems to show that most cannot be trusted to learn this by instinct or experience—we shall cut our own fingers, maybe our own throats.

The headline "Can these bones live?" was chosen guilelessly to attract attention, but it conveys quite as much meaning as most advertisements. It suggests that school curricula, like school teachers, are subject to a process of desiccation in the stale air of the class room, and that in this state they cease to nourish and become a mere burden to the flesh, nourishment being sought and obtained elsewhere, on the playing fields, in the street, and not very adequate in either. This is most obviously true of the so-called "English" subjects. England is alive, and in her life we live and move and have our being. If we understand nothing of the anatomy the physiology, of that greater life which conditions our own, we cannot direct our own lives with intelligence.

The word "politics," which once stood for one of the highest concepts of the Greeks, has been rolled in the mud, and now suggests only rabid partisanship and clever selfishness, or, in another aspect, stately stupidity. But all the shortcomings of our politics can be traced to the lack of political education among the people.

Why is an election a farce, and worse? Because there has been no political education.

Why is it that the nightmare dreamed by Carlyle and Disraeli and H. G. Wells seems nearly coming true, the nightmare of an England destroyed by the warfare of its "two nations"—Rich and Poor? Because neither rich nor poor have been taught the economic elements which lie at the root of politics: in default they have uncritically taught themselves the economics of the profiteer, which leads to ruin. Here, as everywhere, the schools of the rich are far more to blame than the schools of the poor, because they have had such splendid opportunities.

There are dangers and difficulties about this plan of opening the windows of the classroom to the bracing air blowing outside. There is the question how wide the windows should be opened. Other things may blow in along with the fresh air.

But the experiment *must* be made, and if I have convinced the reader of that I must send him for the study and consequent avoidance of the dangers to the record of my own experience. A colleague and I in the cloistral atmosphere of an old Tudor foundation made a rather radical two years experiment in political education, which only terminated, in temporary collapse, two years ago. In the heyday of our optimism we—that is, Victor Gollancz and myself—wrote "Political Education in a Public School" (Collins); six months later, sadder and wiser men, we wrote, in the intervals of war work, "The School and the World" (Chapman and Hall), which an acidulated reviewer stigmatised as "the story of a failure." *How true!*

### A Portable Cinema.

Mr. George Palmer, of 47, Gerrard Street, London, W. 1, has placed on the market a compact and ingenious form of cinema projector, which may be worked in any room where electric light is available. By means of a plug fitting into an ordinary lamp socket the current is conveyed to the projector and provides adequate illumination for the films, which are of standard size. The whole apparatus takes up little more space than a small suit-case, and it is admirably adapted for school use.

## CHRONICLE OF EDUCATION.

- July 21.—Issue of Regulations by the Board of Education for the training of future health visitors under the Ministry of Health.
- July 23—George Eliot Centenary celebrations in Nuneaton. Address by Dr. Russell Wakefield, Bishop of Birmingham. The celebrations included a children's festival and a century costume ball. The proceeds for the four days will be devoted to the erection of a permanent national memorial to George Eliot at Nuneaton.
- July 24—Address by Mr. H. A. L. Fisher at the Blackpool Secondary School on "The Educational Ladder." Mr. Fisher said that if the provisions of last year's Education Act were carried out to the full it would give us an education system that would be the wonder and admiration of the whole world.
- July 25—Opening of fourth conference of New Ideals in Education at Cambridge. At successive meetings during the week the chair was occupied by Mr. Bertram Hawker, Lord Haldane, Sir Charles Walston, Dr. Rootham, Mr. Edmond Holmes, Mrs. Lamartine Yates, Professor Prior, and Mr. Frank Benson.
- July 25—Conference, called by the Minister of Education, of representatives of the County Councils' Association, the Association of Municipal Corporations, the Association of Education Committees, and the National Union of Teachers met at the Board of Education to consider the question of teachers' salaries.
- July 26—Annual general meeting of the Incorporated Staff-Sight-Singing College at the Royal College of Music. Addresses by Mr. Stewart Macpherson, F.R.A.M., on "The place of Music in the school curriculum."
- July 30—Address of congratulation presented to the King by the L.C.C. on the conclusion of peace. In a notable reply His Majesty said: "I am convinced also that nothing is more essential to national prosperity and happiness than education."
- Aug. 11—Death of Mr. Andrew Carnegie at Lenox (Mass.).
- Aug. 12—The Joint Standing Committee on Teachers' Salaries agreed to the principle of the adoption of a National Minimum Scale.

### Some Appointments.

- Dr. A. Elliot, M.A., M.D. (Edin.) to be Secretary of St. Thomas's Hospital Medical School.
- Mr. D. R. Maclean, M.A., D.Sc., as Professor of Botany of the University of Cardiff.
- Mr. T. H. Pear as Professor of Psychology in the University of Manchester.
- Mr. W. Mansergh Varley, D.Sc., M.A., Ph.D., of Swansea, as Principal of Brighton Technical College.
- Lieutenant-Colonel Sir Theodore Morison, K.C.I.E., K.C.S.I., as Principal of Armstrong College, Newcastle.
- The Rev. Richard Brook, M.A., Fellow of Merton College, Oxford, as Principal of Liverpool College.
- Miss Meade, Secretary of the Appointments Board of the University of Manchester, as Head Mistress of the Bolton Secondary School.
- Miss Jessie Sprunt, second mistress of the Manchester High School, as Headmistress of the Orme School for Girls' Newcastle, Staffordshire.
- Mr. G. H. Leslie, B.Sc., Headmaster of the Bath Higher Elementary School, as Headmaster of the new Day Technical School at Liverpool.
- Miss K. M. Buck as Organising Secretary of the Association of Teachers of Domestic Subjects.
- Mr. A. C. Badcoe, B.Sc., Assistant Secretary to the Norfolk Education Committee, as Secretary to the Exeter Education Committee.



## SUBJECTS AND METHODS.

### Woodbrooke Summer School of History.

I imagine that an inspector of the Someshire County Council, commissioned to report on the third Summer Course at Woodbrooke, and appearing there on the Monday evening in August which terminated the course, would have been somewhat startled. He would naturally expect to find a tired and perhaps somewhat depressed set of people, weary from a course of study which included two lectures a day followed by discussions, as well as meetings to discuss Modern Tendencies in Education and the Historical Teaching of the Future. He would in fact have seen a merry throng of laughing spectators wildly applauding a group of actors gaily imitating in word and gesture distinguished lecturers. "Can I really recommend my Council to pay grants for this sort of thing?" he would probably ponder. (Not that Woodbrooke gets grants, however.)

And he would possibly have been even more shocked had he come a little earlier and seen what we called a Lightning Masque, composed in a few hours and representing the History of Woodbrooke in early Saxon and Norman times. Here was a bishop whose mitre head-dress was an old biscuit box, here were Norman Knights whose helmets were waste paper baskets, and here was William Fitzansulf, the Knight to whom fell the land around Woodbrooke, with a coalscuttle for a helmet, a boiler-cover for a shield, and a shovel for a battle-axe. He might have been more pleased to hear a genuine Old Worcestershire ballad, "The Jovial Hunter of Bromsgrove," given with much gay dancing and gesture, though I wonder whether he would have been annoyed to find that the pretty tune, "a real old folk song surely," was just an infant of some 27 hours, having been composed on the previous evening by a London Headmistress and an Australian pedagogue.

If indeed our Inspector had turned up on the preceding evening he might have been even more shocked, seeing conspirators appear from behind various bushes with their fingers to their lips commanding silence, and then vowing death to all superior persons. Here again were the members of the course sitting on the sloping lawn and enjoying the efforts of the labour group to caricature lecturers and various more or less prominent students.

To give some account of the course let me begin with the first meeting on Saturday, August 2nd, when Mr. Marvin, in the course of his introductory lecture, said:

"It was five years ago almost to the very day that I was speaking at a Friends' Settlement at Jordans. War had burst upon us, and thinking of the war which had come to divide the nations, I spoke of the necessity of studying the things which bring men together. 'Won't you arrange a course of lectures to deal with such things?' said one of the audience, and when I came to plan it out it seemed to me that I could find no body of people more sympathetic to these ideas than the Society of Friends. And so it came to pass that in this quiet place of Woodbrooke, with its feeling of fellowship and its atmosphere of religion, we met in August, 1915, to study the Unity of Western Civilisation, and as you know the lectures have been published. 'You have dealt with Unity,' said one of my hearers, 'surely the next step is Progress.' And so next year we had a course, and published 'Progress and History.' Then insurmountable obstacles stopped us, but this year we are met, some 160 of us—the number might have been trebled if we could have taken all who wished to come—to study 'Recent Developments in European Thought.'"

As at previous courses Mr. Marvin had gathered together a distinguished group of lecturers. History, Literature, and Philosophy, these of course were the chief subjects, Art was not neglected, Science for the first time found a place; but I think the triumph of the year's course was the capture of Dr. Walker, of Balliol, who was not only a musician, but a historian and a philosopher. The two evenings when Dr. Walker charmed us with Beethoven, Mozart, and

Schubert, as well as Scriabin and modern composers whose very names were unknown to us, will linger longer in our memories than even the lecture when he revealed himself as a very human person looking to folk music to save the country from musical degradation, and when he showed that a sense of humour is not killed by erudition. Dr. Walker made us all want to "go to the great musicians at once." Perhaps I had better take Professor Bragg's lecture on "Atomic theories" next, as the science was our other novelty. We had looked forward to a fearsome time, but those of us who had listened to the Professor in the smoking room making the science of sound clear to a plain man of business had hopes of him. We found him full of apt and amusing illustrations. Oh that I had had such a teacher of science when I "did" science, and who will say that science lectures of this type would not be more valuable than many days of test-tubing.

The discussions, which took place after an interval spent in pacing the lawn and getting one's bullets ready, were all the more valuable in that we had lecturers staying on for a few days and lending a hand in the heckling. Our labour group was useful and competent as in past years, and I fancied they seemed a little mellowed. Neither was it a disadvantage to have Mr. Marvin as chairman lending a sort of unity to the series. Unity, of course, is our sacramental word at these courses.

If I had to choose amongst the lectures on history, philosophy, and literature, I should place Professor Herford's first. We listened enthralled to a crowded hour of glorious interpretation. "Here is God's plenty," we felt, and rapidly we noted down names and titles to guide us for reading for many a delightful hour. The lecture, fortunately, was followed by no discussion. We only wanted to applaud and reflect, but a short speech by Mr. Clutton Brock with some charming extracts from Chinese poetry we should have been sorry to miss.

"This is the only popular school of philosophy in the country," said some one in discussing the Woodbrooke Course. I will not say that we all understood Professor Taylor's lecture on Philosophy. It lasted nearly two hours. We felt that Bernard Russell was having a rough time, and we were impressed by references to Italian philosophers. We dared not move, for we felt that the Professor was a master, and we delighted in his humour, but I am not surprised that when the labour group set out to caricature the lecturers they gave Taylor just as rough a time as he had given Russell. Professor Lindsay was a little kinder to us in Political Philosophy, but we felt, some of us, that these high matters were not for the likes of us. It was well that C. R. Fay, of Cambridge, then appeared on the scene to talk in two lectures of the Industrial Conflicts of the 19th century and the Terms of Peace. I understand Mr. Fay is a bit of an authority on machine gunnery, but no one who saw his free and easy gestures would connect him with either the army or the Dons at Cambridge. I regret to say I missed his first lecture, but I would not have missed the second even for a bathe in the Woodbrooke pool. Anything I could say would sound extravagant. I can only quote a young lady—"Mr. Fay was really magnificently topping."

The course is over. We look back on ten days spent in delightful company, drawn from all classes. We lived together, chatted at meals, walked and talked before and after meals. We played tennis, went to a gorgeous garden party at the house of that grand old octogenarian, George Cadbury. We saw a model village, we witnessed a new play, we sang, we danced. Our heads may be crammed full of new furniture which will want some arranging, but we are all quite sure that the Unity Course of Lectures, the Marvin Course of Lectures, whether they take place at Woodbrooke, at Wells, at Durham, or elsewhere, whether they deal with "East and West," as has been suggested, or some other topic, are now an absolute necessity to many who were present, and those who were absent will envy us if they hear us talk about them

T. R. DAWES.

## EDUCATION ABROAD.

### The Sadler Commission Report.

The Report of the Calcutta University Commission, presided over by Sir Michael Sadler, was issued on August 9th. In a message to The Manchester Guardian Reuter's correspondent says: "It is not a mere academic document, but a careful and searching analysis and criticism not only of the University system and the schools upon which it rests, but of the social and historical conditions which have given rise to them, followed by a carefully wrought out scheme of reconstruction."

The main features are:—

1. The establishment of a wholly new system of administration for secondary and higher education, which is calculated to bring into effective co-operation the chief interests concerned, viz., the Government, the universities, the learned professions, commerce, industry, and the public.

2. The creation of a new type of institution, to be known as the Intermediate College, which will take over the work now covered by the first two years of the university course dealing with it by school and not by university methods of teaching, and providing not only preparation for the university but vocational training along various lines. This the Commissioners regard as the pivot of their whole scheme.

3. Far-reaching changes are proposed in the organisation of the teaching profession, both for school work and for university work, changes which may ultimately result in the gradual supersession of the service system of recruitment (save for special branches of work) by a professional organisation of teachers in Government and privately managed schools.

4. The Commission recommend a complete reorganisation of the existing resources for university teaching in the city of Calcutta on lines which will make possible the creation of a genuine teaching university, in which the university and the colleges will co-operate at all stages.

5. They propose a special organisation for the encouragement of women's education.

Finally they put forward a number of valuable and interesting proposals for the improvement of the condition of student life, and a systematic handling of the problem of finding more ample sites for educational work in Calcutta.

### Ramsay Memorial Fund in France.

The French branch of the Ramsay Memorial Fund, which is to commemorate the work of the late Sir William Ramsay, is asking for contributions to a fund of one million francs (£40,000) for the purpose of founding Ramsay Memorial Fellowships in chemical science, similar to those to be founded in this country, such French fellowships to be available for bringing to this country for purposes of research chemists trained in the universities and technical colleges of France. The cost of founding each fellowship will be £6,000. It is hoped by their means to enlist the influence of the universities of the two countries in promoting helpful international relations.

### Bombay University.

At a meeting of the Senate of Bombay University recently it was decided to appoint Professor Patrick Geddes as the first Professor of Sociology, subject to the approval of the Indian Government.

### A Protest and a Reply.

The Rector and Senate of the University of Leipsig have sent to the Universities in neutral states a letter of protest concerning the expulsion of German teachers from Strasbourg. Dr. Nicholas Murray Butler has addressed a reply to the Rector of the University of Upsala, in which he invites the Leipsig complainants to state what action they took to prevent the action of the German military authorities at Louvain.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### London University—Degrees in Commerce.

Dr. S. Russell Wells recently described the plans prepared by a general committee, of which he is the chairman, for founding degrees in Commerce. He said the committee were in a position to have working by October 1 a scheme which had the approval of commercial experts, the Senate of the University, and the support of the Government.

It was proposed to institute the degrees of Bachelor of Commerce and Master of Commerce, which would correspond to the B.Sc. and M.A. Students would work at first under a common curriculum, then on particular subjects, and, after two years' training, they would spend two years in a merchant's office. There was no doubt for the future of the young men, because employers were eager to accept them and to pay £300 a year to them during their two years in the trade.

The estimated cost of the scheme would be half a million, of which they had already raised a considerable portion. The trustees of Sir Edward Cassel's Fund had offered £150,000 on condition that a similar amount would be subscribed by October. Of this sum they had already collected over £45,000.

### The Caldecott Community.

The Caldecott Community have recently issued their annual report, and they give a good account of their activities during the past year. Eighteen months ago they moved from London to the country, and during that time the number of their working-class boarders has risen to 42, so that the house is now full.

A workshop has been installed in an old apple-loft, while looms have been set up elsewhere, and carpentering and weaving lessons are greatly enjoyed by the children. A community farm has been started, and pigs, hens, rabbits, chickens, ducks, a cow and a sheep have been joyfully welcomed by the children. A chapel has been built up gradually in a disused coach-house, along lines suggested by the children.

The fees charged are very low, and therefore the community is largely dependent on voluntary assistance. The staff practically give their services, and one of the pleasantest features of the year's work is that in several cases parents, whose incomes have increased, have voluntarily increased their payments.

### An Evening University.

Writing in the "Yorkshire Observer," Mr. A. C. Coffin, Director of Education, foreshadows the time when the excellent continuation schools of Bradford will rise to the level of a university for the textile and allied trades. Already there are in Bradford the Technical College, the School of Art, the three branch technical schools, and the Commercial College.

### An Experiment.

The West Riding County Council has organised courses for three months at Alverley Hall, Doncaster, a residential school for teaching rural housewifery, including cooking, breadmaking, fruit-bottling, laundry work, poultry and pig keeping, needlework and general subjects for young women over 17.

### Borough Road College.

Dr. T. Hugh Miller, Vice-Principal of the College, has been appointed Principal, in succession to Mr. F. J. R. Hendy, now Director of Training in the University of Oxford. Dr. Miller has been a tutor in the College since 1889, having joined the staff when Mr. P. A. Barnett became Principal.

# SUPPLEMENT.

## THE BOARD OF EDUCATION AND COMMERCIAL TRAINING.

By FRED CHARLES, B.A.

THE "Memorandum on Commercial Instruction in Evening Schools"\* is the Board's first contribution to the literature of commercial education. It is a beginning only; it deals with instruction in evening schools for six hours a week. The University of London has issued provisional regulations relating to degrees in commerce, incomplete in important details indeed, but with suggestive courses for whole time students for two years. The Board's issue of these elements is belated, and it is very far from leading the way to a scheme of higher education for commercial life, but it is welcome as an instalment.

While the schemes and syllabuses suggested below are put forward as typical, it is intended that they should be modified in content as the vocational requirements, the abilities, and the general educational level of particular groups of students dictate. It is well maintained that the study of commerce is a study of one aspect of society; commercial science is a social science, and its study has the advantage of being at once scientific in method and humanistic in content.

Commercial courses should be designed to consolidate a knowledge of the fundamental arts of calculation, and of expression, whether in speech or writing, and to train students more thoroughly in the use of books and other instruments of knowledge; to give such practical knowledge and skill as can be acquired in a school and cannot be completely acquired, if at all, during the daily routine of commercial life; and to teach students to think effectively about commerce.

The curriculum is divided into three courses: junior, senior, and advanced. The junior, occupying two years, is intended for pupils of about 14 years of age from elementary schools. The senior, also occupying two years, or in some cases three, is intended for those who have completed a junior course, those who have remained at school until 16 years of age, and those older students who have received only an elementary education but whose practical experience has sufficiently advanced their educational fitness. The advanced course is for those who are fit to profit by the instruction.

"The essential subjects of a junior course are arithmetic and English. It is very desirable, however, that students who pass through a normal junior course extending over two sessions should have some knowledge of the principles upon which accounts are kept; geography taught from the economic standpoint is both illuminating and useful; and very many students will wish to study shorthand, a subject which, though having little educational relationship to the course as a whole, is undoubtedly of considerable practical utility. The cultivation of legible, neat handwriting, correct spelling, and accurate figuring will call for particular attention throughout the course."

Plans are then given of three courses differing in the relative importance of these subjects.

"The curriculum at the senior stage assumes a predominantly vocational character, with a general commercial training as its principal objective. This training is limited and conditioned by the fact that the students are employed in commercial work in the day time. The function of the evening school is, therefore, to supplement practical experience by a course of studies which will broaden the student's outlook, enable him to realise the nature of the work in which he is taking a small and specialised part, and train him in the power and habit of thought in relation to business.

In such a course of studies the dominant element must be the study of the conduct of the business unit viewed as a unification of the various activities which it embraces."

"The first essential subject of the senior curriculum is, therefore, business economics, usually described as the theory and practice of commerce, which, by the methods of description, analysis, and measurement, will impart a systematised knowledge of the structure and functions of commerce, of business organisation, and business transactions, and in imparting this knowledge will develop some power of scientific method as applied to the problems of business."

Arithmetic and accounting also are essential elements of a senior course, which will be completed by a subject selected by the student according to his special needs and aptitude. This selection will usually be from English, a modern foreign language, technology of an industry, the study of a commodity or a group of commodities, economic geography, economic history and shorthand. Deviations from such a normal course can be arranged to meet the needs of groups of students—for instance, of prospective shorthand typists.

Suggestions are offered for the organisation of courses related to trade, the commercial side of industry, transport, finance, and insurance. "Business management and methods of business" is the only subject common to the three typical courses in the retail and wholesale (warehouse) trades. It seems a doubtful policy to omit the principles of accounting from any course; the only safe reason for their omission is that all the students concerned have already a sound knowledge of this subject. Commodities, general economics, a modern foreign language, and commercial law appear in one or other of these three schemes.

Some eighteen other advanced courses are outlined; each has its special purpose, and most have "fixed" and "elective" subjects; for instance—

### Advanced Course in Fire Insurance:

First year.—Fixed subjects: Principles of fire insurance, building construction (including plan drawing), and common hazards relating to buildings, processes of manufacture (a selection) and their hazards. Elective subjects (one to be selected): Accounting, physics and chemistry, mathematics, a modern foreign language.

Second year.—Fixed subjects: Law and principles of fire insurance; processes of manufacture (a selection) and their hazards; and practical methods for the diminution of fire risks. Elective subjects (one to be selected): Fire insurance accounts, physics and chemistry, mathematics, a modern foreign language, foreign fire insurance.

After the curricula of the various courses come the scheme of work. "English is perhaps the most important, and certainly the most difficult subject of the junior commercial course." "Perhaps" seems unnecessary. "From the vocational point of view the object of the English lessons should be so to develop the students' command over the mother tongue as to enable them to express themselves, whether in writing or speech, accurately, concisely, and effectively."

Practice is the only method by which power over the mother tongue can be acquired. Those have the best command of English who from birth have lived in an

\* Circular 1116. Price 9d. net.

environment where accurate language, a copious vocabulary, a pure pronunciation, and the habit of reading are characteristic. The schools can enable the pupils to read good English and to hear it. The written reproduction of the substance of paragraphs and chapters is the best introduction to the important art of précis writing. "This exercise should never take the form of paraphrase. Paraphrase, especially of good literature, usually takes the form of converting good English into bad. Students should also be asked, not merely to reproduce what has been read, but to write on topics suggested by that reading; and this in turn should be varied by composition relating to such business affairs as are within the range of the student's experience or imagination. Especially in the second year increasing use should be made of the student's experience, views, and ideas."

The vexed question of the teaching of formal English grammar is referred to, and the conclusion is: "Grammar should be taught incidentally as occasion arises, and it should never be forgotten that in living languages use controls grammar and not grammar use."

Surely English should find a place in, at least, some of the senior and advanced courses; yet it appears but once, and then as an alternative to a modern foreign language, or as an elective. The "important" and rather difficult "art of précis writing" and reporting need careful teaching and much practice; they can be made the means of conveying a quantity of general present day information from a variety of sources.

The arithmetic syllabus is wisely cut down; cost calculations, the application of proportion, with decimalisation and de-decimalisation of money, are the basis in the junior courses; scale drawings, mensuration of simple areas and volumes, and the extraction of square roots are added in some cases. The same ideas are treated in the senior courses, where Stock Exchange, foreign exchange, compound interest, and partnership calculations have a place. All examiners in arithmetic should be required to read the paragraphs of the memorandum dealing with their subject; their papers would then be far less open to criticism than they now are.

Book-keeping, accounting, and the principles of accounts form an essential element in the equipment of every business man or woman; his transactions are measured in £ s. d., and the record of them must be accurate, systematic, and complete. Three methods of approach are noticed: one, that of journalising all transactions, is out of date, but has the merit of following the historical order of development; the second has the advantage of following closely the actual order in which the records of transactions are made in the various books of the merchant; the third, however, is essentially the teacher's approach—it goes straight to the root of the matter, and the principles, when presented in connection with a transaction within the knowledge of the pupils, are easily grasped.

Business economics, or the theory and practice of commerce, forms the central idea in the senior courses. It appears in an elementary form in some junior courses where the retail trade and wholesale trade are dealt with very briefly.

In the business economics of the senior courses some general economics precede the description of retail trade; production and capital are considered and the ideas of the junior syllabus are developed. In the second year after revision of the first year's work come: the constitution of the firm, the mechanism of exchange, the commercial side of manufacturing business, carriage of goods by sea and marine insurance, and foreign intermediary trade. The Memorandum devotes considerable space to some of these subjects; for instance, the mechanism of exchange occupies five sections, in some of which are four or five

sub-sections (e) (ii); a short sub-section is as follows: "LONG RATES OF EXCHANGE.—The class will proceed to the treatment of long rates of exchange. The relation will be found of the three months' rate of exchange of London on Paris, the cheque rate of exchange of London on Paris, and the Paris rate of discount appropriate to the three months' bill; and the relation also of the three months' rate of exchange of Paris on London, the cheque rate of exchange of Paris on London, and the London rate of discount appropriate to the three months' bill. Arithmetical exercises on the foregoing should be worked, including exercises in rates of exchange between London and other places than Paris. These exercises will be followed by the consideration of the cost in London of a bill of exchange drawn in London on Paris or other foreign place with a currency longer or shorter than three months (or the period for which the long rate is quoted); and the cost in a foreign place of a similar bill drawn on London. Arithmetical examples should be worked."

In the advanced courses the treatment of the parts of the subject taken is more detailed.

In both junior and senior courses a geography syllabus is given, with but little comment. May not teachers of geography take this as evidence of the excellence of their work?

The teachers of shorthand, on the other hand, will read with mixed feelings: "In no subject is the waste of effort so great. . . . Shorthand is, of course, a subject of educational value; for besides its merits as an accomplishment, it is of indirect service as a mental discipline; but it is sought to be learned and is taught from purely utilitarian motives, and no sane person would learn it merely for the sake of learning it. To copy longhand words or phrases in order to turn them into shorthand is not merely waste of time, but a psychological blunder. . . . the prevalence of much transcription from longhand is one of the reasons for the slow progress in shorthand which is widespread."

Modern foreign languages form elective subjects of both the senior and the advanced course. The classification of students should be independent of that for the fixed subjects of the course. It is suggested that the first grade of work should be common to both the commercial and literary students; if the work can be carried to a higher grade, "a bifurcation into a commercial class and a literary class is recommended, the former catering for those who will fill posts connected with the active promotion of their firm's foreign trade. In the commercial course, social and economic literature, both of a permanent and an ephemeral character, and particularly literature dealing with trade and finance, will occupy an important place."

The period before bifurcation will, in the case of French "occupy, as a rule, three years"; in the case of German or Russian two years, and of Spanish and Italian, under favourable conditions, one year. The longer period for French is suggested on the ground that the students taking other languages have more linguistic ability and more energy.

The "certain essential points" to which the Memorandum draws attention are phonetics, grammar, literature, free composition and translation into the foreign language, and the technique of instruction.

After referring to the age of the evening student the paragraph on technique continues: "It may be assumed, however, that the student attends the evening class in order to learn; and it is well that he should be made to understand that an art cannot be learned without practice. The active participation of the student in class exercises is, indeed, a condition of successful teaching. Moreover, individual effort and individual performance are required."

"In many institutions, especially the larger ones, it will be found desirable and possible to provide appropriate courses for non-commercial employees." Where a sufficient number of pupils can be obtained to justify separate treatment for those in the employment of professional men (other than accountants), municipal servants, and civil servants, "some differentiation is called for at the senior stage."

A typical course, designed for solicitors' clerks, has English, book-keeping, and legal practice and procedure for fixed subjects, and shorthand, arithmetic, and a modern foreign language as elective subjects, one to be selected.

Enough has been written to show both the excellence and the detailed nature of the suggestions put forward by the Board. The inspectors responsible are to be congratulated upon the thoroughness with which they have completed their task. They have set a high standard of attainment before the teachers in the evening schools, and have put before the organisers of continuation schools a thoroughly practical, interesting, and educative curriculum. But what of the teachers? Accounting and business economics are two subjects in which it is most dangerous to entrust classes to men—or women—with only a text book knowledge of the subject they propose to teach; upon business economics a crop of text books may be expected in the near future; many will be no better than existing ones, and very few of these are even good. It is then unsafe to entrust the teaching to teachers who have taken an interest in commerce and read up the subject; it is necessary to find men and women with knowledge and experience of commerce, and to train them to teach. Thus may the deepest pitfalls be avoided.

One result of the new Education Act will be to increase the number of pupils remaining at school up to sixteen years of age. Many of the schools at which the leaving age is sixteen-seventeen might well have in their top class a distinctly vocational bias; schools of commerce are being started in many of the more populous centres: when will the Board continue the good work now begun—help them instead of leaving the new heads when appointed to write to and when possible to visit the universities and schools that have schemes already in working order?

### Degrees in Commerce.

Mr. C. E. Town, Assistant Secretary of the London Chamber of Commerce, writes:

London University's liberal action in instituting degrees in Commerce makes one chary of carping at any of the details. Nevertheless, the authorities will perhaps pardon me for urging upon them a change in the time set down for the attendance of students, 6 p.m. being to many an inconvenient, if not impossible, hour. Take, for instance, the young man who is engaged in the City. At the close of the usual official hours, he finds himself unable to avail himself of the opportunities for evening preparation, since his duties do not cease before 6 p.m. Hence, not possessing the gift of Sir Boyle Roche's bird, he cannot be at the recognised colleges, polytechnics, etc., at that time. When the London Chamber of Commerce conducted lectures and classes for students desirous of entering for the Senior Examinations, 6-30 p.m. was found to be the most suitable hour for attendance. I understand that the University has been approached on this point, but at present it is doubtful whether they will move in the direction necessary to meet city men's requirements. In giving publicity to this letter, you may obtain from those interested an expression of opinion on the subject, an opinion calculated, perhaps, more than this effort of mine to influence the University to remove what is to be regarded as a serious obstacle in the path of students anxious to qualify for a Degree in Commerce.

## PUBLICATIONS RECEIVED.

EDWARD ARNOLD.

The Laureate Song Book (part II) by Thomas F. Dunhill, 2s.  
Twelve Songs of the British Isles: Arranged by  
H. J. Taylor, F.R.C.O. 1s. 6d.

G. BELL AND SONS.

Charousek's Games of Chess, with Annotations and a Biographical Introduction: by Philip W. Sergeant. 7s. 6d. net.  
Chess Openings, Illustrated.—I. The Centre Counter: by J. du Mont. 2s. 6d. net.  
French Tables: by Horace Puckle, M.A. 1s. 6d.

BLACKIE AND SON.

Sidelights on the History, Industries, and Social Life of Scotland: by Louis A. Barbé. 10s. 6d. net.

CASELL AND CO.

Infant and Young Child Welfare: by Dr. H. Scurfield, D.P.H. 5s. net.

CAMBRIDGE UNIVERSITY PRESS.

Cambridge County Geographies: The North Riding of Yorkshire: by Capt. W. J. Weston, M.A., B.Sc. 2s. net.

T. FRENCH DOWNIE.

The Concise Guide to the Junior Lessons: by Ernest H. Haynes. 1s. 6d. net.  
Sunday School Reconstruction: by Ernest H. Hayes. 3d. net.

GINN AND CO.

Qualitative Analysis: by Louis A. Test and H. M. McLaughlin. 3s. 9d. net.  
Cuba y las Costumbres Cubanas: by Frank C. Ewart. 3s. 6d. net.

HARROP AND CO.

An Introduction to Chemical German: by E. V. Greenfield. 6s. net.  
Twenty-Two Essays of William Hazlitt, selected and edited by Arthur Beatty. 3s. net.  
Studies in Literature: by F. H. Pritchard. 2s. 6d. net.  
Test Material for the Measurement of Intelligence: by Professor Lewis M. Terman. 3s. 6d. net.

W. HEFFER AND SONS.

Reconstruction—A Play in 3 Acts: by Gordon Lea. 3s. 6d. net.

WM. HEINEMANN.

The Old Madhouse: by William de Morgan. 7s. net.

HODDER AND STOUGHTON.

The Sacred Beetle: by J. Henri Fabre, translated by Alex. T. De Mattos. 7s. 6d. net.

CROSBY LOCKWOOD AND SON.

Hindustani Military Colloquial: by Dayaram and Anandram. Part I. with Key, 2s. net. Part II. 1s. 9d. net.

LONGMANS, GREEN AND CO.

A Causal Geography of the British Isles: by J. Martin, B.Sc. 4s. 6d.  
The Essentials of English Teaching: by members of the English Association. 1s.

MACMILLAN AND CO.

English Literature for Secondary Schools. Reynard the Fox. Edited by H. A. Treble. 1s. 6d.

GEORGE PHILIP AND SON.

The Use of the Terrestrial Globe. 2s. net.  
The New English Books (Book III.): by W. J. Glover. 9d.

SIR ISAAC PITMAN AND SONS.

Pitman's Business Book-keeping: by John Routley. 3s. 6d. net.

SIDGWICK AND JACKSON.

Advance in Co-Education: edited by Alice Woods. 3s. 6d. net.

SIMPKIN, MARSHALL HAMILTON, KENT AND CO.

Visions and Songs: by Charles H. Pinnell. 3s. 6d. net.

SOCIETY FOR PROMOTING CHRISTIAN KNOWLEDGE.

The Story of the English Towns.  
Leeds: by J. S. Fletcher. 3s. 6d. net.  
Sheffield: by J. S. Fletcher. 3s. 6d. net.

## NUMBER STORIES OF LONG AGO.

By DAVID EUGENE SMITH, Professor of Mathematics in Teachers' College, Columbia University.  
142 pages. Illustrated. 2s. 3d. net.

## NUMBER PUZZLES BEFORE THE LOG FIRE.

By the author of "Number Stories of Long Ago." 14 pages. 6d. net.

**Number Stories of Long Ago** gives, in the form of stories told to children, a brief history of the science of numeration in different countries and ages. It tells, among other things, of the world's attempts to count, and of the methods of writing numbers adopted by the peoples of the ancient world; describes the evolution of the modern adding machine from the Roman *abacus*, and narrates how the children of long ago multiplied, divided, and wrote fractions. The book is a mine of information on a subject which has an important place in every child's school life, and on this account will interest both the pupil and his teacher. It contains many illustrations, eight of which are coloured, and a collection of curious old number puzzles.

**Number Puzzles before the Log Fire** consists of the number puzzles given in "Number Stories of Long Ago," together with their solutions.

## The CARSON-SMITH MATHEMATICAL SERIES.

By G. ST. L. CARSON, M.A., M.Sc., Reader in Mathematics in the University of Liverpool, formerly Head Mathematical Master in Tonbridge School; and DAVID EUGENE SMITH, Ph.D., LL.D., Professor of Mathematics in Teachers' College, Columbia University.

During the past five years the Carson-Smith Mathematical Series have been undergoing the practical test of class-room use in the hands of many teachers of experience. In that time they have successfully established themselves as thoroughly sound, practical, and teachable books—books which meet the demands of modern mathematical education both in its spirit and its requirements. A prospectus of the Series will be sent post free on application.

### ELEMENTS OF ALGEBRA.

Part I. 340 pages. Illustrated. 3s. 6d. net.  
Part II. 214 pages. Illustrated. 3s. net.  
Parts I and II. 538 pages. Illustrated. 5s. 6d. net.

### PLANE GEOMETRY.

Part I. 266 pages. Illustrated. 3s. net.  
Part II. 216 pages. Illustrated. 3s. net.  
Complete. 482 pages. Illustrated. 5s. 6d. net.

ANSWERS CAN BE OBTAINED TO BOTH BOOKS IF DESIRED.

### THE TEACHING OF ARITHMETIC.

By DAVID EUGENE SMITH. 196 pages. 5s. 6d. net.

### THE TEACHING OF GEOMETRY.

By DAVID EUGENE SMITH. 339 pages. 6s. net.

### ESSAYS ON MATHEMATICAL EDUCATION.

By G. ST. L. CARSON, M.A., M.Sc., Reader in Mathematics in the University of Liverpool. 139 pages. 4s. 6d. net.

### ELEMENTS OF THE DIFFERENTIAL AND INTEGRAL CALCULUS.

By W. A. GRANVILLE and P. F. SMITH. 463 pages.  
12s. 6d. net.

This book is suitable for the pupil who has completed an introductory course but is not yet capable of working with advantage from larger advanced treatises on the calculus. It includes a large number of examples without answers, miscellaneous examples, and much practical problem material based on knowledge that all students of the calculus should have at their command.

### THEORETICAL MECHANICS.

By J. H. JEANS. 364 pages. 12s. 6d. net.

A one year's course for students beginning the study of theoretical mechanics. The subjects dealt with are the general principles of dynamics, the laws of motion, statics, and dynamics of a particle and of rigid bodies. Care has been taken to illustrate all principles and results by a series of practical examples and applications. The amount of mathematics in the text has been reduced to a minimum.

### AN ELEMENTARY COURSE IN DIFFERENTIAL EQUATIONS.

By E. J. MAURUS. 3s. 6d. net.

A course which serves the double purpose of providing exercises in integration and of giving that thorough grounding in the methods of solving commonly occurring types of equations which students should possess before going on to applications or more advanced theory. The book contains some three hundred and fifty examples with answers.

### PROJECTIVE GEOMETRY.

By O. VELEN and J. W. YOUNG. In two volumes.  
Volume I. 344 pages. 17s. 6d. net.  
Volume II. 511 pages. 25s. net.

In this work the authors have co-ordinated and expounded the logical principles which are the foundation of all purely mathematical sciences. In Vol. I the assumptions which form the basis of general projective geometry are discussed and their consequences developed to some extent, though the more subtle ideas associated with the study of linear order and continuity are treated in Vol. II. The second volume includes chapters on foundations (including discussions of order and continuity referred to above); elementary theorems on order; the affine group in the plane; Euclidean plane geometry; ordinal and metric properties of conics; inversion geometry and related topics; affine and Euclidean geometry of three dimensions; non-Euclidean geometries; and theorems on sense and separation.

### GOURSAT'S COURSE IN MATHEMATICAL ANALYSIS.

Translated by E. R. HEDRICK.

Volume I. Derivatives and Differentials, Definite Integrals, Expansion in Series and Applications to Geometry. 548 pages. 17s. 6d. net.  
Volume II. Part I. Functions of a Complex Variable. 259 pages. 12s. 6d. net.  
Volume II. Part II. Differential Equations. 300 pages. 12s. 6d. net.

A complete list of publications in Elementary and Higher Mathematics will be sent post free on application.

**GINN AND COMPANY, 9 St. Martin's Street, Leicester Square,  
LONDON, W.C.2.**

**PRIMARY SCHOOL NOTES.**

**Feeble Minds and Feeble Health.**

A new way of regarding the diseases of childhood is suggested after reading a report recently issued by Dr. Hamer. Illness in early life has a greater effect than is commonly supposed upon the mental condition in later years. It is found that there is a higher incidence of the more serious physical defects among children attending schools for the mentally defective. Thus :

" External diseases of the eyes are twice as common among the mentally defective as among the normal children; the percentage of mentally defective with good vision is less than that of normal children ; disease of the ears is one and a half times as common in the mentally defective and hardness of hearing four times as frequent. The special incidence upon the children classed as mentally defective of defects of the sense organs raises the question whether, if these defects could be prevented, fewer children would need to be relegated to the special schools."

This is a matter that requires research. The following table shows the nature of the conditions found among the children certified suitable for admission to physically defective schools :—

	No.
Infantile paralysis.....	153
Cerebral paralysis .....	22
Various paralysis .....	24
Tuberculosis of bones and joints.....	284
Heart disease.....	295
Congenital deformities .....	49
Various deformities .....	63
Other diseases .....	106
<hr/>	
Total .....	996

It will be seen that, in rough figures, infantile paralysis, tuberculosis, and heart disease accounted for 73 per cent. of the whole. Now, infantile paralysis is largely a preventable infectious disease (poliomyelitis), tuberculosis is a preventable disease, heart disease in children almost invariably, when not congenital, follows upon an infection. It remains to be proved whether, if the children had not suffered from these preventable infections, they would have become feeble-minded at all.

**Barefooted School Children.**

In his annual report Dr. Kirkhope, school medical officer for Tottenham, expresses the opinion that, having regard to the cost of shoe leather, and the dilapidated condition of the boots and shoes that many of the children in the schools in the poorer districts wear, it would be much better for them to go barefooted, in the summer at any rate. In his opinion the injury to the health of children by wearing ill-fitting and dilapidated shoes is greater than would be likely to be occasioned by the children's admission into school barefooted.

**Leicestershire Schools.**

The sixty-fifth quarterly report of the Education Committee, as presented to the County Council for Leicestershire, shows that the schools are beginning to recover from the effects of the war. The average attendance in elementary schools has risen from 83 to 90 per cent. ; the full scheme of medical inspection has been resumed, and certain new schools are projected. The committee has taken the wise step of obtaining information concerning various housing schemes in the county in order that schools may be provided without delay. Arrangements are also in progress for grouping small schools in certain districts so as to render the organisation of education more efficient and economical. The number of pupils attending the elementary schools is 36,158.

**School Journeys from London.**

The London Education Committee has issued regulations showing how it is proposed to carry out the section of the Act relating to school journeys. The proposals may be summarised thus :—

(1) The travelling expenses of the teachers (including the cost of one return journey for making preliminary arrangements) and the cost of their board and lodging will be borne by the Council. The maximum payment for board and lodging will be £2 2s. per week to each teacher.

(2) Schools will be classified according to the financial position of the parents, and grants will be made at the following rates per child per week :

A	B	C	D
15s.	11s. 3d.	7s. 6d.	3s. 9d.

(3) The maximum number on which the L.C.C. will pay will be :

Grade I.	Grade II.	Grade III.
20	40	60

(4) Duration of school journeys limited to a fortnight.

(5) All travelling expenses (except those of teachers) will be borne by the school.

(6) Balance sheet for each journey to be presented to the L.C.C.

(7) Special equipment not to exceed £5 for each journey.

(8) Salary of supply teachers paid by L.C.C.

**London Classes for Teachers.**

The London County Council has issued its " Handbook of Classes and Lectures for Teachers " for the Session 1919-1920, with a Form of Application to be used by those desiring to attend. This form is No. H.445, and it may be obtained by sending a request, with a stamped and addressed foolscap envelope, to the Education Officer, L.C.C. Education Offices, Victoria Embankment, W.C.2. It is important to note that the lectures are open to all teachers actually employed in teaching within the Administrative County of London, irrespective of the particular institution at which they may be engaged. Teachers employed in teaching elsewhere than in the Administrative County may be admitted where accommodation permits, with the exception that they are not eligible to apply for the free places given by the Council in connection with University College, King's College, the London School of Economics, and the Institut Français du Royaume Uni.

The programme of lectures and classes is an extensive one, certain pre-war courses having been revived, and the number of classes increased to the average maintained before the war. A hope is expressed that the courses to be held in the coming winter will be found helpful and stimulating in connection with the work of reconstruction, a large share of which must necessarily fall on the shoulders of the teaching profession. The lectures cover a wide range of topics, and include many which are not directly connected with teaching. Perhaps they are the more valuable on this account, and experience has certainly shown that teachers are not slow to appreciate good lectures on general themes. Last year Mr. John Drinkwater addressed crowded audiences at the London Day Training College on " Modern Poetry." This year he is to give eight lectures on " The Way of Poetry," while Mr. Laurence Binyon is to give a similar number on " Types of English Poetry." Among other notable names on the list are Mr. Raymond Unwin, Prof. Adshead, Prof. Foxwell, Mr. Wm. Poel, Prof. Boas, Prof. Lyde, Mr. P. A. Wells, Mr. H. J. Mackinder, Dr. J. E. Borland, Prof. Adams, Prof. Nunn, Prof. Spearman, and Mr. Cyril Burt. Our London readers will do well to obtain particulars of these admirable facilities.

## ASSOCIATION NEWS.

**The Teachers Council.**

Up to and including Thursday, the 21st August, the number of applicants for admission to the Register was 29,314. Applications are now being received at the rate of about 140 a week.

The Kent Education Committee recently invited applications for the post of headmaster in twenty-eight schools where vacancies had occurred during the war and had been left over in order that the permanent posts might not be filled during the absence of qualified teachers with the forces. The Committee made it a condition of appointment that the candidates should be Registered Teachers. This provision has had a far-reaching result in arousing interest in the Official Register, and it is to be hoped that other appointing bodies will follow the excellent example of the Kent Education Committee.

The Council has recently been engaged in framing the general conditions necessary to be observed by institutions which propose to offer a course of training in teaching such as will qualify persons for registration under the permanent conditions which come into operation after the end of next year. One gratifying result of the Council's work in this connection is the establishment of training courses at the Royal Academy of Music and the Royal College of Music. Hitherto there has been very little in the way of systematic training in teaching for those who intend to take up the teaching of music. It has been assumed, in too many cases, that a fair proficiency as a performer was an adequate equipment for a teacher, and institutions justly celebrated for training musicians have paid little regard to training teachers. It is one of the objects of the Teachers Council to affirm the principle that a teacher should know something of the craft of teaching in addition to knowing the subject he proposes to teach. Without seeking to lay down any hard and fast rules as to "method" or trying to enforce any uniform scheme of "training," the Council is seeking to develop in every branch of teaching work some provision for giving to the young teacher an opportunity for considering the principles of his calling.

**The College of Preceptors.**

In connection with the Lectures on Education, delivered at the College during the winter session by Professor Adams, it is proposed to institute a plan for the training of teachers of commercial subjects. The scheme provides for lectures and discussion classes, teaching practice, demonstration lessons, and visits to schools where commercial subjects are taught. The classes and other work will take place in the evenings so as to afford opportunity for the attendance of teachers who are engaged during the daytime.

**National Federation of Women Teachers.**

The Federation has addressed to the President of the Board of Education a letter strongly protesting against the constitution of the teachers' side of the new Standing Committee on Salaries. It urges that the special interests of women teachers will not be adequately represented through the National Union of Teachers, and declares that the prevailing "unrest" among teachers is due in large measure to the existing "sex-differentiation" in salary scales. The attitude of the Federation is indicated by a suggestion that the members should proceed to form a strike fund.

**The Froebel Society.**

At Westfield College, Hampstead, the Froebel Society has just concluded a most successful vacation course for teachers in kindergarten and junior schools. The work was under the general direction of Miss L. James, B.A., Head of the Kindergarten Training Department of the Clapham High School. The principal subject was "Education and Reality," and various addresses were delivered on different topics in relation to this general theme.

## BLUE BOOK SUMMARY.

**The Supply of Teachers.**

In a circular to Local Education Authorities (Circular 1124), dated 2nd August, the Board emphasise once more the urgent need for improving the supply of teachers, and especially the duty of each Local Authority to secure a proper recruitment within its own area. It is pointed out that in several great districts which contain a very large proportion of the town population the authorities draw the main part of their staffs of teachers from outside their own areas, and so drain the remainder of the country without making any considerable contribution in return to the national supply. The total of certificated and uncertificated teachers in public elementary schools in 1915 was 150,000. The normal wastage is 9,000 a year, or 6 per cent. To this must be added loss due to the war, and a further supply is also required to meet the demands of the new Act. Altogether it is estimated that in addition to the 9,000 teachers required to replace normal wastage a further 6,000 will be needed, making a total of 15,000 recruits per annum. At present the number of recruits is less than half this number, and it is steadily decreasing.

It will be seen that in order to maintain a proper supply of teachers the existing total of 150,000 should receive an increase of ten per cent. per annum, and accordingly each Local Authority should aim at recruiting within its own area a number of young teachers equal to one-tenth of its existing staff. In Greater London, which employs one-quarter of the total number of teachers in England, the percentage of local recruits to existing staff is only 1.9. In Lancashire and Cheshire it is 2.9; in Liverpool, 1.8; and in Manchester, 2.7; while in some of the Midland districts the percentages are: Birmingham, 2.4; Wolverhampton, 1.9; Smethwick, 0. The figure for the whole of Yorkshire is 4.1; but that for Leeds alone is 1.1; Middlesbrough has 6.3; Gateshead, 6.1; South Shields, 6.0; and Oxford 8.6; Portsmouth, 5.0; Norwich, 3.8; and Bristol, 2.5.

It is clear that in our large centres of population the work of a teacher in elementary schools is not held to be attractive, and, despite the Board's evident anxiety to stimulate local recruiting, it is necessary to look deeper into the problem before suggesting that the Local Authorities are negligent. Such negligence as exists takes the form of a failure to understand that not only salaries but the whole conditions of the work must be improved if we are to attract the right people in numbers equal to our needs.

**Circular 1123.**

The Board have issued an explanatory circular in regard to the reasons for refusing admission to public elementary schools at dates other than the beginning of a school term. The Education Act permits a Local Authority to make regulations on this matter, and the Board now suggest that the general refusal may be relaxed in special cases, as where the child's parents have recently removed to the district, or where the child has been prevented from attending at the beginning of term by reason of illness, absence from home, or any other unavoidable cause.

**Educational Grants for Ex-Service Men.**

Under the Government scheme of financial assistance for the higher education of ex-service officers and men, the total number of grants awarded by the Board of Education now amounts to 5,400, including officers and men in about equal proportions. The courses in respect of which grants have been awarded include more than 1,000 for engineering and technological subjects, between 600 and 700 for classics, philosophy, and literature, and about an equal number for pure science and mathematics. Applications are still being received in large numbers, and are being dealt with at the rate of more than 200 a day.



# ST. THOMAS'S HOSPITAL.

FOUNDED C. 1200.

## Medical School

(UNIVERSITY OF LONDON)

*Dean:* SIR CUTHBERT S. WALLACE, K.C.M.G., C.B., M.B., B.S., F.R.C.S.

St. Thomas's is situated on the south bank of the Thames, opposite the Houses of Parliament. Easy access from all parts by train, 'bus, and tram.

The Hospital contains over 600 beds; the Wards, the Out-patient and many Special Departments afford exceptional opportunities for acquiring a practical knowledge of all branches of Medicine and Surgery.

Students are prepared for the examinations for the Medical Degrees of London, Oxford and Cambridge, and for the Diplomas (M.R.C.S., L.R.C.P., F.R.C.S.), of the Conjoint Board.

The entire Medical Curriculum may be taken at St. Thomas's Hospital Medical School.

*For further information and prospectus, write to the Secretary:*

**DR. A. ELLIOTT, M.A., M.D. (Edinb.), D.P.H.,**

Medical School, St. Thomas's Hospital,

Lambeth Palace Road, LONDON, S.E. 1.

## BOOKS OF VALUE

### TRANSPORT

THE MAGIC CARPET OF  
INDUSTRY.

By J. P. GRIFFITHS.

A delightfully fascinating, interesting, and instructive book for young people. Describing the history and development of transport by sea, road, canal, and railway.

Suitable both for individual reading and for class use.

NUMEROUS HALF-TONE ILLUSTRATIONS and MAPS.

Crown 8vo. 256 pages. 2s. 6d.

Write for copies  
for inspection.  
Ask also for our  
latest Lists.

### THE SCHOLAR'S BOOKS OF TRAVEL

FOUR BOOKS:

1. BRITISH ISLES.
2. EUROPE.
3. OTHER LANDS.
4. BRITISH EMPIRE.

Composed of choice extracts from the "travel" works of Dickens, Kingsley, Ruskin, Smollett, and others.

For class reading or silent study.

Each presents a complete travel picture—a first-hand description of lands and peoples, thus imparting a sound geographical knowledge, and at the same time creating a taste for good literature.

With ILLUSTRATIONS and MAPS.

Each Crown 8vo.

Cloth, 1s. 6d.

## GEORGE PHILIP & SON, LTD.

32, FLEET STREET, LONDON, E.C. 4.

## PERSONAL NOTES.

**Commander A. W. Buckle, D.S.O.**

The L.C.C. appointed Commander A. W. Buckle the first Director of the Camp School, established in the Upper Lodge, Bushey Park. He has been wounded three times and mentioned in despatches five times, and has three bars to his D.S.O.

**Rev. C. S. Butler, M.A.**

The Rev. C. S. Butler, headmaster of the Barnsley Grammar School, has resigned his position on attaining the age of seventy years.

**Mr. E. Graham, of Harrow.**

After 37 years' service, Mr. E. Graham is retiring from the post of master at Harrow School.

**Mr. W. M. Gardner.**

Mr. W. M. Gardner, Principal of Bradford Technical College since 1906, has been obliged to retire on account of ill-health.

**Mr. Arthur Lewis, B.A.**

Mr. Arthur Lewis, of Heywood, has been appointed Director of Education for West Bromwich. Educated at Borough Road College, University College, Aberystwyth, and Manchester University, he passed with distinction his examinations for barrister-at-law at Gray's Inn.

**Mr. P. A. Barnett.**

We congratulate Mr. P. A. Barnett on securing an apology from "Truth" as the sequel to the publication of certain reflections upon him which were promptly shown to be both inaccurate and misleading.

**Principal Roberts.**

Mr. T. F. Roberts, Principal of the University College of Wales, Aberystwyth, died on August 5th, at Westgate-on-Sea, after a long illness, aged 58 years. He was the son of a Crimean veteran of Aberdovey. After winning a scholarship at St. John's College he became Professor of Greek at South Wales University, and in 1881 succeeded the Rev. Thomas Charles Edwards, first Principal of the University College, Aberystwyth.

**Dr. Caleb Scott, D.D.**

Dr. Caleb Scott died at Didsbury, Manchester, aged 88. In 1852 he took his degree at London University and became a Congregational minister at Newland, Lincoln. In 1864 he was Professor of Mental and Moral Philosophy at Lancashire Independent College, and five years later became the Principal. The University of St. Andrews conferred the degree of Doctor of Divinity upon him in 1890, and in 1902 he was chairman of the Congregational Church of England and Wales.

**Education in the Honours List.**

In the list of King's Birthday Honours the following names appear:—

**BARONETS:**

Lt.-Col. Harry Gilbert Barling, C.B., M.B., F.R.C.S., J.P. (Vice-Chancellor of Birmingham University).

Edward Clitherow Brooksbank (Vice-Chairman of West Riding County Council, Member of the Education Committee).

**KNIGHTS:**

Alderman George Edmund Davies, J.P. (Member of Bristol Education Committee).

Professor William Boyd Dawkins, M.A., D.Sc., F.R.S. (Hon. Professor of Geology and Palæontology in Victoria University, Manchester, Geologist on Geological Survey of Great Britain, 1861-69, Curator of the Manchester Museum, 1870).

John Young Walker MacAllister, F.S.A., F.R.G.S. (President of Library Association and Secretary of the Royal Society of Medicine for the last thirty-two years).

## NEWS ITEMS.

**A School of Librarianship.**

The Carnegie United Kingdom Trust have provided £1,500 a year for the maintenance of a School of Librarianship, established by the Senate of the University of London, to be carried on at University College.

**Lady Rhondda's Gift.**

Lady Rhondda, desiring that women and girls should be taught at the Merthyr Technical School, has given £5,000 for that purpose.

**Income Tax Concession.**

Relief granted in respect to the payment of Income Tax was recently extended by the Government to include children above the age of 18 who are attending full time at school or university.

**Psychology and Phrenology.**

Mr. Alfred Hubert has been engaged by the Darlington Education Committee to determine the capacity for education of boys and girls by an external survey of their heads. Mr. Hubert has applied his tests to a number of secondary school children, and claims that he is able to show the most suitable vocations for them and therefore the best line upon which to develop their education.

**Mr. MacLaren's Generosity.**

Mr. W. D. MacLaren gave Gilwell Park, a house and seven acres of ground at Sewardstone, in Essex, to the Boy Scouts' Association.

Lieutenant-General Sir Baden Powell suggested that the property would serve admirably as a training school for scout masters and as a place for nature study and camping.

**The Cinematograph in Acton's New Schools.**

The new schools at Acton are to have a lantern lecture room, and a cinematograph may be installed.

**A Children's Library at Croydon.**

The librarian to be appointed to the proposed children's public library at Croydon will hold "story hours" and give simple lessons on the choice and use of books.

**Scottish or Scotch.**

For the first time the report on Education in Scotland was issued this year by the "Scottish" Education Department, and not by the "Scotch" Department as hitherto.

**Something New in a Salary Scale.**

All class teachers in Abertillery who have reached the age of 55 years and who have served under the authority not less than 20 years will be granted the maximum salary for head teachers.

**New Chair of Italian at Manchester.**

The University of Manchester has appointed Dr. Edmund G. Gardner as head of the new Department of Italian Studies and Professor of Italian. Dr. Gardner is Barlow Lecturer on Dante in the University of London, and is a well-known authority on Italian literature.

**Professor Vernon Harcourt.**

The death is announced of Professor A. G. Vernon Harcourt, for many years Professor of Chemistry in the University of Oxford, who died at Ryde, on Saturday, August 23rd, aged 85.

# MACMILLAN'S LIST.

## W. & A. K. JOHNSTON'S PUBLICATIONS.

IMPERIAL WALL MAPS, 72 × 63 EUROPE  
LARGE SCHOOL WALL MAPS, 50 × 42 OF ASIA  
SMALL SCHOOL WALL MAPS, 34 × 28 AFRICA  
WORLD

### A NEW SERIES OF HISTORY MAPS.

Printed in Colours. Size, 30 by 40 inches. Cloth, Rollers, and Varnished, 7s. 6d. net each.

Or any Six Selected Maps, mounted on Cloth and fastened together on one Roller, with Metal Rims, 42s. net.

### WALL ATLAS OF EUROPEAN HISTORY.

An entirely new series of History Maps, designed to show at a glance the chief Political changes and National Movements from the formation of the Roman Empire to the beginning of the Great War, 1914. 24 Large Scale Maps, with numerous insets. Size, 40 by 30 inches. Cloth, Rollers, and Varnished. 7s. 6d. net each.

Or any Six Selected Maps, mounted as a Wall Atlas, on Cloth, and fastened together on one Roller with Metal Rims. 42s. net.

Detailed Prospectus, containing List of Maps, etc., post free, on application.

### ATLAS SENIOR GEOGRAPHY—

EUROPE

MEDITERRANEAN LANDS

Specially suitable for Upper Forms and Candidates preparing for the Oxford and Cambridge Locals and other University Examinations.

### MODERN ATLAS OF COMMERCE.

48 pages of Maps, printed clearly in Brown. In strong paper covers. Without Index, 1s. 10d. net. With Index, 2s. net.

New Editions of W. and A. K. Johnston's Maps and Atlases, with up-to-date boundaries, will be issued as soon as the Peace Conference in Paris has completed its work.

### EDINA JUNIOR HISTORIES.

Suitable for Upper Standards, Higher Elementary and Central Schools and Lower Forms of Secondary Schools.

Written on the most Modern Approved Methods.

Book I. **The Age of Settlement.** B.C. 55—A.D. 1154. 1s. 4d. net.

Book II. **The Age of Chivalry.** A.D. 1154—A.D. 1485. 1s. 4d. net.

Book III. **The Age of Discovery.** A.D. 1485—A.D. 1603. 1s. 4d. net.

Book IV. **The Age of Strife.** A.D. 1603—A.D. 1713. 1s. 4d. net.

Book V. **The Age of Empire Building.** A.D. 1713—A.D. 1815. 1s. 4d. net.

Book VI. **The Age of Democracy.** A.D. 1815—A.D. 1918. 1s. 4d. net.

THE SCOTTISH EDUCATIONAL JOURNAL.—"Miss Westlake and Mr. Franklin have performed a distinct service in issuing this 'age' series of histories. . . . The series seems to us to be on the most approved lines, and we heartily recommend it to our readers."

### SIEMMANN'S FRENCH SERIES FOR RAPID READING. NEW VOLUMES.

**Balzac. Le Bal de Sceaux.** Par HONORE DE BALZAC. Limp cloth. 1s. 3d.

**Ferry. Les Gambusinos Bermudes-el-Matasiete.** Par GABRIEL FERRY. Limp cloth. 1s. 3d.

### Lay's Pupils' Class Book of English Composition.

By ED. J. S. LAY, Author of "The Pupil's Class-Books of Geography, History, The Vegetable Garden," etc.  
Book I (for Children of 9 to 10). Illustrated, 1s.  
Book II (for Children of 10 to 11), 1s. 3d.

### ENGLISH LITERATURE FOR SECONDARY SCHOOLS. New Volumes.

**Reynard the Fox.** Edited for Schools by H. A. TREBLE, M.A. Illustrated by W. F. CALDERON. Sewed. 1s. 6d.

**Macaulay's Essays on Frances Burney** (Madame D'ARBLAY). With Introduction and Notes by ALICE D. GREENWOOD. Sewed. 1s. 6d.

**Sir Philip Sidney's Defence of Poesy.** Edited by DOROTHY M. MACARDLE, B.A. Sewed. 1s. 3d.

**Ruskin. The Crown of Wild Olive.** Three Lectures on Industry and War. Edited for Schools by J. H. FOWLER. Sewed. 1s. 3d.

**Eliot. Silas Marner.** Abridged for Schools by MAY CORSEY, B.A. Sewed. 1s. 6d.

### POCKET CLASSICS. New Volumes.

**Sheridan. The Rivals and The School for Scandal.** Edited, with Introduction and Notes, by W. D. HOWE, Ph.D. 1s. 6d. net.

**English Essays.** An Anthology of Essays from BACON to LUCAS. Edited, with Introduction and Notes, by DAVID T. POTTINGER, A.M. 1s. 6d. net.

**A GEOGRAPHY OF AMERICA.** By T. ALFORD SMITH, B.A., F.R.G.S. With over 100 Maps and Illustrations. 4s. 6d. PRACTICAL MODERN GEOGRAPHIES.

THE TEACHERS' WORLD.—"A well-illustrated and well-written textbook on North and South America. . . . The book will be found useful for the middle and upper forms in Secondary Schools, and for those Continuation Schools which make a special study of the Americas."

### MACMILLAN'S GEOGRAPHICAL EXERCISE BOOKS.

**AFRICA. With Questions,** by B. C. WALLIS, B.Sc. Sewed. 1s. 6d.

EDUCATION.—"It would be difficult to find a more useful book of geographical exercises than this. The maps are clearly printed and the exercises well arranged and designed. The teacher of geography on modern methods will be well advised to see this series."

### PARTS I, II, AND III JUST PUBLISHED SEPARATELY.

**ELEMENTS OF ANALYTICAL GEOMETRY.** By GEORGE A. GIBSON, M.A., LL.D., Professor of Mathematics in the University of Glasgow, and P. PINKERTON, M.A., D.Sc., Rector of the High School of Glasgow. Complete, 8s. 6d.  
Part I. The Straight Line and Circle. 3s. 6d.  
Part II. Graphs and Curve Tracing. 3s. 6d.  
Part III. Conic Sections. 3s. 6d.

**THE BOYS' OWN BOOK OF GREAT INVENTIONS.** By FLOYD L. DARROW. Illustrated. 12s. 6d. net.

MACMILLAN & Co., Ltd., St. Martin's Street, LONDON, W.C.2.

## LITERARY SECTION.

## BOOKS AND THE MAN.

**The Retrospective Inspector.**

Some day the Board of Education will have to consider the desirability of imposing on its officials something in the nature of a solemn vow of silence which shall be operative during the early years of their retirement. It is well known that such an ordinance is imposed while an official is still in harness, but the reticence thus acquired is not always transferred to the pension age. In a double sense it is true that before an official has retired he is retiring but after he has retired he is only sometimes retiring. Sometimes, again, this deferred garrulity is piquant, as in Mr. Sneyd-Kynnersley's "H.M.I." or Dr. John Kerr's "Log-Book." Sometimes it is not merely inspiring, but even awe-inspiring, as in the spacious utterances of Mr. Edmond Holmes, that excellent example of a "prophet new-inspired."

It cannot be said that Mr. A. W. Newton, "formerly an Inspector of the Board of Education," as the title page tells us, has ranged himself with either the piquant or the inspiring in his book, recently published by Messrs. Longmans, Green and Co. at six shillings net, under the title "The English Elementary School: Some Elementary Facts about it." His aim has been that of a setting down quite simply certain facts gleaned from his experience as an inspector of schools during some thirty-eight years. The period is important, because it has been marked by a transition from the devastating conditions of the old rigid Code and payment by results to the bright promise of the Education Act of last year.

Very modestly Mr. Newton suggests that his treatment of the subject may be dull, but he claims that the subject itself is interesting. I should rather describe the book as tepid than dull. Mr. Newton has taken notes with tireless industry, and he is able to give both sides of every question, or, failing this, he will state one side and carefully remind us that there is probably another one. Here is an example from page 113: "Arguments may be found for the old plan as well as for the new. It may also be argued that, provided both principle and practice are mastered in the end, it is immaterial which is mastered first." This is not very helpful, especially when one is wondering what happens if principle and practice cannot both be mastered thoroughly. I am driven to quote another passage, this time from page 184, where Mr. Newton says: "We cannot 'stir the moral responsiveness' of a boy by telling him that there is much to say on both sides of a question." This is true enough, and its application goes far beyond the age of boyhood or the stage of elementary instruction in morals. Our author might bear it in mind when he writes his next book. I suspect that he could say some forceful things about the efforts of faddists to capture our elementary schools for their special brands of doctrine, about the duties of education committees towards children, or about the Board's scheme of physical training. Peeping through the acquired reticence of the official there are signs of very definite opinions on these and many other features of the elementary school. There is also a wealth of sound sense, free from gush, and a genuine interest in public education, free from class prejudice or patronage. If Mr. Newton will now proceed to supplement this volume of observations by one of reflections he will earn the gratitude of all who value an accurate and comprehensive description of our English elementary schools. The picture will have an added value from the fact that it will be a document for the historian. The elementary school of the past fifty years is about to disappear. The new Education Act will bring about the change by extending the scope of State supervision over all kinds of educational effort, so that we shall no longer think of a "State school" as a kind of annexe to the workhouse.

SILAS BIRCH.

## REVIEWS.

**Holiday Books.**

*The Bustling Hours*, by W. Pett Ridge (Methuen, 7s. net). We are not surprised to learn that this story, first published in March, 1919, has already gone into a second edition. It is told in its author's best vein, and concerns the war effort of Dorothy Gainsford, a London shop-girl, who displays rare talent and all that capacity for self-improvement and adroit repartee which distinguishes Mr. Pett Ridge's favourites. Unlike some of our humorous writers, he can set his people to "score off" each other without making them spiteful or vulgar. Dorothy and her family are all kindly folks, living happily in their modest surroundings, and very pleasant to meet. Mr. Pett Ridge knows London, and can describe it from the inside with gay touches and sparkling fancy.

*Across the Stream*, by E. F. Benson (Murray, 7s. net).—Archie, the young son of Lord Davidstow, and grandson of Lord Tintagel, develops signs of consumption and is sent to Switzerland. He stays in a house where his elder brother Martin had previously sojourned under the same affliction, though Archie had never even been told he had had an elder brother. Now he asks to be allowed to sleep in his dead brother's room. Here we have the material for a spiritualistic novel. The boy finds his pen setting down strange words, which are interpreted as messages from Martin. Once before, at the age of seven, when writing in his copy book, his pen, guided by some unknown impulse, had written: "Archie, do let me talk to you sometimes—Martin." His mother and governess had not told him who Martin was until those messages began to come again in Switzerland.

Archie receives one message which discloses a secret hiding place wherein are hidden Martin's earthly treasures. Archie thus inherits chocolate, a pencil, a photograph, and some specimens of handwriting unmistakably like those which his hand has produced under Martin's influence.

We next meet Archie as a young man who had spent five years at Eton and had just finished his course at Cambridge. He seemed to have outgrown his bodily weakness and also his abnormal experiences—his power of automatic writing and communicating with his dead brother. But he felt sure he could "let himself lapse into that trance condition" again. Archie is thereafter under the guidance of Martin, who, among other things, warns him against marrying a certain lady, Helena, of whom a vision appears to him, described by the author, with restrained commendation, as "a white statue from the neck of which there wriggled the tail of a worm." This vision would probably have killed Archie's admiration in any case, but we are told that Helena already has decided to bestow her hand on another. Enough has been said to show that this is a story which will appeal to those who affect seances and the revived creed of spiritualism. It reminds us of a melodrama with voices "off." We can imagine what fun Dodo would have made of it all.

*A Naval Lieutenant*, by "Etienne" (Methuen, 8s. 6d. net). The writer of this extremely interesting book is a naval officer who was present at every considerable fight in the North Sea during the War. He gives a remarkable chart of the trips made by the "Southampton," a light cruiser on which he served for some years until his transfer to a battle cruiser, and later to a shore job connected with submarines. His picture of the Navy at work is as good as anything of the kind we have read, and the story is enlivened throughout by touches of humour and boisterous fun which serve to indicate something of the spirit which helped our seamen through the dreary years. Beyond these merits is the quality of historical accuracy which will give to the book a permanent value.

*Through a Tent Door*, by R. W. Mackenna, M.D., R.A.M.C. (Murray, 8s. net). This is a real "holiday" book, written by a medical man who has seen things and reflected on them. The result is a book which is full of quiet philosophy, good humour, and good sense. Dr. Mackenna finds life very tolerable, and he is especially good company just now. As an antidote to the often depressing contents of the morning newspaper his pages will be welcome. In his own professional dialect we should describe the book as a "valuable febrifuge."

*Fishpingle*, by Horace Annesley Vachell (Murray, 2s. net). A pocket edition of Mr. Vachell's well-known and popular work, excellently produced.

(Continued on page 344.)

# Mr. EDWARD ARNOLD'S LIST

*Two New Books Just Published.*

## ENGLISH NARRATIVE POEMS.

With Introduction by SIR HENRY NEWBOLT,  
D.Lit. 2s. 6d.

## FIRST LESSONS IN FRENCH.

By M. BAGULEY. With numerous Illustrations.  
2s. 6d.

### ENGLISH.

**Laureata and the Poet's Realm.** Two famous collections of Poetry for Schools. 2s. 3d. each Vol.

**Selections from English Literature.** Edited by ELIZABETH LEE. In four books, carefully graduated. Illustrated. Books I and II, each 236 pages, 2s. 6d. Books III and IV, each 320 pages. 3s.

**Epochs of English Literature.** By J. C. STOBART, M.A., formerly Lecturer in Ancient History at Trinity College, Cambridge. In 9 vols., 2s. 6d. each. I, The Chaucer Epoch, 1215-1500. II, The Spenser Epoch, 1500-1600. III, The Shakespeare Epoch, 1600-1625. IV, The Milton Epoch, 1625-1674. V, The Dryden Epoch, 1660-1700. VI, The Pope Epoch, 1700-1750. VII, The Johnson Epoch, 1742-1798. VIII, The Wordsworth Epoch, 1798-1830. IX, The Tennyson Epoch, 1830 to present day.

**A First Course in English Literature.** By RICHARD WILSON, L.L.D. 1s. 8d.

In this book the author has selected about fifty great writers and describes their works in a simple manner.

**A First Course in English Analysis and Grammar.** By RICHARD WILSON, L.L.D. Cloth, 1s. 8d.

**Arnold's Junior English Composition.** 1s. 8d.

**Kenny's Composition from English Models.** Book I, 1s. 8d. Book II, 2s. 6d.

**Essay Writing.** By G. KENDALL, M.A. 2s. 6d.

**Precis Writing and Reproduction.** By W. J. GRIFFITH, M.A. 3s.

**English Verse Composition.** By A. E. ROBERTS, M.A., and A. PRATT, B.A. 3s.

### HISTORY AND GEOGRAPHY.

**A Social and Industrial History of England.** By Dr. F. W. TICKNER, D.Lit., M.A., B.Sc. (Econ.) London. Illustrated, 7s. 6d. Also in Three Parts, 3s. each.

**A History of England.** By Prof. C. W. OMAN, M.P. 780 pages, 7s. 6d. In Two Parts, 4s. 6d. each: Part I, from the Earliest Times to 1603; Part II, from 1603 to 1902. In Three Divisions: Division I, to 1307, 2s. 6d.; Division II, 1307-1688, 3s. 6d.; Division III, 1688 to 1902, 4s.

**A Junior History of England.** By C. W. OMAN, M.P., and MARY OMAN. 3s. 6d.

**Arnold's Florin English History.** By C. E. M. HAWKESWORTH, M.A. 2s.

**Outlines of European History, 1814-1914.** By G. BURRELL SMITH, M.A., Assistant Master at the Royal Naval College, Dartmouth. With Maps. 3s. 6d.

**Scenes from European History.** By G. B. SMITH, M.A. 2s. 6d.

**The Last Century in Europe, 1814-1910.** By C. E. M. HAWKESWORTH. 7s. 6d. net.

**A General History of the World.** By OSCAR BROWNING. 700 pages. 7s. 6d. net. Also in Three Parts with separate indexes, 3s. 6d. net each. Part I, Ancient History; Part II, Mediæval History; Part III, Modern History.

**A Class Book of Geography.** By A. W. ANDREWS, M.A., F.R.G.S. Cloth, 7s. 6d. A systematic text-book for Upper Forms, based on the study of Physical features. Interesting Original Diagrams are freely employed.

**Arnold's Junior Geography.** By W. M. CAREY, M.A., B.Sc. Cloth, 1s. 8d.

**Outlines of Physiography.** By the late Prof. A. J. HERBERTSON. Fully illustrated. 4s.

### MODERN LANGUAGES.

**Arnold's Modern French Course.** By H. L. HUTTON, M.A. Book I, 2s. 6d.; Book II, 3s.

**Grammaire Française.** A l'Usage des Anglais. Par E. RENAULT, Officier d'Académie; Lecturer in French at the University of Liverpool. 5s.

**Petite Grammaire Française.** By E. RENAULT. 2s.

**Exercices in French Grammar.** By E. RENAULT. 2s.

**Junior French Reader.** By E. RENAULT. 2s.

**French à la Française.** By Lady BELL and Mrs. TREVELYAN. Cleverly illustrated. Book I, 10d.; II and III, 1s. each.

**Poemes Choisis.** A Book of French Poetry. Selected and Edited by R. L. A. DU PONTET, M.A. 2s. 6d.

**Arnold's Modern German Course.** By Dr. F. W. WILSON. 3s. 6d.

**First German Prose Composition.** By Dr. F. W. WILSON. 2s.

**Second German Prose Composition.** By Dr. F. W. WILSON.

### LATIN.

**Arnold's New Latin Course.** By R. M. ALLARDYCE, M.A. In Two Parts. Part I, 2s.; Part II, 3s.

**A First Latin Course.** By G. B. GARDINER, M.A., D.Sc., and A. GARDINER, M.A. 3s.

**A Second Latin Reader.** By G. B. GARDINER, M.A., D.Sc., and A. GARDINER, M.A. 2s. 6d.

**Latin Prose Composition.** By W. R. HARDIE, M.A., late Professor of Humanity in the University of Edinburgh. 5s.

**Dies Romani.** A Latin Reading Book. Edited by W. F. WITTON, M.A. 2s.

**Mirabilia.** By C. D. OLIVE, M.A. 2s.

**Livy.** Book XXVI. Edited by R. M. HENRY, M.A., Professor of Latin at Queen's University, Belfast. 3s.

### SCIENCE AND MATHEMATICS.

**Inorganic Chemistry for Schools.** By W. M. HOOTON, M.A. 5s.

**Elements of Inorganic Chemistry.** By the late W. A. SHENSTONE, F.R.S. 6s. 6d.

**Outlines of Inorganic Chemistry.** By Dr. E. B. LUDLAM. 5s.

**Mechanics.** By W. D. EGGAR, M.A. 4s.

**Electricity and Magnetism.** By C. E. ASHFORD, M.A., Head Master of the Royal Naval College, Dartmouth. 4s. 6d.

**Elements of Geometry.** By Dr. R. LACHLAN and W. C. FLETCHER, H.M.I. 3s. 6d.

**Practical Trigonometry.** By H. C. PLAYNE, M.A., and R. C. FAWDRY, M.A. 3s.

**A School Arithmetic.** By A. C. JONES, Ph.D., and P. H. WYKES, M.A. 5s. 6d. Parts I-III, 2s. 6d. each.

**Exercises in Arithmetic.** By C. M. TAYLOR. Parts I-III, 1s. 6d. each, without Answers; 2s. each, with Answers.

**The Inductive Arithmetic.** By E. SANKEY. Pupils' Books, I-III, 4d. each; IV, V, VI, VII, 6d. each. Class Teachers' Books, with Answers, Notes on Method, and Oral Exercises. Books I-III, 1s. 6d. each; IV-VII, 2s. each.

London : EDWARD ARNOLD, 41 and 43, Maddox Street, W.1.

## Education.

**THE MEASUREMENT OF INTELLIGENCE :** by Lewis M. Terman.  
(6s. net. Harrap and Co.)

The publishers claim that this is the first comprehensive and detailed account of the system prepared for the use of educators in dealing with school children, and their claim is probably justified. It is not so easy, all the same, to admit our author's claim that Binet made a startling discovery in his correlation of the physical age with the mental age. Anyone who was familiar with the deplorable developments of the old system of payment by results will remember that before the "standards" lost their rigidity, teachers and even members of the general public had got into the way of classifying children by "standards" as well as by years; and in Scotland at any rate the connection between physical age and mental age was a matter of common discussion and some opprobrium in family and social circles. Nevertheless, to Binet belongs the credit of deliberately applying more or less scientific methods to this popular correlation, and perhaps Professor Terman may be right when he maintains that Binet's "discovery" is entitled to rank "perhaps from the practical point of view, as the most important in all the history of psychology."

More important is the question of the adequacy of the present exposition of the whole subject. Here it may be said at once that Professor Terman has deserved well of the whole profession, since he has made a complete and intelligible presentation of the whole subject, taking nothing for granted and dealing with his subject matter in such a way as to enable the intelligent but ill-informed teacher to get at the essential facts and form a reasoned judgment for himself, while presenting to the well-read teacher a mass of new material.

It has to be admitted that Binet was remarkably crude in his methods, and that he made many mistakes that surprise practical teachers, however pardonable they may appear in the eyes of theoretical psychologists. It was therefore highly desirable that a competent body of investigators should take in hand a revision of the results of the pioneer. Such a body was found at Stanford University in California, and this volume gives the results of their investigations under the name of the Stanford Revision. As compared with the Binet-Simon scheme the number of tests is greatly increased, and the arrangement of those that remain is altered. Speaking generally, the revisers found it necessary to reduce the mental ages in the lower ranges of the scale, and to raise considerably the mental ages above 10 or 11 years. This means that the Binet scale was found too easy at the lower end and too difficult at the upper. All this is not of very vital importance, since after all the Binet scale was admittedly tentative. Somewhat disquieting is the suggestion that several of our traditional views are no longer valid. For example, the common opinion that extreme deviations below the median are more frequent than extreme deviations above the median "seems to have no foundation in fact." Further, investigation seems to contradict the traditional view that variability in mental traits becomes more marked during adolescence. When we come to the burning question of sex differentiation we find that Professor Terman's investigations give no countenance to the popular view based upon modern investigations that there is wider variation among boys than among girls. All our pet theories come crashing about our ears. In fact, what gives our author's views a certain stimulating influence is the conviction forced upon the reader that these views are the result of perfectly unbiassed examination of facts that have presented themselves in the course of an honest pursuit of truth for its own sake.

What makes the book of particular value to the teacher is that the various tests are not merely stated in the bald way that we find them set forth in Binet. They are fully set forth, and instructions are given for their application. Indeed, more than two-thirds of the book is given up to the description of the Stanford tests and an account of how they should be used. Dr. Terman recognises the root difficulty of the problem when he tells us that "There are no tests that are absolutely pure tests of intelligence." He is keenly alive to the interfering influences of training and social environment. Among the different conceptions of the nature of intelligence Professor Terman seems not disinclined to accept that of Binet, though he does full justice to Meumann. A satisfactory feature of our author's treatment is the recognition of the limitations of all methods of testing intelligence. Further, he is continually on his guard against permitting the assumption that intelligence tests pretend to bring out the idiosyncrasies of individual talent.

Of special interest in the Stanford revision tests is the correlation between intelligence and vocabulary. I do not feel satisfied that the method of estimating the extent of the vocabulary at various stages is sound, but there is obviously a close connection between intelligence and expression, and the investigations of vocabulary in relation to other manifestations of intelligence are likely to lead to valuable practical results. One hopeful feature about the book is the insistence upon the inexplicability of certain facts that are brought out in the investigations. It is found, for example, that the exercise of reversing the hands of the clock varies in difficulty according to the particular hour selected, and yet no reason has yet been adduced to explain this difference. The same is true of several of the other tests. An inexplicable difference is one of the finest spurs to intellectual effort, so we rejoice in the number of such problems presented in the text. We are still only on the threshold of this study of intelligence, and we are grateful to Professor Terman not only for what he has accomplished as positive achievement, but also for the stimulus he has given to his fellow workers. J.A.

## English.

**ENGLISH LITERATURE DURING THE LAST HALF CENTURY :** by J. W. Cunliffe, D.Lit. (The Macmillan Company.)

With characteristic American enterprise, Dr. Cunliffe has attempted a task from which equally capable English scholars would shrink. Twelve modern authors are dealt with in detail, while chapters are also included on the Irish Movement, the New Poets, and the New Novelists. Of the detailed studies we like best that (written by Leland Hall) of Joseph Conrad. This novelist is treated with extraordinary sympathy and critical insight. Dr. Cunliffe is perhaps not so happy with H. G. Wells and Arnold Bennett, but certainly succeeds with Robert Louis Stevenson, who is treated with a fairness and critical balance not common among his American admirers.

The title of the book is perhaps slightly misleading, for the contents are largely confined to novelists, and all other literature, including modern poets and poetry, receives but scanty treatment. It is inevitable that in such a book certain omissions should be glaring and inexplicable. Thus we are at a loss to understand why a writer such as D. H. Lawrence should be included and Quiller-Couch omitted, and why among modern poets we should find Rupert Brooke but not Sir Henry Newbolt.

Yet, on the whole, Dr. Cunliffe succeeds in a task the difficulty of which must not be underestimated. To appraise contemporary literature needs a breadth of vision and a critical appreciation not commonly found.

## ENGLISH CLASSICAL AUTHORS.

**THE TALISMAN :** Scott. Edited by C. B. Wheeler, M.A. (Oxford: Clarendon Press. 3s.)

This annotated edition produced in the usual excellent style of the series should be useful to all students. It contains the author's introduction and notes, and also editor's notes, with some twenty illustrations.

## THE TUTORIAL SHAKESPEARE.

**CYMBELINE :** Edited by A. R. Weekes, M.A. (University Tutorial Press. 2s. 3d.)

Miss Weekes has produced an edition which, with its copious introduction and notes, should be welcomed by examination students. Her introduction is particularly scholarly and appreciative of this lesser known of Shakespeare's plays.

## THE ARDEN SHAKESPEARE.

**THE SECOND PART OF HENRY IV :** Edited by L. Winstanley. (London: D. C. Heath and Co. 2s. 6d. net.)

The general aim of this series, which is literary rather than grammatical and philological, would appear to be well carried out in the present number. The editor has produced an attractive little volume which should appeal to general reading as much as to students.

## ENGLISH LITERATURE FOR SECONDARY SCHOOLS.

**MACAULAY'S ESSAY ON FRANCES BURNEY :** Edited by Alice D. Greenwood. (Macmillan and Co. 1s. 6d. net.)

This latest addition to a well known series maintains the standard of its predecessors. It contains as usual Notes, Essay Questions, and Helps to Further Study. It is intended for the fifth year of study, and aims at combining the teaching of both History and English.

(Continued on page 346.)

## UNIVERSITY OF LONDON PRESS

### EVERYMAN'S CHEMISTRY.

The Chemist's point of view and his recent work told for the Layman. By ELLWOOD HENDRICK. New Edition, with illus. Demy 8vo, 8s. 6d. net.

**NATURE.**—"The man in the street is not particularly interested in theory but prefers to learn something about practice, and it is safe to say that few popular books contain such a mass of examples of the application of chemistry to practical problems. . . . There can be no doubt the book is excellent."

**PROFESSOR J. L. PATON** (of Manchester).—"I think the book ought to be distinctly useful in the attempt to familiarise our young boys, especially classical boys, with some of the staple processes of the application of Chemistry to production and the method of scientific discovery. It is quite a live book."

### THE NEW REGIONAL GEOGRAPHIES.

By LEONARD BROOKS, M.A., F.R.G.S.

- Book I. **THE AMERICAS.** Cloth, 3s. 6d. net. (Ready.)
- " II. **ASIA AND AUSTRALASIA.** Cloth, 3s. 6d. (Ready.)
- " III. **AFRICA AND EUROPE.** Cloth. (In the Press.)
- " IV. **A SENIOR SCHOOL GEOGRAPHY.** (In Preparation.)

**THE BRITISH ISLES.** Issued separately with maps, 2s. 6d.

These volumes form a four years' Geographical Course for Secondary Schools. The old conventional order of studying the Continent is rejected in favour of a new and original grouping, offering advantages which will be obvious to every teacher of geography. The books are profusely illustrated and contain a large number of valuable questions, problems, and exercises, as well as specimen questions from examination papers.

The matter comprising Volume III has been in type for some months pending the alterations in boundaries, all of which have been given effect to in this volume.

### THE STUDENT'S GUIDE.

By JOHN ADAMS, M.A., B.Sc., LL.D., Professor of Education in the University of London. Fifth Impression. Cloth, 4s. 6d. net.

With practical pointers on how to study, how to memorise, how to take notes at lectures, how to divide one's time, how to prepare for examinations, is combined a revelation of what the student years might be—and so often are not—to the careless youth.

**THE TIMES.**—"Dr. Adams has written an admirable book, and a student may be regarded as fortunate who avails himself of its wisdom. Those who must pursue their studies without the aid of a teacher will find much in this volume which will save them from many of the pitfalls which beset their path."

### GEOGRAPHY AND WORLD POWER.

By JAMES FAIRGRIEVE, M.A., F.R.G.S., recognised teacher in the University of London in the theory and practice of Education. New Edition with 80 Maps and Diagrams. Cloth, 4s. net.

**FROM THE TIMES.**—" . . . It is a valuable review treating in a broad philosophic way the influence of physical facts upon history," and in the words of the "Glasgow Herald" reviewer, "One could not desire a more fascinating introduction to the study of world history than this masterly analysis."

### A MATRICULATION ENGLISH COURSE.

By B. J. SPARKS, B.A., B.Sc. Cloth, 3s.

This book covers efficiently the whole of the ground in English Grammar and Composition for the London University Matriculation and Examinations of similar standard.

### A SCHOOL OF CHEMISTRY.

By W. H. RADCLIFFE, B.Sc., F.C.S., Chemistry Master of Tenison Schools. Part I, 3s. Part II, 1s. 6d.

### A SHORT HISTORY OF MODERN EUROPE

From the French Revolution to the Great War.

By EUGENE L. HASLUCK, B.A. With many specially prepared Maps. 3s.

### ECONOMIC GEOGRAPHY OF THE BRITISH EMPIRE.

By C. B. THURSTON, B.Sc., Geographical Master at Kilburn Grammar School. With specially prepared Maps and Tables. Cloth, 4s. 6d.

### UNIVERSITY OF LONDON MATRICULATION EXAMINATION.

**ENGLISH PAPERS** (September 1915—June 1918)

Bound up together 1s. 6d. net. Postage, 2d.

**ARITHMETIC AND ALGEBRA** (with Answers).

**GEOMETRY AND MECHANICS** along with

**MATHEMATICS MORE ADVANCED**

(with Answers) (September 1915—June 1918).

Bound up together. 2s. net. Postage, 3d. extra.

18, Warwick Square, London, E.C. 4.

## THE MCDUGALL

LIST

### AN ATLAS—Revised to July, 1919

A new edition of McDougall's School Atlas of Coloured Political, and Photo-Relief Physical Maps, will be ready in a week or two. It contains all the territorial changes made by the Peace Conference. An ideal Atlas for Junior Forms. 23 Coloured Maps, 16 Physical Maps, 15 Diagrams. Stiff Boards, Cloth Back. 1s. 2d. net. With Index, 1s. 3d. Full Cloth Boards and Index, 1s 9d. net.

### MON PETIT CAMARADE FRANCAIS

**Livre Premier.** Par L. LAVALT, Paris; P. LES-TUNG, Marseille; et B. DUMVILLE, London. Follows in the main the principles of the New Method. Copiously Illustrated. 272 pages. 2s. net.

### PETITE ESQUISSE DE LA LITTÉRATURE FRANCAISE

By J. E. MANSION, B. ès L. An Excellent Selection. New Edition. 2s. net.; boards.

### EXTRAITS DES AUTEURS FRANCAIS DU XVII<sup>ME</sup> SIÈCLE

By J. E. MANSION, B. ès L. 288 pages. Cloth Boards, 2s. 6d. net.

### MCDUGALL'S PREPARATORY FRENCH

An easy, pleasant introduction. Cloth, 10d.

### FABLIAUX FRANCAIS

A simple, attractive Illustrated Reader. 1s. 6d. net.

### GATEWAYS TO BOOKLAND

A series of delightfully Illustrated Literature Books for pupils of from 9 to 14. A very wide range of authors of all periods is drawn upon.

Winged Flights into Story Land 2s. 4d. Within the Gates 3s.  
Vistas of Romance - - - 2s. 8d. In Kings' Gardens 3s.

### REGIONAL GEOGRAPHY OF THE WORLD

A Modern Scientific Treatment. Contains an abundance of Contour Maps in Colour and Black and White, with many Diagrams. A section of questions based on the text is a very valuable feature. Revised to date. 224 pages. Cloth covers, 2s. net.

### EVERYDAY COMPOSITION

A new book of Hints and Helps in Letter and Essay Writing. Excellent in every way. Cloth limp, 1s. net

### PLAIN-TEXT SHAKESPEARE

In this edition of English Classics are given the greater plays of Shakespeare, unabridged but carefully edited for schools, and without notes. The books are full crown 8vo in size, most clearly printed, and bound in limp cloth. Price—each 6d. net, except Hamlet and Coriolanus (each 9d. net), and Richard II and King Henry V (each 8d. net).

### CONCISE SCHOOL DICTIONARY

Over 15,000 Words, Phrases, etc. Exceedingly useful Appendixes. Boards or Limp Cloth, each 9d. net.

### SONGS OLD AND NEW

Contains 9 National, 10 British, 5 New Folk, 8 Classical Songs, 4, Glee, 19 Rounds. In Staff or Sol-Fa. Paper, 6d.; Cloth, 8d.

Piano Edition, 4s. 6d. net; by post, 5s.

ADDRESS YOUR INQUIRIES TO  
MCDUGALL'S EDUCATIONAL Co., Ltd.,  
8 Farringdon Avenue, London, E.C.4.

**A NEW GRAMMAR BOOK :** by Agnes Catnach, B.A. (Blackie and Son, Limited. 2s. 6d. net.)

"New" books on English Grammar are a weariness to reviewers. The one before us does not appear to be "newer" than any of its predecessors, and indeed contains less novel features than many. It may possibly find a place in a few girls' schools, but we think that the compiler of this, and those who are likely to produce similar books, would do well to pause, and to spend their energies in more really educational ways.

**THE NEW ENGLISH BOOKS :** A graduated course of English Composition in Five Books, for Primary and Secondary Schools : by W. J. Glover. (Book I, 8d. ; Book II, 8d. Geo. Philip and Son.)

Mr. Glover has made a good beginning, and has produced two very good little books. With a minimum of formal grammar and a wealth of good models, he leads the pupil through all varieties of composition. He would appear to be a persistent advocate of Stevenson's "sedulous ape" theory of learning to write, which is perhaps as good a way as any other for beginners. We shall welcome the other books of the series, if only to see with what success the compiler maintains his "concentric" scheme.

SCRUTATOR.

### Modern Languages

**H. L. Hutton : VICTOR HUGO'S RUY BLAS.** (Clarendon Press. 3s. 6d. net.)

A well printed book, with interesting introduction, notes, two appendices, on grammar and rimes respectively, and bibliography, in all of which (including the bibliography) great prominence is given to the technique of drama and of versification.

**J. G. Bartholomew and E. Jefford : PARIS POUR TOUS.** (Dent Collection Gallia.)

The text, beautifully printed, is written in the usual style of guide-books, and contains the usual sort of information. Mr. Bartholomew's maps, like most English-printed ones, have an illusory appearance of clearness, due to the fewness of the names inserted, and the thin, faint lettering. (An English map was once issued at the front with faint grey-green lettering, which couldn't be seen at all in the dusk. It was beautifully clear-looking.) French maps, on the other hand, look black and confused at first, but those who worked with the French armies know how easy it is to find any name in their clear jet-black type.

**Noëlia Dubrule : LE FRANCAIS POUR TOUS.** (Ginn.)

A carefully worked out Direct Method book, containing some valuable suggestions to teachers, with model lessons in detail. The type and the pictures are admirable.

### Economics.

**PRINCIPLES OF POLITICAL ECONOMY :** by Thomas Nixon Carver, Professor of Political Economy in Harvard University. (Ginn and Co. 8s. 6d.)

This new and interesting statement of the principles of Political Economy by an American Professor should have a welcome reception by English readers. Never was there a time when the reinforcement of the principles of that science was more urgently required, never was it more necessary to expound again the nature, sources, and causes of the means of subsistence and all that is included under the term *Wealth*. After nearly five years of its destruction by warfare we find the waste of wealth continued in every kind of extravagance and folly ; excessive wages and prices ignoring all economic laws, ruinous taxation, projects for reducing the supplies of wealth by reduction of produce coincident with demands for increased wages for less work. The most elementary ideas as to the origin and nature of wealth are wanting, while the demands for its enjoyment are increased.

There is indeed a pressing necessity for the diffusion of knowledge of the elements of economics and for the study of treatises, new and old, to restore and extend sound ideas of the origin and nature of wealth. This new treatise supplies in a remarkably

clear and convincing manner a presentation of the fundamental facts and principles of economics, and may be strongly recommended to the British public for its simplicity and its luminous treatment of the problem of material welfare. The author is obviously a teacher skilled in the art of analysis and clear exposition. His numerous illustrations are apt and most suggestive ; the book is calculated to stimulate interest by its very practical bearing upon the fundamental conditions of life. Though the order of treatment follows the usual lines, it is original in its studied simplicity of style ; this will tend to stimulate students to further economic enquiry in the standard works and sterner writings of the classical economists.

An abundance of original illustrations render the book attractive, and it will be popular with readers unfamiliar with economic literature. Prof. Carver's phraseology has some local colour which renders it attractive by its clearness and simplicity of style, and also by its very human sentiment and amplitude of illustration. He has the art of enforcing principles by apt and abundant examples illustrating their bearing upon life.

The book is pleasant reading ; the social atmosphere and simplicity of the early chapters will carry students on to the stiffer theory which follows. One novel feature of the book is the illuminating treatment of the economic relations with the principles of law, government, morals, and religion, and also the importance and bearing of geographical discovery upon economic conditions. The more technical and abstruse doctrines of value and exchange and the principles of distribution are expounded and illustrated simply. The principles of taxation are discussed with some brevity and are mainly confined to theory. A chapter is devoted to the financial situation which has arisen out of the war ; this is descriptive rather than analytic, showing the effect of the war on the wealth of the country and its influence upon taxation and the economic conditions of different classes.

A final chapter, under the heading of Reform, discusses various schemes which have been proposed for the reorganisation of industry, showing the futility of the projects for Socialism and Communism, and the nature of other proposals bearing upon the problem of the inequality of wealth, the causes of poverty, or grounds of inequality of wealth.

Prof. Carver has produced a most readable and instructive book : it is the work of a teacher profoundly conversant with the history and theory of the subject and its concrete application. It is concise and vivid in style, and conveys sound economic doctrine in a manner easy to comprehend. It enlivens the theory with much interesting illustration. If any adverse criticism be made it would be with the over-elaborated analysis and classification given in the tables. Some points mentioned hardly justify their presence in the scheme, but they may be suggestive as being on the borderland of economics.

An occasional Americanism in spelling or expression indicates the parentage of the book. The volume is a very comprehensive and useful piece of work, and should have a distinct field of utility. Its studied simplicity and clearness will give it popularity and render it a useful introduction to the study of economic relations in the tangled web of human affairs. It is a worthy attempt to simplify and popularise the study of economic relations which are inevitable in any form of social organisation, but very complex and interwoven in the more highly civilised societies.

### Science.

**SCIENCE PROGRESS :** a Quarterly Review of Scientific Thought, Work, and Affairs. No. 53, July, 1919. pp. 184. (Murray. 6s. net.)

Recent Advances in Mathematics and Sciences, pp. 1-52.

Articles on "The Water Economy of Maritime Plants," by T. G. Hill, F.L.S., which weaves into a consecutive story the results of published and hitherto unpublished experiments illustrating the mechanism whereby maritime plants are enabled to adapt themselves to varying external conditions ; "Some Palæolithic Problems," by Henry Bury, M.A. ; "Some Scientific Aspects of Cold Storage," by Ingram Jörgenson and Walter Stiles, being Part II and relating to the cold storage of chilled and of frozen meat.

Essays on "The Uses of Weeds and Wild Plants," by Dr. W. E. Brenchley, said to be based on matter published by Foreign Press during the war, and of surpassing interest ; "War," by

(Continued on page 348.)



**COLLEGE OF PRECEPTORS.****Lower Form & Certificate Examinations****SPECIAL SUBJECTS FOR 1920.**

S. denotes the Senior Examination, J. the Junior,  
P. the Preliminary, L.F. Lower Forms.

**Scripture History.**

- Acts of the Apostles (Part II, Ch. 13-28).** Edited with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham, 2s. (S., J.)
- Gospel of St. Luke.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and Rev. J. F. RICHARDS, M.A. 2s. (S., J.)
- Gospel of St. Luke.** (Preliminary Edition.) Edited, with Introduction, Notes, and Maps, by Rev. J. F. RICHARDS, M.A., and Rev. T. WALKER, M.A. 1s. 6d. (P., L.F.)

**English Literature and History.**

- Milton.—Comus. Lycidas.** By S. E. GOGGIN, M.A., and A. F. WATT, M.A. Each 1s. 6d. (S.)
- Milton.—Sonnets.** By W. F. MASOM, M.A. 2ND EDITION. 2s. (S.)
- Scott.—Lay of the Last Minstrel.** Edited by (J., P., L.F.) T. T. JEFFERY, M.A. 2s.
- Shakespeare.—Merchant of Venice.** By S. E. GOGGIN, M.A. 2s. 3d. (S.)
- Shakespeare.—The Tempest.** By A. R. WEEKES, M.A. 2s. 3d. (S.)
- Shakespeare.—The Tempest.** By A. R. WEEKES, M.A., and FREDERICK ALLEN, M.A. 1s. 9d. (Junior Shakespeare.) (J.)
- School History of England.** By M. E. CARTER, Honour School of Modern History, Oxford. With Plans and Coloured Maps. 4s. 6d. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 2s. (S., J.)
- Preliminary History of England.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s. 9d. (P., L.F.)

**Latin and Greek.**

- Caesar.—Gallic War, Book V.** By A. H. ALLCROFT, M.A., and W. F. MASOM, M.A. 1s. 9d.\* (S.)
- Caesar.—Gallic War, Book VI.** By LL. M. PENN, M.A. 1s. 9d.\* (S., J., P.)
- Cicero.—De Amicitia.** By A. H. ALLCROFT, M.A., and W. F. MASOM, M.A. 1s. 9d.\* (S.)
- Vergil.—Aeneid, Book VI.** By A. H. ALLCROFT, M.A., and B. J. HAYES, M.A. 1s. 9d.\* (S., J.)
- Euripides.—Hecuba.** By T. T. JEFFERY, M.A. With Introduction and Notes. 1s. 9d. (S.)
- Xenophon.—Anabasis, Book I.** By A. H. ALLCROFT, M.A., and F. L. D. RICHARDSON, B.A. With Introduction and Notes. 1s. 9d. (S., J.)
- \*With Introduction, Notes, and Complete Alphabetical Lexicon.

Complete Educational Catalogue, and separate Catalogue of Class Books for Secondary Schools, post free, on application.

**University Tutorial Press, Ltd.**

25, High Street, New Oxford Street, LONDON, W.C. 2.

FROM  
**Sidgwick & Jackson's List**

**ADVANCE IN CO-EDUCATION.** Articles by various writers. Edited by ALICE WOODS. With an Introduction by HOMER LANE. 3s. 6d. net. [SHORTLY.]

**THE YOUNG WAGE-EARNER, and the Problem of his Education.** Essays and Reports edited by J. J. FINDLAY, with the Committee of the Uplands Association. 3s. 6d. net.

**AN ADVENTURE IN EDUCATION.** By J. H. SIMPSON. 3s. 6d. net.

\*.\* Describes a very remarkable experiment in the educative effect of self-government upon one of the lower forms of a Public School. A book which is causing much discussion in all genuinely progressive educational circles.

**CHILD TRAINING: Suggestions for Parents and Teachers.** By MRS. ARTHUR H. D. ACLAND. SECOND IMPRESSION. 3s. 6d. net.

**POEMS OF TO-DAY: An Anthology.** Cr. 8vo. Stiff paper covers, 2/- net. Cloth 3/- net. 16TH IMPRESSION.

The demand for this Anthology of contemporary poetry, prepared by the English Association, is continually extending, and the book is being taken up and recommended by a number of educational bodies, including the Northern Universities Joint Matriculation Board; the Glasgow Provincial Training College; the National Home Reading Union; and the L.C.C. Education Committee.

**MODERN ENGLISH WRITERS: Being a Study of Imaginative Literature, 1890-1914.** By HAROLD WILLIAMS. Author of "Two Centuries of the English Novel." Pp. xxx, 504. Demy 8vo. 12/6 net.

\*.\* A comprehensive account of the work of all the chief writers of the period. The best book of reference for all interested in modern English Literature.

"An excellently and often brilliantly written, sane, and refreshing book."—THE SPECTATOR.

"A careful and very able performance; his criticisms are sound and fearless."—THE SPHERE.

**THE GLORY that was GREECE: A Survey of Hellenic Culture & Civilisation.** By J. C. STOBART, 3RD IMPRESSION. With 200 Illustrations. Royal 8vo. Cloth 15/- net.

**SIDGWICK & JACKSON, Ltd.**

3, ADAM STREET, ADELPHI,  
LONDON, W.C. 2.

Major General Charles Ross, being a case for Scientific Research; "A Plea for the Teaching of General History," by Ernest Short, which is a suggestive article pleading for the teaching of general world history in eighteen fortnightly periods totalling to a school year.

Essay-reviews, Reviews, and Notes.

The news contains the report of the General Committee of Chemical and Allied Societies, with the recommendations that an English compendium in 53 volumes be prepared. This will render English workers independent of German compendia and will encourage foreign students such as those of Italy to learn English instead of the German which present conditions necessitate.

H. N. L.

JOURNAL OF THE BRITISH SCIENCE GUILD.—No. 8.

The eighth number of the Journal of the British Science Guild contains a report on Industrial Research and the Supply of Trained Scientific Workers, particulars of the British Scientific Products Exhibition 1918, etc., and may be obtained on application to the Secretary, British Science Guild, 199, Piccadilly, W. 1, price sixpence per copy.

### Geography.

HUMAN GEOGRAPHIES: by Fairgrieve and Young.

Book I. Children Far Away. 1s. 6d.

Book II. Homes Far Away. 1s. 6d.

Book III. The British Isles. 1s. 9d.

The authors of this new series we know to be well equipped for their task, yet we confess to some disappointment at the contents of these three books. Though loudly proclaimed as new and original, the matter and arrangement are largely conventional and stereotyped. Book I deals with six types of children, and Book II with ten types of people. Both are written in simple language by Mr. Young. The selection of types, however, is curious, and seems to be governed by conventional and traditional ideas rather than by relative importance. Eskimos, Red Indians, and Pigmies are undoubtedly interesting folk, but to give each of these as much space in a book as the Japanese is to lose one's geographical balance and perspective. Nor can we understand the principle of selection which gives Norwegians and Swiss as typical of Western Europe.

Book III deals with the British Isles, and the jump in difficulty and treatment to this book from the first two is very great—too much altogether we consider for a graduated series. The matter is treated by the familiar device of a series of imaginary journeys. "Exercises" are now included, though these are of unequal merit and difficulty. Thus to one chapter we find: (a) Make a scrap-book for pictures and postcards to illustrate this lesson; (b) Draw a map of, etc.; (c) Copy the diagrams showing the position, etc. The "Orchard Lands" appear to be confined to Kent. We should like to hear the remarks of the West of England growers. The section on Maps, Contours, and Sections appears out of place in this book. From experience we know that even children in the older classes of the elementary school find such difficult, and we regard the attempt to deal with the subject in a Book III of such a series as unnecessary and even absurd. The matter is one for patient personal and practical instruction, not for reading from a book. We sincerely hope the next three books of this series will contain more "meat" than those at present before us.

THE OXFORD GEOGRAPHIES.—A PHYSIOGRAPHICAL INTRODUCTION TO GEOGRAPHY: by A. J. Herbertson. Third Edition. Revised by O. J. R. Howarth. (Clarendon Press. 2s.)

This well known little introductory book needs no recommendation. It has been considerably revised and simplified, and should find a ready welcome in schools.

MACMILLANS' PRACTICAL GEOGRAPHIES.—A GEOGRAPHY OF AMERICA: by T. Alford Smith. (Macmillan and Co. 4s. 6d.)

This is a useful addition to a well known series. The matter is divided into four sections dealing with Canada, U.S.A., Central America, and South America, and the treatment is thoroughly practical, questions and exercises being appended to every chapter. The book contains copious maps and statistics as well as other illustrations. It should be valuable alike to teachers and students.

THE NEW REGIONAL GEOGRAPHIES FOR SECONDARY AND HIGH SCHOOLS.—THE BRITISH ISLES: by Leonard Brooks. (University of London Press. 2s. 6d. net.) (Hodder and Stoughton.)

Mr. Brooks has produced a scholarly if somewhat difficult book for young students. The general treatment is sound, if

condensed, and the maps are particularly good. The author's debt to Mackinder's "Britain and the British Isles" appears to be appreciable, and might, we think, be acknowledged in the preface.

MUNDUS.

GREAT CITIES OF THE WORLD:

- |             |                |                     |
|-------------|----------------|---------------------|
| (a) London. | (d) New York.  | (g) Venice.         |
| (b) Paris.  | (e) Rome.      | (h) Constantinople. |
| (c) Berlin. | (f) Petrograd. | (i) Melbourne.      |
- (McDougalls, Educational Co. Price 2d. paper; 3d. cloth.)

These little booklets will serve as extra readers for the middle standards. Their contents are but moderate. The matter is generally mediocre and the illustrations frequently poor. Many of the cities are dealt with by the well worn device of a conversation between children and parents, a form of geography teaching which we thought was obsolete. Too frequently the authors appear to be of the casual or holiday visitor type and to be impressed by the trivialities and non-essentials. Some books, such as that on Berlin, are absurdly out of date. We think on the whole that the publishers would be well advised to employ better and less didactic writers and to issue the books in better if somewhat dearer form.

To  
Head Masters and Head Mistresses.

A FREE COPY

of the

"FOOD OF THE GODS"

A popular account of the growth  
and manufacture of Cocoa.

By Brandon Hall.

Can be obtained on application,  
stating School,

to

CADBURY BROS. LTD., Bournville.

THE INCORPORATED  
FROEBEL EDUCATIONAL INSTITUTE,

Colet Gardens, Talgarth Road,  
West Kensington, London, W. 14.

President: RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer: MR. C. G. MONTEFIORE, M.A.  
Secretary: MR. ARTHUR G. SYMONDS, M.A.

TRAINING COLLEGE FOR TEACHERS.

Principal: MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.

Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

# HARBUTT'S NOV-LART.

The Art of Stencil Picture Making.

A FASCINATING AND EASY PASTIME FOR ALL.

Make your own Birthday Cards, Christmas Cards, Calendars and other items for which all sorts of uses may be found.

NOV-LART pictures fetch good prices at Bazaars and Sales of Work.

**HARBUTT'S PLASTIGINE, LTD., 203, Bathampton, Bath.**  
London Showroom : 56, Ludgate Hill, E.C. 4.

## SAVE 50 per cent. OF YOUR TIME

by ordering your NEW BOOKS through Mr. John Davis, who can always secure good second-hand copies of publications which are out of stock at the Publishers.

EXTRACT FROM LETTER DATED OCTOBER, 1918 :—" I am preparing a further order for you as I am well pleased with your past efforts to secure for me what I wanted, and with your invariable courtesy."

**MR. JOHN DAVIS** (Successor to Mr. Thomas Laurie),  
13, PATERNOSTER ROW, LONDON, E.C. 4.

## BOOKS

On Educational, Scientific Medical, Law, Theological, and ALL other Subjects.

— Second Hand and New —

BOOKS SENT ON APPROVAL.

Catalogues Free. State Wants. Books Bought.

**W. & G. FOYLE, 121/125, Charing Cross Rd, London, W.C. 2.**

If you wish to  
qualify to teach

— SHORTHAND —

BOOK-KEEPING AND ACCOUNTANCY,  
COMMERCIAL PRACTICE, ADVERTISING,  
PRACTICAL BANKING, COMMERCIAL LAW,

you can do so in  
your spare time  
by means of

## PITMAN'S POSTAL COURSES

The postal tuition meets exactly the requirements of teachers who are unable to secure oral training, or who desire to pursue the study of commercial subjects at home. One course, or any group of subjects, may be taken at any time, the lessons commencing from any stage of present knowledge. Write for details, stating the subjects in which you are interested.



PRINCIPAL : **FREDERICK HEELIS, F.R.S.A.**

DIRECTOR OF STUDIES : **Dr. ROBERT W. HOLLAND,**  
O.B.E., M.A., M.Sc., LL.D.

206, SOUTHAMPTON ROW, LONDON, W.C. 1.

# TROLLEY APPARATUS.

A Large batch of our Standard Trolley Apparatus will be ready for despatch early in September.

Orders should be placed now to secure delivery in time for use  
∴ during the coming term ∴

## G. CUSSONS, Limited,

The Technical Works,  
MANCHESTER.

London Office : 231, Strand, W.C.2.

By Special Appointment.



To their Majesties the King and Queen and H.M. Queen Alexandra,

## WINSOR & NEWTON, Prepared Water Colours

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

Quarter Pans of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39, Rathbone Place, London, W. 1.

Established nearly a Century.

## MEDICAL PRELIMINARY EXAMINATIONS.

### THE UNIVERSITY EXAMINATION POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal.

Mr. E. S. WEYMOUTH, M.A. (Lond.),  
17, Red Lion Square, London, W.C. 1.

## Life Assurance or Pensions.

Readers of the Educational Times who desire expert advice on matters of Insurance or Pensions (non-Government) should address their enquiries to—

INSURANCE, THE EDUCATIONAL TIMES,  
c/o Deane & Sons, The Year Book Press,  
31, Museum Street, W.C. 1.

## SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to

**GEORGE OVER,**  
EDUCATIONAL BOOKSELLER, RUGBY.

## DALCROZE EURHYTHMICS CLASSES

to suit the convenience of Teachers are held in the LONDON DISTRICT and in BINGLEY; BIRKENHEAD, BOURNEMOUTH, BRIGHTON, BRISTOL, DURHAM, EDINBURGH, HULL, KETTERING, LEEDS, LITTLEBOROUGH, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, SOUTHAMPTON, SOUTHWEND-ON-SEA, SUNDERLAND, TAUNTON, and TUNBRIDGE WELLS. Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS LTD.  
23, Store Street, London, W.C. 1.

## THE NATIONAL SOCIETY OF ART MASTERS

Patron: HIS MOST GRACIOUS MAJESTY THE KING.

SCHOOL DRAWING CERTIFICATE FOR TEACHERS IN  
ELEMENTARY SCHOOLS.

The Examinations are held in May. Entries close on March 24th.  
EXAMINATIONS IN DRAWING FOR SECONDARY AND OTHER  
SCHOOLS.

The Examinations are held in June. Entries close May 10th.  
INTERNAL EXAMINATIONS IN SCHOOLS OF ART AND ART  
CLASSES.

Dates are arranged to suit individual Schools.

Copies of these schemes and forms of application may be obtained on  
application to the Secretary,

**ALFRED SHUTTLEWORTH, A.R.C.A.,**  
45, Bedford Row, London, W.C. 1.

**WAR  
MEMORIALS**

**WILLIAM MORRIS  
AND COMPANY,  
(WESTMINSTER) LIMITED,  
OFFER TO FURNISH  
DESIGNS & ESTIMATES  
FOR ANY FORM OF  
WAR MEMORIAL.  
60:66 ROCHESTER ROW.  
WESTMINSTER, S.W. 1**

## The Educational & Scholastic Bureau, SICILIAN HOUSE, SOUTHAMPTON ROW, LONDON, W.C. 1.

Scholastic Agents to numerous members of the Private  
Schools Association.

**INTRODUCTION OF PUPILS. ASSISTANT MASTERS  
AND MISTRESSES.**

**VISITING PROFESSORS. TUTORS. MATRONS.  
GOVERNESSES.**

**TRANSFER OF SCHOOLS. SCHOOL PARTNERSHIPS.  
INSURANCES arranged for SCHOOLS covering all RISKS.  
SCHOOL ADVERTISING.**

The Instructions of Principals of PRIVATE SCHOOLS will receive  
prompt and careful attention.



# EDUCATIONAL TIMES

## SELECTED BOOKS FOR LOWER & MIDDLE FORMS.

PUBLISHED AT THE

University Tutorial Press.

### MATHEMATICS AND SCIENCE.

- ALGEBRA, JUNIOR.** By A. G. CRACKNELL, M.A., B.Sc., and AUGUSTUS BARRACLOUGH, M.A. 3s. 6d. With Answers, 4s.  
"Maintains the high standard of excellence we are accustomed to expect from so well known a source."—JOURNAL OF THE ASSISTANT MASTERS' ASSOCIATION.
- ALGEBRA, JUNIOR, TEST QUESTIONS IN.** By F. ROSENBERG, M.A., B.Sc. 1s. 6d. With Answers, 1s. 9d.  
"A complete series of examples carefully graded."—EDUCATOR.
- ARITHMETIC, THE PRIMARY.** Edited by WM. BRIGGS, LL.D., M.A., B.Sc., F.R.A.S. Second Edition. 10d. each. Part III, 1s. 3d.  
A Course of Simple Arithmetical Exercises covering all the subjects usually taught in schools, from the four simple rules to stocks and shares.
- ARITHMETIC, PRELIMINARY.** By AUGUSTUS BARRACLOUGH, M.A., Second Master at Bournemouth School. 2s. With Answers, 2s. 3d.  
"The chapters are clearly written, carefully arranged, and accompanied with a plentiful supply of examples and exercises."—SCHOOL GUARDIAN.
- ARITHMETIC, THE JUNIOR.** By R. H. CHOPE, B.A. With or without Answers. Third Edition. 3s. 6d.  
"The book is well got up, and has a quite good selection of examples throughout."—MATHEMATICAL GAZETTE.
- ARITHMETIC, JUNIOR, TEST QUESTIONS IN.** Edited by A. G. CRACKNELL, M.A., B.Sc. 1s. 6d. With Answers, 1s. 9d.  
"No better supplement to the ordinary class-book could be desired."—SECONDARY SCHOOL JOURNAL.
- BOOK-KEEPING, JUNIOR.** By T. C. JACKSON, B.A., LL.B. 2s.  
"Students commencing Book-keeping will find this manual well-fitted to enable them to gain an early grasp of the subject."—SCHOOLMASTER.
- BIOLOGY, A FIRST COURSE IN PLANT AND ANIMAL.** By W. S. FURNEUX. 2s. 9d.  
"The object of the author is to supply beginners with a safe introductory guide to the study of animal and vegetable life."—EDUCATIONAL HANDWORK.
- BOTANY, JUNIOR.** By FRANCIS CAVERS, D.Sc., 3s. 6d.  
"Dr. Cavers has achieved a useful little book."—JOURNAL OF BOTANY.
- CHEMISTRY, PRELIMINARY.** By H. W. BAUSOR, M.A., late Scholar of Clare College, Cambridge. 2s.  
"An excellent little book, . . . will make a clear understandable foundation for a systematic treatment of chemistry in the higher forms."—EDUCATIONAL NEWS.
- CHEMISTRY, JUNIOR.** By R. H. ADIE, M.A., B.Sc. Second Edition. 3s. 6d.  
"The results of fifteen years' experience of a thoughtful teacher are always valuable. A thoroughly sound course of practical instruction."—NATURE.
- CHEMISTRY, JUNIOR PRACTICAL.** By H. W. BAUSOR, M.A. 1s. 6d.  
"An excellent guide for the beginner in practical laboratory work."—EDUCATIONAL TIMES.
- GEOMETRY, PRELIMINARY.** By F. ROSENBERG, M.A., B.Sc. With or without Answers. 2s. 9d.  
"Will prove distinctly helpful to the beginner in the study of Geometry."—BOOKSELLER.
- GEOMETRY, JUNIOR.** By A. G. CRACKNELL, M.A., B.Sc., 3s. 6d.  
"A simple treatment of the elements of Geometry. A feature of the book is the number of questions which require a numerical answer, incorrect and careless work being thereby easily checked."—SCHOOLMASTER.
- HEAT, JUNIOR.** By JOHN SATTERLEY, D.Sc., M.A. 2s. 9d.  
"A remarkably clear exposition of the main principles of the science, such as is required by elementary students."—SECONDARY SCHOOL JOURNAL.
- MAGNETISM AND ELECTRICITY, JUNIOR.** By R. H. JUDE, D.Sc., M.A., and JOHN SATTELY, D.Sc., M.A. 3s. 6d.  
"This book should not have any difficulty in holding its own, for it is one of the best regarded from the standpoint of exact thinking."—ELECTRICAL ENGINEERING.
- AN INTRODUCTORY COURSE OF MECHANICS AND PHYSICS.** By W. M. HOOTON, M.A., M.Sc., F.I.C., and ALFRED MATHIAS. 2s.  
"An excellent introduction to the fundamental principles of Mechanics, Hydrostatics, and Heat."—EDUCATIONAL NEWS.
- SCIENCE, PRELIMINARY COURSE OF EXPERIMENTAL.** By W. M. HOOTON, M.A., M.Sc. 2s.  
A course of Science training for beginners in accordance with modern ideas.
- SCIENCE, JUNIOR EXPERIMENTAL (Physics and Chemistry).** By W. M. HOOTON, M.A., M.Sc., F.I.C. Second Edition. 3s. 6d.  
"The explanations are clear, and we can recommend the work heartily."—SECONDARY EDUCATION.
- SOUND AND LIGHT, JUNIOR.** By JOHN SATTERLEY, D.Sc., M.A., 3s. 6d.  
"Reaches a high standard with plenty of practical work and exercises."—GUARDIAN.

### LANGUAGES, HISTORY, AND GEOGRAPHY.

- ENGLISH COURSE, PRELIMINARY (Grammar and Composition).** By A. M. WALMSLEY, M.A., late Senior English Master, Middlesbrough High School. 2s.  
"An English Grammar embodying in general the recommendations of the Joint Committee on Grammatical Terminology. The author has kept in view the real aim of grammar, namely, 'the production of good English.'"—ATHENÆUM.
- ENGLISH COMPOSITION, JUNIOR.** By E. W. EDMUNDS, M.A., B.Sc., Senior Assistant Master at Luton Modern School. 2s.  
"This excellent manual makes plain for the young pupil the essentials of good writing. A distinctly workmanlike production that can be heartily recommended as one of the best of its kind."—EDUCATION.
- ENGLISH GRAMMAR, JUNIOR.** With Parsing and Analysis. By A. M. WALMSLEY, M.A. Second Edition. 2s.  
"The work of a practical teacher who knows the value of compromise between the old and the new methods."—JOURNAL OF THE ASSISTANT MASTERS' ASSOCIATION.
- SPELLING AND PUNCTUATION (with Passages for Dictation).** By HARRY SHOOSMITH, M.A., Modern Language Master, Wandsworth Technical Institute Secondary School. Second Edition. 1s.  
"Very seldom have we seen any book which deals so thoroughly with the difficult subject of teaching and learning to spell."—EDUCATIONAL NEWS.
- FRENCH COURSE, PRELIMINARY.** By H. J. CHAYTOR, M.A., and H. E. TRUÉLOVE, B.A. Second Edition. 2s.  
"An excellent first year's work, well arranged on systematic lines, with due regard to the advantages of the Direct Method, and also to the necessity for thoroughness in the acquisition of the language."—ATHENÆUM.
- FRENCH COURSE, NEW JUNIOR.** By G. A. ROBERTS, M.A., Head Master, Russell Hill School, Purley. 3s. 6d.  
"The book becomes a serious rival to those existing."—SCHOOLMASTER.
- FRENCH READER, NEW JUNIOR.** By J. P. R. MARICHAL, L. ès L., and L. J. GARDINER, M.A. 2s. 9d.  
"Consists of well-chosen literary extracts in French."—EDUCATION.
- GEOGRAPHY, PRELIMINARY.** By E. G. HODGKISON, B.A. 2s.  
"An admirable textbook, clear, direct."—LITERARY WORLD.
- GEOGRAPHY, JUNIOR.** By G. C. FRY, M.Sc. 3s. 6d.  
"The matter is well arranged, the maps and diagrams are good, and the questions at the end of each chapter render the book a thoroughly practical aid."—SCHOOLMASTER.
- GEOGRAPHY OF ENGLAND AND WALES, A PRELIMINARY.** By ERNEST YOUNG, B.Sc., F.R.G.S., Head Master, County School, Harrow. 1s. 6d.  
"A capital book, written in simple language, and containing abundant sketch maps of the right kind."—LONDON TEACHER.
- HISTORY OF ENGLAND, PRELIMINARY.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A., Cambridge Geography Diploma. With Illustrations. 2s. 9d.  
"In addition to an outline of political events it tries to give some idea of social and constitutional development, and also to connect history with geography. It is clearly written and well illustrated."—SCHOOL WORLD.
- HISTORY OF ENGLAND, SCHOOL.** By M. E. CARTER, Honorary School of Modern History, Oxford. 4s. 6d.  
"Very careful judgment has been exercised in the selection of the matter, and a proper perspective maintained."—EDUCATIONAL TIMES.
- LATIN COURSE, NEW JUNIOR.** By J. V. THOMPSON, M.A., and LL. M. PENN, M.A. 4s. 6d.  
"A very successful compromise between the old and the new methods—a combination of what is best in both."—JOURNAL OF THE ASSISTANT MASTERS' ASSOC.
- SHAKESPEARE, THE JUNIOR.** "As you Like It," "Macbeth," "Merchant of Venice," "Much Ado About Nothing," "Tempest." Each 1s. 9d.  
"To junior students taking up a detailed study of Shakespeare for the first time these editions will be invaluable."—SCHOOLMASTER.

Complete Educational Catalogue, and separate Catalogues of Class Books for Preparatory Schools, the Oxford and Cambridge Local, and the College of Preceptors Certificate Examinations, post free on application.

University Tutorial Press, Ltd., High Street, New Oxford Street, London, W.C. 2.

70.5  
ET

THE UNIVERSITY OF ILLINOIS

THE NOV 20 1919

# EDUCATIONAL TIMES

## A REVIEW OF IDEAS AND METHODS.

Founded 1847.



New S. Vol. 1. No. 10.  
Old S. Vol. 71. No. 678.

OCTOBER, 1919.

Price Sixpence Net.  
By Post, Eightpence.

### THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47, Bedford Square,  
London, W.C. 1.

### THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.  
BLOOMSBURY SQUARE, LONDON, W.C. 1.

#### LECTURES FOR TEACHERS.

A Course of Twelve Lectures on "Problems of the Practical Teacher," by Professor John Adams, began on Thursday, the 25th of September, at 6 p.m. The Syllabus may be obtained from the Secretary.

#### MEMBERS' MEETING.

A Meeting of Members and their friends will take place on Friday, the 24th of October, at 6 p.m.  
F. J. Gould, Esq., L.C.P., will give a Demonstration Lesson on Moral Instruction without Moralizing.

#### GENERAL MEETING.

The Half-yearly General Meeting of the Members of the Corporation will be held at the College, Bloomsbury Square, on Saturday, the 25th of October, 1919, at 3-30 p.m.

#### MEMBERSHIP.

Membership of the College is open, under certain conditions, to persons engaged in education.  
Particulars concerning the privileges of membership may be obtained from the Secretary.

**THIS ISSUE CONTAINS :**  
**Essays on Rousseau and English Education, The Drag on the Wheel, Self-Expression, and the Child's Daydream. Verse by "N. F.," News of the Month, and a Supplement on the Uplands Association Summer Meeting.**

### University Correspondence College.

(Founded in 1887.)

#### PRINCIPAL:

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

### LONDON UNIVERSITY DEGREES

(Graduates of British Universities and holders of certain diplomas can register as matriculated students of London University without passing the Matriculation Examinations).

### A SHORT GUIDE

TO

LONDON UNIVERSITY EXAMINATIONS,

Post free to PRIVATE STUDENTS from—

THE SECRETARY,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.



### THE ASSOCIATED BOARD

OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

President: H.R.H. THE PRINCE OF WALES, K.G.

LOCAL CENTRE EXAMINATIONS (Syllabus A).  
Examinations in Theory held in March and November at all Centres. In Practical Subjects in March—April at all centres, and in the London District and certain Provincial Centres in November—December also. Entries for the November—December Examinations close Wednesday, October 15th (or, with extra fee, October 23rd).

#### SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., October—November, March—April, and June—July. Entries for the October—November Examinations close Wednesday, October 8th (or, with extra fee, October 16th).

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B for 1919 or for 1920, entry forms and any further information, will be sent post free on application to—

JAMES MUIR, Secretary,

14 and 15, Bedford Square, London, W.C.1

Telegrams: "Associa, London."

### THE INCORPORATED SOCIETY OF MUSICIANS.

Founded 1882. Incorporated 1892.

#### OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

#### ADVANTAGE OF MEMBERSHIP.

A Benevolent Fund for Members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters; Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

#### LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupil.

Full particulars may be obtained upon application to the GENERAL SECRETARY, 19, HENRIETTA STREET, W. 1

# NORMAL

Normal Corr. College.

(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certit.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene.  
Languages.  
Music.  
Science and Art.  
Other Qualifying Exams.

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47, MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110, AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO- FORTE METHOD.

**ALSO EAR TRAINING & SIGHT SINGING  
FROM SOL-FA AND STAFF.**

New Training Classes for Music Teachers, held weekly, will begin September 24th and 27th at the Wignore Hall Studios, Wignore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, Ltd., 9, Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.  
ASSOCIATION OF ASSISTANT MASTERS.**

REGISTRAR: MR. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1-30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12-30 p.m.

**A PROSPECTUS will be sent on application.**

## JOINT AGENCY FOR WOMEN TEACHERS OAKLEY HOUSE,

14, 16, and 18, BLOOMSBURY STREET, LONDON, W.C. 1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS AGENCY has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

**Hours for Interviews:**

11-30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11-30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

REGISTRAR: MISS ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

POSTAL TUITION

— For London University —  
MATRIC., INTER., & FINAL  
— B.Sc., B.Sc. (Econ.), B.D. —

**FREE GUIDE**

On Application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS IN HIGH, SECONDARY, AND PREPARATORY SCHOOLS.

RECOGNISED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognised by the Cambridge Teachers' Training Syndicate.

PRINCIPAL:

Miss KATHARINE L. JOHNSTON,  
B.A. London, M.A. Sheffield, Girton College Moral  
Sciences Tripos, Cambridge Teachers'  
Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(Established over 80 Years.)

PROPRIETORS:

Messrs. Griffiths, Powell & Smith,  
Offices: 12 and 13, Henrietta Street,  
Covent Garden, London, W.C. 2.

TELEGRAPHIC ADDRESS:

"Scholasque, Westrand, London."

TELEPHONE: 7021, Gerrard.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to MESSRS. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued.

Partnerships arranged.

No charge unless sale effected

List of Boys' and of Girls' Schools and School Partnerships for Sale sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries

## ALEX. W. BAIN, B.A., B.Sc. (Hons.) F.I.C., F.C.S.,

UNIVERSITY TUTOR, LECTURER, AND EXAMINER,  
Head of the Chemical Department, City of London  
College, Member of the Council of the College of  
Preceptors,

prepares Students for

**MATRICULATION,  
PROFESSIONAL PRELIMINARY,  
DIPLOMA & DEGREE EXAMINATIONS.**

28 years' unbroken record of over 2,500 successes.

Preparation in **SMALL CLASSES** or by  
**PRIVATE TUITION** or by **CORRESPONDENCE.**

Write fully to the PRINCIPAL, or call personally, at  
**THE CENTRAL TUTORIAL CLASSES**

Vernon House,

Sicilian Avenue, Bloomsbury Square W.C. 1

## CHERWELL HALL, OXFORD

RECOGNISED BY THE BOARD OF EDUCATION,  
BY THE OXFORD DELEGACY, AND BY THE  
CAMBRIDGE UNIVERSITY SYNDICATE FOR  
SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms,  
from 75 to 100 Guineas.

Scholarships of £50 may be awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 may be awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from  
THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY, L.L.A. Scheme, The University, St. Andrews.

The finest imaginative workmanship  
in

## MEMORIALS.

TABLETS, Cast, Engraved, and in  
Enamel.

CALVARIES

and

STAINED GLASS WINDOWS.

**H. H. MARTYN & CO. LTD.,**

CHELTENHAM,

and 5, Grafton St. (off Bond St.),  
LONDON, W. 1.



# The Educational Times

Is now recognized as  
the most original and  
:: independent ::

## Educational Magazine.

To ensure prompt  
delivery, readers are  
invited to become

## Annual Subscribers.

The cost is 7/- a year,  
post free. Beginning  
:: at any time ::

## LANTERN LECTURES

BY A UNIVERSITY MAN,  
ON BRITISH EMPIRE SUBJECTS.  
Shakespeare, Dickens, Travels, etc.

For syllabus apply to Agent :

**WILLIAM R. JONES,**  
64 Wrentham Avenue, London, N.W.10

## University Tutorial College, LONDON.

(Incorporated with University Correspondence College).



## LONDON MATRICULATION.

Morning, Afternoon, and Evening Classes for the  
January and June Examinations can be taken up at  
any time.

*During the period of the War over 1,000 suc-  
cesses have been gained by U.T.C. students in  
Public Examinations, including 663 successes  
at London University.*

## COLLEGE OF PRECEPTORS. (MEDICAL PRELIMINARY.)

Classes are held for the College of Preceptors  
Examination (Medical Preliminary) and other En-  
trance Examinations,

## PRIVATE TUITION.

Private tuition may be taken up at any time, either  
during Term or in the ordinary School Vacations, in  
all subjects for London University and other Ex-  
aminations, or for Independent Study.

Full particulars may be had from

**THE VICE-PRINCIPAL,  
UNIVERSITY TUTORIAL COLLEGE,  
RED LION SQUARE, HOLBORN, W.C.1.**

## POSTS VACANT.

### CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

WANTED.—An experienced Certificated Assistant  
Mistress for St. Thomas' C.E. School (Infants' Depart-  
ment). For form of application send stamped addressed  
foolscap envelope to the Acting Director of Education,  
Northumberland Road, Newcastle-upon-Tyne.

### CITY AND COUNTY OF NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

CERTIFICATED ASSISTANT MASTERS WANTED  
for ST. LAWRENCE'S BOYS' R.C. SCHOOL and  
ST. NICHOLAS' C.E. MIXED SCHOOL. For form  
of application and scale of salaries send stamped,  
addressed foolscap envelope to the Acting Director of  
Education, Northumberland Road, Newcastle-upon-  
Tyne.

## WANTED.

A SWISS LADY TEACHER, with highest  
Diploma of College of Geneva, desires a position  
as Teacher of French in English family, or School  
for Young Ladies. Please address offers to F.C.,  
c/o Educational Times, 27, Southampton Street,  
Strand, W.C. 2.

WANTED to purchase, Oxford Local Examination  
Papers for December, 1918 (in book form as  
published). Good price given. Address M.A.,  
c/o Educational Times, 27, Southampton Street,  
Strand, London, W.C. 2.

Dame Francaise désirant apprendre Anglais Cherche  
arrangement au pair dans famille Anglaise, Londres  
ou environs. Excellentes références. Box 59, c/o  
Educational Times, 27, Southampton Street, Strand,  
W.C. 2.

# THE "ARETHUSA" TRAINING SHIP

and the Shaftesbury Homes at Twickenham,  
Bisley, Sudbury, Ealing, and Royston

## NEED HELP

2,600 Boys sent into the Royal Navy.  
More than 6,500 have entered Merchant Service.  
Old Boys from the Society's Country Homes are  
serving in 120 British and Colonial Regiments.  
900 Boys and 300 Girls now being maintained.

SPECIAL HELP IS WANTED FOR THE WAR  
EMERGENCY FUND.

Patrons: THEIR MAJESTIES THE KING AND QUEEN.  
President: H.R.H. THE PRINCE OF WALES.  
Vice-President: ADMIRAL VISCOUNT JELlicOE.  
Chairman and Treasurer: C. E. MALDEN, Esq., M.A.  
Chairman of "Arethusa" Committee: HOWSON F. DEVITT, Esq.  
Joint Secretaries:  
H. BRISTOW WALLEN, HENRY G. COPELAND.  
London Offices:  
NATIONAL REFUGES, 164, Shaftesbury Avenue, W.C. 2

# SCHOOL, CLASSICAL, MATHEMATICAL, and SCIENTIFIC BOOKS

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

Keys and  
Translations.

SCHOOLS  
SUPPLIED.

BOOKS  
BOUGHT

**J. Poole & Co.**  
104 Charing Cross Rd.,  
LONDON, W.C.

Telephone No. : 1646 Gerrard

New and Second-hand. All Inquiries answered.

**Educational Booksellers**

## SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

### **Truman & Knightley** SCHOLASTIC AGENTS LTD

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for  
**LADY MATRONS and HOUSEKEEPERS**  
for Schools.

No charge for registration.                    ::                    Moderate commission.

#### **SCHOOLS TRANSFER DEPARTMENT.**

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

Offices: **158-162 OXFORD ST., LONDON, W.1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: MUSEUM 1136.

# EDUCATIONAL WORKS.

## A SHORT HISTORY OF THE GREAT WORLD WAR.

By F. MAYNARD BRIDGE.

Frontispiece by HENRY J. FORD.

Coloured Jacket and Frontispiece. 272 pp., demy 8vo, 6s. net.

**Some  
Opinions.**

**Globe.**—We direct the attention of all who are looking out for a Class Book to "A Short History of the Great World War." It has just the right manner of smooth and attractive narrative which is needed for the concise presentation of a very wide subject."

**Glasgow Herald.**—A very clear and concise summary. The excellent arrangement and the good index make the book useful for reference, but it is also readable as a whole.

**Athenæum.**—Concise; clearly arranged.

**Observer.**—A very useful and convenient summary.

**Evening News.**—I recommend very cordially Mr. Bridge's History. . . . It has all the vital things in it; it tells the whole story clearly, briefly and well.

**Scotsman.**—A well-proportioned, well-digested narrative of events.

## STANDARD TEXT BOOKS.

**NORMAN'S ENGLISH GRAMMAR.** By J. S. NORMAN. 1s. 6d. net. Introduction by the REV. A. A. DAVID, D.D., Headmaster of Rugby School.

**NORMAN'S ARITHMETIC.** By J. S. NORMAN and F. K. NORMAN. With Answers, 3s. net; without Answers, 2s. 6d. net.

**LATIN VOCABULARIES FOR PREPARATORY SCHOOLS.** By S. H. J. RUSSELL. 2s. net.

**THE TEACHING OF ARITHMETIC.** By J. S. NORMAN. 1s. 6d. net.

## STANDARD HAND BOOKS.

**THE PUBLIC SCHOOLS YEAR BOOK.** Official Handbook of the Headmasters' Conference. 7s. 6d. net; 8s. post free.

**THE SCHOOLMASTERS' YEAR BOOK AND DIRECTORY.** Post free, 20s.

**THE GIRLS' SCHOOL YEAR BOOK.** Official Handbook of the Association of Headmistresses. 6s. net; post free, 6s. 6d.

## \*New Numbers in the Year Book Press Series of Unison and Part Songs.

No. 155.	There is a Song of the Olden Time . . . . .	L. W. HALSE . . . . .	2 Part . . . . .	Price, O.N. & S.Fa	3d.
" 156.	England. John o' Gaunt's Verse . . . . .	SIR C. H. H. PARRY . . . . .	Unison . . . . .	" "	3d.
" 157.	Sunlight all Golden . . . . .	DR. CHARLES WOOD . . . . .	4 Part (S.S.S.C.) . . . . .	" "	4d.
" 158.	Faster than Fairies! Faster than Witches! . . . . .	H. G. LEY . . . . .	Unison . . . . .	" "	2½d.
" 159.	There's a Clean Wind Blowing . . . . .	H. G. LEY . . . . .	Unison . . . . .	" "	3d.
" 160.	Where go the Boats? . . . . .	H. G. LEY . . . . .	2 Part . . . . .	" "	2½d.
" 161.	The Flowering Manger . . . . .	DR. P. C. BUCK . . . . .	3 Part . . . . .	" "	3d.
" 162.	The Summer Winds . . . . .	DR. CHARLES WOOD . . . . .	2 Part . . . . .	" "	3d.
" 163.	Man o' Dreams . . . . .	DR. C. H. LLOYD . . . . .	3 Part . . . . .	" "	3d.
" 164.	The Filling of the Swamps . . . . .	E. L. BAINTON . . . . .	2 Part . . . . .	" "	3d.
" 165.	O! Where do Fairies hide their Heads? . . . . .	E. L. BAINTON . . . . .	3 Part . . . . .	" "	3d.
" 166.	No Surrender! . . . . .	DR. CHARLES WOOD . . . . .	2 Part . . . . .	" "	2½d.
" 167.	Together . . . . .	DR. CHARLES WOOD . . . . .	2 Part . . . . .	" "	2½d.
" 168.	Courage . . . . .	DR. CHARLES WOOD . . . . .	2 Part . . . . .	" "	2½d.
" 169.	The Gold of the King's Highway . . . . .	E. L. BAINTON . . . . .	3 Part . . . . .	" "	3d.

## \*New Numbers in the Year Book Press Series of Anthems and Church Music.

No. A 13.	Summer Ended . . . . .	DR. C. WOOD . . . . .	4 Part (written for a Preparatory School)	Price, O.N. 6d.
" A 15.	Lead, Kindly Light . . . . .	H. G. LEY . . . . .	4 Part Hymn. A New Setting . . . . .	" 3d.
" A 16.	Fight the Good Fight . . . . .	H. G. LEY . . . . .	4 Part Hymn . . . . .	" 2d.
" A 17.	Lord God we worship Thee . . . . .	A. M. GOODHEART . . . . .	4 Part Hymn . . . . .	" 2d.

\* Specimens Half Price.

Full Catalogues of Music and School Plays on application. Approval Parcels sent.

**H. F. W. DEANE & SONS, The YEAR BOOK PRESS, Ltd., 31, Museum St., London, W.C.1**

## LECTURE

BY

**Mrs. ANNIE BESANT,**

IN

**THE QUEEN'S HALL,**  
Sole Lessees—Messrs. Chappell & Co., Ltd.,  
LANGHAM PLACE,

ON

**Wednesday, Oct. 29th,**

At 8 p.m. (Doors open at 7.30),

ON

## EDUCATION FOR THE NEW ERA.

Tickets :

Reserved, 7/6, 6/-, 3/6. Unreserved, 1/6

FROM

Capt. R. W. ENSOR, 11, Tavistock Square, W.C. 1.  
And at the Queen's Hall.

## MEDICAL PRELIMINARY EXAMINATIONS.

THE

### UNIVERSITY EXAMINATION POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal.

Mr. E. S. WEYMOUTH, M.A. (Lond.),  
17, Red Lion Square, London, W.C. 1.

## SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to

**GEORGE OVER,**  
EDUCATIONAL BOOKSELLER, RUGBY.

## DALCROZE EURHYTHMICS :

Classes to suit the convenience of Teachers are held in the LONDON DISTRICT, and in BATH, BINGLEY, BIRMINGHAM, BRIGHTON, BRISTOL, BIRKENHEAD, CAMBRIDGE, CHATHAM, EDINBURGH, GLASTONBURY, HARROGATE, KETTERING, LEEDS, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, STOCKPORT, SOUTHAMPTON, SOUTHEND-ON-SEA, TUNBRIDGE WELLS and YORK.

Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS LTD.  
23, Store Street, London, W.C. 1.

## H. K. LEWIS & CO., LTD., Publishers & Booksellers.

Close to Euston Square Station (Metropolitan Railway), Warren Street Station for all Tube Railways.

Orders by Post or Telephone promptly attended to.

Special attention to packing and forwarding of Books to all parts of the World.

## SCIENTIFIC AND TECHNICAL CIRCULATING LIBRARY.

ANNUAL SUBSCRIPTION, TOWN OR COUNTRY, FROM ONE GUINEA,

CATALOGUE OF THE LIBRARY, revised to December, 1917, with **Classified Index of Authors and Subjects.**  
500 pp. Demy 8vo. 12/6 net.; to Subscribers, 6/- net. Just Published.

136, GOWER STREET, and 24, GOWER PLACE, LONDON, W.C. 1.

Telegrams: "Publicavit, Eusroad, London."

Telephone: Museum 1072.

## SAVE 50 per cent. OF YOUR TIME

by ordering your NEW BOOKS through Mr. John Davis, who can always secure good second-hand copies of publications which are out of stock at the Publishers.

EXTRACT FROM LETTER DATED OCTOBER, 1918:—"I am preparing a further order for you as I am well pleased with your past efforts to secure for me what I wanted, and with your invariable courtesy."

MR. JOHN DAVIS (Successor to Mr. Thomas Laurie),  
13, PATERNOSTER ROW, LONDON, E.C. 4.

## BOOKS

On Educational, Scientific, Medical, Law,  
Theological, and ALL other Subjects.

— Second Hand and New —

BOOKS SENT ON APPROVAL. Catalogues Free.

State Wants. Books Bought. Best Prices Given.

W. & G. FOYLE, Ltd., 121/5, Oshing Cross Rd, London, W.C. 2.

## Life Assurance or Pensions.

Readers of the Educational Times who desire expert advice on matters of Insurance or Pensions (non-Government) should address their enquiries to—

INSURANCE, THE EDUCATIONAL TIMES,  
c/o Deane & Sons, The Year Book Press,  
31, Museum Street, W.C. 1.

# MODERN CORR. COLLEGE.

*Principal* - - - MR. A. McALISTER, B.A. (Cantab.), A.C.P.

## FULL COURSES.

MATRIC. RESPONSIONS.  
 PREVIOUS. OXFORD & CAMB.  
 (JUNIOR & SENIOR).  
 COLLEGE OF PRECEPTORS.  
 A.C.P. L.C.P. CERTIFICATE.

## SINGLE SUBJECTS.

LANGUAGES.  
 MATHEMATICS.  
 SCIENCE.  
 ENGLISH.  
 MUSIC.

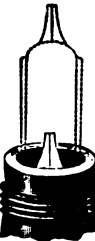
# MUSIC.

*Director of Studies* - - - J. G. COOPER, Esq., Mus. Doc. (Dunelm.),  
 F.R.C.O., L.R.A.M., A.R.C.M.

FULL COURSES. (Including Matric).	SINGLE SUBJECTS.	MEMORY COURSE.	SPECIAL COURSES.
Mus. Bac.	HARMONY.	ORGANISTS.	A.R.C.O.
Mus. Doc.	COUNTERPOINT.	PIANISTS.	ESSAY.
F.R.C.O.	COMPOSITION.	SINGERS.	ART OF TEACHING.
L.R.A.M.	FUGUE.		
A.R.C.M.	ORCHESTRATION.		
A. Mus. T.C.L.	HISTORY.		
L. Mus. T.C.L.			
A.I.S.C.			
F.I.S.C.			

GUARANTEE COURSE.—Tuition until Successful.

*Please write fully:* 209, Castle Boulevard, NOTTINGHAM.



*It needs no shake*

**See Why?** The nib rising from the ink barrel is always wet. No dried matter encrusts and clogs it.

*Not a splutter in a penful*

**IT'S ALL-BRITISH.**

*It needs no filler*

**See Why?** Its extra large ink barrel presents a mechanism-free opening into which ink can be poured easily from a bottle



*Not a spill in a fill*

**You have probably tried many Pens which have tried you. Why not end your trials and buy a "Whytwarth"?**

*"The pen with the disappearing nib"* has none of the drawbacks that make you suspicious of ordinary fountain pens. Science and brain have in it produced the perfect writing instrument. The ink *cannot* leak or evaporate, it is locked in the pen. The nib is *always* wet and ready to write. The ink-barrel is easy to the hand, holds a lot of ink, and can be filled easily without a filler.

**JOHN Whytwarth**  
*Scientific Unleakable*

**"The Pen with the Disappearing Nib."**



**ENTIRELY BRITISH.**

*Of all Stationers.*

**JOHN WHYTWARTH LD.,**  
14, Ivy Lane, Paternoster Row,  
LONDON, E.C. 4.

From  
10/6 to  
£2 . 2 . 0




*Its nib must suit you*

**See Why?** The 14-carat gold nib is supplied exactly, not merely "near enough," to the pattern of your favourite steel nib.

*Not a scratch in a screed*

*It cannot leak*

**See Why?** The ink is "locked" however the Pen is carried. "Locked" ink will not evaporate either, whatever the climate.



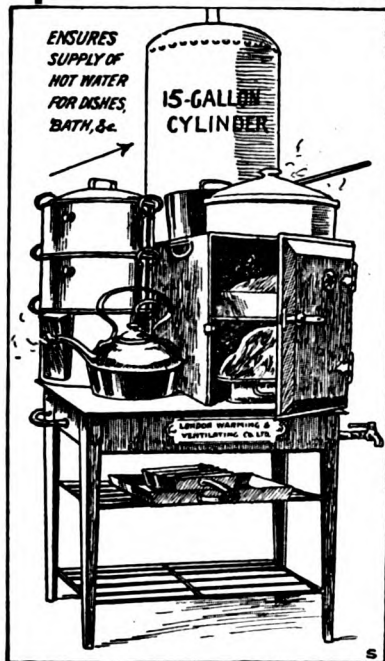
*Not a grumble in a year.*

**THE GREAT GAS SAVER.**

THE ECONOMIC ONE-RING



GAS COOKER WITH HOT WATER



ENSURES SUPPLY OF HOT WATER FOR DISHES, BATH, &c.

15-GALLON CYLINDER

Will positively REDUCE Your Gas Consumption apart from its enhanced service.

BAKES, BOILS, ROASTS, GRILLS, and TOASTS to PERFECTION, and supplies Hot Water for the Bath and other Domestic requirements simultaneously, with a gas consumption of 35 feet per hour = an average cost of 2d.

Demonstrations Daily. Full particulars on application to Dept. 41.

**LONDON WARMING & VENTILATING CO. LTD.,**

20, Newman Street, Oxford St, London, W.1. Makers of the well-known "Kookjoie" Range.

**D. R. EVANS & CO.**

LIMITED,

Food Produce Merchants,

**68/69, FARRINGDON STREET, LONDON, E.C. 4.**

**SCHOOL FOOD SUPPLIES.**

**:: UP-TO-DATE PRICES. ::**

**PRESERVED MEATS.**

(READY TO SERVE).

Ox Tongues	6 lb. tins,	Per lb.	3/10
Ham and Tongue	6 lb. "	"	1/9
Corned Beef	6 lb. "	"	1/9
Pork Brawn	6 lb. "	"	1/8
Veal Brawn	6 lb. "	"	1/11

**SARDINES.**

Fine Quality, 36 oz. tins .... Per doz. 36/-

**SALMON.**

Finest Red, 1 lb. tins .... Per doz. 19/-

**CEREALS.**

Oatmeal, all Cuts	....	Per cwt.	37/-
Rolled Oats	....	"	36/-
Rice, Unpolished	....	"	32/-
Sago, Finest	....	"	63/-
Tapioca	....	"	65/-
Semolina (Wheaten)	....	"	60/-

Jams and Marmalade, Table Syrup, Pickles, Sauces, Custard and Baking Powder, Dried Fruits, Canned Fruits, etc., etc.

**COMPLETE WEEKLY PRICE LIST**

**Sent on Application.**

**EXAMINATION PAPER**

AS USED BY THE

**COLLEGE OF PRECEPTORS.**

In strict accordance with the College requirements. Ruled both sides. Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.

" " 960 " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING. Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10. Music Paper.

(POSTAGE EXTRA.) REMITTANCES SHOULD ACCOMPANY ORDER.

**F. W. SHELBORNE & Co., Wholesale & Retail Stationers,** Telephone: Holborn 690. 63, HIGH HOLBORN, LONDON, W.C. 1.

THE ONLY MAGAZINE OF ITS KIND !!!

**"English"**

For Readers, Writers, Teachers, and all Lovers of the Language. 6d. Monthly. Post Free, 8d. Annually, 7/6.

**W. & G. FOYLE, LTD.,**

121/125, Charing Cross Road, London, W.C. 2.

**DRILL OR GYM SHOES.**

Plain Canvas, Stout Rubber Soles, in White or Brown, In sizes, 2, 3, 4, 5, 6, 3/11  
In Black only, best quality ... 4/6  
Black Canvas, Chrome Leather Soles, sewn for real hard wear, 2, 3, 4, 5, 6, 5/11

**MADDOCK & SON,**

"Sports and Games Shoe Makers,"

272, FULHAM ROAD, LONDON, S.W. 10

Please mention paper when writing.

# HODDER & STOUGHTON ANNOUNCE THE NEW TEACHING SERIES

P  
R  
A  
C  
T  
I  
C  
A  
L  
  
T  
E  
X  
T  
  
B  
O  
O  
K  
S  
  
□  
□  
□  
B  
O  
O  
K  
S  
  
F  
O  
R  
  
T  
H  
E  
  
N  
E  
W  
  
A  
G  
E

THE NEW TEACHING SERIES IS ONE OF THE FIRST-FRUITS OF THE NEW RENAISSANCE, AND BREATHES THE INSPIRATION OF THE HOUR'S OCCASION. IT STRIVES TO BUILD UP THE NEW HUMANISM ON THE BASIS OF THE STUDENT'S IMMEDIATE ECONOMIC INTERESTS AND ENVIRONMENT

Mr. H. G. WELLS writes :

"The Series will be a very valuable addition to our educational resources. The scheme is an excellent one."

## CHEMISTRY FROM THE INDUSTRIAL STANDPOINT.

By P. C. L. THORNE, B.A.

Uses suitable descriptions of chemical operations on a large scale to illustrate general principles and the rough physics of applied chemistry, thus creating a school chemistry closely related to the practical applications of the science. With specially prepared diagrams.

4/6 net. EARLY IN OCTOBER.

## THE FOUNDATIONS OF ENGINEERING.

By W. H. SPIKES, B.A.

The mechanics and heat which constitute the general principles of the science of Engineering are treated with a rare simplicity.

With many new diagrams.

4/6 net. EARLY IN OCTOBER.

## THE NATURAL WEALTH OF BRITAIN.

By S. J. DULY, B.A.

Practical Field Geology, and the implications of Geology in Mining and Industry, form the prelude to a detailed treatment of Industrial Geography.

With about 100 illustrations.

6/- net. NOVEMBER.

Professor JOHN ADAMS :

"Your Series EXACTLY meets the needs of the Educational situation just developing."

## APPLIED BOTANY.

By G. S. M. ELLIS, B.A.

The secrets of plant life, the influence of environment and of man, and the control by man of environment to the advantage of the plant—these are the substance of the volume.

With many illustrations.

4/6 net. EARLY IN OCTOBER.

## CITIZENSHIP.

By F. R. WORTS, M.A.

A search for the roots of Government, both Central and Local, necessarily results in a thorough examination of the problems involved in the rights and duties of citizenship.

4/6 net. EARLY IN OCTOBER.

## MATHEMATICS OF BUSINESS AND COMMERCE.

By O. H. COCKS and E. P. GLOVER.

An important feature is that instruction in book-keeping is implicit, the manipulation of figures being always applied to actual book-keeping problems as well as being of the most practical and serviceable character.

With Answers. 4/6 net. NOVEMBER.

Write for detailed list of works in active preparation

THE NEW TEACHING SERIES  
HODDER & STOUGHTON, 18, WARWICK SQ., E.C. 4

P  
R  
A  
C  
T  
I  
C  
A  
L  
  
T  
E  
X  
T  
  
B  
O  
O  
K  
S  
  
□  
□  
□  
B  
O  
O  
K  
S  
  
F  
O  
R  
  
T  
H  
E  
  
N  
E  
W  
  
A  
G  
E



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

OCTOBER, 1919.

## CONTENTS.

	PAGE
Notes and Comments .. .. .	363
Verse—Our Lady of Dreams .. .. .	364
The Influence of Rousseau on English Education .. .. .	365
The Drag on the Wheel .. .. .	367
Self-Expression .. .. .	368
The Child and his Daydream .. .. .	368
Chronicle of Education .. .. .	369
Primary School Notes .. .. .	370
Supplement—The Uplands Association .. .. .	371
Education Abroad .. .. .	375
Association News .. .. .	376
Schools, Colleges, and Universities .. .. .	376
Blue Book Summary .. .. .	378
Personal Notes .. .. .	380
News Items .. .. .	380
Literary Section :	
Books and the Man .. .. .	382
Reviews .. .. .	384
Publications Received .. .. .	390

## SPECIAL NOTICE.

The November number of *The Educational Times* will be issued at the end of October. It will contain articles on Scholarships, on Training Colleges, and on the School Piano. With the December number there will be a special Art Supplement in the form of a print of an etching by Mr. Fred. Richards. Contributors and advertisers are asked to note that matter intended for publication should be sent in not later than the 20th of the month.

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued Monthly.

Price Sixpence net. By post Eightpence.

Subscription for one year, including postage, Seven Shillings.

Subscription for three years, including postage, One Pound.

Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.

Letters to the Editor and Books for Review should be addressed to—

THE EDITOR, THE EDUCATIONAL TIMES,  
31, Museum Street, London, W.C. 1.

## ADVERTISEMENT RATES :

Whole Page .. £5 5s. od. | One Quarter Page £1 10s. od.  
One Half Page .. £2 15s. od. | One Eighth Page 17s. 6d.

Per inch, narrow column .. 6s. od.  
Posts Vacant or Wanted  
(30 words or under) .. 2s. od. } Prepaid.  
Each additional 10 words.. 6d. }

Special arrangements for series and position pages.

Advertisements should be addressed to—

MR. P. C. BARTLETT,  
27, Southampton Street, Strand, London, W.C.2.

## NOTES AND COMMENTS.

### The British Association.

The Educational Science Section of the British Association was formed some few years ago. Since the Association itself exists "for the Advancement of Science" we might justly suppose that those of its members who founded the new Section L were desirous of promoting the advance of educational science. After reading the reports of this year's proceedings at Bournemouth one is driven to doubt whether, in forming the section, the Association as a body had any clear notion as to the meaning of the term "educational science." For the most part the meetings seem to have taken a form which is all too familiar at educational conferences. There were many speeches and much airing of opinion, all interesting, and in the view of the speakers probably very important. But we should distinguish between opinions and knowledge. It is said that every man has the right to his own opinion, and in the days when D.O.R.A. was unknown the right was generally acknowledged and extended to the point of freedom not only to hold opinions but also to express them. The scientist, speaking as a scientist on any topic, is expected to do more than express opinions. We look to him for ideas, conclusions, and hypotheses, based, not merely on his general impression of things, but on careful investigation which he must be ready to describe and on ascertained facts which he must place before us in support of his views.

### The Science of Education.

The greatest service which the British Association can perform for education is to extend the practice of conducting special enquiries. The report, published some years ago, on the size of type used in school text-books has had excellent results. This year a report was presented on the free-place system in secondary schools. It was not unanimous nor was it in the strict sense the result of a scientific investigation. Apparently it was based on the opinions of schoolmasters and others, and in turn its conclusions were nothing more than opinions. More fruitful lines of enquiry should be sought, and the co-operation of the Psychological Section should be invited, since it is impossible to build up any true science of education without an extended study of the mind and body of the child. It is possible to suggest points on which enlightenment is needed. For example, we ought to know more exactly than at present the function of a teacher in a modern community. Is he engaged only to impart knowledge which the parent is too busy or too ignorant to impart, or is he, as some suggest, a blend of parent, instructor, doctor, and clergyman? As to the knowledge he seeks to impart, is the old suggestion true, as repeated by one writer only last week, that the best way to learn how to write English prose is to practise writing Latin verse, or more generally that the best way of learning to do anything is to learn to do something else? A vast field of research would be opened out by an attempt to discover precisely why we teach any given subject in the school course.

### The Montessori Visit.

It would be no less interesting than timely if our educational scientists would set themselves to find out whether a system or method of teaching, originally devised for backward or defective children in Italy, is applicable to normal children in England. Many people appear to think that it is, but nobody seems to know. Willing disciples are attending a course of lectures delivered by Dr. Montessori in London with the aid of an interpreter. The President of the Board of Education is to take the chair at a complimentary dinner, for which tickets may be obtained for £1 5s. (with mineral waters) or £1 15s. (with wine). From these charges it would appear that the food at the banquet falls into the category of "didactic material" such as the Montessori method demands. With the help of a skilful impresario the lectures are assured of success, but we cannot pretend any satisfaction in this commercial result or in the prospect of the Montessori method becoming fashionable. Whatever may be its merits, and they are doubtless many, they should be placed freely at the disposal of teachers. Any attempt to develop a new cult should be resisted by all who care for the good name of the teaching profession. The truth is that in education we can have no place for patent medicines, even if they are said to be worth a guinea a dose.

### Salary Problems.

The Standing Committee on Salaries is now fairly started under the leadership of Lord Burnham. From the record sent by our Primary School Correspondent it is clear that its proceedings will be watched with a jealous eye by the teachers concerned, some of whom appear to feel very keenly the loss of their power to strike. It should be remembered, however, that this power has always depended on the Board's willingness to maintain its prescribed standards of qualification for teachers. No strike of teachers can succeed if the Board is willing to replace qualified teachers by unqualified persons. Public opinion would probably withhold support from any such action on the Board's part unless feeling ran strongly against the teachers who were on strike, but in the last resort teachers can be replaced by amateurs and their position is thus weaker than that of engineers or railwaymen. The Salaries Committee will find its task a difficult one and it is to be hoped that teachers will not render it more difficult by premature agitations. Probably it will be found necessary to take note of salaries paid to teachers working in evening schools. At Rochdale classes were suspended owing to a dispute as to salaries. In 1916 the payment to the teachers was 6s. for a lesson of two hours. In 1917 it was increased to 7s., and in 1918 to 8s. 6d. This year the teachers ask for 10s. 6d., and as they were unanimous a strike resulted and the evening schools could not be started.

### The Late Mr. George Sharples.

The death of Mr. George Sharples, which occurred in Manchester on August 27th, involves a grievous loss to the teachers of the country. An ex-President of the National Union of Teachers, Mr. Sharples was untiring in his efforts to improve the status and conditions of school work. These efforts were in no way restricted to the interests of teachers in elementary schools, but were extended to the whole field of education, for Mr. Sharples was a zealous advocate of the unification of the teaching profession. He served on the first Registration Council throughout its existence, and with the formation of the present Council he was at once appointed as a representative of the National Union of Teachers, and on the Council he acted as Chairman of the Elementary School Teachers' Group, establishing the most friendly understanding with his fellow-members and invariably seeking to find common ground with those engaged in other forms of teaching work. He was a member of the Lancashire County Education Committee, of the Whitley Council for Education in Manchester, and of the Consultative Committee of the Board of Education. For thirty years he had been Headmaster of Waterloo Road School, Manchester, with 1,100 pupils. Before taking this post he had been Headmaster of the Spring Grove School, Huddersfield, where one of his assistant masters was Mr. T. J. Macnamara, now Parliamentary Secretary to the Admiralty. In his early days Mr. Sharples was a notable athlete and acted as captain of the Bolton Wanderers Football Club. He maintained his interest in games and was one of the founders of the Manchester Schools Athletic Association.

### Bela Kun—Educationist.

The now deposed despot of Hungary introduced some notable changes in the schools of Budapest. Under his rule fairy-tales became a regular part of the school curriculum, and "fairy-tale afternoons" were arranged, with excursions into the country. These were provided not only for the ordinary schools, but also for children's hospitals, orphanages, and convalescent homes. More remarkable still is the arrangement by which in the rates of State pay a village schoolmistress received one-third more in salary than a Cabinet Minister, including Bela Kun himself.

### OUR LADY OF DREAMS.

O'er lunar craters is her shadow cast,  
Her still feet tread adown the silent night,  
Sweetest! Her whisper thrills the listening grass  
And steeps Life's dusty limbs in waters of delight.

Subtly she stealeth thro' the unquiet earth,  
(Blind lovely mother of a sightless race  
Shipwrecked in space.) Sweet with her breath  
Linger the hearts where seeks she dwelling-place.

And little seeds—strange buds and flowers of flame,  
Blown from her lips and fingers down the ways,  
Falling on prince or peasant weave a chain,  
Binding his passioned moment unto her endless days.

N. F.

## THE INFLUENCE OF ROUSSEAU ON ENGLISH EDUCATION.

THIRTY years ago, when books on educational theory appeared at rare intervals, students of education were nourished on Quick's "Educational Reformers." We remember the series, Raticius, Comenius, Locke, and so on, ending with Herbert Spencer. We unconsciously absorbed the idea that progress in education went by a series of spurts, each spurt prompted by a reformer. In the rough and tumble of our experience in schools, it must often have occurred to some of us to wonder where and how the influence of these great men could now be traced, and horrid doubt must have assailed us at times whether the "reforms" they advocated ever came to maturity. Professor Withers once remarked that he feared, if the claims of Quick's heroes to an immortality based on the permanent service they rendered to mankind were impartially but rigorously examined, some of the names of highest repute would disappear. Which, in fact, would survive? What is the permanent contribution of Locke? Were Spencer's criticisms instrumental in removing the abuses he condemns? The growth and transmission of vital ideas in science is tolerably easy to follow; but in education, can an idea so prevalent at the present day as "freedom," for example, be really tracked back to Rousseau, or is it a fresh shoot arising in new conditions?

These and similar questions are suggested by reading a book published this year in Paris, by M. Jacques Pons, who through the tumult of the war, was permitted by the French Government peacefully to study and to prepare an educational thesis. The book is "L'éducation en Angleterre entre 1750 et 1800." It is described in a sub-title as an "aperçu sur l'influence pédagogique de J. J. Rousseau en Angleterre."

At first sight the period from 1750-1800 would not seem to be a promising field of investigation for someone in search of evidence of educational progress, whether in thought or in action. The universities and public schools were almost at the lowest point in their history, and they were little better at the end of the period than at the beginning. The children of the middle classes went to private academies, concerning which literature at any rate has little to say that is good. The old grammar schools, save here and there, were in decay. The children of the "labouring classes," if they were educated at all, were taught in charity schools or dame schools. Dr. Johnson would appear to express what is called the robust common sense of his day when he said: "I hate by-roads in education. Education is as well known, and has long been as well known, as ever it can be."

The Doctor himself, in his reference to by-roads, is an indirect witness to the fact that some people were ready to desert the old main thoroughfares. M. Pons in his book reveals the fact that the movement was much greater and even much more consonant with later ideas than the average reader of educational literature would suppose. He does not set out and prove that prophets arose in his period whose message has been neglected by succeeding generations; but he shows with great clearness that there existed an extraordinary activity of educational thought, translated in some

directions into action. The excellent bibliography appended to the book, which is a list of books published principally between 1750 and 1800, is in itself a piece of striking evidence that people were genuinely interested in the way in which children should be brought up.

The aim of the author is to trace the spread of educational ideas through the numerous books, papers, reviews, and tracts, to describe the controversies that arose, and to illustrate by examples the attempts, usually interesting, often bizarre, to carry out the new ideas into practice. As the sub-title indicates, it is the influence of Rousseau that he wishes especially to explore. M. Pons is no blind worshipper of Rousseau, eager to see everywhere indications of his power. On the contrary, he gives the fullest value to those less palpable but more powerful influences vaguely to be called social. With great sobriety of judgment he points out that the writings of Rousseau constitute only one of the factors which favoured educational unrest, and he specially singles out the religious movement out of which Methodism arose and the growth of sentimentalism as forces disturbing the calm surface of XVIII century self-complacency, and gives due weight to the economic revolution and the infiltration of "idées égalitaires" in fomenting the disturbance. But it was Rousseau who in this sphere, as in a wider one, "set the world aflame."

The same intellectual intercourse between England and France which contributed so much to spread English ideas of political liberty in France during the earlier part of the XVIII century brought Rousseau's *Emile* at once into public notice in England. It was eagerly welcomed and warmly attacked. As M. Pons says, "c'était un livre qui, dans un siècle frivole, adorateur des sciences exactes et de l'esprit, proclamait le retour à la nature, le droit de l'enfant au bonheur, la suprématie du cœur et des sentiments sur les froides sciences. Au-dessus de tout, la liberté . . . était réclamée pour l'enfant." The very fact that Rousseau's doctrine had so many faces and was not a logical system prevented the formation of a school of thought. Enthusiasts siezed upon one or other of the aspects in which the message was presented. Some were little more than sentimentalists, others were prompted, like the Edgeworths, to throw off the domination of words and to make a genuine step forward in teaching the child to study things. Others interpreted a return to nature too freely, and in the writings of some one can see foreshadowed some of the extreme claims for the freedom of the child which are heard to-day. But there grew out of it all no organised body of thought, however mistaken. Out of the number of writers, some of educational eminence, like the Edgeworths and Thomas Day, whose views and proposals are succinctly and clearly described by M. Pons, very few have left any permanent impression, and in their own day very few had even personal followers. The whole of the discussion is a welter of personal opinions, sometimes sensible, sometimes extreme, which did not really penetrate into the greater world of thought. To tell the plain truth, even in spite of their occasional eccentricities, they are for the most part dull, and we may be grateful to M. Pons for so skilfully giving us all we need or care to know about them. The Edgeworths stand out among the rest as exceptions, and there is an attractive Welshman—David Williams.

As the writings of these eager reformers were miscellaneous and partial, so were the experiments in carrying out Rousseau's ideas. The schools, so far as the evidence goes, were hardly touched at all. It was the private pupil who was brought up on one or other of the new plans, the boys and girls in well-to-do houses, deliberately kept from the public schools, because one of the controversies of the period ranged round them. So a successful experiment ended with itself, and the sad truth is that few of the enthusiasts were so sure of their ground as to persevere through the whole of a child's life. As in so many instances, the child upon whom the experiment was tried does not often perpetuate it when he comes to have a family of his own.

A historian of past education is always at a disadvantage because he cannot personally visit the schools to see how far ideas which are accepted in current discussion are being realised in practice. There is curiously little evidence of the actual day to day procedure in schools of any past generation, and even nowadays descriptions of school life are often *ex-parte*. So M. Pons, who is fully aware that educational controversies may take place in the clouds without a ripple in the sea beneath, falls back on school books to show how the influence of Rousseau worked out in practice. Two long and diverting chapters are devoted to the "livres scolaires" and to "la littérature enfantine." The actual reading books, "les manuels de l'écolier," do certainly improve, and books written for children were a discovery of the XVIII century. On the credit side both types of literature can claim that they are simpler than their predecessors, more "amusing" in the XVIII century sense of the term, and that they concern themselves with events and objects which are likely to attract children and are not limited to the dreary side of the Scriptures. A more sophisticated race would find them insipid, no doubt, but they marked a great step in advance. Yet there is a heavy count against them, especially towards the end of the century. They became intolerably "moral." As M. Pons pessimistically remarks: "le conte moral et scientifique est la forme grossière sous laquelle les idées pédagogiques de l'école nouvelle atteignèrent l'enfant et le public. Etudier le cœur et l'esprit de l'élève, faire de l'éducation une science expérimentale, ces principes fondamentaux de l'école de Rousseau ne furent que rarement suivis par les auteurs des contes moraux. . . . Cette ignorance des aptitudes et des pouvoirs de l'enfance conduit les écrivains à présenter toutes sortes de connaissances, le conte moral devient une petite encyclopédie." It was this kind of book, issued in the name of the new education, which provoked the criticism of Wordsworth, Lamb, and Coleridge, and which together with the "zèle intempestif des maladroits partisans" in other directions brought the teaching of Rousseau into bad repute.

There were other reasons also. The wave of religious and humanitarian feeling which did so much for slavery, for prisons, and for Christian Missions, did not really cover education. For very few contemplated the real education of the mass of the people. The public schools were too securely entrenched in the classical traditions to be moved. The children of the middle classes were not taught in a well-defined type of school, with a clear aim; the "academy" copied the public school in a feebler way, and usually with inferior men as teachers.

Even some of the most enlightened philanthropists doubted whether the children of the poor should be instructed at all beyond the stage of spelling painfully through the Bible. The good people who argued over the end of education and who wrote children's books had in view the home-bred child of the comfortable and respectable classes, and when the influence of Rousseau and his followers was spent in that sphere, it was spent entirely. One has only to consider what kind of teaching was offered to the children of the labouring classes in the British and National schools, instituted early in the new century with a flourish of distinguished patronage, to realise how small a distance the reforms advocated by Rousseau and his followers had really penetrated. When Pestalozzi was presented with an account of the Lancasterian system, he replied that he could make little use of it, as he had in view education and not instruction merely. He placed his finger accurately on the weakness of the English attitude towards education. The crusade of Rousseau began with a desire to educate; but in England it ended with instruction.

The question suggested at the beginning is not answered. Was Rousseau an "educational reformer" to whom we owe permanent elements in our own education? So far as the XVIII century and a large part of the XIX, probably not. And yet, once he had preached the return to nature and claimed some sort of freedom for the child, once he had drawn attention in fiery words to the necessity of thinking what a child is before you try to train him, the ideas do not evaporate and disappear. They are always behind men's thoughts, and they persist, to spring to life in disciples of a later age, when social conditions offer a more congenial atmosphere. Doubtless we owe more to Rousseau now than we should be willing to allow.

We hope M. Pons will continue his study of English education. The sterile years that follow his period will not afford him much satisfaction, but he could render a real service to the history of education by tracing the slow penetration of the ideas of Pestalozzi and of Froebel. They came in more quietly and with less attention from reviews and from the writers of books; but they had a larger field, that of popular education, in which to spread. No one, we think, has explored this particular piece of history. If M. Pons could do it, he would be more fortunate in his chosen period because he could see with his own eyes how much or how little of the influence of these two reformers can be observed in the schools of to-day.

#### "A Challenge."

Of the many interesting careers cut short by the war, that of Lieut.-Col. John Hay Maitland Hardyman, stands out as one of the most remarkable. He was born in Bath in 1894, went to Fettes College, and subsequently took his Arts course at Edinburgh University. He enlisted in the 4th Somerset Light Infantry in 1914. He coupled a brilliant military career with a keen interest in political affairs, and by 1918 he was not only the youngest Lieut.-Colonel in the Army but had been elected to the Council of the Union of Democratic Control. By that time he had already been awarded the Military Cross, to which the D.S.O. was subsequently added. He was killed in action in August, 1918, just before the close of the war. A volume of his poems, with a brief biographical foreword, is to be published almost immediately by Messrs. George Allen and Unwin, Ltd., under the title *A CHALLENGE*.

## THE DRAG ON THE WHEEL.

BY C. W. P. ROGERS.

It would be interesting, and probably amusing, to study the replies if this question were circularized among the teaching profession: "What do you consider to be the greatest hindrance to the cause of Secondary Education in this country?" Undoubtedly local authorities would be very roughly handled. Probably headmasters, too, would not escape. Conditions of service, inadequate salaries, public apathy, diversity and multiplicity of examinations: all these would gain their share of voters. But I wonder how many would mention the low educational level of the mass of the profession. Not academic, be it noted, but educational.

Most of us may have had more than enough of "The Loom of Youth." Yet there is one passage that is worth quoting here. "There they were, the teachers of youth, most of whom had never at any time penetrated to the heart of anything. They were automata—machines for repeating the same old platitudes." We all know them, with no spark of fire, no scrapping of ancient shibboleths, no spiritual revival, no looking at life from a new angle, more and more myopic with the passing of time. With the same books, the same syllabus, the same lessons, the same comments, the same jokes, the same aloofness from the vivid boyish life growing more restive day by day, their class-rooms are veritable valleys of dry bones upon which the breath of life never blows.

No Education Committees, no Boards of Governors, no inadequacy of reward, could stay the flow of vital energy if schoolmasters were all they should be. That they are not is not necessarily their fault. It is that they are not equipped by Nature for the work.

It will, of course, be contended (and to some extent legitimately) that the conditions make the men, and that while the conditions are bad you cannot expect a good class of men to carry on the work. "Make the former satisfactory," it is said, "and you will get the right kind of men." That is all very well, and if those who agitate for large salaries and pensions and the rest would admit the logical implication involved in this statement, it would be culpable on the part of the authorities to hesitate for a single moment. The retort is this, as I see it: "You want to raise the status of the profession by highly increased salaries and sounder conditions of service. But a vast number of you aren't worth anything like what you suggest. Yet we too are anxious to improve the status. Now we recognise the vicious circle in which we are involved. Seeing, then, that we are in fundamental agreement with you, may we take it that you will consent to our retaining only those who are worth the money and filling the many vacant places this will create with the better men who will be attracted?"

Unfortunately, I cannot believe that the movers and supporters of these agitations would consent for a moment. For, as a matter of fact, these movements are not in reality designed with the object of casting off the dead-weight which cumpers the educational profession. Let it be understood that I do not refer to those high-minded educationists who have laboured for the establishment of the Teachers Registration

Council. It would not be unfair, I think, to say that in the majority of cases where the argument as to attracting better men is used the speaker does not greatly mind whether that happens or not. It may be an accidental consequence: but it is not his basic idea. No! the purpose—I speak quite generally—is to provide for those who are already in the profession, to furnish good means of support to all, simply because they happen to be schoolmasters, and not because of their intrinsic worth. It is a curious inversion: to pay for the office and not for the man who fills it. Think of every secondary schoolmaster rising automatically to £600 per annum (plus a pension), which is one of the schemes seriously proposed. That he ought to be worth it I quite agree. That anyone who fills the position as it should be filled is worth it is certain. That there are many who are worth it is undoubted. That, given a clear field, the positions could all be filled by men worth it is possible. But to suggest that every schoolmaster is worth it is ridiculous. The good suffer for the bad. But why should the bad be rewarded beyond their deserts because they ought to be good?

We are, indeed, in great danger lest those outside our body should think of us simply as a huge Trade Union whose sole purpose is to gain what we can and give as little as we need. For another thing that astonishes me so much about the average assistant master is that he seems so anxious to limit his hours of labour. Very ordinary, you say. Quite so. But I think that schoolmasters should not be ordinary men. For my part, there are few things I deplore more than the officially sanctioned proposal that no master should do more than 18 hours school work in a week. I have heard it maintained that that is as much as a man ought to do. Frankly, I think such a suggestion verges on the impudent. And when the speaker went on (amid approval, if you please) to say that no man could do more than that and retain his efficiency, I felt positively insulted. If ever I stagger back from my work and sink exhausted on to my couch because I have had to put in more than three hours during the day, I shall know that my pension is long overdue.

I have further heard it seriously urged that only with this weekly output will it be possible for schoolmasters to take their proper place and to do their proper share in the conduct of public and local affairs. Fancy telling a prominent business man, who in addition to controlling his private concerns has his duties as Town or County Councillor, Alderman, or Magistrate, his Watch Committees, his Education Committees, and a host of other public functions, that we simply long to take a part in the affairs of the town, but that he will realise how impossible it is when he understands that we have to work more than three hours a day!

No! It will not do. Not in these ways shall we gain the esteem and confidence of the public. There are others, which at another time it may be worth our while to consider. That unconditional respect is far from being won, and we who are inside may see more clearly than those without the causes which will make it long in the winning. Onlookers may see more of the game, but we who are in the thick of it may realise more surely who is shirking, who is letting the side down, and who is sinking himself and going "all out."

## SELF - EXPRESSION.

By ELSIE A. FIELDER.

SELF-EXPRESSION is essential to happiness and health. We experience great satisfaction in delivering a lecture or writing a thought which has become part of us. All creative work gives real joy to the worker. In contrast, witness the peevishness of men and women who have to do a daily grind at some uncongenial occupation and whose leisure is so short that they cannot be expected to employ it really well—for indeed some small amount of our store of energy must be held in reserve for our leisure hours. Generally speaking, it is in our so-called leisure time that we do the work which is to leave our individual mark on the world's big face.

Consider the case of the bank clerk. His hobby may be painting, writing, gardening: in one of these he finds great joy. He cannot earn his living by it, he may feel, but he uses his leisure in its service.

There are, of course, men and women who live out through their work, many professional people and so forth, but these are in the minority. They are lucky individuals. They should be, and often are, happy folk and delightful to know.

Most thinking people have agreed lately that our British "workpeople" must have longer leisure. On the level with the spread of the eight hours day system we hear of schemes for many more adult evening classes, technical and otherwise. We rather fear these people may use their leisure in undesirable ways. Besides, some of them, we know, are themselves eager for "further education." The Workers' Educational Association is doing excellent work here in England. It brings together all adults who are willing to study, and, in order to help those whose early education has been scanty, the secretaries, or sometimes the members, by voting, arrange to have classes for arithmetic, composition, geography, as well as study circles and lectures dealing with subjects interesting to more cultured people—e.g., Economic History. Why do we almost rush to give these opportunities for culture? Is it not because we know that so few of our workers have hobbies, so few know how to express themselves? We are beginning to remember they have got selves. So we do our best. We have technical classes, lectures, clubs.

In my teaching life, however, I come across critics—many of them parents—who ask: "Why so many hours on your time tables for drawing, painting, modelling, woodwork, and the like—all that you teachers call 'self-expression' work?" Well, I have answered the query, though perhaps rather scantily. I will just add that *the health of the individual is dependent upon the happiness that comes from self-expression*, though the immediate effects of expressing one's self may be tiring.

Our aim as educators is that development may be harmonious. Looking around, we find a multitude of examples of the opposite thing—poor, half-suppressed individualities. There is no need to push my point farther. You see I, too, have "got something off my chest," and I feel sublimely happy.

## THE CHILD AND HIS DAYDREAM.

By G.H.G.

POPULAR opinion and the schoolmaster's own imagination fondly regard him as the "guide of youth." But long before the majority of pupils reach him they have already found a guide upon which they rely, in great measure unknown to themselves, much more than they can ever do upon the schoolmaster.

This guide is the matter of the daydream.

The child discovers, so soon as he is able to notice things at all and to think so far as his limited powers allow him, that he is a member of a little world, composed of beings entirely superior to himself; of people who are greater in point of size, and in their ability to do things that he is as yet unable to do. He finds, too, that this world is on the whole very complaisant, and that its members are ready to serve him in various ways. They will carry him when he is tired or unable to walk, they will assist him and play with him, feed him, and in many other ways will permit his wishes to dominate them. Their complaisance is, however, variable: and the child discovers that he has at his command various means of compelling their attention, of diverting their interest from their own recreation or business and concentrating it upon himself.

These things are true of the normal child, and even more markedly true in the case of the child who suffers from some congenital organic or mental defect. In either case it is certain that at an early age the child has arrived at an estimate of this world, and of the means by which he may secure from it the gratification of his many wishes. Further, he has also formulated the nature of the role he desires to play in such a world.

It need hardly be said, in the case of a being utterly selfish and egotistic, as the child invariably is, that the role is that of principal, of leader, of king. The other persons are conceived as existing entirely for his service.

Adler believes that this definite formulation of role and means to domination is accomplished completely before the child has attained three years of age. If this be true, and the evidence in favour is very great and convincing, it means that long before the pupil comes to the schoolmaster for "guidance," his mind is made up as to his own relations in the world in which he is to live; that he has already an habitual outlook. To "cure" him of it will not be an easy task, since it is not generally recognised as existing; to imprint another building of ethical sort upon it is hardly wise or satisfactory, since such construction generally proceeds in ignorance, wilful or unconscious, of the foundations upon which the superstructure is to stand, or over which it will collapse.

This early formulation of the child's means to domination finds its expression in the daydream. You may, in the class-room, see children dreaming before your eyes. It is not always because your lesson does not interest—it is often because it interests so much. Some chance word, some vivid bit of your teaching that the child has visualised, has called up an association, an integral part of the habitual daydream, and its thoughts have wandered away along the easy customary road.

So much is common knowledge. Every writer about children has recognised that they sit in school and think

of the fields, of the river, of the seaside, of the many things alien to the business in hand. But comparatively few have realised that the subject of the daydream is not so much the river as the child himself in or by the river, amongst his companions, fulfilling the role that he has marked out as definitely his own; excelling as he conceives he should excel.

It is not very easy to discover the exact nature of these individual dreams. Their possessors guard them carefully, as Samson the secret of his strength. It is however possible sometimes to obtain a child's confidence in this respect. A flood of illumination is thrown upon his character; and many things, formerly obscure or hidden, stand out in clear detail and in proper relation.

There comes into mind, as illustration, the case of a boy, who has now left school and who will shortly be proceeding to the University to study engineering. He has been with the army about a year. He was, as an infant, small and delicate.

His daydream has always pictured himself as an engineer, or as an authority on natural history. Not an engineer who drives engines, but as one who knows all about them, and who can put things right when other people fail, or whom other people must consult when their own information is inadequate. As a naturalist he wished to stand to other people as his father stood to him, possessing an enormous store of knowledge which enabled him to impress others. The fact that the father is an engineer and an enthusiastic amateur naturalist has naturally influenced the choice of role, but that, out of all possible relations between himself and his world, this boy should have chosen the particular relation of indispensable adviser, consultant, and director, is significant; arising out of his estimate of his small stature and his weakness, and as compensating to both.

Recently he dreamed that he was back at the station in England where he served with the army. Something had gone wrong with the electrical plant. After everybody had tried and failed, he was sent for; and under the eyes of the other men of his company, he succeeded very quickly. He experienced very great pleasure, following on his success.

There were other elements in the dream, significant for the dreamer, but irrelevant to the purpose of this paper. What is important is the persistence of the infantile role, which has remained unaltered by all the influences since brought to bear.

It is not suggested that the child's daydream represents something undesirable; something that the educator should aim at repressing. It is something, on the other hand, of whose nature and existence we should be aware, and which we should use as much as possible to secure and further his work. In the example cited, great ethical possibilities present themselves so soon as the exact nature of the dominating wish is understood. The role is commendable, and the educator can do much by stimulating the boy towards its accomplishment, assuring him, however, that it can only be sustained by one worthy of it. There appears to be no stimulus at once so effective in securing sustained interest and continued endeavours in and for lofty achievement as the appeal to an abiding individual ideal, such as the daydream expresses. And the educator who ignores it or tries to overthrow it is indeed "kicking against the pricks."

## CHRONICLE OF EDUCATION.

- 1 Sept.—Publication of Minimum Scale of Salaries by the Scottish Education Department.
- 9 Sept.—Meeting of the British Association at Bournemouth. Sir Napier Shaw, President of the Educational Science Section, delivered an address on "Educational Ideas and the Ancient Universities." Mr. Douglas Berridge submitted a report on the effects of the "free-place" system on secondary education. Paper by Sir Arthur Quiller Couch on the "Teaching of English," read by the Recorder of the Section.
- 12 Sept.—First meeting of the Standing Joint Committee on Salaries, at 10-30, at the offices of the Board of Education, Viscount Burnham in the chair. Mr. F. J. Leslie and Sir James Yoxall were appointed joint hon. secretaries of the committee. Discussion on procedure.
- 16 Sept.—Annual Meeting of the Library Association of Great Britain at Southport. Welcome by the Mayor. Address by the President, Mr. G. F. Barwick.
- 16, 17, 18 Sept.—James Watts Centenary Celebrations at Birmingham. The Lord Mayor presided over a meeting at which Professor F. W. Burstall gave an address dealing with the rise of engineering manufacture.

## COMING EVENTS.

- 2 Oct.—Inaugural meeting of Evening Geography School at University College, London, at 5.
- 7 Oct.—Commencement of the Gresham Lectures at Gresham College, Basinghall Street, at 6.
- 14 Oct.—Visit of Mr. Lloyd George to Sheffield. The Prime Minister will receive an honorary degree from Sheffield University.
- 17 Oct.—Meeting in London of the National Council for Domestic Studies.

### Some Appointments.

Miss Hilda Richardson, Staff Lecturer at the Royal Holloway College, to be Classical Lecturer at the Newnham College.

Mr. T. Stuart, M.A., D.Sc., Professor in Mathematics at Hong-Kong, to be Lecturer in Mathematics at Loughborough Technical College.

Dr. E. A. Baker, to be Director of the School of Librarianship at University College, London.

Mr. G. A. Taylor, Chief Inspector under the Board of Education for Nottinghamshire, to be Chief Inspector for Kent.

Mr. W. W. Mayne, M.A., B.Sc., to be Organiser of Higher Education under the Chesterfield Education Committee.

Mr. S. E. Peach, Master of Commerce, Director of Further Education at Cheltenham, to be Director of Education at Accrington.

Mr. E. Stokes, Agricultural Organiser for the Notts County Council, to be Principal of the Agricultural College at Kirton.

Mr. T. C. Martin, Science Master at the Lower School, Harrow, to be Headmaster of Richmond School, Yorkshire.

Mr. D. McKay-Ohm, M.A., to be Headmaster of the Grammar School, Colyton, Devon.

Captain J. Brown, M.B.E., M.C., M.A., B.Sc., Mr. F. A. Hedgcock, M.A., D.Litt., Mr. J. M. Jagger, M.A., D.Litt., and Miss R. R. Reid, M.A., D.Litt., have been appointed District Inspectors under the London County Council.

## PRIMARY SCHOOL NOTES.

(BY OUR SPECIAL CORRESPONDENT.)

At the moment of writing the attention of every primary school teacher in the country is fixed on the work of the Standing Joint Committee on Salaries. The preliminary meetings of Local Authority and N.U.T. representatives held on 25th July and 12th August were not meetings of the Committee now sitting. On the 25th July the position was explored by a conference of the N.U.T. Executive and I.E.A. representatives, and a Constituent Committee of twenty was appointed to consider and agree upon the work of the Standing Joint Committee. On 12th August the Constituent Committee met and did the work for which it was formed. It drew up the constitution of the Standing Joint Committee, fixed the number of representatives at twenty-two on each side, asked the Board of Education to appoint a Chairman from the outside and decided the Committee should hold its first meeting on 12th September. The first meeting was duly held on that date at the Board of Education, Whitehall, under the Chairmanship of Lord Burnham.

The appointment of Lord Burnham as Chairman is a happy one. He has had much experience in committee work, is known to be in full sympathy with the hopes and aspirations of educationists, has the happy knack of creating an atmosphere of sweet reasonableness, and is a business man to the tips of his fingers. Under his chairmanship there will be no delay in getting on with the work. The proceedings of the Committee are, very wisely, not to be conducted in public, but a short account of its first meeting has been issued to the press. Of course the national minimum scale when formulated will have to be ratified by the bodies represented on the Committee, and it is hoped it will be of such a character as to mark the beginning of a new era in the history of primary school teachers.

As I expected, there is much misunderstanding abroad in respect of the functions of the Committee, and the effect of the conditions already agreed to by the Executive of the N.U.T. on the progress of the salary campaign. It is true both have been published and should be well known. I am afraid though, they have not been fully studied. Already the Executive of the Union have been bombarded with resolutions giving advice and insisting on the imposition of impossible conditions. The York Association has been particularly active. Its members have sent round the fiery cross in the form of a circular printed in red calling upon all associations to follow its lead and "register an emphatic protest at the action of the N.U.T. representatives." Several associations have already fallen into line. Their "emphatic protests" are duly considered. Other associations have demanded a special conference. The Hartlepool Association say, "We consider the action of the Executive in surrendering—even for a short period—their most effective weapon," i.e., the strike weapon, "is quite unjustifiable." The Liverpool and District Association say "Inasmuch as the decision of the Referendum on Equal Pay overrides the opinion of the vast majority of men teachers . . . the Standing Joint Committee on Salaries should not be bound by the decision of the Referendum." Walsall teachers say no scale inferior to the Rhondda scale "will be tolerated." The Women's Association object to the composition of the Committee and the Men's Associations breathe out threats of secession from the Union should equal pay appear in the scale. Altogether there was much to be considered by the Executive on 6th September, but despite all the leaders very wisely decided to lead. They ratified the functions and conditions in their entirety as published. There is only one piece of advice the Executive may be considered likely to act on, and that is the advice to submit the scale, when formed, to a conference of the Union for ratification. If an executive body

is not ready to act when speedy action is necessary it had better resign. The associations must remember they have not the full knowledge possessed at headquarters, nor have they the experience of the Executive in conducting negotiations. The names of the teachers' representatives should inspire confidence even in those who elected them to the Executive. I am quite sure they are not regarded as novices by the representatives of the authorities. They are as personally interested in securing a good scale as other teachers. They are good fighters. They deserve from all that confidence and support which despite the action of a few they are actually receiving from the vast majority of the teachers.

The representatives are Miss Conway, Miss Wood, Miss Dunn, Miss Phillips, and Miss Scorrer, Messrs. Bentliff, Coward, Chubb, Crook, Dogherty, Folland, Flavell, Jones, Lumby, Powell, Sainsbury, Sherrington, Wilkinson, Wing, and Sir James Yoxall, Captain Goldstone, and Mr. A. A. Thomas.

It is useless to prophesy as to the kind of scale which will result from the Committee's work. One thing, however, must be clearly remembered. The scale on which the Committee is engaged now is not a national standard scale to be established in every area but a national minimum scale below which no education authority in the country shall pay its teachers—a very different proposition. Mr. Fisher is anxious that something shall be done for the worst paid teachers. It is safe to say the Standing Joint Committee will endeavour to satisfy both him and the teachers. To do so it will be necessary the Committee should have regard to two factors which must operate in the construction of the scale if the barest justice is to be done. The scale must meet the demand for a better status for the teacher as teacher and must also meet the present economic position of the teacher as a citizen.

The scale when published must inevitably convey to both men and women the opinion of the Committee on the burning question of "Equal Pay." Enthusiastic supporters of "Equal Pay" should not lose sight of the factors working against them. They are these. (1) The supply of men teachers is a source of grave anxiety to all who believe that boys should be taught by men, (2) Men and women teachers are not in competition for the same post. (3) Custom has established man as the greater spender, (4) The law compels the man to support his wife and children, (5) The cost of raising women teachers' salaries to the level of the men's would mean a big increase in the local rates, with no consequent stimulus to the supply of men teachers, but the great need is for men, (6) Equal pay for men and women teachers would mean that women teachers would enjoy a better social status than men teachers. I think, therefore, it is safe to say the national minimum scale will not embody the principle of equal pay. Unless, however, the teacher representatives are entirely unequal to the task they have undertaken, the scale, i.e., the agreed scale, will be the means of improving the economic position of seventy-five per cent. of the primary school teachers of this country. The meetings of the Standing Joint Committee mark the beginning of a new era in respect of teachers' salaries. It is true the Committee is not a departmental committee. Its decisions are not the decisions of the Board of Education. They will not be issued over the name of Sir Amherst Selby-Bigge. It must be remembered though the Committee exists because of Mr. Fisher's splendid efforts to benefit teachers, that the Board of Education is not only in sympathy with the work of the Committee but is anxious that the work should be successfully accomplished. I hope nothing will be done by teachers themselves to prevent the full development of a national movement to secure "the orderly and progressive solution of the salary problem in public elementary schools by agreement, on a national basis, and its correlation with a solution of the salary problem in secondary schools."



# SUPPLEMENT.

## WORK AND MAKE MUSIC.

(An Address at the Summer Meeting of the Uplands Association.)

BY PROFESSOR J. J. FINDLAY.

WE are often asked why we have purchased our seventy acres of freehold, a country house with its farm : why a company of teachers and parents should think it necessary to acquire land and live upon it at holiday times. We have to live in our own homes, labour in our appointed duties : when the holidays come there are health resorts and farms in abundance where we can seek rest and recreation for ourselves and our children ; or if we wish to study there are now an abundance of Summer Meetings where any branch of learning, any school of reform is offered for discussion. Is it necessary to incur all the expense and anxiety involved in property and buildings just to add one more to the many institutions and societies which help teachers and parents to work for the progress of education ? We think it is necessary and this paper is meant to explain our policy.

Let us at once get to the root of the matter. Our studies in education, our experience with children, have convinced us that our concern with them reaches beyond any syllabus or curriculum of studies and deals with their life-as-a-whole, with their spiritual nature evolving upwards to a higher adult life, and with practical nature, with bodies growing by food and light and air, with limbs using tools, with immediate aims to be expressed in play and work. The great reformers in education, Pestalozzi, Froebel, Herbart, Arnold, Dewey, knew this and from one side or another gave voice to this radical view ; they insisted that life, complete life, was the goal of the educator. In their day and generation they helped the teacher to realise his function and our organised systems of education have accepted fragments of their philosophy. We train our young teachers largely by expounding their doctrines, lecturing and examining upon these, building up a theory and practice of education which reconciles more or less the requirements of public authorities with the ideals of those great reformers.

Now, however much the lecturer, or the administrator, may be satisfied by the result thus obtained, the student, the young teacher, who sits at their feet is confronted by two great difficulties : and these difficulties are not to be lightly dismissed, for they disturb the happiness of every teacher who cares for his work. When the public discuss the causes of discontent in the teaching profession they suppose that the meagreness of our salaries is our chief discouragement, but this is by no means the only source of discontent : the best teachers, those who love teaching and delight to live among children, are discouraged and often embittered because of two fundamental hindrances. The first concerns the public organised system, the second carries back to the aims and ideals of child life and adult life. The public organised system has grown with every decade more mechanical and rigid, for with every decade the power of the public purse, of regulation and control, has been extended. It is true that many successful teachers in middle life, wielding authority as heads of schools or inspectors, dispute this statement, and maintain that every teacher nowadays enjoys as much freedom as he is entitled to, and more than his predecessors could secure. But even if this were so, the fact remains that most of us in the institutions which we serve are limited all round by the necessity of co-operating in the working of a vast machine, with requirements to which we must conform. To complain of this condition is useless : it is part of the social game, in which we have to play our part as best we may without grousing. This machine takes no account of what

Froebel or Arnold taught us : it permits us to learn their doctrines when preparing for certificates, but gives us short shrift if we seek to follow their example ! So we have to accept as a permanent feature of our professional work the disharmony between the system which cramps the lives of our pupils and the ideals in which we were taught to believe.

The second hindrance is still more serious. These ideals—the teaching of the great educational reformers—are the product of a past epoch, they belong to the history of education, so-called : and while we venerate the past and are willing to accept its story as throwing light upon the present, we are keenly alive to the present situation. Since 1914 at any rate we have become aware that the dead are no longer alive. The young generation about us, the young men and women who are taking posts in our schools, are simply not going to listen to us if we talk about children, about life, about ideals in the terms current in our pedagogic text books. They have seen too much, and read too much, many of them in their own souls have felt too much of the comedy and tragedy of these recent desperate years to be greatly influenced by theories of education devised in the lecturer's study. The whole universe is being confronted afresh with the elemental issues of life, of morality and religion, of trade and manufacture, of art and science, of home and city ; these young teachers expect us to speak to them in language appropriate to the gravity of this situation.

Life as a whole, the world of Froebel and Herbart—even the world of Dewey—has changed in its outlook, and the new generation of teachers are asking questions of which we in our young days never dreamed. They want to know about the structure of society, about the meaning of art, about the truth or falsehood of eugenics, about the rights of labour—to mention only a few topics which occur to one offhand. If we or the official authorities say that these matters are of no concern to children and that the teachers should leave them alone, we are met with the direct negative. These teachers want to see life and see it whole ; they dream dreams, and although in their waking hours among the children they must conform and repress they cannot let their minds stagnate. They ask us what we make of Bernard Shaw or Bergson, and it is useless to reply with a discourse on Arnold of Rugby, or even with James's Talks to Teachers and the Binet Tests.

How then can we seek to satisfy them ? or rather how can we prepare ourselves to understand their questions ; how can we, entrusted both with the care of children and with the guidance of young teachers, so develop our own understanding as to be competent to meet squarely and honestly the questions which young England is now asking ?

A critic may say : " There is no difficulty about that. Books on reconstruction abound ! If the ' Times ' and ' The Daily Herald ' do not serve your need as guides to our new era you can turn to the thinkers : the books edited by F. S. Marvin, the visions of Blatchford and Geddes, the statemen of ' The Round Table,' what more do you require ? Study groups can be found in every locality, and every teacher, if he will take the trouble, can reshape his mind by contact with the new thought which is stirring about us." Now this is true enough ; the times demand earnest intellectual effort and we of the Uplands Association came together, as you will remember, soon after war broke out in order to clear our minds, to formulate principles of education which would fall into line with the new ideals of

a new epoch. Our studies in rhythm, in the arts and handicrafts, our inquiry into "The Young Wage Earner," and into Open Air Education have served as the expression of intellectual impulse which is shared by thousands of teachers who do not belong to our small company. To get together for two or three weeks in the Summer Meeting for study and for exchange of view is evidently the right way to begin. It is only of late years that Summer Meetings have become fashionable. Thirty years ago the only chance we had of studying in the holidays was to go to Germany or to Naas, in Sweden; nowadays these gatherings are multiplied on every hand. Such meetings are chiefly designed for teachers, but some of them, like our own, take in a larger circle, and invite both parents and administrators to share in conference and to learn new lessons adapted to a new epoch.

And yet intellectual effort, although essential, proves by itself to be inadequate. We need not delay to discuss the relations of intellect, emotion, and will; we know from our own experience that understanding only comes to us when we find opportunity to test our theories by action: doctrine is not life. Our young people faced with urgent issues of conduct cannot be put off with lectures and essays. We ourselves are in no better case, for the very effort to think in new terms discharges itself not only in a novel tide of sentiment, but in desire for a new way of life. What we seek—and by we I mean not only the few members of this society, but all who are studying education and reconstruction seriously—is development, personal development, reconstruction not only of other people's lives, but of our own.

How then can this fulfilment be attained; or at least how can it be attempted? Since our concern is with children, the most obvious way of turning theory into practice is to work among children, to establish a school, or to find other opportunities for testing out the value of new thoughts by experimental work in schools. Many of us in this society have done such work and we appreciate its importance. We are the inheritors in that sense of a tradition which goes back at least to Pestalozzi, and we know that in one form or another the work of Demonstration Schools is essential to the progress of reform. We appreciate to the full the reports presented year by year to the New Ideals Conference by teachers engaged in special experiments.

One purpose we have in mind in securing this estate is to place it at the disposal of children whose parents and teachers desire to plant them in a congenial atmosphere; we shall welcome children of any class and from any quarter if their play here and their work in this environment can aid the progress of education; we shall welcome, above all, the children of this neighbourhood so soon as their elders realise that we have something to offer that is worth their acceptance, and so soon as our financial resources are more adequate.

And yet, if you accept to the full the position of opinion in our present social crisis, you will agree that the goal of which we are in search goes beyond anything that we can achieve by taking charge of other people's children. I have said that the goal of our quest concerns first of all ourselves and our neighbours, our own views as to the meaning of life and of the course of development. The problems of educational reform have always presented a two-fold aspect: on the one side they are concerned with child psychology and child study; but on the other side they are concerned with adult life, with social reform, and it is this second type of problems which is now stirring our world to new vistas of endeavour and of research. I take it that we have secured this farm and are spending our leisure time in a community—working upon it and exchanging views as partners in it—because we have realised that school reform strikes its roots into social reform, into the practical issues of life as pursued by ordinary men and women, groping for a new social order amid the

havoc wrought by years of desolation and death. In our own way we are, for aught I know, following the same impulse that led Arnold Toynbee in the eighties to spend his leisure time in the slums of Whitechapel and thus to test the value of principles which he had thought out in the cloisters of Oxford. Certainly he, with Canon Barnett and the rest, were concerned to study and teach the workmen in the East End, but they were concerned also for their own enlightenment. We are in the same case. We will associate, so far as conditions permit, with children and study their development; but we cannot do our best for them unless we face squarely the basic problems which underlie the reform of schooling. A few illustrations will make the position clear.

The other day we had a discussion on Civics, and it was pointed out that the children of our primary schools show a lively interest in problems of capital and labour; in their homes they hear a great deal about strikes and they want to talk of these things in the classroom. Now I ask a personal question: what do we know, except through conversation and reading, about these subjects? How far can we raise the problem from the intellectual plane to the personal plane of experience? Some of you got near to the situation in some of its aspects when you went flax-pulling or fruit-picking while the war was on; most of you here learn a little from the drudgery you undertake when you hoe our potatoes or build a wall. You join together as capitalists to own this farm and you realise that you will lose your investment unless its affairs are prudently conducted. My point is that a business such as this, if it secures your interest, serves as a microcosm, a little world in which a sample is afforded of the larger issues which are now convulsing the Great Society (as Graham Wallas calls it). In our educational system it is alleged that courses in Manual Training or Handicrafts afford a like experience, since the scholars are engaged in work. But you know that this is not the case; you know how enormously difficult it is to bring these pursuits into contact with reality, whether economic or industrial; you know that on the contrary many teachers and inspectors aim of set purpose to divorce such courses from the stern realities and difficulties of real achievement. On a farm like this and in a communal home which we here possess an epitome is presented of all the common trades; for the farmer has to be a jack-of-all-trades: water supply, sanitation, fuel, are all thrust under our notice; the local authority and the land laws claim our respectful regard. We cannot build our sleeping quarters or sell our milk without facing the same kind of problems that, from the sociological standpoint, are threatening to bring the social order to a standstill. It is true that some teachers, especially women teachers, have to meet domestic anxieties in their own homes and are no strangers to manual work, but the situation takes on a new aspect when we become active partners in an industrial concern. Our entire training and experience in the scholastic profession has tended to cut us adrift from these realities; sheltered from contact with the world we seek to gain touch with our fellow men and secure an understanding of their position by engaging in an enterprise which is both social and industrial.

And you will not be contented to let the work of this place be merely concerned with manual toil; you will bring your trained intelligence to bear. It has been very interesting to observe how keen some of us are to exploit labour-saving machinery, both indoors and out. You will expect an increase of production; you will welcome the aid of some of the captains of industry. As you know, our camping quarters have only been made possible by using an asbestos roof in place of corrugated iron or wood, which are beyond our means. When once we grasp in our own experience the social import of mechanical devices we shall examine with fresh eyes the ethical problems involved in the conflicts now raging in the great national industries.

So much for work. The crisis of our epoch touches all sides of life, however; we must work, but we must also "make music." It is a commonplace to point out that play and song are being investigated, are claiming a new regard from our young people in these days. We have the dramatic method, so-called, in the schools and the children are everywhere being taught to dance. It is inevitable, therefore, that when men and women associated for a time in a communal life they will seek a better understanding of drama and music. In this atmosphere we are likely to be helped simply because play only finds its normal outlet as a sequel to work. If you ask me why the population of Europe is now in search of a reformed playhouse I should say that it is because our world is now compelled to the realities of labour, of strenuous toil as it has never been compelled for a century past. The rhythm of life alternates between work and play, and the stage can only come to its own when it serves as the solace and enlightenment of an industrious people. It is true that a farm offers no special facilities for dramatic enterprise, but you have already created an open-air theatre with the woodside for your background and the full moon to provide light and shade for your Midsummer Night's Dream.

And when we have done our work and fashioned our play, and gained, perhaps, some new insight into problems of handicraft or drama for children, we have, sub-consciously perhaps, advanced a little further towards an understanding of a third set of problems which underlie all the rest. Of recent years there has been much debate about self-government in schools; theories are in the air and are being to some extent put into practice to enable our young people to develop a communal spirit in the classroom and the playground. The movement is spreading because the entire trend of our time is towards a new spirit of fellowship in adult society. The problems of industry are social problems, the new spirit which is reforming the theatre in men like Gordon Craig is informed by social aims, which involves all concerned, the craftsman, the producer, the author, and the audience in a novel bond of fellowship. We are associated in these few acres of English land as partners in the same movement. We have no special label as socialists or communists, or peasant proprietors, but we are learning self-government by testing our own social capacity. And the effort, whether we succeed or fail, is worth making, because it is only by reducing the theory to a concrete case that we can encounter the sociological and ethical hindrances that underlie the maladies of our time. What we are attempting on a small scale, others with large financial resources are also attempting. We have all been reading "New Town," and are charmed by the attractive vision it presents of a community that is to be, inspired by a nobler view of social and industrial relations.

The land of England is a fair and goodly heritage. It can grow corn and pasture flocks and herds, but its noblest purpose is to breed a new race of children; the offspring of these days of sore distress. Here we stand in possession of these woods and fields, with the winds of heaven all about us; we accept them not because of the money we invest, but because they unite us in comradeship and patriotism. They symbolise our hope of deliverance, of redemption from the bitter anti-social conflicts that have marred the image of God in Britain and in Europe. Here, if we learn aright the message of our new age, teachers and parents with their children may for many years to come be happily employed as landowners and will "work and make music."

Mr. Arthur D. Waley is publishing MORE TRANSLATIONS FROM THE CHINESE through Messrs. George Allen and Unwin, Ltd. The collection ranges from the third century B.C. to the eleventh century A.D., and contains two prose stories of particular interest.

## THE UPLANDS ASSOCIATION.

SUMMER MEETING, 1919.

### Report of the Uplands Association, 1918-1919.

**MEETINGS OF MEMBERS.** For the first time the Association held a meeting in connection with the Educational Conference which took place in London last January. About 30 members and friends met together for tea beforehand; at the public meeting the chair was taken by Miss Alice Woods; Professor Shelley spoke on Freedom for the Child; Miss Purvis gave an account of the work and aims of the Association. Unfortunately Mr. Phillips, who was to have read a paper on the Uplands Colony at Werneth Low, was unable to be present; his paper appeared, however, with other reports, in the handbook issued by the Committee of the Educational Conference.

A small group of members met at Werneth Low soon after Christmas and again at Easter, and the Summer Meeting, of which a report appears below, was held from July 31 to August 16.

**OPEN AIR EDUCATION ENQUIRY.** It was suggested in 1918 that the Association should undertake an enquiry into Open Air Education, a questionnaire was circulated among members, and as a result much interesting and useful information was collected. It is hoped to publish this, together with criticisms and suggestions, in book or pamphlet form.

THE UPLANDS CIRCULAR appeared three times, but in consequence of the increased cost of production, its size was smaller than formerly. In future it will take the form of a special report issued at intervals as required, but notes of the Association's doings will also appear in "The Educational Times."

THE FIFTH SUMMER MEETING of the Association was held from July 30th to August 16th on Werneth Low, near Hyde. The Farm, which is the headquarters of the Association and the property of the Uplands Farm Society, lies almost at the summit of a wide sweep of hill country overlooking the plain below. The farmhouse and buildings are constructed of the grey stone of the district, and their long level lines add to the sense of peace and permanence given by the massive hillsides and wide open spaces. Close about the farmhouse lie fields of wheat, oats, and hay, divided from one another by grey stone walls; descending to the South are hilly pastures cloven by two deep fissures, the Cloughs. On the steep sides of the latter grow oak, ash, and rowan trees, and a sweet undergrowth of grass and flowers closes over the cool waters of a little stream cleaving for itself a still narrower bed. In the tall trees of the Clough magpies chatter at dawn, and all day long gay little willow wrens feed and sing in the bushes. The hills of the Peak district bound the distant southern horizon, but in the middle distance are the tall smoking chimneys of mill villages. From the top of Werneth Low one can look westwards across the Lancashire dales and far into Wales or northwards to Manchester and its neighbouring towns, often hidden by a heavy pall of dusky smoke. The two vistas present something more than a mere contrast. Doubts as to the wisdom and righteousness of the makers of modern cities arise in the mind, as, conscious of the delicate harebells at one's feet, of the exhilarating and reviving air around, the eyes wander to the crowded chimneys, to the smoke which lies like a blight on the fair land, to the narrow streets and squalid houses which one sees in imagination. We turn with relief to the little homestead and to the summer fields.

On the farm, gathered together for the Summer Meeting, were parents with their children, teachers and trainers of young people and many others engaged or interested in social and educational work. The purchase of the Uplands Farm was the outcome of a strong desire on the part of

members of former meetings, not only to escape from the atmosphere of lecture room, desk and blackboard, but also to live during the period of study, a life of actual work and mutual service. It was felt that working and thinking should and could on occasion go hand in hand and that a real opportunity for experience of a valuable kind would be missed in confining the efforts of the Summer Meeting to lectures and seminars. The second meeting on the Farm has confirmed this view. It has seemed possible to arrive at more balanced judgments, and to carry away a larger store of suggestion and stimulus than can be gained by mere concentration upon lecture and notebook.

Apart from lectures and discussions the activities open to the students fell mainly into three divisions—Farm and Garden Work, Craftsmanship and Play Production. Each course was under the direction of expert instructors, and took place at allotted hours.

All students took fatigue duty in the various services needed in the daily life and for the comfort of the community. The serving of meals, washing up, brushing and dusting, wood gathering, etc., were carried out by orderlies. And it was in this mutual service, undertaken at the express wish of the members themselves, that satisfaction was found and also much grist for the mill of discussion. The mornings were mainly devoted to practical work, the early afternoon to leisure, the evenings to lectures, discussions, and social intercourse.

Life on the farm was naturally very informal. Lectures were held in the barn, or in the very hot weather under the shade of a big sycamore tree. Not many visitors could be housed in the farm itself, so that some lodged in neighbouring cottages and bungalows; real open-air life was enjoyed by the campers, whose quarters among the oaks were ideal for those who like sleeping under the stars and washing at a spring. The provision of more adequate accommodation close to the farm itself has already been taken in hand by the Uplands Farm Society.

Farm work engaged the energies of a number of students. In the summer especially the unskilled worker finds that even he can be of use. In singling turnips, hoeing potatoes, raking in the hay field, every extra hand lightens the burden, and in all the tasks allotted the raw recruit found interest and enjoyment.

The Craftsmanship class grew daily in diligence and enthusiasm under the direction of Mr. Goodyear.

When the Play Production students gave scenes from "The Midsummer's Night Dream" every management in the kingdom would have envied the natural setting of the play—a large hollow surrounded by oaks and backed by a steep slope of ferns and trees, all lit up by a big yellow moon, small children for fairies thoroughly enjoying themselves in games of hide and seek among the tree stems, bare legs and arms gleaming in the moonlight. It was very much regretted that Professor Shelley, who was to have directed the Play Production Class, had been suddenly called away to duty on the Rhine; in his place Mr. Reece and others gave valuable help.

Mr. Caldwell Cook gave two delightful lectures on his work with the boys at the Perse School, profusely illustrated by the boys' own poems and their amusing "ilonds," with which readers of "The Play Way" will be familiar.

Mrs. Meredith opened a discussion on the teaching of civics. The conclusion arrived at was that the child's own small community, his school, where the judgments required are really within his scope and comprehension, provides training in civics if he is allowed responsibility and initiative.

Miss Fox gave a summary of the information she had collected concerning Open Air Education. One point made clear by the data given was specially interesting to Uplanders—namely, that in all State-controlled schools open air work is intended as a remedial measure and is never provided for normal children. There is scope for work in this direction, and it is hoped to add to the information collected and to publish it in book form, somewhat on the lines of *The Young Wage Earner*.

## Mr. JOHN MURRAY'S NEW SCHOOL BOOKS.

Teachers are invited to apply for a specimen copy of

### EXERCISES IN ENGLISH GRAMMAR

By R. B. MORGAN, M.Litt., Author of "A NEW ENGLISH GRAMMAR," now in its Fifth Edition (42nd thousand).

**2s.** The demand expressed by teachers for additional exercises of the same interest and cheerful character as those which have made the parent book so popular has induced the author to compile this volume of Exercises. **2s.** [Now Ready]

IN THE PRESS.

**EXERCISES IN ENGLISH COMPOSITION.** By E. E. KITCHENER, M.A., Author of 'English Composition.' **2s.**

For the use of teachers who prefer to lay down the principles of composition by oral work in class.

**GRAMMAIRE FRANCAISE ÉLÉMENTAIRE.** By W. MANSFIELD POOLE, M.A. New (Fourth) and Revised Edition. 25th thousand. **3s.**

The exercises have been amplified and almost entirely re-written, and many additions and corrections have been made in the text.

**LA LANGUE FRANCAISE ; à l'usage des classes moyennes et supérieures.** By G. KESSEN BUZZA, B.A., and E. E. HUNT, B.A. **3s.**

This book is intended for pupils in their Third and Fourth Years of French. Especially suitable for use after Poole's "Grammaire Française Élémentaire."

By PROFESSORS WALTERS AND CONWAY :

**LIMEN :** a First Latin Book. 6th thousand. **3s.**

**AD LIMEN :** a Companion Book to Limen, for more advanced study. **3s.**

**ANTE LIMEN :** based upon Limen, for younger beginners. **3s.**

(KEYS TO THE ABOVE CAN BE OBTAINED BY TEACHERS.)

**PRINCIPLES AND METHODS OF TAXATION.**

By G. ARMITAGE SMITH, M.A. New Edition. **5s.** net. Containing Financial Statements of War Expenditure and the means of increasing the revenue during the war.

**EXERCISES IN PHYSICS :** for the use of Schools. By J. H. LEONARD, B.Sc., and W. H. SALMON, B.A. With or without answers. **1s. 6d.**

A series of invaluable Exercises, carefully arranged and graduated for class or home work.

**LONDON : JOHN MURRAY, ALBEMARLE STREET, W. 1.**

## EDUCATION ABROAD.

### National Scales of Salaries (Scotland).

Our Scottish correspondent writes :

One of the most important provisions in the Education (Scotland) Act, 1918, was that contained in Sec. 6 (c). This section provided for the preparation of a scheme of scales of salaries for teachers employed in Scottish schools, a scheme which was to be approved by the Department, the Education Authorities, and the representatives of the teaching profession. The new scales were announced recently and have been warmly welcomed by Scottish teachers.

The fact that these scales have the Government *imprimatur* marks a new era in the educational world. Previously the salary paid to a teacher was arranged by the teacher and his immediate employer; the Department took no cognizance. This arrangement has never been satisfactory, and has always led to the most absurd differences and anomalies in contiguous localities. Two years ago the Craik Commission reviewed the question of remuneration of Scottish teachers, but its findings were not made compulsory on Boards, with the result that practically no improvement was effected, notwithstanding the inconsistencies, hardships, and glaring inadequacy of payments revealed as a result of their enquiries. Then the Government made a substantial grant towards relieving Scottish teachers, and now we have the new national minimum scales, which represent for the various grades of teachers the lowest salaries to be paid to them, and which, of course, Education Authorities may improve upon.

A basic scale, i.e., a salary below which no teacher can be paid, fixes a minimum of £130 for women and £150 for men, the corresponding maxima being £200 and £250. Up till now the average salary of Scottish teachers has been £134—the absolute minimum is but little removed from this. Modifications in the basic scale is the mode adopted of remunerating other teachers. Teachers with three years' training begin at £160 (men), £140 (women) and rise to £280 and £210. For four years' trained teachers the figures are £180, £160 as minima, and £300 and £230 as maxima. A distinct preference is shown to teachers who have graduated, men rising to £360, women to £300. Over and above this headmasters receive £10 per teacher on their staff, infant mistresses £3 per teacher where the number of teachers is not below six. Scales for Elementary School teachers only are furnished, those for Secondary and other teachers being left to be drawn up by the Education Authority, and subject to the approval of the Department. The principle of proper placing has been adopted, i.e., the salary to be paid to a teacher must be not less than he or she would be entitled to receive if the new scales had been in force when he or she entered upon duty in Scotland. All salaries under the scale take effect as from May 16th last—the date of entry of the Education Authorities.

Criticism will be confined pretty much to points of detail. No mention is made of the method in which increments are to accrue. Automatic increases will lead to the anomaly of efficient and inefficient teachers being treated alike. It is expected that the Authorities in drawing up their schemes will have a safeguarding clause inserted. Most teachers, again, will reach their maxima in nine or ten years; after this time promotion will be their only hope. Teachers then will clamour for still higher maxima. The remuneration of headmasters is made to depend on the number of teachers in the school. This will have the effect of masters making an effort to secure as big a staff as possible, but it is questionable if the procedure of paying at the rate of £10 per teacher is the best. In a school of 8 or 9 teachers the headmaster is usually in charge of a class, and this, coupled with his administrative duties and supervision of the school, calls for perhaps more sustained effort than is required from the headmaster of a school with, say, 15

teachers, and whose whole time is spent in supervision and administrative work. It may be advisable to proceed by threes or fives in recommending the salaries of masters. The recent discussion on equal pay for men and women received a knock-out blow when the plebiscite was taken a month or two ago, and the new scale relegates it still further to the land of forgetfulness. No doubt some of the lady teachers will try to resuscitate this question after a decent interval.

The matter of financing the new scheme is a difficult one for authorities, but it is recognised that something must be done to attract entrants to the profession, and the new scale, coupled with the recently instituted super-annuation scheme, will do something to increase the number, and at the same time allay the discontent that has continued so long.

### A Danish Experiment.

A young Dane is visiting England to arouse interest in and to secure support for the establishment of an international people's college near Copenhagen. He came over last year, but although he saw many influential people, such as the late Canon Scott Holland, Mr. Arnold Rowntree, Sir Michael Sadler, and the Principal of Ruskin College, who gave him much encouragement, the war conditions were unfavourable for his propaganda. Conditions are now more favourable, and he expects considerable English support.

The idea is to secure an estate that is available on the edge of a lake not far from Copenhagen, where it is hoped that enthusiasts from different nations, mostly Quakers or Mennonites, will be able to add to the existing buildings, so that the accommodation will be adequate for the large number that it is hoped will follow the first body of students. It is intended that the students shall be nominated by trade unions, Labour organisations, co-operative societies, and other progressive bodies.

The college will be for men and women irrespective of creed, and though it will not be bound to any particular denomination "it will especially employ teachers who believe in the association of the Christian view of life with the democratic movement, and the development of a supernatural spirit as a way of social and individual progress." The course will include languages, psychology, history, sociology, and hygiene, and special branches will consist of agriculture, economics, and commerce. The organisers believe that they can work down the cost of board, lodgings, and tuition to £60 a year for each student, but the student will be expected to help in the production of foodstuffs on the estate.

The secretary of the scheme is Peter Manniche, Sonder Boulevard, 87, Copenhagen.

### Public Education in Queensland.

The Australian State of Queensland needs more population, and the opportunity for settlers is a bright one in the period ahead. The Queensland Government is one which does much for the common weal of its citizens.

Primary education is free and compulsory. The State Schools throughout the State number 1,512, and the teachers total 4,050. There are also 10 Grammar Schools for boys and girls in the principal cities, 19 Technical Colleges, a University, and a School of Mines at Charters Towers, N.Q. State High Schools have also been established in Gatton, Warwick, Gympie, Bundaberg, Mount Morgan, Mackay, and Charters Towers; education at these schools is free, but candidates for admission are submitted to a test examination to show that they have been educated up to the fifth standard of the State School. A Rural School has also been established at Nambour (North Coast Line), where the subjects embrace agriculture, trades, etc., in addition to elementary education. In the sparsely populated districts, where no schools exist, State itinerant teachers pay periodical visits during the year, and impart instruction to the settlers' children.

## ASSOCIATION NEWS.

### Educational Institute of Scotland.

The 73rd annual meeting of the Educational Institute of Scotland was held in Edinburgh on Saturday, 20th September. There was an exceptionally large attendance when the President, Mr. D. M'Gillivray, M.A., Glasgow, rose to deliver his retiring address. He devoted a considerable portion of his speech to the Education Act of last year, and said that its purely educational provisions breathed the noble idealism of Greece in regard to the training of citizens. Much of the burden of making the Act a success devolved upon the teacher, and the speaker asked the public to trust the teacher as they trusted the doctor, the lawyer, or the minister. The increased interest in education shown by the Labour Party was commented upon. Labour, he said, had now come to see in education a weapon ready to its hand. The workers had recognised that knowledge was power, and they were determined to have education of the best kind.

Considerable, and at times, heated discussion took place on the report on salaries, but in the end the motion was carried that the meeting approve generally of the minimum national scales, provided the status of existing teachers was made similar to that for graduates. This question, which had already been discussed at length, was subsequently reopened, and an amendment was moved that the Institute refuse to accept the national minimum scales as a solution of the salary difficulty; this amendment was carried by a large majority.

For the ensuing year Mr. Thomas Glover, M.A., High School, North Berwick, was elected President; the other officials were reappointed.

### The Teachers Council.

Up to and including Saturday, the 20th September, the number of applicants for admission to the Register was 29,800, a total which is marked by a great increase during the months of the vacation. Thus, in August, over 400 applications were received, this being four times the usual number for the month.

The London Teachers Association has decided to undertake a special campaign in favour of registration, and the generous help of the staff of the Association and of the School Secretaries is being once more enlisted on behalf of the movement. A previous effort of this kind, undertaken some years ago, brought many recruits. Since the purpose of the Council's existence is to promote the unification of the teaching profession it may be worth while to point out that it takes the view that there should be no artificial barriers against transfers from one kind of teaching work to another, and that teachers in every grade should receive adequate salaries according to their qualifications. In particular the Council has urged that qualified teachers of special subjects should not be placed in an inferior position in the matter of status and salaries.

### The College of Preceptors.

Arrangements are now completed for starting the special training course for teachers of commercial subjects. Intending students should apply at once to the secretary, College of Preceptors, Bloomsbury Square, for particulars of the lectures and classes.

On October 24th Mr. F. J. Gould will give a demonstration lesson, illustrating a method of moral instruction.

### School Nature Study Union.

A general meeting will be held on Saturday, October 11th, at 3 p.m., in the London Day Training College, Southampton Row, when Mr. A. Clutton Brock will deliver an address on "Animism." Dr. Dukinfield H. Scott, F.R.S., will preside. Admission is free, and teachers are specially invited to attend.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Mr. Balfour and Cambridge.

It is announced that the Right Honourable Arthur J. Balfour, O.M., is to be nominated as Chancellor of Cambridge University in succession to the late Lord Rayleigh. Mr. Balfour is a Cambridge man, having graduated from Trinity in 1870. In 1888 he received the honorary degree of LL.D. His relations with Cambridge have been close and continuous ever since he went up from Eton and his association with the University has been strengthened by the circumstance that he was a brother-in-law of the late Chancellor and also of the late Professor Henry Sidgwick.

### Manchester Municipal Training College.

The Manchester Education Committee propose to purchase a site of 52 acres at Didsbury for a new Training College for men and women. Residential and day students will be provided for and the new institution will replace the one at present carried on in the Y.M.C.A. building. It is not stated that the proposed Training College will be connected with the existing Department of Education in the University of Manchester.

### London University—A School of Librarianship.

The School of Librarianship recently instituted by the University of London at University College will begin its work on October 1. It will be formally opened by the Director and Principal Librarian of the British Museum, Sir Frederick George Kenyon, K.C.B., M.A., D.Litt., on Wednesday, October 8, at 5-o. The Director of the School is E. A. Baker, M.A., D.Litt.

The following appointments to the staff of the School have been made: Bibliography, Arundell Esdaile, B.A. (British Museum Library); Cataloguing and Library Routine, W. R. B. Prideaux, B.A. (Reform Club Library); Classification, W. C. Berwick Sayers (Croydon Public Libraries); Public Library Law, H. West Fovargue (Hon. Solicitor, Library Association); Library Organisation, B. M. Headicar (British Library of Political Science); Literary History, R. W. Chambers, M.A., D.Litt. (University College Library); Literary History and Book Selection, E. A. Baker, M.A., D.Litt.; Palæography and Archives, Hilary Jenkinson, B.A., F.S.A. (Public Record Office); Assistant to the Director, L. F. Newcombe.

### Manchester University.

The newly established Chair of Russian at Manchester is to be called the Sir William Mather Chair of Russian. The first Professor is Mr. M. V. Trofimov, M.A., who will enter upon his duties this term.

Michael Vasilevitch Trofimov was born in 1884 at Archangel. In the University of Petrograd he graduated with distinction. During the years 1910-14 he held the post of Assistant Lecturer in Russian in the University of Liverpool. He left Liverpool for London, and before his appointment to the Manchester Chair was University Reader in Russian at King's College, London University. Here he has been most successful in conducting the large Russian department, at the same time by his published work adding to his reputation as a scholar.

### Continuation Schools in Sheffield.

Two Sheffield steel firms, Messrs. Osborn and Messrs. Doncaster, have decided to co-operate in the establishment of a Day Continuation School for their young workpeople. All newcomers to the works who are under the age of 16 will be expected to attend the classes, and they will receive full wages for their attendance. Among the principal subjects to be taken are applied mechanics and machine drawing.

A Selection from  
**Messrs. LONGMANS, GREEN & CO.'S**  
 List of Educational Works in History, Geography, Latin and French.

**A Short History of England to the Death of Edward VII.** BY CYRIL RANSOME, M.A., late Professor of Modern Literature and History, Yorkshire College, Victoria University. With Tables, Plans, Maps, Index, etc. Crown 8vo, **4s.** Or in two parts, **2s. 3d.** each. Part I—To the Death of Elizabeth, A.D. 1603. Part II—A.D. 1603 to 1910.

**Outline of English History, B.C. 55 to A.D. 1910.** BY SAMUEL RAWSON GARDINER, D.C.L., LL.D. With 71 Woodcuts and 17 Maps. Fcap. 8vo, **3s. 6d.**

**A Student's History of England, from the Earliest Times to 1910.** BY SAMUEL RAWSON GARDINER, D.C.L., LL.D. With 378 Illustrations. Crown 8vo. **20s. 0d.** Or in three vols. as follows :—  
 Vol. I. B.C. 55—A.D. 1509. With 173 Illustrations. Crown 8vo. **6s. 0d.**  
 Vol. II. 1509—1689. With 96 Illustrations. Crown 8vo. **6s. 0d.**  
 Vol. III. 1689—1910. With 109 Illustrations. Crown 8vo. **6s. 0d.**

**A School Atlas of English History : a Companion Atlas to Gardiner's " Student's History of England."** Edited by SAMUEL RAWSON GARDINER, D.C.L., LL.D. With 66 Maps and 22 Plans of Battles, etc. Fcap. 4to. **6s. 0d.**

## GEOGRAPHY.

LONGMANS' GEOGRAPHICAL SERIES. Crown 8vo.

**Book I. The First Book of Geography.** With 17 Illustrations and 52 Maps (38 of which are coloured), New and Revised Edition, **2s. 6d.**

**Book II. The World. For Junior Students.** With 35 Illustrations and 87 Maps (79 of which are coloured). New Edition, Revised, partly re-written and enlarged. **4s. 6d.**

**Book III. The World. For Senior Students.** With 276 Maps, Diagrams, and Illustrations. New Edition, Revised, partly re-written and Enlarged, **6s.**

**Book IV. The British Empire.** With 38 Illustrations and 78 Maps (71 of which are coloured). New Edition, Revised and Enlarged, 1914. **4s. 6d.**

**Book V. A Primary Physical Geography.** BY JOHN THORNTON, M.A. With 135 Illustrations and 14 Maps (one of which is coloured). New and Enlarged Edition. **2s. 6d.**

## LATIN.

LONGMANS' LATIN COURSE. With copious Exercises and Vocabularies. Crown 8vo.

**Part I.** Up to and including the Regular Verb, Active and Passive. **2s.**

A Key for the use of Teachers only. **3s. 8½d.** post free.

**Part II.** Including Pronouns, Numeral Adjectives, Irregular Verbs, Accusative and Infinitive, Ablative, Absolute, Dependent Questions, Dependent Clauses, the Use of the Cases and Oratio Obliqua, **3s.**

A Key for the use of Teachers only. **5s. 3d.** post free.

**Parts I and II.** Complete in one Volume, **4s. 6d.** A Key for the use of Teachers only. **7s. 9½d.** post free.

**Part III.** Elementary Latin Prose, with Complete Syntax and Passages for learning by heart. By W. HORTON SPRAGGE, M.A. **3s. 6d.** A Key for the use of Teachers only. **3s. 9d.** post free.

**ELEMENTARY UNSEENS.** With Notes and Vocabularies. Crown 8vo. **1s. 8d.**

A Key for the use of Teachers only. **4s. 8½d.** post free.

**A JUNIOR LATIN READER.** Compiled by P. M. DRUCE, M.A., late Scholar Emmanuel College, Cambridge, and M. D. MANDUELL, M.A., late Scholar Jesus College, Cambridge. With 38 Maps and Illustrations. Crown 8vo. **2s. 3d.**

**A SENIOR LATIN READER.** Compiled by J. LANG, B.A., late Classical Scholar, Queen's College, Oxford. With 82 Illustrations, Maps, and Plans. Crown 8vo. **3s. 6d.**

## FRENCH.

LONGMANS' MODERN FRENCH COURSE.

By T. H. BERTENSHAW, B.A., Muc.Bac., Assistant Master in the City of London School.

**Part I.** Containing Reading Lessons, Grammar, Passages for Repetition, Exercises, and Vocabularies. With Illustrations by D. M. PAYNE. Pupils' Edition, **2s.** Teachers' Edition, **2s. 6d.**

**Part II.** Containing Reading Lessons, Grammar, Passages for Repetition, Exercises, and Vocabularies. With Illustrations by D. M. PAYNE, and from Photographs. Pupils' Edition, **2s. 6d.** Teachers' Edition, **3s.**

The Teachers' Edition contains all the matter in the Pupils' Edition, together with additional Notes on Reading Lessons, Grammar and Passages for Repetition, Translation of Exercises, etc.

**Contanseau : A Pocket Dictionary of the French and English Languages.** BY LEON CONTANSEAU. New Edition, thoroughly revised by his Son, LUDOVIC CONTANSEAU. Demy 16mo. **3s. 6d.** net.

A COMPLETE LIST OF ALL MESSRS. LONGMANS, GREEN AND CO.'S BOOKS IN HISTORY, GEOGRAPHY, LATIN, AND FRENCH WILL BE SENT POST FREE ON APPLICATION.

**LONGMANS, GREEN & CO., 39, Paternoster Row, London, E.C. 4.**

## BLUE BOOK SUMMARY.

### Higher Education. Regulations for Grant in Respect of Maintenance Allowances.

The Board of Education have published the following Regulations:—

1. Subject to the conditions prescribed in these regulations, the Board of Education may, as from 1st April, 1920, pay to Local Education Authorities under Part II. of the Education Act, 1902, an annual substantive grant in aid of expenditure incurred under arrangements approved by the Board on maintenance allowances to pupils in secondary schools, and other institutions of higher education, who are in need of assistance to enter upon or complete courses of education.

2. The general object of the substantive grant under these regulations is (1) to make secondary schools and other institutions of higher education generally accessible to children and young persons who show special promise of profiting by prolonged education; (2) to enable the pupils in these institutions to stay long enough to obtain full benefit from the course they undertake.

3. The Local Education Authority should review their arrangements and submit them to the Board for approval before the 31st December, 1919, and thereafter from time to time as the Board may require. It is desirable that these arrangements should indicate (so far as is possible before the estimates for the year 1920-21 are settled by the Authority) the amount of the expenditure which it is proposed to incur in the year 1920-21, as well as the manner in which the administration of the Authority will be conducted in this respect.

4. The allowances which will be taken into account under these regulations are those which are granted for maintenance, as distinct from the payment of tuition fees or other charges made by the schools or institutions in respect of the pupil's education. No payment by the Local Education Authority of tuition fees or of charges for the use of books, stationery, etc., which do not become the property of the pupil, and no payment in respect of maintenance allowances for pupils who are required to pay such charges, may be included in the expenditure on maintenance allowances for the purpose of these regulations.

5. Grant is not payable under these regulations in aid of expenditure on maintenance allowances to pupils or students in aid of whose maintenance grants are made by the Board under other regulations, e.g., those relating to "bursars" or students in training, and Local Science or Art Exhibitors.

6. The grant payable for a year will be calculated at half the net expenditure of the Local Education Authority, approved by the Board for the purpose of these regulations upon maintenance allowances as herein defined, subject to the maximum limit shown in Article 7.

7. The grant payable for a year shall not exceed a sum calculated as follows:—

3s. per unit of average attendance of scholars in public elementary schools within the area of the L.E.A. during the year.

In a county this average attendance will include the attendance in public elementary schools of the non-County Boroughs and Urban Districts as well as in those which are maintained by the County Council under Part III of the Education Act, 1902.

8. The grant is conditional upon the Board being satisfied that the Authority—

- (i) has performed its duties under the Education Acts;
- (ii) has supplied punctually such information and returns, for the purpose of these regulations, as the Board require.

If the Board are not satisfied on any of these matters they may withhold or make a deduction from the grant.

If a deduction is made exceeding five hundred pounds, or the amount which would be produced by a rate of one halfpenny in the pound, whichever is the less, a report stating the amount of and the reasons for the deduction will be laid before Parliament (Education Act, 1918, Sect. 44 (5)).

9. The grant will be payable by instalments.

The instalments payable during a year will be calculated at half the net expenditure of the previous year, provided that they do not thereby exceed the maximum limit prescribed for the grant by Article 7. The instalments may, subject to that same proviso, exceed half the net expenditure of the previous year, if the Board are satisfied by Estimates submitted by the Authority that the expenditure of the year will exceed that of the previous year.

If the sum paid by way of instalments should prove to have been in excess of the grant due, as finally determined by the Board, such excess will be repayable to the Board.

10. Net expenditure means expenditure upon maintenance allowances as herein defined less all receipts relating thereto except receipts from rates raised by the Authority or from Grants.

11. FINAL ADJUSTMENT.—The grant will be finally adjusted after the audited accounts for the year and any other returns required by the Board for the purpose have been received and examined.

It will be calculated to the nearest pound, a fraction of a pound in the final result being ignored or reckoned as a pound according as it is, or is not, less than ten shillings.

12. FINAL DECISION OF THE BOARD.—If any question arises as to the interpretation of these regulations, or as to the inclusion or exclusion of any items of receipt or expenditure for the purpose of calculating the grant, the decision of the Board shall be final.

## LETTERS TO THE EDITOR.

### Age and the Play Way.

In answer to enquiries as to the ages of the children concerned in my articles on the Play Way in Lancashire, it must be said they varied greatly. The youngest was ten, the two eldest dullards of thirteen and a half, while two verged on slight weakness of intellect. Nevertheless all were stimulated by the Play Way and the standard of proficiency was unusually uniform. Age is no obstacle to the Play Way methods; it merely compels a varying curriculum.

Nature and imagination are the fields for young children to run loose in; boys of fourteen prefer humour and character study (after Dickens), and of course adventure; although if brought up as Playboys they rarely lose delight in descriptive literature, even where their creative power wanes. Just as in "passive" English boys read "Tanglewood" at eleven, "Oliver Twist" at twelve, "Ivanhoe" at thirteen, and so on, but the READING goes steadily on, so the Play Way methods go on while the subjects vary.

I remain, yours, etc.,

B. A. WILMOTT.

The everyday life of the British Salonica Forces—mostly from a humorous point of view—is described in a book entitled THE SALONICA SIDE-SHOW, by Lieut. V. J. Seligman, which is to be issued on September 9th by Messrs. George Allen and Unwin, Ltd. An important chapter entitled "The Tragedy of Constantine" throws an entirely new light on the development of "Tino's" character and the part he played. Mr. Seligman has obtained first hand information from the ex-King's secretary, M. Melas, who has hitherto refused to publish the inside history of those fateful days.



# BLACKIE & SON'S BOOKS

## FOR OXFORD LOCAL EXAMINATIONS, 1920. EDITIONS OF SET BOOKS.

### SENIOR.

#### SHAKESPEARE.

- Julius Caesar.** Warwick Edition. Edited, with Introduction, Notes, Glossary, etc., by ARTHUR D. INNES, M.A. 2s. net. Plain-text Edition, 7d.
- The Merchant of Venice.** Warwick Edition. Edited, with Introduction, Notes, Glossary, etc., by H. L. WITHERS. 2s. net. Plain-text Edition, 7d.
- Twelfth Night.** Warwick Edition. Edited, with Introduction, Notes, Glossary, etc., by ARTHUR D. INNES, M.A. 2s. net. Plain-text Edition, 7d.
- King John.** Warwick Edition. Edited, with Introduction, Notes, Glossary, etc., by Prof. G. C. MOORE SMITH, Litt.D. 2s. net. Plain-text Edition, 7d.
- Midsummer-Night's Dream.** Warwick Edition. Edited, with Introduction, Notes, Glossary, etc., by E. K. CHAMBERS, M.A. 2s. net. Plain-text Edition, 7d.
- The Tempest.** Warwick Edition. Edited, with Introduction, Notes, Glossary, etc., by F. S. BOAS, M.A. 2s. net. Plain-text Edition, 7d.
- Browning—Stafford.** Edited, with Introduction and Notes, by AGNES WILSON. 1s. 6d. net.
- Scott—Ivanhoe.** Edited, with Notes, by R. J. CUNLIFFE, M.A., LL.B. 2s. net.
- Arnold—Sohrab and Rostum.** Edited, with Notes, by WM. KEITH LEASK, M.A. Paper, 3d.; cloth, 5d.

- Chaucer—Prologue.** With Glossary. Paper, 3d.; cloth, 5d.
- Chaucer—Prologue.** Edited, with Introduction, Notes, Glossary, etc., by E. F. WILLOUGHBY, M.D. 1s. 3d. net.
- Coleridge—The Ancient Mariner.** Edited, with Notes, by WALTER DENT. Paper, 3d.; cloth, 5d.
- Macaulay—Horatius.** With Notes. Paper, 3d.; cloth, 5d.
- Caesar—De Bello Gallico V and VI.** Edited, with Introduction, Notes, Vocabulary, etc., by Prof. JOHN RANKINE BROWN, M.A. Illustrated. 1s. 6d. net each.
- Caesar—De Bello Gallico V and VI.** Edited, with Introduction, Notes, Vocabulary, etc., by Prof. JOHN RANKINE BROWN, M.A. 1s. net each.
- Caesar—De Bello Gallico V and VI.** Edited, with brief Introduction and Textual Notes, by W. H. D. ROUSE, Litt.D. 9d. net each.
- Virgil—Aeneid IX and X.** Edited, with brief Introduction and Textual Notes, by S. E. WINBOLT, M.A. 9d. net each.
- Cicero—De Amicitia.** Edited, with Introduction, Notes, Vocabulary, etc., by Rev. F. CONWAY, M.A. Illustrated. 1s. 6d. net.
- Cicero—De Amicitia.** Edited, with Introduction and Textual Notes, by Prof. J. S. REID, Litt.D. 9d. net.
- Sallust—Catiline Conspiracy.** Edited, with Introduction, Notes, Vocabulary, etc., by Rev. W. A. STONE, M.A. Illustrated. 1s. 6d. net.
- Xenophon—Anabasis IV.** Edited, with Introduction, Notes, Vocabulary, etc., by Rev. G. H. NALL, M.A. Illustrated. 2s. net.

### JUNIOR.

- Shakespeare—Julius Caesar.** Junior School Edition. Edited by W. DENT, 10d.; Picture Shakespeare Edition, 1s. 6d.; Plain-text Edition, 7d.
- Shakespeare—As You Like It.** Junior School Edition. Edited by Prof. L. W. LYDE, 10d.; Picture Shakespeare Edition, 1s. 6d.; Plain-text Edition, 7d.
- Shakespeare—Tempest.** Junior School Edition. Edited by ELIZABETH LEE, 10d.; Picture Shakespeare Edition, 1s. 6d.; Plain-text Edition, 7d.
- Shakespeare—Coriolanus.** Junior School Edition. Edited by W. F. BAUGUST, 10d.; Plain-text Edition, 7d.
- Shakespeare—Merchant of Venice.** Junior School Edition. Edited by GEORGE H. ELY, B.A., 10d.; Picture Shakespeare Edition, 1s. 6d.; Plain-text Edition, 7d.

- Milton—Comus.** Edited, with Introduction, Notes, etc., by Rev. E. A. PHILLIPS, B.A. 1s. 6d. net.
- Scott—Ivanhoe.** Edited, with Notes, by R. J. CUNLIFFE, M.A., LL.B. 2s. net.
- Kingsley—Hereward the Wake.** Illustrated. 2s. 6d. net.
- Caesar—De Bello Gallico V.** Edited, with Introduction, Notes, Vocabulary, etc., by Prof. JOHN RANKINE BROWN, M.A. Illustrated. 1s. 6d. net.
- Caesar—De Bello Gallico V.** Edited, with Introduction, Notes & Vocabulary, by Prof. JOHN RANKINE BROWN, M.A. 1s. 6d. net.
- Caesar—De Bello Gallico V.** Edited, with brief Introduction and Textual Notes, by W. H. D. ROUSE, Litt.D. 9d. net.

### PRELIMINARY.

- Kingsley—The Heroes.** Edited, with Notes, by E. H. BLAKENEY, M.A. 1s. 9d. net.

- Kingsley—The Heroes.** 1s. 8d.
- Kingsley—The Heroes.** Edited by W. H. D. ROUSE, Litt.D. 9d. net.

# CAMBRIDGE LOCAL EXAMINATIONS, 1920. EDITIONS OF SET BOOKS.

#### ENGLISH LANGUAGE AND LITERATURE.

- Scott—The Lay of the Last Minstrel.** Cantos I, II, III. With Notes. Paper, 3d. each; cloth, 5d. each. [PRELIMINARY.]
- Scott—The Lay of the Last Minstrel.** Complete. With Introduction and Notes. 1s. 3d. net. [PRELIMINARY AND JUNIORS.]
- Scott—The Lay of the Last Minstrel.** Text, with Introduction only. 10d. [PRELIMINARY AND JUNIORS.]
- Scott—The Talsman.** Edited, with Introduction and Notes, by W. KEITH LEASK, M.A. 2s. net. [JUNIORS.]
- Scott—The Talsman.** Without Notes. 1s. 8d. [JUNIORS.]
- Shakespeare—The Tempest.** Warwick Edition, 2s. net; Junior School Edition, 10d.; Picture Edition, 1s. 6d.; Plain-text Edition, 7d. [JUNIORS AND SENIORS.]
- Shakespeare—Hamlet.** Warwick Edition, 2s. net; Plain-text Edition, 7d. [SENIORS.]
- \* \* \* The "Warwick Edition" is suited in editorial equipment for Senior Candidates, the "Junior School" and "Picture" Editions for Junior Candidates.
- Defoe—Robinson Crusoe.** 1s. 8d. Abridged Edition, 9d. net. [PRELIMINARY AND JUNIORS.]
- Tennyson—The Coming of Arthur and The Passing of Arthur.** Introduction and Notes by DAVID FREW. 9d. net. [JUNIORS.]
- Milton—Comus.** Introduction and Notes by Rev. E. A. PHILLIPS. 1s. 6d. net. [SENIORS.]
- Milton—Lycidas.** Introduction and Notes by H. B. COTTERILL. 1s. 6d. net. [SENIORS.]
- Milton—Lycidas.** With brief Introduction and Notes. Paper, 3d.; cloth, 5d. [SENIORS.]
- Milton—English Sonnets.** With brief Introduction and Notes. Paper, 3d.; cloth, 5d. [SENIORS.]
- Macaulay—History of England.** Chapter III. Edited, with Introduction and Notes, by E. C. NOTCUTT, B.A. 3s. net. [SENIORS.]

#### ENGLISH—CONTINUED.

- Macaulay—History of England.** Chapter III. Edited, with brief Introduction, by W. H. D. ROUSE, Litt.D. 9d. net. [SENIORS.]
- LATIN.**
- Caesar—De Bello Gallico, VI.** Introduction, Notes, and Vocabulary by JOHN RANKINE BROWN. 1s. 6d. net. [JUNIORS.]
- Caesar—De Bello Gallico, VI.** With Introduction, Notes and Vocabulary by JOHN RANKINE BROWN, M.A. 1s. 6d. net. [JUNIORS.]
- Caesar—De Bello Gallico, VI.** Edited, with brief Introduction and Textual Notes, by W. H. D. ROUSE, Litt.D. 9d. net. [JUNIORS.]
- Virgil—Aeneid VI.** Introduction, Notes, and Vocabulary by H. B. COTTERILL. Illustrated. 1s. 6d. net. [JUNIORS AND SENIORS.]
- Virgil—Aeneid VI.** Edited, with brief Introduction and Textual Notes, by S. E. WINBOLT, M.A. 9d. net. [JUNIORS AND SENIORS.]
- Livy—Book V.** Edited, with Introduction, Notes, and Vocabulary by W. CECIL LAMING, M.A. Illustrated. 1s. 6d. net. [SENIORS.]
- Livy—Book V.** Edited, with brief Introduction and Textual Notes, by E. SEYMOUR THOMPSON, M.A. 10d. net. [SENIORS.]
- Tactius—Agricola.** With Introduction, Notes, and Vocabulary by C. FLAMSTEAD WALTERS, M.A. 1s. 6d. net. Illustrated. [SENIORS.]
- Plautus—Captivi.** Edited, with Introduction, Notes, and Vocabulary, by Rev. J. HENSON, M.A. Illustrated. 1s. 6d. net. [SENIORS.]

#### GREEK.

- Xenophon—Anabasis I.** Edited, with Introduction, Notes, and Vocabulary, by C. E. BROWN RIGG, M.A. 1s. 6d. net. [JUNIORS.]
- Euripides—Medea.** With Introduction, Notes and Vocabulary, by HAROLD WILLIAMS, M.A. 2s. net. [JUNIORS AND SENIORS.]

BLACKIE & SON, LTD., 50, OLD BAILEY, LONDON, E.C. 4.  
AND AT GLASGOW AND BOMBAY.

## PERSONAL NOTES.

**Sir Napier Shaw, LL.D., Sc.D., F.R.S.**

Sir Napier Shaw, President of the Educational Science Section of the British Association, is the Director of the Meteorological Office. He was born in 1854 and educated at King Edward's School, Birmingham, Emmanuel College, Cambridge, and the University of Berlin. He was lecturer in Physics at Cambridge and Senior Tutor at Emmanuel College, becoming Assistant Director of the Cavendish Laboratory in 1898, and was Knighted in 1915.

**Professor Macalister.**

After a long illness Dr. Alexander Macalister, Professor of Anatomy at Cambridge University, died at Cambridge from the effects of an operation. Professor Macalister was born in 1844, in Dublin, and educated at Trinity College, Dublin. In 1869 he was appointed Professor of Zoology at Dublin University, and in 1877 Professor of Anatomy and Chirurgery. In 1883 he succeeded Sir George Humphreys at Cambridge, being the first Professor of Anatomy who was entirely devoted to his subject to the exclusion of practising. He was a Presbyterian, an authority on Egypt, and a great traveller.

**Mr. W. S. Dann, M.A., M.B.E.**

Mr. W. S. Dann, History Master at the Manchester Grammar School, was appointed H.M. Inspector for the new Continuation Schools. He was educated at Blackheath School, and at University College, London. Mr. Dann is well known to the Workers' Educational Association, and has been honorary secretary of the Manchester branch of the Historical Association.

**Sir Richard Glazebrook.**

Sir Richard Glazebrook, Director of the National Physical Laboratory, retired on reaching the age limit on 18th September.

**Professor J. E. Petavel.**

The Lord President of the Council has appointed Joseph Ernest Petavel, Professor of Engineering and Director of the Whitworth Laboratory, Manchester, to be Director of the National Physical Laboratory. He was educated at University College, London, and was engaged in scientific research at the Royal Institution and at the Davy Faraday Laboratory until 1898. In 1900 he was elected Fellow of Owen's College, Manchester. He is a member of the Advisory Committee for Aeronautics of the Air Ministry.

**The late Professor F. W. Moorman.**

It is with great regret that we learn that Professor F. W. Moorman, who occupied the chair in English Literature at Leeds University, was drowned while bathing with his children at Hawkswick, Upper Wharfedale. Professor Moorman was educated at University College, London, at the University College of Wales, and at Strasburg University. In 1885 he became Assistant Lecturer in the English Language and Literature at Aberystwyth; in 1888 he was appointed Professor of English at Yorkshire College, later the University of Leeds, where his work as an authority on the Yorkshire dialect and his gifts as a teacher won the admiration and esteem of his pupils.

**Mr. F. J. S. Whitmore.**

Mr. F. J. S. Whitmore, M.A., Oxon., for twelve years an Assistant Master at Denstone College, has been appointed Second Master of Queen Elizabeth's Grammar School, Kettering.

## NEWS ITEMS.

**All-round Development.**

Larger buildings are required by the Caldecott Community for Working Men's Children. Housed at Charlton Court, East Sutton, Kent, the children help on the farm, in the garden, and in the house, and effective education is given by encouraging the growth of what is best in each child.

**Cold Rooms.**

The schools at New Hartley, Northumberland, are alleged to be inadequately heated, and the parents say that they will boycott them if an improvement be not effected before the winter.

**Fream Memorial Prize.**

Miss Doris Anderson, Southfield, Ropley, Winchester, a student of University College, Reading, has been awarded the Fream Memorial Prize for 1919, by the Board of Agriculture, for taking first place in this year's examination for the National Diploma in Agriculture.

**Oxford and Cambridge Expenses.**

Now that battels alone mount to £70 and upwards per term, the minimum cost of an education at the older universities is about £260.

**Fees at Eton.**

The Headmaster at Eton College has sent a circular letter to parents calling attention to a new scale of payment. The fee is now to be £200, and apparently almost inclusive, as a large number of separate charges have been merged in it. This amount compares favourably with bills exceeding £300 sometimes paid for girls at finishing schools.

**King's Scholar.**

Walter W. Grave is the winner of the King's Gold Medal for being the most proficient scholar at King Edward VII Grammar School at King's Lynn.

**Converted Grammar School.**

The Holland (Lincolnshire) County Council have converted the Grammar School at Kirton, near Boston, into an agricultural training centre.

**Solomon Supplemented.**

At a meeting of the Worcester Education Authority Mr. Willis Bund said Solomon said that there were three things that could not be satisfied. If he had lived in these days he would have found a fourth—the elementary school teacher.

**Municipal Printing at Newcastle.**

Naturally enough the master printers of Newcastle do not view with equanimity the proposal that the Corporation should do its own printing.

When paper was scarce, the Education Committee set up a small plant, which was found very useful also to other departments, but as the Committee can work only for itself, the suggestion was made that the plant should be taken over by the municipality, but a strong protest has been made by the trade.

**Secondary School or Storehouse.**

About 700 boys and girls in Cardiff are being compelled to continue their education in a building that does not offer the usual facilities of a secondary school, and Mr. Dyche, the headmaster, criticised the War Office for retaining the buildings for the purpose of storing discarded equipment, now that the need for accommodating wounded soldiers has passed away. Why should the education of these young people suffer when any sort of buildings would do for warehouses?

# PITMAN'S BOOKS

MODERN  
LANGUAGES.

COMMERCE.

SCIENCE.

NEEDLEWORK.

ETC., ETC.

Write for a Complete List of Educational  
Books post free from

**SIR ISAAC PITMAN & SONS, LTD.,**  
1, Amen Corner, London, E.C. 4.

## THE PROGRESSIVE FRENCH GRAMMAR.

By Dr. F. A. HEDGCOCK.

A New French Grammar by a well-known authority on the language. The method is a combination of the direct with the indirect, and in order to give teachers an idea of the style of the book a section will be sent for inspection to all interested. Complete book, 5s. 6d. net. Also in two vols. : Part I, 3s. 6d. net ; Part II, 2s. 6d. net. Key, 3s. 6d. net.

## PRACTICAL GERMAN GRAMMAR.

By E. I. SLATER.

Suitable for elementary students at Evening Commercial Institutes. Cloth 2s. 6d. net.

## SPANISH, PORTUGUESE, ITALIAN.

Books on Grammar, Conversation, and Correspondence.

## THE ELEMENTS OF BOOK-KEEPING.

By W. O. BUXTON, A.C.A. (Hons.).

A book for beginners—fully explanatory. Cloth, 1s. 6d. net.

## PITMAN'S SHORTHAND RAPID COURSE.

The latest text book of the world's best system. Gives the theory in 20 simple lessons. Cloth, 2s. 6d. ; or with additional exercises, 4s.

## HEAT, LIGHT AND SOUND.

By J. R. ASHWORTH, D.Sc.

An introductory course of practical exercises. With numerous illustrations. 2s. 6d. net.

## EMBROIDERY AND DESIGN.

By JOAN H. DREW.

This book arouses new interest in the subject. Many illustrations are given, and the designs are the right size for tracing and working. Cloth, with 82 illustrations, 3s. net.

## DRAWING AND DESIGN.

By SAMUEL CLEGG.

A school course in Composition. Lettering and pen and ink drawing are included, and a special feature of the book is coloured plates printed by scholars from wood-blocks of their own making and designing. Profusely illustrated. 10s. 6d. net.

## THE WANTS OF MAN.

By T. H. BOWTELL, M.A., B.Sc., M.Ed.

A simple introduction to the problems of Economic Science. An up-to-date class reader. Cloth, 210 pp., 2s. 6d. net.

## THE TRIUMPH OF MAN.

With 130 illustrations. A reading book for boys and girls from 12 to 16 years old. Contains a simple account of wind, water, steam and electricity and their applications ; of iron and steel and their uses, etc. 2s. net.

# WORTH ATTENTION.

## MAP READING MADE EASY

By Captain C. G. ESSON and G. S. PHILIP, F.R.G.S.

An interesting and lucid explanation of a subject of ever-increasing importance. Map-reading is an ideal subject for schools ; it shows the PRACTICAL APPLICATION of other subjects—Geometry, Arithmetic, Drawing—and is also of great help to a thorough study of Geography.

A feature of the book is a large number of diagrams and maps, which greatly facilitate description and understanding.

Crown 4to, cloth boards. 3s. 6d. net. PROSPECTUS FREE.

Your elder scholars will benefit immensely if you adopt

## “TRANSPORT”

THE MAGIC CARPET OF INDUSTRY.

By J. P. GRIFFITHS.

Describing the history and development of Transport by sea, road, canal, and railway. Fascinating and instructive.

“Packed full of interesting and up-to-date information. . . . Not a dull page in it.”—TEACHER'S WORLD.

For individual reading, and for Class use as a Supplementary Reader. Crown 8vo, 256 pages. Numerous half-tone illustrations and maps. 2s. 6d.

Ask to see a copy before you order.

BOOKS THAT STAND OUT FROM ALL OTHERS.

## Philips' New ENGLISH BOOKS

A Graduated Course of English Composition.

By W. J. GLOVER.

(Editor of “The Children's Cameos of Poetry and Prose.”)

The most striking feature is the plentiful supply of models for study, from KINGSLEY, DICKENS, RUSKIN, STEVENSON, and the other famous writers, on which extremely clever and interesting examples are built. See how the scheme agrees with Circular 808 B. of E. suggestions.

Book I	for Standard 3	..	80 pages	..	8d.	} Crown 8vo size.
“ II	“	4	.. 96	“	8d.	
“ III	“	5	.. 112	“	9d.	
“ IV	“	6	.. 112	“	9d.	
“ V	“	7	..	In preparation.		

“We have no hesitation in thoroughly recommending the series.”—

THE SCHOOLMASTER.

## The Children's Cameos of Poetry and Prose

For Reading and Recitation in Schools.

Short gems of prose, each selected by virtue of its outstanding literary merit and its suitability for the purpose.

See Circular No. 753 of the Board of Education :—“There is no reason for restricting learning by heart to poetry . . . passages of good prose should be learned by heart also.”

Poems by some of the most famous writers of the present day are included.

Book 1 to IV, 48 pages, 6d. each.

Books V to VIII, 64 to 72 pages, 8d. each.

Supplementary Book ; PATRIOTIC AND NATIONAL.

72 pages, 8d.

Specimens to Head Teachers.

GEORGE PHILIP & SON, LTD., 32, FLEET STREET, LONDON, E.C. 4.

## LITERARY SECTION.

### BOOKS AND THE MAN.

#### The Last de Morgan.\*

Asked how he liked someone a young Frenchman replied, with Gallic ardour, "I do not like—I love." There is no middle way with William de Morgan; readers of fiction either love him or leave him alone. And of readers in two hemispheres he has indeed a goodly host. The present volume is dedicated by his wife "To all our American friends who by their never failing sympathy and generous appreciation of his writing were a constant source of pleasure and gratification to my husband." In many a dominion home and clearing, in bush and backwood, veldt and prairie, his name is a familiar one, and his works have been translated into several languages.

In a Few Last Words to the Reader Mrs. de Morgan, who did not live to see the publication of this his posthumous book, has left some interesting particulars about her husband's methods of work. He would start a novel without making any definite plot. "He created his characters and then waited for them to act and evolve their own plot. In this way the puppets in the show became real living personalities to him, and he waited, as he expressed it, 'to see what they would do next.'" Husband and wife were wont to read together every Sunday evening all he had written during the week. Thus the novelist's audience of one, like the wider audience to follow, "got to believe in the reality of the characters"; to think of them "as real live people." "I have frequently asked him," she adds, "when . . . he had finished writing for the day, . . . such a question as, 'Well, have they quarrelled yet?' and he would reply, 'No. I don't know if they will come to a quarrel, after all; I must wait and see what they do.'" The author's handwriting was clear and distinct, with few erasures. "He never made rough copies and practically finished as he went." Regarded simply as a mechanical effort what a wonderful achievement was this of the de Morgan novels. For those eight volumes, the literary output of about as many years at the close of an old man's life, must on a modest computation aggregate about 4,500 pages or perhaps not far short of two million words, written with the author's own hand "and practically finished as he went." But blessings on that artist hand, transmitter of beauty, whether on canvas, or in imperishable enamel, or through the printed page.

Let no fearful reader with war-frayed nerves fight shy of the title "The Old Madhouse." It is just one of the author's little jokes, and no grisly inmates emerge from the old, rambling, tumble-down house so named, in which two light-hearted young couples propose to start housekeeping and therein live happily ever after. Unfortunately, these cargoes of affection running, so to say, on parallel lines somehow manage to jump the points, and as the story develops a regrettable mix-up ensues which the author, alas, did not live to disentangle. The plot centres, however, mainly in the disappearance of Uncle Drury, who "weighed eighteen stone, and always rumbled in his chest before he spoke, like the works of a big clock before it strikes." Rather a bulky item, one would gather, to be suddenly and mysteriously mislaid, but so it was; and through 555 pages this mystery thickens. But the dialogue and conversation are the thing, and the author's accompanying chaff. The "puppets in the show" are as alive and

convincing as ever, and although "The Old Madhouse" may not quite touch the highwater mark of "When Ghost meets Ghost," let us be thankful that the feast provided amid the strain and distractions of war-time is as varied and delightful as it is. If de Morgan did not live to finish the story yet from notes which he left, and the fact that he had told her "as much as he knew himself of what the end of the book was to be," Mrs. de Morgan in a concluding chapter is able to unravel the mystery of Uncle Drury's disappearance, and in the unravelling *The Old Madhouse* itself plays a weird and somewhat uncanny part.

Suggestions of supernatural happenings are present in all de Morgan's novels. "As for ghosts, they would be interesting and not a drawback, unless they were the sort that broke things. Perhaps, however, these last would rank as phenomena, not ghosts." Thus Nancy, otherwise known as "Elbows," reviewing the possibilities of *The Old Madhouse* as a background for connubial bliss. Doubtless when a biography duly appears, or the promised book by Mrs. de Morgan on Spiritualism, light will be shed on this bias towards the occult, but meanwhile the general reader may gather somewhat from contemporary writings. In the *Life of Stopford Brooke*, by Dr Jacks, mention is made of a meeting in old age between Stopford Brooke and de Morgan, who had been fairly intimate in earlier life; and Mrs. de Morgan is referred to as Clairvoyante; she had the power of projecting her consciousness outside her body. Some such psychic experiences were probably not unconnected with the various super-normal happenings that occur so freely in her husband's stories.

The literary art of de Morgan was in touch with the creative work of some other great Victorians at many points. Comparison with Dickens has become a commonplace, and the coincidence of the two Masters' last and incompleting stories dealing with a disappearance is obvious. De Morgan's double role as an apostle of beauty both in craftsmanship and literature suggests parallels with du Maurier and with William Morris; and his literary art displays pre-Raphaelite qualities in its forthright veracity, its mysticism, its minute detail and careful delineation of every part of the picture. But it is perhaps with the spirit of Robert Browning, to whom allusion frequently occurs in the novels, that de Morgan's deeper qualities show most in common. Both to the end retained their faith in what Stevenson in cautious phrase has envisaged as "the ultimate decency of things."

They reminded men and women in a materialistic age that the things which are not seen, those intangible realities that are eternal—the conquering power of love, constancy surviving death, the communion of souls—are indeed the very stuff of existence, in comparison with which the material framework of life seems but the baseless fabric of a vision. And Browning's valiant lines, the Poet's own swan-song, published on the day he died, that last day of December, 1889, may fitly be applied to William de Morgan, who also on a "last Friday night in December . . . laid down his pen in the middle of a sentence never to be completed":

"One who never turned his back but marched breast forward,

Never doubted clouds would break, . . .  
Held we fall to rise, are baffled to fight better,  
Sleep to wake."

SILAS BIRCH.

\* "The Old Madhouse." By William de Morgan. (Heinemann, 7s. net.)

# MACMILLAN'S LIST.

**Practical Hints for the Teaching of Latin.** Being Four Lectures delivered at Ilkley, at the Board of Education's Latin Courses for Teachers, in August, 1918 and 1919. By L. W. P. LEWIS, M.A., Senior Classical Master, Bradford Grammar School. 5s. net.

**Companion to Diaconus.** By GEORGE G. LOANE, M.A. 6s. net.

BOOK II. JUST PUBLISHED.

**Lay's Pupils' Class-Book of English Composition.** By ED. J. S. LAY, Author of "The Pupils' Class-books of Geography, History, The Vegetable Garden," etc. Illustrated. Book I (for children of 9 to 10), 1s. Book II (for children of 10 to 11), 1s. 3d.

THE SCHOOLMASTER:—"To write a book on English Grammar and Composition which will attract, and not repel, children is a feat upon which the successful writer may be fairly congratulated. The little work before us is ideal, for here are certainly lessons, but disguised so cunningly and cleverly that our young people will imagine they are at play when 'The Pupils' Class-Book of English Composition' is placed before them for the purposes of study. A book which we feel sure teachers will welcome and use with pleasure and profit."

**Outlines of the History of the English Language.** By E. CLASSEN, M.A., Ph.D., Author of "Lectures on Style and Composition." 5s. net.

POCKET CLASSICS. New Volumes.

**Scott. Kenilworth.** Edited with an Introduction and Notes by J. H. CASTLEMUN, M.A. 1s. 6d. net.

**Rossetti. Selected Poems of Christina G. Rossetti.** Edited with Introduction and Notes by C. B. BURKE, Ph.D. 1s. 6d. net.

**Ruskin. The Crown of Wild Olive and the Queen of the Air.** Edited with Notes and an Introduction by W. F. MELTON, Ph.D. 1s. 6d. net.

**Dana. Two Years before the Mast.** With an Introduction and Notes by H. E. KEYES, B.L. 1s. 6d. net.

SIEMMANN'S FRENCH FOR RAPID READING. New Volumes.

**Balzac. Le Bal de Sceaux.** Par HONORE DE BALZAC. Limp cloth. 1s. 3d.

**Ferry. Les Gambusinos Bermudes - el Matasiete.** Par GABRIEL FERRY. Limp cloth. 1s. 3d.

## W. & A. K. Johnston's Publications

New Editions of W. & A. K. Johnston's Maps and Atlases, with up-to-date boundaries, will be issued immediately.

MODERN ATLAS OF COMMERCE.

48 pages of Maps, printed clearly in Brown. In strong paper covers. Without Index, 1s. 10d. net. With Index, 2s. net.

EDINA JUNIOR HISTORIES.

Suitable for Upper Standards, Higher Elementary and Central Schools, and Lower Forms of Secondary Schools.

Written on the most Modern Approved Methods.

- Book I. **The Age of Settlement.** B.C. 55—A.D. 1154. 1s. 4d. net.
- Book II. **The Age of Chivalry.** A.D. 1154—A.D. 1485. 1s. 4d. net.
- Book III. **The Age of Discovery.** A.D. 1485—A.D. 1603. 1s. 4d. net.
- Book IV. **The Age of Strife.** A.D. 1603—A.D. 1713. 1s. 4d. net.
- Book V. **The Age of Empire Building.** A.D. 1713—A.D. 1815. 1s. 4d. net.
- Book VI. **The Age of Democracy.** A.D. 1815—A.D. 1918. 1s. 4d. net.

MACMILLAN & CO., LTD., St. Martin's Street, LONDON, W.C. 2.

# THE COLLEGE OF PRECEPTORS

(INCORPORATED BY ROYAL CHARTER),

BLOOMSBURY SQUARE, LONDON, W.C. 1.

## Training Course for Teachers of Commercial Subjects.

THE COLLEGE OF PRECEPTORS offers a course of Training in Teaching specially designed for teachers of Commercial Subjects. The course is open to teachers of commercial subjects in day schools, continuation schools, or evening institutes, and to others who contemplate taking up such work.

The course will extend over two sessions, that is, from September to June in each of two years. Each session will consist of two terms, the first term extending from September (or October) to December, and the second from February to June (omitting the Easter vacation). Students will be required to attend during each term twelve weekly lectures on the principles of teaching and a discussion class after each lecture. Arrangements will be made for the students to visit classes where commercial subjects are being taught, while the students themselves will be required to teach under supervision and to prepare weekly essays on subjects connected with the topics discussed in the lectures and discussion classes and with problems of practical teaching. Subjects to be discussed will relate to commercial education in all its aspects, and the full course is designed to afford to teachers of commercial subjects an opportunity of gaining a training in teaching such as will satisfy the requirements of the Teachers Registration Council.

Students may take classes for one session only. The fee for one session is £2 2s., payable in instalments of £1 1s. at the beginning of each term.

Those who intend to take the course are advised to call at the College in order that their individual circumstances and needs may be noted for the information of the Director of the Training Course. The Secretary may be consulted on any day, between the hours of 11 and 1 in the morning, or between 3 and 5 in the afternoon, Saturdays excepted, or at some other time by appointment.

## REVIEWS.

## Education.

**TEST MATERIAL FOR THE MEASUREMENT OF INTELLIGENCE :** by Lewis M. Terman. (Geo. G. Harrap and Co., London. 3s. 6d. net.)

In a recent issue we reviewed Professor Terman's *The Measurement of Intelligence*. We have now received the materials that he publishes for the application of the *Stanford Revision*, as his scheme is named. It will be remembered that this scheme is a development of the Binet-Simon Tests, and our readers will naturally understand that these tests demand specific apparatus such as is here supplied. It may be well to mention that the "Materials" will be found of little use apart from Prof. Terman's book, but used along with that book they will be found to be of great practical value to the teacher who is willing to give himself a little trouble in order to get a clear working idea of the capacity of his pupils.

The Materials consist of an envelope containing 18 cards of about 6in. by 8in., and a *Record Booklet* of 12 pages each 7½in. by 11in. The cards fall into two groups, the first including various pictures, diagrams, and colour schemes to be used as tests, the second made up of cards containing answers to certain problems, these answers being of different degrees of accuracy, but classified so as to enable the teacher to form a fairly just idea of what may be accepted as satisfactory. As the scheme has been very carefully thought out, these cards are the condensed result of much labour and put it within the teacher's power to compare his results with those of his American fellows. It is worth noting that the *Record Booklet* is marked as "Revised for use in British Schools," though it is difficult to see how American idiom needs to be modified for our use. Colour is spelt with the u, it is true, but this applies to the actual tests themselves, which are not specially modified for British use. Since there is a section for adults, the teacher may test himself and his colleagues, as well as his pupil—which may, after all, prove not the least valuable of the uses to which the cards may be put. In any case we have now available the nearest approach to an objective standard of intelligence, and enterprising teachers will be well advised to avail themselves of it.

## Science.

**INTRODUCTION TO THE STUDY OF SCIENCE :** by Smith and Jewett. (Macmillan and Co. Price 7s. 6d. net.) pp. xii and 620.

The avowed purpose of this book is to introduce boys and girls to a scientific study of the principle features of their environment and to guide them in the development of a scientific habit of mind. The function of scientific instruction in public schools is held to be the initiation of young students into a knowledge of what scientific thought has accomplished for the human race. Emphasis is therefore laid throughout on the fact that it is the use, not the acquisition of knowledge which is educationally worth while.

A full year's course is mapped out, but within that time the topics could hardly be dealt with in the detail indicated. The arrangement is such that selection is easy, and the book will provide sufficient material for an ordinary one year's course based on the special needs of a neighbourhood or class.

One is inclined to predict that a boy or girl who is not proposing to proceed to a systematic and advanced study of a particular science would derive more benefit and find more interest in a course set on these lines than in any of the formal introductory courses in science. To an elementary or continuation school teacher the volume should prove especially valuable.

The chapters on "Artificial Lighting," "The Supply and Uses of Water," "Transportation on Land," "Transportation on Sea," and "Transportation in Air" are especially good, and are a mine of interesting facts, useful tables, and up-to-date notes not to be found in any other single text book.

Of equal interest and value are the chapters on "Plants in Relation to Man," "Insects and Human Health," "Micro-organisms in Relation to Man," and "The Protection of Health." Burbank's work on Artificial Selection, Mendel's Law of Inheritance, and Ross's work on Malaria are well treated in this section.

"Revision" and "Suggestive" questions are given at the end of each chapter, and with the form of some of these British teachers will be inclined to disagree. They are of great suggestive value nevertheless.

H. N. L.

## Hygiene.

**THE PEOPLE'S HEALTH :** by Walter Moore Coleman. (The Macmillan Co., New York. 3s. 6d. net.)

This is an attractive addition to Mr. Coleman's "Practical" series of Health Readers and Textbooks. Though written entirely for American use, the contents are set out in fascinating form, and we would welcome similar books for English schools. All ordinary hygienic topics are treated with an absence of pedantry not commonly remarked in such books, while the countless illustrations on almost every page are as good as anything we have seen.

**FRESH HOPE AND HEALTH FOR HOSPITAL PATIENTS AND INVALIDS :** by Cecilie Muller. (G. Bell and Sons, Ltd. 2s. net.)

Miss Muller has here set out with simple sincerity and considerable charm a few exercises which she has found useful with wounded and disabled soldiers. The directions are simple and clear, and some two dozen excellent photographs aid the verbal descriptions. The little book is so good and written with such attractive modesty that we think Miss Muller might well omit such constant reference to her brother and his "Health System," as well as the testimonials from her patients.

SANTE.

## Geography.

**THE KINGSWAY SERIES :** "Practical Geography," by Robert T. Finch, F.R.G.S. (Evans Bros., Ltd. Price, 3/6 net.)

It is difficult to over-praise this little volume, which merits not only a foremost place amongst text books of practical geography, but inclusion amongst the standard text books of method. A mine of fresh suggestion to the geography specialist and a clever exposition of teaching principles as applied to the solution of practical difficulties encountered in field and classroom, the book is an inspiration to any teacher.

Part I deals with Home Geography; Part II with Graphic Geography. It is pointed out that there is no school subject which stands so much in need of interpretation by direct experience as geography. If pupils are to be successful in picturing lands beyond the seas, the teacher must ensure that the fundamentals of geography have been established by actual personal experience. Imagination is but a conscious dream, and, like all dreams, it is the result of the rearrangement of ideas referable fundamentally to personal experience. This direct experience of geography can only be found successfully in the field, and it is in connection with field work that the author most distinctly reveals himself as a truly great teacher.

He has done well to indicate that the surveying, astronomy, chemistry, and physics exercises which have masqueraded as practical geography should find their proper place in mathematics and science lessons. Their results and interpretations are all that are important in the teaching of geography.

The experienced teacher will be chiefly interested to see how simple apparatus usually used only by advanced students of geography is introduced at an early stage of the work; the young teacher will find most helpful the references to sources of information, statistics, price of apparatus, survey maps, meteorological reports, etc.

Indeed the book is a most useful key to the teaching of geography on modern lines. It is so easy to forget the location of meteorological stations mentioned in the daily weather reports, such as Castle Bay, Roche's Point, Boier Castle, and to hunt them up in an ordinary atlas is hopeless, or momentarily to fail to explain the relation between the new and the old systems of measuring barometric pressure in millibars and inches respectively is disconcerting, but no criterion of a lack of mastery of the subject. To a teacher with this little book at hand such a misfortune could not happen, for key maps and scales are always given.

H. N. LOWE.

**TRANSPORT.—THE MAGIC CARPET OF INDUSTRY :** by J. P. Griffiths. (London: Geo. Philip and Son. 256 pp. 2s. 6d.)

A well written and well illustrated little book dealing with transport in all its phases, old and new. The book should be welcome as an additional reader in the upper classes of elementary schools.

**MACMILLAN'S GEOGRAPHICAL EXERCISE BOOKS :** Africa, with questions by B. C. Wallis, B.Sc. (Macmillan. 1s. 6d. net.)

Mr. Wallis labours at his chosen subject with the prolific industry of an enthusiast but hardly a genius. This exercise book is on familiar lines with "maps to fill in." The questions are numerous but conventional, and the book will keep a scholar busy rather than advance his geographical perception very much.

MUNDRES.

## CLASS BOOKS FOR LOWER FORMS

PUBLISHED AT THE  
*University Tutorial Press.*

**Arithmetic, Preliminary.** By AUGUSTUS BARRACLOUGH, M.A., Second Master at Bournemouth School. 2s. With Answers, 2s. 3d.

This Book provides a course of Arithmetic suitable for pupils of ten to fourteen years of age.

"The chapters are clearly written, carefully arranged, and accompanied with a plentiful supply of examples and exercises."—SCHOOL GUARDIAN

**Arithmetic, The Primary.** Edited by WM. BRIGGS, LL.D., M.A., B.Sc., F.R.A.S. In Three Parts. Parts I and II, 10d. each. Part III, 1s. 3d.

An Introductory Course of Simple Arithmetical Exercises, covering all the subjects usually taught in schools.

"The examples increase in difficulty by almost imperceptible stages, and they are very suitable for young scholars."—NATURE.

**Chemistry, Preliminary.** By H. W. BAUSOR, M.A., late Scholar of Clare College, Cambridge. 2s.

A course for beginners dealing with the leading principles of chemical theory.

"An excellent book; will make a clear understandable foundation for a systematic treatment of chemistry in the higher forms."—

EDUCATIONAL NEWS.

**English Course, Preliminary.** By A. M. WALMSLEY, M.A., late Senior English Master, Middlesbrough Boys' High School. 2s.

"An excellent first course in English grammar and composition suitable for the lower forms in secondary schools."—SCHOOLMASTER.

**History of England, Preliminary.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A., Cambridge Geography Diploma. With Illustrations. 2s. 9d.

"In addition to an outline of political events it tries to give some idea of social and constitutional development and also to connect history with geography. It is clearly written and well illustrated."—SCHOOL WORLD.

**French Course, Preliminary.** By H. J. CHAYTOR, M.A., and H. E. TRUELOVE, B.A. Second Edition. 2s.

"An excellent first year's work, well arranged on systematic lines, with due regard to the advantages of the direct method."—ATHENÆUM.

**Geography, Preliminary.** By E. G. HODGKISON, B.A., F.R.G.S., Assistant Master, Crewe County School. 2s.

A book for beginners, containing Elementary Physical Geography, an outline of the Geography of the World, and the Geography of the British Isles in detail.

"An admirable textbook, clear, direct, and well suited to the needs of pupils for whom it is intended."—LITERARY WORLD.

**Geography of England and Wales, A Preliminary.** By ERNEST YOUNG, B.Sc., F.R.G.S., Head Master, County School, Harrow. 1s. 6d.

This book cannot be used without an atlas, and is generally suitable for the lower forms of schools.

"A capital book, written in simple language, and containing abundant sketch maps of the right kind."—LONDON TEACHER.

**Geometry, Preliminary.** By F. ROSENBERG, M.A., B.Sc. With or without Answers. 2s. 9d.

A book for beginners containing a judicious blending of practical and theoretical work. Insists throughout on reasoning from first principles.

"The book is certainly one to be recommended."—

PREPARATORY SCHOOLS REVIEW.

**Plant and Animal Biology, A First Course in.** By W. S. FURNEAUX. 2s. 9d.

"For beginners this little book should prove a very attractive introduction to the study of plant and animal life."—SCHOOLMASTER.

**Science, Experimental, Preliminary Course of.** By W. M. HOOTON, M.A., M.Sc. 2s.

A detailed course of science training for beginners in accordance with modern ideas.

**Spelling and Punctuation (with Pieces for Dictation).** By HARRY SHOOSMITH, M.A., Modern Language Master, Wandsworth Technical Institute Secondary School. Second Edition. 1s.

"Very seldom have we seen any book which deals so thoroughly with the difficult subject of teaching and learning to spell."—EDUCATIONAL NEWS.

Complete Educational Catalogue, and Full Catalogue of Class Books for Secondary Schools, post free on application.

**University Tutorial Press, Ltd.,**  
High Street, New Oxford Street, LONDON, W.C. 2.

MESSRS.

## LONGMANS, GREEN & CO.'S

SELECT LIST OF TEXT-BOOKS ON

### LATIN, HISTORY & LITERATURE

#### First Steps in Latin.

By F. RITCHIE, M.A. Fcap. 8vo. 2s.

A Key, for the use of Teachers only, post free, 3s. 8½d.

#### Second Steps in Latin.

By F. RITCHIE, M.A. Fcap. 8vo. 2s. 6d.

#### Exercises in Latin Prose Composition.

By F. RITCHIE, M.A. Crown 8vo. 3s.

A Key for the use of Teachers only, post free, 3s. 9d.

#### Fabulæ Faciles.

A First Latin Reader. Containing Detached Sentences and Consecutive Stories. With Notes and a Vocabulary by F. RITCHIE, M.A. Crown 8vo. 3s.

#### Gradatim :

An Easy Latin Translation Book for Beginners. With Vocabulary by H. R. HEATLEY, M.A., and H. N. KINGDON, M.A. Fcap. 8vo. 2s.

A Key, for the use of Teachers only, post free, 5s. 2½d.

#### A History of Greece from the Earliest Times to the Death of Alexander the Great.

By C. W. C. OMAN, M.A., S.F.A., Fellow of All Souls College and Deputy Professor of Modern History in the University of Oxford. With 13 Maps and Plans, and 84 Illustrations. Crown 8vo. 6s. 6d.

#### A First History of France.

By Mrs. MANDELL CREIGHTON. With 33 Illustrations and 5 Coloured Maps. Crown 8vo. 4s. 6d.

#### The Growth of the British Empire.

By P. H. and A. C. KERR. With 4 Coloured Illustrations, 63 Maps (4 of which are coloured), and other illustrations. Crown 8vo. 3s.

#### History of English Literature from Beowulf to Swinburne.

By ANDREW LANG, M.A. Crown 8vo. Complete in one volume. 6s. 6d.

#### Also in 5 separate parts.

Part I.—Early and Mediæval Literature	1s. 4d.
Part II.—Chaucer to Shakespeare.	1s. 4d.
Part III.—Elizabethan and Jacobean Literature.	1s. 4d.
Part IV.—Eighteenth Century Literature.	1s. 4d.
Part V.—Nineteenth Century Literature.	1s. 6d.

A Complete List of all Messrs. Longmans, Green & Co.'s Books on English Language & Literature will be sent post free on application.

**LONGMANS, GREEN & CO.,**  
39, PATERNOSTER ROW, LONDON, E.C. 4.

**Mathematics.**

**AN ARITHMETIC FOR PREPARATORY SCHOOLS:** by Trevor Dennis, M.A. (G. Bell and Sons, Ltd. 4s. 6d.)

Few arithmetical textbooks of recent years have given us more pleasure than this one. Aided by the Headmaster's Syllabus for the Common Examination for Entrance to Public Schools, Mr. Dennis has discarded with courageous and ruthless hands all the antiquated lumber which disfigures the older textbooks. The examples are particularly good and new—it is difficult indeed to find many of the traditional type. Explanatory matter and theoretical discussions are reduced to a minimum, while the extraordinary clarity of the type used enhances the value of the book. If fault may be found, it is in the wording of the title "Preparatory Schools," for we should like to see the book in use in every type of school, particularly elementary schools.

**A MANUAL OF TRIGONOMETRY FOR THE USE OF YOUNG SAILORS AND NAVAL OFFICERS:** by Richard Buck. Fifth Edition. (Griffin and Co., Ltd. 3s. 6d.)

This is a book at which no doubt the academic teacher will look askance, but which is most attractive in its naval "get there" directness. It deals with the practical essentials of both plane and spherical trigonometry. Reversing the conventional order, it gives formulæ and exercises first and proofs later. Though intended primarily for H.M.S. Worcester cadets, the examples are of such a nature that every mathematical teacher might well include this little book among his source books.

**THE INDUCTIVE ARITHMETIC:** by E. Sankey. Complete in Seven Books, with corresponding Teachers' Books. (London: Edwin Arnold)

Sets of little class-books in arithmetic for elementary schools, as issued by the various publishers, do not differ much in matter or merit. The compilers are always obviously constricted by the necessity of chopping their material into so many yearly fragments, while the incubus of ancient codal tradition is still over all. Thus we find as usual Weights and Measures in Book IV; "Proportion" in Book V; and "Interest" in Book VI. For those teachers now looking out for a new "set," Mr. Sankey's "Inductive" Arithmetics, though containing no special features, will probably suit as well as any others. ABACUS.

**Music.**

**THE LAUREATE SONG BOOK, PART II.** (London, Edward Arnold. Price 2s.)

This second book of British Songs for Boys and Girls, School Singing Classes, etc., "adapted and fitted with new settings," by Thomas F. Dunhill, is a welcome addition to the very many collections of school songs already published. It contains thirty compositions—many of them well known favourites, and some other numbers little known. The editor has supplied new and interesting accompaniments which will certainly find more favour among musicians than many previously used. Greater care than usual has been bestowed upon expression, phrasing, and general interpretation. The book should find a ready sale among teachers of vocal music and their students.

**TWELVE SONGS OF THE BRITISH ISLES:** for Choirs without tenors. (London, Edward Arnold. 1s. 6d.)

While one deprecates, as a rule, the harmonising of songs which in most cases were originally composed as melodies and intended to be sung as melodies rather than as part-songs, it is frequently a delight to vocalists to come across a good selection of popular songs well harmonised, and arranged as duets, trios, or quartets. Mr. H. J. Taylor, F.R.C.O., who has arranged these twelve trios, has been happy in his selection of melodies and skilful in his treatment of them. All the twelve are written for three voices (soprano, contralto and bass)—that is, for choirs without tenors. We can fancy almost a *rush* for these, for alas I even now though the war is over many choirs are "without tenors." If sung as indicated by the compiler these trios should give delight to performers and listeners.

A. G.

**Chess.**

**CHAROUSEK'S GAMES OF CHESS:** by Philip W. Sergeant. (G. Bell and Sons, Ltd. 7s. 6d. net).

Mr. Sergeant has collected 146 games of Rudolf Charousek and presented them in a handy volume in five sections. The tournament games are the most important and valuable, and the

correspondence and consultation games are worthy of study by those who aspire to become first-class players. In addition there are match games, blindfold, simultaneous, odds and casual games, making a wonderful variety in respect to both openings and play, the whole being skilfully annotated.

If the study of the games of a most brilliant master result in front rank play here is the necessary book. It is worthy of note that Charousek's success was itself founded upon book knowledge.

A diagram occurs on every other page, while the biography and index make the book interesting and useful.

E. A. HOLFORD.

**CHESS OPENINGS ILLUSTRATED: THE CENTRE COUNTER:** by J. Du Mont. (G. Bell and Sons, Ltd. 2s. 6d. net.)

The object of the series of Chess Openings Illustrated, of which this is the first volume, is to carry the game further than the opening and to show the result of various lines of attack and defence.

The Centre Counter has been chosen first for investigation owing to its comparative simplicity, and it has the advantage that if White play 1 P—K4, Black can answer 1 P—Q4 and thus, whether a novice or expert, secure a game on the lines of his study.

Probably in matches and tournaments more deciding weak moves are made in the middle than in the opening or end game, so that a reference book is helpful to the player who wishes to improve.

The introduction is particularly good; the arrangement of the various defences in groups with illustrative games at the end is satisfactory, helping to relieve the monotony of wading through many variations. Attention is drawn to traps for the unwary. There are 70 diagrams and the notes are very good.

E. A. HOLFORD.

**General.**

**THE AUSTRALIAN ARMY MEDICAL CORPS IN EGYPT:** An illustrated and detailed account of the early organisation and work of the Australian Medical Unit in 1914-15: by Lt.-Col. Sir J. W. Barrett, C.M.G., M.D., M.S., F.R.C.S. Eng., and Lt. P. E. Deane, A.A.M.C. pp. xiv. + 259, with 37 illustrations. (H. K. Lewis and Co., London, W.C. 1. 12/6 net.)

This book gives an excellent account of the remarkable achievements of the A.A.M.C. in the early days of the war. There is the usual story of unpreparedness and of hasty improvisations, but amid all we realise the triumph of the Australian Medical Service in the face of unprecedented demands. We wish the authors had dealt a little more fully with the great rush of wounded following the opening of the Dardanelles campaign, but the statistics alone will serve to correct common misapprehensions on the subject. Numerous excellent photographs add to the value of the book.

**THE WAR WORK OF THE Y.M.C.A. IN EGYPT:** by Sir J. W. Barrett, K.B.E., C.B., C.M.C., F.R.C.S.; with a preface by Sir E. H. Allenby. pp. xx. + 212, 23 Plates, 3 Maps. (10s. 6d. net.)

The full story of the work of the Y.M.C.A. in the War has yet to be told, but Sir J. W. Barrett here gives us an excellent instalment. General Allenby's preface pays a cordial tribute to the work of this world-wide organisation. The compiler might perhaps have dispensed with the first two or three chapters dealing with the history of the movement. This would have given him more space to deal with his actual subject, but in sixteen chapters he gives us a full survey including Egypt, Gallipoli, and Palestine. The photographs deal chiefly with buildings and personnel.

**SONGS FROM A WATCH TOWER:** by Richard Hayes McCartney. (Fleming H. Revell Company, Chicago and New York.)

Mr. McCartney is a prolific versifier to judge from these crowded pages. Yet though the book is styled "Songs," we fail to find any lyrics of real beauty. The author tries various metres, and is seldom happy in any of them. The diction is stilted, the verses are cramped, and the stanzas at times are incoherent. The author's opinions, too, appear to be of newspaper manufacture, as seen in the poem on "Lansdowne," while the War is a very serious obsession to him as noted in the bathos of "A million cripples in Europe" and "A German Mother." The Germans are plentifully belaboured with words and imprecations, but in spite of all, we do not feel that this volume will achieve lasting fame.



# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

---

## OFFICIAL LIST OF REGISTERED TEACHERS

---

The Statutory duty of the Council is to frame and keep a Register of Teachers, and a list of those registered under the conditions prescribed by the Council will be published from time to time. The first list was issued in 1917, and the second one is now in course of preparation.

In addition to its statutory duty, the Council has acted in co-operation with the Board of Education in many important matters affecting the interests of Teachers.

Up to and including the 20th of September, 1919, the number of applications for admission to the Register was 30,455. All qualified Teachers who have not already registered should write at once to :—

THE SECRETARY,  
TEACHERS REGISTRATION COUNCIL,

47, BEDFORD SQUARE,

LONDON, W.C. 1.

**GREEK LEADERS:** by Leslie White Hopkinson, under the Editorship of Wm. Scott Ferguson. (London: Constable and Co., Ltd. 5s. net.)

This book appears to be written primarily for students of ancient history in American High Schools. The compiler includes eleven famous Greeks from Solon to Aratus. The "lives" would appear to be chiefly Plutarch modernised. Readers might wonder at the omission of the most famous names of Plato and Aristotle, but possibly Mr. Hopkinson thinks these worthy of separate treatment. On the whole the compiler has produced a successful book. The biographies are well written, and some, such as that of Alexander the Great, will prove fascinating to young students. The book can be recommended as an "additional" reader for the "classical" side of the English public and secondary schools. LECTOR.

**THE ESSAYS OF HAZLITT.** Selected and edited by Arthur Beatty, University of Wisconsin. (George G. Harrop & Co. 3s. net.)

The compiler has produced an attractive and well-arranged edition, which will appeal alike to the general reader and to the student. The essays are grouped under:

- I. Autobiography and Reminiscence.
- II. Philosophy and Reflection.
- III. The Art of Prose.
- IV. Criticism.

and are fairly representative of this frank writer and strong personality. The book contains a good Bibliography of Hazlitt, in addition to the usual introduction and notes. FELIX.

**BRITANNIA'S PAGEANT OF PEACE: I.** A patriotic sketch by Gladys Davidson, 1s. 6d. net.

**II. THE VISION OF A NEW WORLD:** a short peace pageant by Rose I. Patry. 1s. 3d. net. Samuel French, Ltd.

These little plays will, we suppose, enjoy but a brief and transitory existence, and, frankly, we think it is as much as they deserve. Of the two we much prefer Miss Davidson's, as being more tuneful, poetical, and more generally suited to children's performances. The second—Miss Patry's vision—is disappointing in conception and in language. Written mostly in somewhat ambitious prose it is common-place in sentiment and expression. Its chief merit is that it is mercifully short. ARIEL.

**THE STORY OF THE ENGLISH TOWN:** (a) Leeds, by J. S. Fletcher; (b) Sheffield, by J. S. Fletcher. (S.P.C.K. 3s. 6d. net, each.)

We confess to some disappointment at the two little volumes before us. Frankly they lack "flair," enthusiasm and modernity. Conscientiously compiled records though they may be, they just fail to "grip" the reader, and hardly indicate the present importance of these great Yorkshire towns. We wish Mr. Fletcher had given us less of the places as they *have been* and more of them as they *are and hope to be*. As the books stand, they evidence chiefly the stolidity and stodge of some archæologists and historians. We wish the author had a lighter touch and could strike the mean between the heaviness of a treatise and the airy flippancy of some guide books. X.

**ENGLISH LITERATURE FOR SECONDARY SCHOOLS.** The most delectable History of Reynard the Fox. Edited by H. A. Treble, M.A. (Macmillan & Co., Ltd.)

We congratulate Mr. Treble on this most fascinating addition to a well-known series. This charming folk-tale should be read by all scholars, elementary and secondary. The editor has based his text on the excellent version in the Cranford Edition by J. Jacobs. The book is well illustrated and contains sufficient work for one term; it is complete with introduction, notes, glossary, exercises for composition, passages for repetition, and helps to further study. PRECEPTOR.

**STUDIES IN LITERATURE:** an aid to Literary Appreciation and Composition, by F. H. Pritchard. (George G. Harrop & Co. 2s. 6d. net.)

This book does not differ much from many contemporaries of the same class. It proceeds on the "intensive" study of a series of short extracts. To each extract are appended exercises and hints for comparative reading. We are, however, not certain that the perusal of a short extract from an author, however intensive the study may be, can give any real knowledge of the particular author's style or workmanship. We have a suspicion too that the choice of the extracts has been guided by the ease with which a corresponding "comparative reading" list could be compiled. Thus we do not consider "The Last Fight" typical of Tennyson, nor "A Railway Journey" repre-

sentative of Stevenson, while "Mr. Montague Tigg" is a caricature of Dickens in a double sense. Among those teachers who prefer extracts to originals and ready-made exercises on each extract, the book may find a place. Certainly it is as good as most of its type. SCRUTATOR.

### Cambridge Local Examinations.

The Class Lists of the Cambridge Local Examinations held in July have been published showing that the total number of candidates entered was 7,374, exclusive of 1,272 who were examined at Colonial centres. 106 candidates were entered for the Higher School Certificate Examination, which was held for the second time on this occasion; 71 of these were successful. Distinctions were gained by C. M. Isaacs, Private Study (Greek); M. E. Cousens, Burton-on-Trent Girls' High School (French); W. W. Price, Stourbridge Grammar School (English); W. M. Osborne, Dartford County School for Girls (English); F. M. Britton, Colston's School, Bristol (Mathematics); C. W. Tod, Burton-on-Trent Grammar School (Mathematics); E. Lyne, Kendal Grammar School (Mathematics); A. Fletcher, Lincoln School (Mathematics); R. M. Gale, Maidenhead County Boys' School (Mathematics); H. L. Birbeck, Orme Boys' School, Newcastle-under-Lyme (Mathematics); G. J. C. Vineall, Southampton Grammar School (Mathematics); J. S. Rowley and C. H. Wasdell, Stourbridge Grammar School (Mathematics); T. C. Grice, Thetford Grammar School (Mathematics); W. A. P. Fisher, Bournemouth School (Physics and Chemistry). The Exhibitions at St. John's College have been awarded to W. A. P. Fisher (Bournemouth School) and H. L. Birbeck (Orme's School, Newcastle-under-Lyme). In the Senior Examination 1,363 boys and 1,702 girls passed, first-class honours being gained by 142 boys and 44 girls; exemption from the whole of the previous Examination was gained by 335 boys and 227 girls. Of the Junior candidates 852 boys and 528 girls satisfied the Examiners, 72 boys and 7 girls being placed in the First Class. In the Preliminary Examination 232 boys and 288 girls passed.

It is hoped that the Class Lists for the Colonial Centres will be issued at the end of the month.

### Workers' Educational Association.—Annual Report.

The Sixteenth Annual Report of the Workers' Educational Association, which has reached us, shows that, despite the stresses and strains of the past five years, the Association has not only held its ground but has steadily extended its sphere of operations.

It is to-day a world-wide Federation, and has in Great Britain alone 10 full districts, 219 branches, and 17,136 individual members. Tutorial Classes held under its auspices last session amounted to 156, while the number of One Year Classes, Study Circles, and Short Courses has increased greatly.

An important feature of the Association's work is the Summer School, while the Week-end Schools are also growing in number.

The work of the W.E.A. is still heavily hampered by lack of funds. Steps are being taken to build up an Endowment Fund, and it is hoped that a ready response to this will help to place the Association on a basis worthy of its great usefulness. The demand for Adult Education was never greater than to-day. The need for helpers both financially and as Tutors and Organisers is correspondingly large.

Overseas the W.E.A. is established in every State in Australia, in New Zealand, South Africa, and Canada. In America and in Europe people imbued with the W.E.A. ideas and catching its enthusiasm are hard at work founding similar organisations.

The Annual Convention of the W.E.A. is to be held at Nottingham on the 17th and 18th October. On the Friday evening a great National Demonstration is to be held in the Albert Hall at 7.30, at which the principal speakers are to be The Right Hon. H. A. L. Fisher (President of the Board of Education) and Mr. Frank Hodges (Secretary of the Miners' Federation of Great Britain). The Mayor, representatives of the University College, and a large number of local organisations will attend.

On the Saturday, following a meeting of the National Council of the W.E.A., the Convention will be held in the University College, Shakespear Street. Papers will be read and discussed. The speakers and subjects are as under:—

Mr. Arthur Greenwood (Vice-President W.E.A.)

"The relation of the Board of Education, the Universities, and the L.E.A.s, to Adult Education."

Mr. Reuben George (Chairman, Western District W.E.A.)

"Some Unconventional Approaches to Adult Education."

# Study by the best and shortest methods.

In whatever course of study you are interested the Correspondence Training of the Tutorial College will direct you by carefully graduated steps to certain success.

The Correspondence Tuition of the Tutorial College has been developed to the highest state of efficiency, both as a method of teaching and as a means of conveying ready understanding to the student.

The College knows and supplies exactly what guidance and information the student needs, and its exercises are carefully graded for easy assimilation and rapid acquirement.

The courses are compiled from unequalled sources of information and specialised knowledge, the coaching being thoroughly earnest and individual from start to finish. The "Tutorial" system is designed to make a success of every willing student, and those who train under it have their studies directed by the best professional and teaching talent in Britain.

Because it is neither based upon, nor like any other method of training, the Tutorial College can *guarantee* the efficiency of its correspondence training, and reminds you that it provides *for you* a far better chance of success than any other training institution or system.

**Army and Navy Exams.  
Oxford and Cambridge Locals.  
College of Preceptors.  
B.A. (Matriculation, Inter & Final).**

**B. Sc. (Inter and Final).  
Civil Service.  
Honours Degrees.  
L.L.A. (St. Andrews).**

ETC., ETC.

For whatever Examination you desire to sit, the Tutorial College will train you by improved methods to certain success.

*Write to-day for particulars, naming the Examination.*

**The Tutorial College,**  
**30M, ELMBANK CRESCENT, CHARING CROSS, GLASGOW.**

If you wish to  
qualify to teach

**SHORTHAND,  
BOOK-KEEPING AND ACCOUNTANCY,  
COMMERCIAL PRACTICE,  
ADVERTISING, PRACTICAL BANKING,  
COMMERCIAL LAW.**

you can do so in  
your spare time  
by means of

## PITMAN'S POSTAL COURSES

The postal tuition meets exactly the requirements of teachers who are unable to secure oral training, or who desire to pursue the study of commercial subjects at home. One course, or any group of subjects, may be taken at any time, the lessons commencing from any stage of present knowledge. Write for details, stating the subjects in which you are interested.



**Principal: FREDERICK HEELIS, F.R.S.A.**

*Director of Studies:*

**Dr. ROBERT W. HOLLAND, O.B.E., M.Sc., LL.D.**  
**206, SOUTHAMPTON ROW, LONDON, W.C. 1.**

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra,

## WINSOR & NEWTON, Prepared Water Colours

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

Quarter Pans of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39, Rathbone Place, London, W. 1.

Established nearly a Century.

## PUBLICATIONS RECEIVED.

GEORGE ALLEN AND UNWIN.

The Equipment of the Workers : an Enquiry by the St. Philip's Settlement Research Society. Cloth, 10s. 6d. net ; paper, 6s. net.

EDWARD ARNOLD.

Easy Practical Mathematics and Drawing Combined : by E. Sankey, 2s.  
 First Lessons in French : by Mary Baguley. 2s. 6d.  
 English Narrative Poems, with introduction : by Sir Henry Newbolt. 2s. 6d.

G. BELL AND SONS.

Contes Pour Les Commencants : by Catherine M. Nesbitt. 1s. 6d.  
 Schools of To-morrow in England : by Josephine Ransom. 1s. 6d. net.

GOVERNMENT PRINTING OFFICE, CALCUTTA.

Calcutta University Commission Report, Vols. 1-5.

CAMBRIDGE UNIVERSITY PRESS.

An Elementary Course of Infinitesimal Calculus : by Dr. Horace Lamb, M.A., F.R.S. 20s. net.  
 Modern Language Review, July, 1919. 5s. net.

CASSELL AND CO..

The British Girl's Annual for 1920 : by the Editor of "Little Folks." 6s. net.

CORNISH BROS., BIRMINGHAM.

Hosidius Geta's Tragedy "Medea" : with metrical translation by Joseph J. Mooney. 4s. 6d. net.

EVANS BROS.

Rhythmic Games : by Clara Bates. Book I—The Seasons.

HIRSCHFELD BROS.

La Dolce Favella.—A progressive Italian Reader : edited by Ernesto Grillo. 4s. net.

P. S. KING AND SON.

Report of L.C.C. County Medical Officer of Health and School Medical Officer, 1918. 1s. 9d.

LONGMANS, GREEN AND CO.

Catholic Education.—A Study of Conditions : by Rev. J. A. Burns, Ph.D. 6s. net.  
 A Phonetic Reader, for use in Junior Classes : by C. F. Mackenzie and P. W. Drew. 1s. 3d. net.  
 The Natural History of South Africa (Mammals, Vols. I and II) : by F. W. Fitzsimons, F.Z.S. 9s. each vol.

McDOUGALL'S EDUCATIONAL CO.

The Daughter Lands of Britain (new edition). 2s. 6d.

MACMILLAN AND CO.

French Verbs and Verbal Idioms in Speech. By Méras and Professor Jules Méras. 3s. 6d. net.  
 The Pupils' Class-Book of English Composition (Book II) : by Ed. J. S. Lay. 1s. 3d.

THOMAS NELSON AND SONS.

John Halifax, Gentleman : by Mrs. Craik (new series). 1s. 6d. net.  
 The Children of the New Forest : by Captain Marryat (new series). 1s. 6d. net.

O.T.C. OFFICERS' CLUB (J.D.).

Officers' Training Corps (J.D.) Record of War Service, 1914-1918. 5s. 6d.

OXFORD UNIVERSITY PRESS.

Speeches from Thucydides (selected from Jowett's translation), with introduction by Prof. Gilbert Murray. 1s. net.

GEORGE PHILIP AND SON.

Map Reading Made Easy : by Capt. C. C. Esson and G. S. Philip. 3s. 6d. net.  
 The Human Geographies, Book IV.—The New World : by J. Fairgrieve, M.A., and Ernest Young, B.Sc. 1s. 9d.

SIR ISAAC PITMAN AND SONS.

The Wants of Man.—A Simple Introduction to the Problems of Economic Science : by T. H. Bowtell, M.A. 2s. 6d. net.  
 Script Writing Copy Books I, II, and III. 6d. each net.

RIVINGTON.

Elementary Latin Translation Book : by Rev. A. E. Hillard, D.D., and C. G. Botting, M.A. 2s. 9d.  
 Le Français par l'Exemple et les Textes, Livre IV : by C. L. Albert Bonne. 2s.  
 The New Testament for Schools.—St. Luke : by Rev. A. R. Whitham, M.A. 3s.

HERBERT RUSSELL.

Ancient Civilisations.—Book II, The Violet Crown and the Seven Hills : by Emily L. Burke. 3s. net.

SIMPKIN, MARSHALL, HAMILTON, KENT, AND CO.

We Must Discover. 3s. 6d. net.

T. FISHER UNWIN.

Boy-Work.—Exploitation or Training ? by Rev. Spencer J. Gibb. 8s. 6d. net.

**ORDER FORM.**

TO THE PUBLISHERS,  
 THE EDUCATIONAL TIMES,  
 31, MUSEUM STREET, LONDON, W.C. 1.

Please enter my name as a subscriber to THE EDUCATIONAL TIMES for one year, beginning with the issue for  
 ..... I enclose remittance for Seven Shillings.

Name.....

Address.....

# HARBUTT'S NOV-LART.

The Art of Stencil Picture Making.

A FASCINATING AND EASY PASTIME FOR ALL.

Make your own Birthday Cards, Christmas Cards, Calendars and other items for which all sorts of uses may be found.

NOV-LART pictures fetch good prices at Bazaars and Sales of Work.

**HARBUTT'S PLASTICINE, LTD., 203, Bathampton, Bath.**  
London Showroom : 56, Ludgate Hill, E.C. 4.

## THE INCORPORATED FROEBEL EDUCATIONAL INSTITUTE,

Colet Gardens, Talgarth Road,  
West Kensington, London, W. 14.

President : RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer : MR. C. G. MONTEFIORE, M.A.  
Secretary : MR. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

Principal : MISS E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.  
Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

# TROLLEY APPARATUS.

A Large batch of our Standard Trolley Apparatus will be ready for despatch early in September.

Orders should be placed now to secure delivery in time for use  
∴ during the coming term ∴

## G. CUSSONS, Limited,

The Technical Works,  
MANCHESTER.

London Office : 231, Strand, W.C.2.

# Mr. Heinemann's List of New Fiction.

### YELLOW LEAF

By SACHA GREGORY. 7/- net.

An absorbing story of a protracted duel between two masterful personalities, with an unexpected and highly dramatic ending.

### A SAILOR'S HOME

By RICHARD DEHAN. 7/- net.

A volume of short stories by the versatile author of "The Dop Doctor."

### STORM IN A TEACUP

By EDEN PHILLPOTTS. 7/- net.

"It is a delightful and humorous idyll of Devonshire life."  
SATURDAY REVIEW.  
"A wise humour illuminates the whole book."—THE TIMES.

### JINNY THE CARRIER

By ISRAEL ZANGWILL. 7/- net.

"JINNY THE CARRIER," the first novel Mr. Israel Zangwill has written this century, is described by him as a "folk comedy of rural England." An untouched countryside, with its quaint humours, characters and creeds, provides the background for a delightful love story in which fun and pathos blend.

### THE BONFIRE

By ANTHONY BRENDON. 7/- net.

A powerful novel dealing with life in an English Jesuit College.

### THE OLD MADHOUSE

A Posthumous Novel by 7/- net.

WILLIAM DE MORGAN (Ready Aug. 31st.)

William De Morgan was engaged upon this novel during the last two or three years of his life, and at the time of his death in 1916 it was complete except for the last chapter. Fortunately the novelist left very full notes, which have enabled his wife, who had talked over the story with her husband at every stage of its progress, to finish the book in accordance with his intentions.

### THE MOON AND SIXPENCE

By W. SOMERSET MAUGHAM. 7/- net.

"A triumph . . . one of the most entertaining books that has come my way."—DAILY MAIL.

### JAVA HEAD

By JOSEPH HERGESHEIMER. 7/- net.

A novel of the American merchant marine at the beginning of the great clipper ship era.

### THE THREE BLACK PENNYS

By JOSEPH HERGESHEIMER. 7/- net.

"An unusual novel, to be read slowly, thoughtfully, and with a sense of luxury."—TIMES.

LONDON : Wm. HEINEMANN, 21, BEDFORD ST., W.C. 2.

# EDUCATIONAL TIMES

## MODERN LANGUAGES.

### SPANISH.

#### PRIMERAS LECCIONES DE ESPANOL.

By C. MARCIAL DORADO. 307 pages. Illustrated. 4s. net

A first course in Spanish which seeks to simplify and to render as attractive as possible the learning of the language. Every lesson is short and contains only the words in common use; tedious rules have been avoided, but there are brief explanations with sufficient exercises to teach the student the essential points of grammar. The material for oral work, reading, etc., is of great variety, and includes stories and anecdotes from Spanish folklore, rhymes and riddles, songs with their musical accompaniments, and games. The book contains some 30 black and white illustrations, which form excellent bases for conversation, and a complete vocabulary.

"Senorita Dorado's elementary treatise is a sheer delight."  
—*Journal of Education and School World.*

#### CUBA Y LAS COSTUMBRES CUBANAS.

By FRANK C. EWART. 157 pages. Illustrated. (In preparation.)

This reader consists of 14 short sketches describing Cuba, its capital Havana, and the customs of its people. At the end of the book, which is well illustrated from photographs, are questions for conversation, exercises designed primarily for the purpose of illustrating idiomatic expressions, notes explaining geographical and historical allusions, as well as grammatical difficulties encountered in the text, and a complete vocabulary containing not only all the words which are alike in both languages, but all irregular verb forms used, including radical changing verbs, thus making it possible to use the text early in the student's course.

#### ESPANA PINTORESCA.

By C. MARCIAL DORADO. 332 pages. Illustrated. 4s. net.

A reading book for the student who has done some preliminary work in Spanish. Its aim is to arouse an interest in Spain, its people, and its customs, and in this way to provide a background for the study of the language. In addition to vivid descriptions of some representative towns and of their social life, legends, songs with their musical accompaniments, poems, folklore stories, selections from well-known Castilian writers, and a short play have been included, and the result of this medley is a book which breathes the atmosphere of Spain. At the end of the book are a questionnaire on each extract, exercises for translation into Spanish based on the text, notes, and a complete vocabulary.

"An attractive class book."—*Scottish Educational Journal.*

#### A FIRST READER IN SPANISH.

By RUDOLPH SCHEVILL. 181 pages. Illustrated. 3s. net.

The selections given in this book are varied, interesting, carefully arranged, and graduated in order of difficulty. Part I contains short legends and fables, a few simple poems, and a number of familiar Spanish proverbs. Part II consists mainly of dialogues designed to acquaint the student with everyday expressions and idioms. Part III consists of extracts from Spanish novels and histories.

"... A book which can be used by students with great interest and profit, and those who have mastered it will have at their command a large vocabulary, sufficient for most purposes."—*Scottish Educational Journal.*

### ITALIAN.

#### AN ITALIAN GRAMMAR.

By R. S. PHELPS. 328 pages. 5s. 6d. net.

A book which serves the double purpose of a lesson book for beginners and a grammar for reference purposes in more advanced work. The first twenty-seven lessons equip the student to read easy Italian narrative. The early part of the book is particularly easy, the difficult subjects being broken up and studied in sections, but before the book is finished all the essentials have been treated thoroughly.

#### DUE COMMEDIE MODERNE:

O Bere O Affogare. By LEO DI CASTELNOVO.

Lumie di Sicilia. By LUIGI PIRANDELLO.

Edited with Notes and Vocabulary by EMILIO GOGGIO. 130 pages. 2s. 3d. net.

These two comedies of present-day Italy contain many of the simple colloquial expressions necessary for any real acquaintance with the language. The editorial matter consists of brief biographical sketches of the two authors, notes, and a vocabulary.

### FRENCH.

#### LE FRANCAIS POUR TOUS

par la méthode directe. By NOELIA DUBRULE. 12mo. Cloth. Illustrated. 264 pages. 4s. net.

An introductory course in French, the object of which is to help the pupil to speak fluently, clearly, and distinctly, to give him the ability to read small news items in French newspapers, to write simple French letters, and to acquaint him with the fundamentals of French grammar. The exercises for oral work are numerous, varied, and interesting; as an aid to the acquirement of a vocabulary there are many interesting *jeux de memoire*; and *chansons* with their accompaniments form an integral part of the book.

"One of the best books on the direct method we have seen."—*Highway.*

#### DE L'UNIVERSALITÉ DE LA LANGUE

FRANCAISE. By ANTOINE RIVAROL. Edited by W. W. COMFORT. vi.+62 pages. (In preparation.)

This reprint of the successful thesis submitted in competition for the prize offered by the Berlin Academy in 1783 in answer to the questions, "What has made French a Universal Tongue?" "Why does it deserve this Fame?" "May it be expected to preserve it?" forms a logical introduction to the study of French literature. The text is distinguished by that clarity of style and small vocabulary of general words which marked the best writings of the 18th Century, and is well adapted for study in the upper forms of Secondary Schools as well as by students of University standing.

A Complete List of Modern Language Texts will be forwarded post free on application.

**GINN & COMPANY, 9, St. Martin's Street, Leicester Square, London, W.C. 2.**

71 *Education*

# THE EDUCATIONAL TIMES

A REVIEW OF IDEAS AND METHODS. **DEC 26 1919**  
UNIVERSITY OF ILLINOIS LIBRARY  
Founded 1847.



New S. Vol. 1. No. 11. }  
Old S. Vol. 71. No. 679. }

NOVEMBER, 1919.

{ Price Sixpence Net.  
{ By Post, Eightpence

## THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47, Bedford Square,  
London, W.C. 1.

## THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

### MEMBERS' MEETING.

A Meeting of Members and their friends will take place on Friday, the 21st of November, at 6 p.m. The chair will be taken by SIR JOHN McCLURE, and Miss L. E. DE RUSSETTE will deliver a Lecture on "Moods in Music, with special reference to the Use of Music in the Training of Children."

### NATIONAL SERVICE RECORD.

A record is being prepared of services rendered in connexion with the war by Members of the College and Holders of the College Diplomas. For this purpose the Secretary will be glad to receive information with regard to such services, whether rendered in the fighting forces or in the auxiliary forces—e.g., Red Cross organisations, Special Police, Women's War organisations, or in other ways. He will also be glad to receive from Members and Diploma Holders any proposals which their experience may have suggested for improvements in methods or organisation, especially in relation to education and its use as a training for National Service.

## THIS ISSUE CONTAINS :

Essays on Public Schools & the Railway Strike, The School Piano, and The Play Way in Lancashire; Blue Book Summary on Qualifying Service for Pensions, Notes and Comments, and a General Survey of the month.

## University Correspondence College.

(Founded in 1887.)

### PRINCIPAL :

WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

## LONDON UNIVERSITY DEGREES

(Graduates of British Universities and Holders of certain diplomas can register as matriculated students of London University without passing the Matriculation Examination.)

### A SHORT GUIDE

TO

LONDON UNIVERSITY EXAMINATIONS.

Post free to PRIVATE STUDENTS from—

THE SECRETARY,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.



## THE ASSOCIATED BOARD

OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

President: H.R.H. THE PRINCE OF WALES, K.G.

LOCAL CENTRE EXAMINATIONS (Syllabus A).

Examinations in Theory held in March and November at all Centres. In Practical Subjects in March—April at all centres, and in the London District and certain Provincial Centres in November—December also. Entries for the March—April Examinations close Wednesday, February 11th, 1920.

SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., March—April, June—July, and October—November. Entries for the March—April Examinations close Wednesday, February 4th, 1920.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B entry forms and any further information will be sent post free on application to—

JAMES MUIR, Secretary,

14 and 15, Bedford Square, London, W.C.1

Telegrams: "Associa, London."

## THE INCORPORATED SOCIETY OF MUSICIANS.

Founded 1882.

Incorporated 1892.

### OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

### ADVANTAGE OF MEMBERSHIP.

A Benevolent Fund for Members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters: Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

### LOCAL EXAMINATIONS IN MUSIC

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupil.

Full particulars may be obtained upon application to the GENERAL SECRETARY, 19, BERNERS STREET, W. 1

# NORMAL

Normal Corr. College.

(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certit.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene  
Languages.  
Music.  
Science and Art.  
Other Qualifying  
Exams.

SEND FOR NORMAL GUIDE.

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47, MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110, AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO- FORTE METHOD.

ALSO EAR TRAINING & SIGHT SINGING  
FROM SOL-FA AND STAFF.

Holiday Classes for Music Teachers, held daily, January 1st to 7th, 1920, at the Wigmore Hall Studios, Wigmore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M.

An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, Ltd.,

9, Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.**

**ASSOCIATION OF ASSISTANT MASTERS.**

REGISTRAR: MR. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1-30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12-30 p.m.

**A PROSPECTUS will be sent on application.**

## JOINT AGENCY for WOMEN TEACHERS OAKLEY HOUSE,

14, 16, and 18, BLOOMSBURY STREET, LONDON, W.C. 1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS AGENCY has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

Hours for Interviews:

11-30 a.m. to 1 p.m., and 3 to 5 p.m.

Saturdays, 11-30 a.m. to 1 p.m., and 2 to 3 p.m.

When possible, special appointments should be arranged.

REGISTRAR: MISS ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

POSTAL TUITION

— For London University —  
MATRIC., INTER., & FINAL  
— B.Sc., B.Sc. (Econ.), B.D. —

**FREE GUIDE**

On Application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING

COLLEGE FOR WOMEN TEACHERS IN  
HIGH, SECONDARY, AND PREPARATORY  
SCHOOLS.

RECOGNISED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognised by the Cambridge Teachers' Training Syndicate.

PRINCIPAL:

Miss KATHARINE L. JOHNSTON,  
B.A. London, M.A. Sheffield, Girton College Moral  
Sciences Tripos, Cambridge Teachers'  
Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(Established over 80 Years.)

PROPRIETORS:

**Messrs. Griffiths, Powell & Smith,**  
Offices: 12 and 13, Henrietta Street,  
Covent Garden, London, W.C. 2.

TELEGRAPHIC ADDRESS:

"Scholasque, Westrand, London."

TELEPHONE: 7021, Gerrard.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to MESSRS. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued.

Partnerships arranged.

No charge unless sale effected

List of Boys' and of Girls' Schools and School Partnerships for Sale sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries

## ALEX. W. BAIN, B.A., B.Sc. (Hons.) F.I.C., F.C.S.,

UNIVERSITY TUTOR, LECTURER, AND EXAMINER,  
Head of the Chemical Department, City of London  
College, Member of the Council of the College of  
Preceptors,

prepares Students for

**MATRICULATION,  
PROFESSIONAL PRELIMINARY,  
DIPLOMA & DEGREE EXAMINATIONS.**

28 years' unbroken record of over 2,500 successes.

Preparation in SMALL CLASSES or by  
PRIVATE TUITION or by CORRESPONDENCE.

Write fully to the PRINCIPAL, or call personally, at

**THE CENTRAL TUTORIAL CLASSES**

Vernon House,

Sicilian Avenue, Bloomsbury Square W.C. 1

## CHERWELL HALL, OXFORD

RECOGNISED BY THE BOARD OF EDUCATION,  
BY THE OXFORD DELEGACY, AND BY THE  
CAMBRIDGE UNIVERSITY SYNDICATE FOR  
SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms,  
from 75 to 100 Guineas.

Scholarships of £50 may be awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 may be awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from  
THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY, L.L.A. Scheme, The University, St. Andrews.

The finest imaginative workmanship  
in

## MEMORIALS.

TABLETS, Cast, Engraved, and in  
Enamel.

CALVARIES

and

STAINED GLASS WINDOWS.

**H. H. MARTYN & CO. LTD.,**

CHEL TENHAM,

and 5, Grafton St. (off Bond St.),  
LONDON, W. 1.



## THE EDUCATIONAL & SCHOLASTIC BUREAU

**GRADUATES  
and  
OTHERS  
introduced to  
SCHOOLS and  
PRIVATE  
FAMILIES.**

This Department is under the management of a Registered Teacher of wide experience, and clients may rely upon prompt and careful attention.

**1, SICILIAN HOUSE,  
W.C. 1.**

GIRLS' PUBLIC DAY SCHOOL TRUST,  
LIMITED.

CLAPHAM HIGH SCHOOL,  
SECONDARY TRAINING  
DEPARTMENT.

63, SOUTH SIDE, CLAPHAM COMMON, S.W. 4.

Head Mistress: Miss A. E. Escott.

The Training Departments in connexion with this School and the Examinations for which students are prepared are as follows:—

1. SECONDARY TRAINING DEPARTMENT for Post-graduate students (recognised by the Board of Education).  
Cambridge Teacher's Certificate and London Teacher's Diploma.  
Head of Department: Miss DENT, Camb. Hist. Trip.
2. ART TRAINING DEPARTMENT.  
Various Examinations qualifying for Art Teaching in Secondary Schools.  
Head of Department: Miss E. WELCH.
3. KINDERGARTEN TRAINING DEPARTMENT.  
All Examinations of the National Froebel Union, including Trainer's Diploma.  
Head of Department: Miss L. JAMES, B.A.
4. DOMESTIC TRAINING DEPARTMENT FOR INSTITUTIONAL AND HOME LIFE.  
Housewife's Certificate Examination of the National Council for Domestic Studies.  
Head of Department: Miss MINOR.

For Particulars of Scholarships, Loan Fund, and Residence, apply to HEAD MISTRESS.

## POSTS VACANT.

### UNIVERSITY OF BRISTOL

The University will shortly proceed to the appointment of a LECTURER IN ECONOMICS at a stipend of £400 a year. Applications to the Registrar, from whom particulars may be obtained.

### KENT EDUCATION COMMITTEE

COUNTY SCHOOL FOR GIRLS, SITTINGBOURNE.

WANTED, in January, an ASSISTANT MISTRESS to teach French as chief subject, and some Latin or English. Initial salary £130 to £180, according to qualifications and experience, rising to a maximum of £220 or £320.

Forms of application and further particulars may be obtained from Mr. P. Ward, 90, High Street, Sittingbourne, and should be returned to the Head Mistress, County School for Girls, Sittingbourne, as soon as possible.

E. SALTER DAVIES,

Director of Education.

20th October, 1919.

### ALLEYN'S COLLEGE OF GOD'S GIFT AT DULWICH.

HEADMASTERSHIP OF ALLEYN'S SCHOOL.

THE GOVERNORS invite APPLICATIONS for the POST of HEADMASTER of ALLEYN'S SCHOOL in place of Mr. F. Collins, who will retire at Easter next. Salary, £1,000 per annum.

Forms of application and further particulars may be obtained from the undersigned, to whom the forms of application, accompanied by 30 copies of not more than four testimonials, must be sent before the 22nd November next.

No personal canvass of the Governors is permitted.

S. W. BICKELL,

Clerk to the Governors.

Dulwich College, S.E. 21,  
22nd October, 1919.

### BARROW-ON-SOAR GRAMMAR SCHOOL.

WANTED at once, ASSISTANT MASTER, Graduate, for Mathematics, Drill, and Games. Salary according to Leicestershire Scale.

Apply, HEADMASTER, Grammar School, Barrow-on-Soar, near Loughborough.

## PARTNERSHIPS and TRANSFERS.

LADY wishes to purchase GIRLS' SCHOOL, £3,000.—THE BUREAU, 1, SICILIAN HOUSE, W.C. 1.

PREPARATORY SCHOOL PARTNERSHIP WANTED by CAMBRIDGE GRADUATE. £1,000 would be paid down, and probably more later on. The School must be situated on or near the South Coast, or at a residential place such as Malvern or Leamington or Tunbridge Wells. Advertiser would also consider buying school outright. Address: "CANTAB," THE BUREAU, 1, SICILIAN HOUSE, LONDON, W.C. 1.

SCHOOLS FOR TRANSFER in various districts. THE BUREAU, 1, SICILIAN HOUSE, W.C. 1.

## TO BE SOLD.

### SOUTHAM WORKHOUSE

The Guardians propose to SELL their WORKHOUSE, which has recently been closed, together with about FIVE ACRES of GARDEN GROUND, for which they invite Tenders.

The PREMISES are pleasantly situated, and COULD BE CONVERTED into a SCHOOL, PUBLIC INSTITUTION, or BUSINESS UNDERTAKING.

Further particulars can be obtained from the undersigned, to whom Tenders must be sent by the 17th November, 1919.

The Guardians do not bind themselves to accept the highest or any Tender.

CHAS. W. E. WEBB,

Clerk to the Guardians

Southam, Warwickshire, 21st October, 1919.

THE

### ENGLISH FOLK DANCE SOCIETY.

HONORARY DIRECTOR: CECIL J. SHARP.

A SCHOOL OF FOLK SONG AND DANCE will be held in London from December 29th to January 3rd.

For further particulars apply to THE SECRETARY, E.F.D.S., 73, AVENUE CHAMBERS, VERNON PLACE, W.C. 1.

### LANTERN LECTURES

BY A UNIVERSITY MAN,

ON BRITISH EMPIRE SUBJECTS.

Shakespeare, Dickens, Travels, etc.

For syllabus apply to Agent:

WILLIAM R. JONES,

64 Wrentham Avenue, London, N.W.10

## THE NATIONAL SOCIETY OF ART MASTERS

Patron:

HIS MOST GRACIOUS MAJESTY THE KING.

### SCHOOL DRAWING CERTIFICATE FOR TEACHERS IN ELEMENTARY SCHOOLS.

The Examinations are held in May.

— Entries close on March 24th. —

### EXAMINATIONS IN DRAWING FOR SECONDARY AND OTHER SCHOOLS.

The Examinations are held in June.

— Entries close May 10th. —

### INTERNAL EXAMINATIONS IN SCHOOLS OF ART AND ART CLASSES.

Dates are arranged to suit individual Schools.

Copies of these schemes and forms of application may be obtained on application to the Secretary, —

ALFRED SHUTTLEWORTH,  
A.R.C.A.,

45, Bedford Row, London, W.C. 1.

# SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

## **Truman & Knightley** SCHOLASTIC AGENTS LTD

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for

### **LADY MATRONS and HOUSEKEEPERS**

for Schools.

No charge for registration.

::

Moderate commission.

#### **SCHOOLS TRANSFER DEPARTMENT.**

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

Offices: **158-162 OXFORD ST., LONDON, W. 1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: MUSEUM 1136.



*It needs no shake*

**See Why?**

The nib, rising from the ink barrel is always wet. No dried matter encrusts and clogs it.

*Not a splutter in a penful*

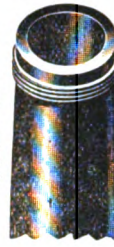
**IT'S ALL-BRITISH.**

*It needs no filler*

**See Why?**

Its extra large ink barrel presents a mechanism-free opening into which ink can be poured easily from a bottle

*Not a spill in a fill*



**You have probably tried many Pens which have tried you. Why not end your trials and buy a "Whytwarth" ?**

"The pen with the disappearing nib" has none of the drawbacks that make you suspicious of ordinary fountain pens. Science and brain have in it produced the perfect writing instrument. The ink cannot leak or evaporate, it is locked in the pen. The nib is *always* wet and ready to write. The ink-barrel is easy to the hand, holds a lot of ink, and can be filled easily without a filler.

**JOHN Whytwarth**  
*Scientific Unleakable*

**"The Pen with the Disappearing Nib."**



**ENTIRELY BRITISH.**

*Of all Stationers.*

**JOHN WHYTWARTH LD.,**  
14, Ivy Lane, Paternoster Row,  
LONDON, E.C. 4.



*Its nib must suit you*

**See Why?**

The 14-carat gold nib is supplied exactly, not merely "near enough," to the pattern of your favourite steel nib.

*Not a scratch in a screeed*

From  
10/6 to  
£2 . 2 . 0

*It cannot leak*

**See Why?**

The ink is "locked" however the Pen is carried. "Locked" ink will not evaporate either, whatever the climate.

*Not a grumble in a year.*





# VACANCIES IN SCHOOLS

## IMPORTANT.

So many Schools at present being full, some with long waiting lists, it will be an assistance to us, in dealing with the large number of inquiries daily received, if Principals likely to have vacancies for the next two terms will notify us as early as possible.

---

**J. & J. PATON,** Educational Agents,

143, CANNON STREET, LONDON, E.C. 4. Telephone: Central 5053

# CAMBRIDGE UNIVERSITY PRESS

## RECENT PUBLICATIONS

### Problems of Cosmogony and Stellar Dynamics.

Being an Essay to which the Adams Prize of the University of Cambridge for the Year 1917 was adjudged. By J. H. JEANS, M.A., F.R.S. Large royal 8vo. With five plates 21s net.

The present essay is primarily an attempt to follow up a line of research initiated by Laplace and Maclaurin, and extended in various directions by Roche, Lord Kelvin, Jacobi, Poincaré, and Sir G. Darwin. The main object is to build a framework of absolute mathematical truth, and the backbone of the structure is the theoretical investigation into the behaviour of rotating masses. The book contains also an account of general dynamical theory, and of the researches of Darwin, Poincaré, and others, so far as they relate to the main problem in hand.

### A Dictionary of the Flowering Plants and Ferns.

By J. C. WILLIS, F.R.S. Fourth edition, revised and re-written. Crown 8vo. 20s net. Cambridge Biological Series.

"A volume which it would be impossible to commend too warmly. . . . It should find a place in every botanical library."—THE JOURNAL OF BOTANY.

### Fossil Plants.

A Textbook for Students of Botany and Geology. By A. C. SEWARD, F.R.S. Volume IV (Ginkgoales, Coniferales, Gnetales). Demy 8vo. With 190 illustrations. 21s net. Cambridge Biological Series.

"This fourth volume successfully completes a monumental treatise already highly valued. . . . One of the most valuable and important descriptive text-books of palaeobotany yet given to the world."—THE SCOTSMAN.

### Petrology for Students.

An Introduction to the Study of Rocks under the Microscope. By ALFRED HARKER, LL.D., F.R.S., F.G.S. Fifth edition revised. Crown 8vo. With 100 text figures. 8s 6d net. Cambridge Geological Series.

### Notes on Magnetism.

For the use of Students of Electrical Engineering. By C. G. LAMB, M.A. Crown 8vo. Paper covers. 5s net.

Contains an outline of such portions of magnetic theory as are required by a student in order to read the ordinary technical text-books with intelligence.

### An Elementary Course of Infinitesimal Calculus.

By H. LAMB, LL.D., Sc.D., F.R.S. Demy 8vo. 20s net. "The third edition of Prof. Lamb's important treatise in which general principles are amply illustrated by helpful examples on almost every page."—THE TIMES.

### Plane Trigonometry for Secondary Schools.

By C. DAVISON, Sc.D. Crown 8vo. 6s 6d net.

The first part of this book (Chapters I-XVI) includes the ordinary course of Elementary Trigonometry, though some sections are treated rather more fully than usual, especially graphs in the fourth chapter and the solution of equilaterals in the eighth. The second part (Chapters XVII-XX) deals with inequalities, approximations and errors, de Moivre's theorem and series.

### The Study of the Weather.

By E. H. CHAPMAN, M.A., B.Sc. Large crown 8vo. With 56 illustrations. 3s 6d net. Cambridge Nature Study Series.

A series of exercises and problems on weather study, arranged with a certain adaptability to all times and seasons, and always bearing in mind the pressing importance of observing what you can and where you can. It is hoped that the book will be acceptable as an introduction to the study of Modern Meteorology.

### The North Riding of Yorkshire.

By CAPT. W. J. WESTON, M.A., B.Sc. Crown 8vo. With 59 illustrations and three maps. 2s net. Cambridge County Geographies.

"An excellent introduction to the history, geology, industries, and other main features of the life of the administrative county."—THE TIMES.

"Like the other volumes of the series it is admirably calculated to stimulate interest, give instruction, and foster county pride."—THE FIELD.

### The Purpose of Education.

An Examination of the Education Problem in the Light of Recent Psychological Research. By ST GEORGE LANE FOX PITT. Crown 8vo. 7s 6d net.

A new impression of the second edition, bound in cloth. The volume contains a Preface by Professor EMILE BOUTROUX, a Reply to Critics, and an additional chapter, Perfection as the Ideal and Lessons of the War.

"With the main thesis advocated we are in hearty agreement, and the presentment we have found stimulating in no ordinary degree. The perusal of the book could hardly fail to be profitable to any thoughtful man or woman."—THE TIMES.

### Seventeenth Century Life in the Country Parish.

With special reference to Local Government. By ELEANOR TROTTER, M.A. Demy 8vo. With a map. 10s net.

The author's object is to show how the ordinary business of government—the maintenance of justice and the preservation of law and order—was carried on during that most troubled period in the life of our race—the Seventeenth Century—and to show the working of the Parish, the powers and duties of its officials, their interaction and relation to the supervisory jurisdiction of the Church and the local Magistracy.

### Britain and Greater Britain in the Nineteenth Century.

By E. A. HUGHES, M.A. Crown 8vo. 5s net.

The author has aimed at writing a book which will be suitable not only to the upper forms of schools, but to the general public; it is not merely a text-book for examination candidates. Special attention is given to colonial history, which occupies nearly one-third of the volume.

### Cambridge Readings in Literature.

A Series of Anthologies from Homer to Masfield, illustrated with reproductions of pictures by great masters, from Botticelli to William Orpen. Edited by GEORGE SAMPSON. In five books. Crown 8vo. School edition, cloth flush. Books I, II, and III, 3s 6d net each; Books IV and V, 4s net each.

"We have never seen more delightful books of their kind, and we predict that they will receive the most cordial of welcomes from teachers of English."—THE SCOTTISH EDUCATIONAL JOURNAL.

### The Measures of the Poets.

A new system of English prosody. By M. A. BAYFIELD, M.A., formerly Head Master of Eastbourne College. Crown 8vo. 5s net.

The purpose of this book is to assist both students and lovers of poetry in general towards such a complete enjoyment of the beauty and music of English verse as can only be attained through a clear comprehension of its metrical framework. The author proposes to substitute for the traditional prosody based on the iambic a new system built up on the trochaic base.

### Thucydides, Book IV, Chapters I—XLI

(Pylus and Sphacteria). Edited by J. H. E. CREES, D.Lit., and J. C. WORDSWORTH, B.A. Extra fcap. 8vo. With map, notes, and vocabulary. 2s 6d net. Cambridge Elementary Classics.

This edition has been prepared for those who have not long been studying Greek and who have reached the stage of the "First School Examination." A vocabulary has therefore been added.

### Plautus: Menaechmi.

Edited, with introduction and notes, by CLARA M. KNIGHT, D.Lit. Extra fcap. 8vo. 5s net. Pitt Press Series.

The "Menaechmi" has a claim to be read early in the student's study of Plautus, not only on account of its literary merit and the imitations of it in modern literature, but also because the language is on the whole easier than in some other plays. With this in view the editor has treated the idiom, where it differs from Ciceronian Latin, more fully than would be necessary for students who have already read several plays of Plautus.

### Key to Exercises on Rules for Latin Prose.

By T. C. WEATHERHEAD, M.A. Crown 8vo. 7s 6d net

A complete Educational Catalogue will be sent post free on application.

Fetter Lane, London, E.C. 4: C. F. Clay, Manager

# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

NOVEMBER, 1919.

## CONTENTS.

	PAGE
Notes and Comments .. .. .	401
Verse—"Mene, Mene" .. .. .	403
Scholarships .. .. .	403
The Play Way in Lancashire .. .. .	404
The Public Schools and the Railway Strike .. .. .	406
On Playing the School Piano .. .. .	407
Oxford Summer School, 1919 .. .. .	409
Chronicle of Education .. .. .	409
Subjects and Methods .. .. .	410
Scottish Notes .. .. .	411
Primary School Notes .. .. .	412
Education Abroad .. .. .	413
Schools, Colleges, and Universities .. .. .	413
Blue Book Summary .. .. .	414
Association News .. .. .	415
Personal Notes .. .. .	415
News Items .. .. .	416
Literary Section :	
Text-Books for the New Era .. .. .	417
Reviews .. .. .	418
Publications Received .. .. .	430

## SPECIAL NOTICE.

The December Number of the Educational Times will be a Special Christmas Number, and will contain an important article by Mr. Percy Scholes on "Montessori and Music."

A special presentation plate from a drawing by Mr. Fred Richards, the well-known etcher, will be given with the Christmas Number, and readers are particularly requested to ask that their copies should be delivered, not folded, but either rolled or flat.

## BUSINESS NOTICE.

THE EDUCATIONAL TIMES is issued Monthly.

Price Sixpence net. By post Eightpence.

Subscription for one year, including postage, Seven Shillings.

Subscription for three years, including postage, One Pound.

Articles submitted should be sent with a stamped addressed envelope for return. They should not exceed 700, 1,400, or 2,000 words in length, according to the importance of the topic, and should be marked by freshness of view.

Letters to the Editor and Books for Review should be addressed to—

THE EDITOR, THE EDUCATIONAL TIMES,  
31, Museum Street, London, W.C. 1.

## ADVERTISEMENT RATES :

Whole Page .. £5 5s. od.	One Quarter Page £1 10s. od.
One Half Page .. £2 15s. od.	One Eighth Page 17s. 6d.
Per inch, narrow column .. 6s. od.	
Posts Vacant or Wanted	
(30 words or under) .. 2s. od.	} Prepaid.
Each additional 10 words .. 6d.	

Special arrangements for series and position pages.

Advertisements should be addressed to—

MR. P. C. BARTLETT,  
27, Southampton Street, Strand, London, W.C.2.

## NOTES AND COMMENTS.

### American Rhodes Scholars.

In the September number of "The Atlantic Monthly" Mr. G. R. Parkin discusses the quality of the material sent to Oxford from America under the terms of the Rhodes bequest, a trust which Mr. Parkin himself helps to administer. After fourteen years' working of the scheme and a close observation of its progress, Mr. Parkin says candidly that it is not bringing to Oxford the best brains of young America. In thirteen years some two thousand candidates offered themselves, an average of over 150 a year, for the thirty-two scholarships awarded annually. Of these about one-half failed to pass a qualifying examination of the standard of Responsions. It is well known, of course, that the selection does not depend on examinations success alone. Athletic prowess, character, power of leadership, and the indeterminate quality known as manliness, all come into assessment. Yet Mr. Parkin declares that "of all the men sent from America not more than one-third were, in ability and preparation, in a position to compete with the best-trained men from English public schools." It is suggested that this has a bad effect in two directions. Oxford forms a wrong and unduly low opinion of young America, and when second or third rate men go back to their homes across the Atlantic they give rise to a wrong and unduly low opinion of Oxford. Thus the aim which Cecil Rhodes had in view is far from being accomplished. So at least Mr. Parkin tells us.

### Almsgiving and Scholarships.

Dr. Parkin suggests some reasons for the failure of the Rhodes scheme. One is that the American undergraduate who shows ability is frequently captured by business men, who appear to be more alive to the advantages of brain power than are their British confrères. The young American is also anxious to get into active life as soon as possible and pays little regard to the social hall-mark of a University career. Again, many Americans regard scholarships as a form of alms, and the result is that the Rhodes Fund makes no appeal to a great number of young men who are quite able to support themselves at Oxford, although few of them go there. The field of choice is thus narrowed. In addition, the direction of choice is diverted by the fact that when the founder demanded athletic prowess he overlooked the special position of athletics in American Universities, with the practice of developing a corps of gladiators in such exercises as baseball or football instead of having games shared by all. In America a University team is a body of trained specialists, holding a place more nearly resembling that of a Football League team with us than that of our University or school elevens, over-specialised as these sometimes are. Finally Dr. Parkin notes the practice of "passing round" the right to nominate scholars under the Rhodes bequest, so that Universities take their turn and a good man of one year may be ousted by another of inferior ability.

### Democracy and Secondary Schools.

Acting on his plain rights as a citizen Dr. Addison, the Health Minister, sent his daughters to a County Secondary School at Harrow. It happens that this school, like many others of its kind, is full, and there is a long waiting list. At a meeting of the Wealdstone Council it was urged that Dr. Addison ought to remove his daughters and so make room for the children of men who are receiving less than £5,000 a year. It was suggested that his daughters had been admitted to the school by unfair influence and it was said that they were conveyed thither daily in a motor car. To these charges Dr. Addison has replied that his daughters entered the school as pupils some years ago, that one has completed her school education and left, that the other remains and will remain because he considers the school to be a very good one and he holds that he has a right to make use of it. As to the motor car he refuses any apology. This incident is a striking commentary on the demand for universal state schools. Apparently they are to be reserved, not for citizens in general, but for one class of citizens, while those who are believed to be able to afford it must make use of private schools. Such half-blind notions of democracy are very common, and the Wealdstone Council is not the sole repository of foolishness in regard to the proper place of State schools. Even greater folly is involved in refusing to admit that efficient private schools are an essential part of any national scheme of education.

### Lord Rothermere.

In an article in the "Sunday Pictorial" of October 19, Lord Rothermere, who was born a Harmsworth and therefore became a peer, opened a crusade against the Education Act, which he described as "ill-considered," "amazing," and "fantastic," "certain to plunge numberless local authorities into helpless and hopeless insolvency." His lordship affirms, with characteristic stridency of tone, that "ploughboys" will learn, not about the land, but about the wives of Henry VIII. Dairy maids will become experts in astronomy instead of agriculture. "An elaborate system of motor cars" will bring the pupils from their homes and take them back. "The Act," says this well-informed peer, "withdraws millions of fruitful workers from production." Hence it should be repealed or suspended at once. Apparently Lord Rothermere does not know that the parts of the Act on which he displays such ludicrous ignorance are suspended, since the appointed day is not yet fixed for starting continuation schools or for the withdrawal of those millions of fruitful workers. Those of us who care for education chafe under the continued suspension, because we know that the lack of training during youth and the employment of young children for wages have gone far to render our education system useless. It will require more than the ill-informed screeching of a reactionary in a coronet to make us inclined to undo the great work accomplished by Mr. Fisher.

### The Burnham Committee and its Critics.

On Saturday, October 11, there was a special conference or convention at Birmingham, organised by the disaffected members of the National Union of Teachers. The meeting was in no sense a local one, and the Birmingham teachers took little or no part in the proceedings. These were of a somewhat minatory kind, designed, apparently, to chasten the spirits of the Executive of the N.U.T. Some extremely unwise speeches were made by orators who seem to feel bereaved because, for the moment at any rate, they are prevented from striking. The meeting demanded that any scale agreed upon by the Burnham Committee should be submitted for confirmation to a special conference of the N.U.T. We may expect that the Local Authorities will exercise a similar censorship over the scheme accepted by their representatives. This means that the difficulties in the Committee may be followed by a deadlock in the country. So far as the Committee is concerned we are told that there is a good hope of agreement. Lord Burnham is proving himself an admirable chairman, bent upon bringing about a lasting settlement and an atmosphere favourable to friendly negotiation. Recently he invited representatives of the educational press to meet the members of his Committee at luncheon, and while not withdrawing the curtain which hides the proceedings at Whitehall, he certainly succeeded in reassuring some critics who have feared that his Committee would resolve itself into an endless wrangle.

### Pensions and Qualifying Service.

On another page will be found particulars of the Board's announcement regarding qualifying service. It should be noted that this does not rule out any service. It merely includes certain kinds of teaching work as being accepted to make up the thirty years of service required for a pension. Qualifying service does not count in fixing the amount of pension and at present the rule stands that no service will be pensionable outside state-aided institutions. This is an anomaly which cannot endure. An Amending Bill is clearly necessary, not only to secure just recognition for teachers in non-state schools, but also to remove certain difficulties which arise in practice as between the English and Scottish Acts. The opportunity should be taken to press the claims of qualified teachers in efficient private schools. The non-recognition of these claims rests on the technical ground that they are "conducted for private profit." This point could be met by an arrangement which gave to the proprietor a fixed stipend and to the teachers adequate salaries, while providing that any surplus beyond a fair interest return on capital outlay should be spent on the school. This plan would remove the technical difficulty. There would remain, however, the more serious obstacle which arises from the habit of pretending that private schools have no existence, merely because they do not receive grants from Whitehall.



**Wages and Salaries.**

It is announced that two men teachers in Liverpool have resigned their posts in order to become police constables. As an item of news this has been widely circulated in the press, but the true significance of the event has received little attention. Possibly it will form a topic for debate in the secret deliberations of the Burnham Committee, where some members may be trusted to be eloquent on the theme. Assuredly we could have no more biting comment on our present stage of civilisation in England than these resignations. The men concerned must be supposed to have compared the present advantages and future prospects of teachers and policemen and to have decided that the policeman's lot is better than that of the teacher. This means that the community is willing to pay more for keeping its members in order by force than for teaching them to keep themselves in order by the exercise of informed good sense. At Ilford the civic authorities are appointing a foreman dustman at a weekly wage only a trifle below the sum which they pay to qualified teachers with twenty years' experience. It is true that many of us would rather be teachers than dustmen. Our feeling in the matter is not inspired by envy. It is due to our belief that a truly civilised state would have a better sense of proportion.

**MENE, MENE.**

What is this portent for the youth unheeding,  
To start him from his slumbers, mutely pale,  
This sinister half-column we are reading  
In a September issue of our *Mail* ?  
There has been formed a Medical Commission,  
And lady doctors in the class-room lurk  
To weigh his peccadilloes of omission,  
To ascertain the foot-pounds of his work.

More is his now than terror of the master,  
The pleas that erstwhile were his brightest hope  
Shall fail unless his pulse is beating faster—  
There is no dalliance with the stethoscope :  
Excuses, injured innocence, and weeping,  
Protests of toil and singleness of heart  
Droop 'neath systolic evidence of sleeping,  
In waves upon the sphygmographic chart.

A great idea ! And let it be extended,  
Hasten, my brethren, bare your manly chest ;  
The question of the energy expended  
In each department now may be at rest :  
Whether the fight for life is still intenser—  
Thus Æsculapius in time shall tell—  
With those who speak on *λίω* and on *mensa*,  
Or those who wangle "watt" and H.Cl.

A. C. BRAY.

**SCHOLARSHIPS**

By C. W. P. ROGERS.

THAT the Scholarship system as we find it at present in this country is radically unsound cannot be called into question.

The whole matter is to some extent bound up with the view we take of the proposal for universal secondary education. If we admit the desirability of every child receiving a higher education the question more or less solves itself. All that remains for us is to provide the money and frame the regulations for the automatic elevation of every child from an elementary to a secondary school.

I, for one, do not admit that desirability. Such a scheme would result in a gross waste of time, of energy, and of the national wealth. But that we should let no opportunity slip of liberating for the benefit of the State every store of potential energy to be found within its children, and bringing to its fullest development every faculty of promise, I thoroughly agree.

Where do these faculties and energies lie ? They are found in the highest and also in the lowest. Clearly, then, what we want is *Equality of Opportunity*. More than ever to-day do we realise this, when the State makes demands for sacrifice upon all.

I would here interpolate the remark that the grant of a scholarship provided from public funds should necessarily imply the inability of the parents to meet the expenses of a higher education. I greatly dislike the clause in so many scholarship schemes intimating that only those whose parents have insufficient means are "expected" to enter. Such a clause is utterly futile and necessarily incapable of securing the desired end. I would require instead a statutory declaration by the parent that his income does not exceed a certain given maximum. This already exists in some areas, but elsewhere I have known scholarships secured by children despite the "expectance" clause, whose parents could well afford to pay three and four times the value of the award. (Scholarships privately provided, of course, are on a different plane. The donor of such is clearly at liberty to make any conditions he or she may desire.) Especially should I like to see this condition imposed upon competitors for the open entrance scholarships at the Universities, so that those awards might be made more in accordance with the spirit of their founders.

Now what is the implication involved in the fundamental idea of equality of opportunity ? *That any supply of scholarships is necessarily inadequate unless it is indefinite.* A scholarship should not be a matter for competition, but a grant for ability. There should be no question of selecting a few from a large number of able children, but a recognition of the worth of all, provided the necessity for financial assistance exists. If twenty scholarships are offered for competition, and of the entries fifty children are really of sufficiently high standard to warrant an award, by what right are the thirty unsuccessful candidates withheld from the education for which they are fitted ?

And here we touch on what seems to me a most important point in our present scholarship system : *The method of award is all wrong.* I suppose that the least satisfactory of all possible methods of awarding a scholarship is to base the grant upon the result of such examinations as we find in vogue. The ordinary written examination leaves out too many human factors of vital importance.

And as a test of real ability, particularly in the case of children, they are absurd. It surely is difficult to maintain that the doing of a few elementary questions in arithmetic, grammar, history, and the like, a little more quickly or neatly or accurately than someone else is sufficient ground for discrimination. Before me lies the syllabus of the examination for entrance scholarships at a Municipal Secondary School. It probably represents the usual requirements in other districts. My chief impression is that every normal child of the given ages might legitimately be expected to have completed the work outlined therein and to have attained a reasonable standard of proficiency in it. I most certainly should not care to decide upon it which child is most fitted to receive a higher education. Yet because John Jones scores 246 marks and Tom Smith 245, John Jones finds open before him all the paths of life to which a secondary education is the gate of entry, while Tom Smith goes back to his elementary school.

If a minimum standard of knowledge is desirable—and I admit that it is—either a certificate from the candidate's headmaster that such a standard has been attained should be sufficient, or else, as there seems to be in some quarters doubts as to a headmaster's good faith when put to such a test, a few written questions set merely as a *qualifying* examination. But for a proper discovery of worth I would then combine: (a) personal reports from the child's previous head and assistant masters; (b) personal inspection by the head of the school to which entry is desired; (c) a sound oral examination; and perhaps (d) a few written questions of such a character as to bring out the candidate's power of forming and expressing his or her own ideas.

I lay enormous stress on the impressions received from a personal inspection and questioning by qualified persons, that a true conception may be gained of the brightness, mental alertness, and intelligence of the candidate, and that general air of keenness and vitality which is so important.

Basing, then, our choice upon such a mode of selection, all who are judged worthy of a higher education should pass on to it by right.

At once we are faced with the eternal question, "How is the money to be found?" There is no doubt that if for poor children entry to a secondary school is to be merely a matter of brain-power, a far larger number will proceed from elementary to secondary schools than hitherto. In Strassburg, for example, where the experiment has been made of restricting entries to secondary schools solely to children of proved ability, the percentage of working-class children entering immediately rose from five to twenty.

Obviously, for a complete national scheme heavy calls would have to be made upon the Treasury. We should want many more free places, probably more schools, and certainly large sums for maintenance grants, not only to help the parents to meet the greater expenses of all kinds involved in sending their children to secondary schools, but also to recompense them for the loss of potential income during the additional years of school life. If the State demands (as it ought) or at the least desires, a more highly educated body of citizens, it must be prepared to relieve those on whom a burden would otherwise fall. Deny this proposition, and you make the securing of a decent education a mere matter of having money.

## THE PLAY WAY IN LANCASHIRE.

By B. A. WILMOTT.

### IV.—A PLAY.

WRITING my third article on the Play Way in Lancashire in the last week of June, I scarcely thought to accomplish anything new in the two weeks of teaching and two weeks of examinations that remained. Yet in that time we planned, wrote, rehearsed and acted a play or mask in blank verse; had there been but another week it would have been distinctly good, and as it was the general opinion at the performance was that it did the children and the Play Way much credit.

Last January, while finding my teaching legs, one of the first things I did was to give as dictation a story that seemed to lend itself to dramatic possibilities, the Choice of Paris. The æsthetic feeling of a child is a quaint mixture of reverence and fancy, and thus the stories of the old Norse and Grecian gods are just suited to them; for so did the childlike ancients regard them. A stranger in Valhalla, I chose the Olympians. This is the story's core: "To the marriage of King Peleus with the sea-nymph Thetis all the gods were invited save Eris (Strife), who, enraged, threw in at the feast a golden apple bearing the inscription: "For the fairest." As every goddess claimed this, Zeus sent the favourites off to Paris, fairest among mortals, for him to settle the delicate question." In March we attempted to set this going by oral scenes followed by reproduction by each player of his part in blank verse for homework. But although some grasped the idea of regular iambic rhythm and others of a decasyllabic line, so few turned out real blank verse that we left it, and I forgot it.

Then late in June a child asked: "Can't we act a play? The sixth are doing a French one."

"Yes, if you can write one."

In a discussion between the dramatic merits of Joan of Arc and The Golden Apple, fiction held it against history, so the trusty M.C. selected parts, and three scenes were thought out and acted extempore: first, the Sea Queen and Thetis asking Zeus' permission for the marriage; then the banquet; and lastly the scene at Troy. After impromptu rehearsal parts were written out and fitted together, and finally a returned absentee added a prologue to each scene and an epilogue. We had but time for a first copy and the verse is often lame. (They had heard of Scamander as Enone's father, and of Alpheus bold.) On hearing it is only "a well-famed mortal king, master of nations," he is enraged, but when told "Unto thee will he sacrifice, oh king," he relents, and pleading "I have dined with the Ethiopians" he dismisses them and goes to sleep. Is there not character in this? What wealth of poetical anecdote have they not assimilated?

Who would have expected Eris, with true Greek instinct, to insist on coming in before the banquet to tell the audience all she was going to do? As she departs, Hermes enters "to view the wedding feast before the guests."

Methought I heard the hissing of a snake  
Perhaps 'twas only fancy after all.  
But never heed. O the glittering wine  
And golden goblets glistening in the sun,  
The ripen'd fruit piled high on gorgeous plates  
For 'tis the wedding of Pelion's king.

Thetis is happy as the dewy morn,  
And Peleus prouder than the song-thrush, who  
Doth warble at the dawn. Good luck to them  
both.

The gods come in by twos and threes, and Cupid keeps them amused. Cupid as a sprite was a good invention; he had the impudence of Puck, the kindness of Ariel, the vivacity of both. The gods then give their gifts, Hera "the golden keys of a most happy home," Apollo "the gift of happy and bright sunny days."

*Aphro.* To Thetis sweet I give a beauteous charm,  
And she shall live a life of happiness.  
So beauty now shall bring her children fame,  
Such beauty, too, shall couple with her name.

*Nept.* To thee Peleus, I give yon grand oak ship,  
And when thou travelst on the land, steeds  
eight.  
For war, a chariot of gold I give,  
And when thou ridest on the ocean waves,  
The billows shall be calmed. These are my  
gifts.

*Zeph.* I, Zephyr, goddess of soft soothing winds,  
Grant thee the best and truest of all wishes,  
Soft lullabies to thy babes when in sleep . . .

Zephyr would be a goddess. Would a man caress the flowers, and trip along the vales? she said.

*Cupid.* I hope you know what I do give ye. Eh?  
Six sea-nymphs enter and dance and sing, six dances  
and six songs.

(1) How sweet and cool is the glorious sea,  
On whose great waves we ride and play.  
Oh yes! 'tis the only home for me,  
For I'd rather be a sea-nymph—than a  
woodland fay.  
We the sailors do beguile  
With our songs of harmonie,  
And they listen all the while  
Till their ships sink in the sea.

(2) Oh I love to sit on the rocks so grey  
And sing my merry song,  
And watch the waves as they skip away  
Tripping gaily along.

(3) Neptune is our master and lord,  
And he rules the mountain waves,  
We obey his mighty word  
And we tremble when he raves.

*Cupid.* I heard a hiss! Behold 'tis Eris. See,  
There is a golden apple in her hand.

Eris speaks vehemently of  
The insult that upon me has been laid.  
I go, but leave my angry thoughts with you.  
I go, I go, but ye forget me not.

Cupid grabs the apple. "Why trouble ye about my apple, aunts?" and later, "O Father Zeus, pray take it not from me."

*Aphro.* Am I not Venus, the goddess of fair form  
And beauty?  
I claim the apple, my prize it must be,  
And no one, god or sprite, deny it me.

*Hera.* How dare you claim it? It is surely mine.  
O Zeus, do you not hear me begging you?  
Surely I am the fairest of the three.  
Do you not hear my cries? O handsome Zeus.

*Zeus.* You never say that unto me at home.  
No one dare answer, so Hermes, man of the world, is  
consulted.

Among the hills without the walls of Troy  
There dwells a shepherd youth, a worthy man  
And handsome as a fawn, that skips o'er braes  
And bracken brown. Alone he lives, unknown  
Almost to all immortals. Naught he knows  
Of this unlucky strife. Let him decide.

"Methinks it is a seemly plan, Hermes," so all the  
gods depart save Zeus and Cupid, who stay to comfort  
the couple, and Cupid finishes by saying they still have  
little Cupid.

*Pro.* This is Mount Gargaros, where Paris lives.  
On yonder hill the city walls of Troy,  
And cloud capp'd turrets high above the walls.  
There old King Priam lives, and feasts, and  
rules.

Down in the valley yonder Paris lives,  
The shepherd lad whom true CEnone loves.  
And Hermes soon shall come unto him now  
To bring the ladies from the marriage feast.  
He does, and each goddess bribes him with  
The greatest present that you could receive.

*Hera.* Great Asia, and the riches of the world,  
That will not sever away through all the ages.

*Ath.* That thou shouldst be a shrine to fame and  
glory;  
An upright king, a goodly warrior true,  
A lord renowned in war for evermore.

*Aphr.* O Paris, if the apple thou shouldst give  
To me, then I would give thee for your bride  
Helen of Sparta, fairest maid on earth,  
That any god that dwells on fair Olympus  
Should e'er desire to wed. Whom choose you  
now?

*Paris.* Now take the golden apple back with thee,  
And don't forget your promise, fair ladie.

*Aphr.* Oh yes, I will take you to your fair bride,  
Who still lies dreaming of your claiming her,  
And little knows the trouble it will take.  
Yet fly with me and I your love will wake.

So the play ends almost with the *deus ex machina*.

As a Prologue :

The title of our play's "The Golden Apple."  
Thetis, a sea-nymph gay, Peleus, a king  
Wish to be wed, but not so till Zeus wills.  
The sea-nymph and her mother ask permission,  
could hardly be improved upon for brevity and clarity,  
while our Epilogue—

And now our play is over, and I hope  
That all of you have liked it thoroughly.

But now the tale goes on as followeth . . .  
spends (like Euripides) a dozen lines in telling what  
went on after our part of the story. Each player  
produced his or her costume from somewhere. Zeus  
found a globe to contemplate, Cupid and Zephyr found  
wings, Mars a sword, Neptune a trident—need I say?—  
they all did their duty. Had we had *time* to metamor-  
phose the prosaic passages and improve the verse,  
which is nearly all end-stop, what might we not have  
produced?

## THE PUBLIC SCHOOLS AND THE RAILWAY STRIKE.

BY A TEACHER OF THE RICH.

SHORTLY after the Railway Strike "The New Statesman" printed a delightful article under the title "Lo, the poor bourgeois!" After a sympathetic enumeration of bourgeois virtues and achievements, the writer proceeded: "Holding his class in reasonable esteem as we do, we were alarmed to find a considerable section of it during the recent strike behaving with so little sense of the trend of events. . . . That the strike broke out at all, and that it was waged in many quarters with so much bitterness of speech, was the result of the incapacity of great masses of the bourgeois to escape out of their old bourgeoisie of thought. People of this kind fear above all things the disappearance of the bourgeois world. They cannot conceive a better world, unless it be a world of better servants and better telephones."

The Public Schools are fortresses of the wealthy bourgeoisie, and no public schoolmaster is likely to dispute the verdict quoted above. The attitude of the average—even the "average-intelligent"—public school-boy towards such issues as those presented by the railway strike is, or ought to be, astonishing, and is certainly deplorable. To begin with, it is based on total ignorance as to the questions at issue, and the occasion of the breakdown of negotiations. An essay set to an Upper Fifth Form for out of school work, on "Points at issue in the Present Strike" produced only one essay that attempted to set out the facts. The rest were mere tirades loosely hung on to the Prime Minister's text about "anarchist conspiracy." Both in this form, and others above and below it which I sampled, the general attitude was that of oligarchy naked and unashamed. It is true that the boys have been taught no economics, but they have been taught the elements of the Christian religion since their earliest schooldays and presumably in most cases at home as well, but their views rather suggested that they were typical members of the crowd that had shouted, "Not this man, but Barabbas."

It is unreasonable to blame the boys for this state of affairs; it would be easy enough to mete out blame in fairly equal proportions between their schoolmasters and their parents; but it will be more profitable to consider in outline what the situation implies, and what can be done to remedy it.

During the war our leaders promised that victory would bring, not a return of the world of 1913, but a new world—"fit for heroes" and all the rest of it. As to the negative part of their forecast it is plain enough that they were right. Some, having briefly sampled the new world, may be already inclined to cry for the old again, but they might as well cry for the moon. We are to have a new world, but whether fit for heroes or only for hyenas remains to be decided.

The decision rests on many things, but not least on the attitude of the "public school class" towards the aspirations of Labour. Labour may be, indeed is, at times unreasonable, but one might well expect the fortunate classes to take the lead in conciliation. In any

case the spirit in which Labour makes its demands will depend very largely on the spirit in which those demands are met.

And here the public schools might be expected to come in. There is an arguable case against our system of segregating the well-to-do youth in plutocratic boarding schools, just as there is an arguable case in its favour. What is not only arguable but obvious is that it is the duty of those schools to turn out their pupils with at least some understanding of what democratic ideals imply, and what they demand of the well-to-do, who (except when a strike is in progress) mostly pay those ideals the compliment of lip-service.

The obvious instrument of such teaching is the newspaper. Democracy at present, of course, suffers from the fact that the more popular organs of the daily and Sunday press are designed to foster prejudices rather than to spread enlightenment. The "intelligent" press is, for the bulk of readers, an "unintelligible" press, catering for the educated. Also, a proper equipment of intelligent newspapers is an extravagance for the poor. But a proper supply of good newspapers is well within the means of a boarding-house at a public school, and no more valuable lesson can be taught than the intelligent reading of them. At present what usually happens is that the housemaster adopts an attitude of complete indifference, and the boys take in for themselves the kind of selection that can be found on the waiting chairs in a suburban hairdresser's shop. Sometimes even these are monopolised by the Prefects; a small Fifth Form boy asserted to me the other day that it was impossible for him to see a newspaper unless he bought it for himself. I did not implicitly believe him; and suggested that a subscription at the nearest newsagent was well within his means. I give the statement for what it is worth, and add that I never yet met a boy who told me that it was impossible for him to get access to a football or a Latin grammar unless he purchased them himself.

For all these things schoolmasters will, to their unfeigned surprise, have to answer in the Day of Judgment.

I write this article in response to an invitation to describe "a lesson on the Strike." But the fact is, our present habit of digressing idly into "lessons" or "essays" on this and that isolated item in the newsbill, whenever the headlines assume their largest dimensions, is profitless and unintelligent. It is on a level with the religion of the man who only turns to God when he can find nothing else to turn to, like Becket in a delightful exercise I once received: "When Becket saw the knights enter the cathedral, he gave up hope and put his trust in God." We must teach politics, economics, and the rest from day to day and week to week irrespective of "crises"; then when crises come we may learn something from them.

At one school I hear of, the boys were told to write a dialogue between Mr. Lloyd George and Henry VIII on the Railway Strike! One can imagine the sort of article the master expected and probably got. Henry VIII's "Off with their heads!" would not help us very much. I should prefer the Prime Minister to discuss the matter during the present interim with Abraham Lincoln, while, as for Mr. Thomas, he might fix up a trunk call with St. Francis of Assisi.

## ON PLAYING THE SCHOOL PIANO.

BY LOUIE E. DE RUSSETTE.

WHY is it that there is such a firmly rooted idea in the minds of many whose duty it is to play the school piano that tune combined with muscular force is more desirable than musical interpretation? At least so it seems to the onlooker, and not only to the adult, for as one child remarked "I do hope Miss — is not playing for us at our school entertainment," and when asked the reason he continued "She just hammers away at the notes for all she's worth, and keeps the loud pedal down the whole time." Which showed discernment on the part of the ten year old critic.

Forcible music, or rather sound, may be arresting when confined to a single chord, or brief series of chords, struck solely with the object of compelling instant attention, much in the same way as a bell is struck, and not with any musical intention. In this way it serves its purpose and usually produces a momentary cessation of sound. I remember once visiting a Free Kindergarten in a very poor district. The teacher was practically single-handed and at times the children were more than she could manage. When free play was in full swing the noise was deafening. Time came for continuance of lessons and various signals were given in the attempt to restore order, but bell-ringing, the spoken—or rather shouted—word, and clapping of hands were of no avail; rioting still held sway. Suddenly a full resounding chord was sounded on the piano. Its effect must have been startling, for sound ceased as though by magic, and in the lull a quiet order was given, the children formed up into line and were no longer beyond control.

Severe treatment of the piano may be and undoubtedly is effective as an occasional signal for instant attention, but continued loud playing cannot create or sustain a helpful atmosphere any more than loud speaking. It coarsens the sensibilities and encourages loud singing, which quickly degenerates into shouting. It even encourages loud talking on the part of the children. They think their noise is not noticed whilst the sound of the piano is so domineering. Continued piano slogging causes the ears of the listener to lose its sensitiveness and has an unrefining influence, whereas music should have exactly the opposite effect, and be one of the most helpful means of developing refinement and rendering the mind and ear sensitive to beauty.

Music in the school whilst usually considered necessary is often treated as a mechanical performance. The March becomes the "rhythmic noise" which keeps the steps together. The Hymn music at morning assembly makes known the allotted tune and continues until the verses cease, often striving to hold its own above the surging swell of sound from massed and lusty voices. Drill music certainly gives zest to the exercises, but is apt to suggest that the piano were wound up to perform a series of set tasks. In the singing class when the song has been successfully sol-fa-ed or staff notated, as the case may be, and the words made to fit in with the music, there is often little attempt at further understanding. The piano simply plays the melody and helps to keep the voices together. In these and other ways the piano may and does help in a material way, yet as a rule it is scarcely of educational value in itself nor an aid to musical appreciation. Let us consider the possibilities of each in turn.

*The Assembly or Dispersal March.*—The March is a valuable and enjoyable asset, combining activity with free discipline. Strict time is essential, with emphasis on the first and third beats. The left hand sets the step and the right plays the melody. A new march played each week, or even less frequently, would provide freshness and draw the attention of the school to it as something to be listened to and not to be regarded simply as a background for action. Whenever a fresh march is introduced it could be played and definitely listened to before the children actually marched out to it. There is scope in marches for considerable change in the character of the music, although uniformity of speed is essential. Compare two of Schumann's, for example; a sense of dignity is much more apparent in his "Northern Song" (Scenes of Childhood) than in the "Birthday March," whereas the latter has a much more noticeable melody and contrasting theme. Practically all the great composers have written marches, so there should be no resort to Albums by unknown and inferior writers, nor to change and spoil the personality of pianoforte solo music by adapting it for this purpose. Schumann's "Northern Song" was not intended as a march, but in thus using it I do not consider the character of the music to be changed, and in using it always for this purpose I feel justified in classing it as a march. It is one of the best I know for a dignified Assembly March for the middle and upper school; but whenever the Andante movement of Beethoven's Sonata, Op. 14, No. 2, is thus used it is robbed of its rightful value. Once a march always a march.

*Hymns.*—There is a spirit of dignity and harmony in hymn music which if well interpreted can create a very helpful influence to which children unconsciously respond. When a tune is heard for the first time the melody should be clearly played and the other parts kept in subservience, but as soon as the tune is known the beauty of the harmonies can be brought out, and the spirit of the words revealed in the music, so that not only the character of each versé but each part of the versé is interpreted. On a glorious summer day the hymn chosen for Morning Assembly may be "Summer suns are glowing," and there will be joy in the music, but when we come to "Lord upon our blindness" there is a marked change, and as the piano is played more quietly to express the spirit of the words the hymn has added meaning. There are few hymns that allow no change of character in their interpretation.

*The Drill Class.*—Drill music does not give much scope for special musical insight. Whilst keeping strict time the music should be distinctly rhythmic in character and should "go with a swing," avoiding every suggestion of mechanical performance. Selections from musical comedy, pot pourri or well-known airs, dance albums, and music of popular rather than artistic merit are helpful adjuncts to this form of activity. Variety of theme gives added zest to the exercises. There is a buoyancy about drill music that is most exhilarating.

*The Singing Class.*—Here is the teacher's supreme opportunity to develop the musical observation and understanding of the children by gaining their co-operation, so that it is they who realise and decide for themselves the interpretation of their songs. Whilst limiting ourselves by keeping to the point of view of the piano, several methods can be suggested as aids to expression.

A chosen verse can be played and the class asked to notice in which parts the music is loudest or quietest, and to give reasons. Or again, a verse may be played and the children left to find out which one through listening to the pianist's interpretation. As discernment increases a verse requiring careful rendering may be played with faulty expression, the class in this case pointing out where the music was not in sympathy with the words. Boys and girls thoroughly enjoy this co-operative method of song interpretation and are quick to realise the various shades of expression and to enter into the spirit of the song. The influence on the singing is most marked, you cannot but feel that they live in the song and have made it their own. It also makes them keenly critical and the pianist needs to be very much on the *qui vive* as regards interpretation. Sometimes the ideas of the class do not coincide with those of the adult, and unexpected insight is gained of the outlook of the boys and girls. On one occasion a hymn was being interpreted; in this case it was the class who suggested the expression prior to hearing the tune played, and when it came to the line "And give us peace" a child suggested *ff* as the marginal mark of expression, his reason being given in all earnestness, "If yer wants something very much yer has to holler for it."

Children have an instinctive love for music, but this needs to be cultivated in the right direction during their school days or the standard of appreciation is in danger of remaining low. Consequently unless home influence comes to the rescue the music that will appeal through life will scarcely be of an elevating nature. The lack of musical discernment and appreciation shown in many of our day schools is due surely to the fact that the boys and girls are not trained nor encouraged to consider the piano as something to be consciously listened to and not simply heard. They regard it mainly as connected with marching and singing, therefore merely as a background for action.

A special class devoted to Musical Appreciation meets this need and wonderfully raises the musical standard of the school. But the school syllabus is often filled with other necessary items, and music is crowded out. This is especially the case where the education has been fixed on a purely utilitarian basis for commercial purposes. Music then is unfortunately considered an "extra" and not an essential part of school life and influence. Even under such circumstances though I believe a brief space of time could be set apart, say twice, or even once, a week for the purpose of definitely listening to music and would be of immense value. Ten minutes would be sufficient, and after Morning or Afternoon Assembly might be a possible time, before the classes disperse. The idea being not simply musical education in an isolated sense, but as far as possible to connect music with the school and home life and interests. There are various ways in which this listening-time, we will call it Musical Observation, could be spent. The following are a few suggestions:

*Musical Observation.—Marches.*—A new march can be decided upon, two being played and votes taken on them. Or two marches could be played, one suitable for School Assembly and the other for the Drill Class, the differences in character noticed by the children before deciding which would be the more suitable for each

purpose. *Hymns.*—Occasionally a new or special hymn needing expression could be interpreted, the words printed on calico or on the blackboard, in either case a marginal space left on the blackboard for marks of expression. These to be written up according to the children's suggestions. *Songs.*—When any class has learnt a favourite song this would give an opportunity to sing it. National music or songs could be given in connection with national or world-wide events. (A useful book for this purpose is "Songs and Dances of all Nations," published by Bayley and Fergusson.) Any illustrated History of Music also supplies excellent examples of early and modern music of all nations. *Pianoforte Solos* could be played and opportunity given for the children to form and express opinions as to the character of the music, possibly its title, the moods expressed, and so forth. An anecdote relating to the life of a composer adds greatly to the interest in music played and connects the writer with his work. Stories relating to the compositions themselves should be absolutely authenticated. National music makes a wonderful appeal, especially to boys. An unruly class of ten-year-olds became almost self-disciplined entirely because if they got through their singing in good time the last five minutes was spent in having music characteristic of all nations played to them. The keenness of the boys was surprising.

A few suggestions have been given of a preliminary character, but the subject affords endless scope for variety and experiment. Children love to be played to when their minds are prepared to listen. Whenever possible their co-operation should be gained and their observations and suggestions acted upon. A Suggestion Box is of value. The children should clearly understand to what they are to listen, and to this end the use of a blackboard is all important. When once the ears are opened to listen to music, they will become conscious of its beauty and respond to its appeal. Whether it be in the Assembly March, the Morning Hymn, in Song or Drill, or whatever the occasion may be, music will mean something to them.

A brief word as to the instrument concerned. School pianos are seldom if ever ideal to play, but tone quickly deteriorates when the instrument is handled roughly, and the worst as well as the best piano needs care and improves with regular tuning and overhauling. Pedals have a habit of getting out of order, and "black lead" is not always the infallible remedy.

It is not so much skill of technique that is needed on the part of the pianist as sympathy and interest. There is all the difference between "playing" and "playing on" the piano.

#### **Shorthand Challenge Shield.**

The Silver Challenge Shield presented by The Right Hon. Lord Foley, Vice-President of the Sloan-Duployan Society, for competition among schools teaching the Sloan-Duployan System, has been won this year by the Academy of Our Lady of Mercy, St. John's, Newfoundland.

Schools entering for the Competition present a team of six pupils, the test being matter of average difficulty dictated at the rate of 100 words per minute for five consecutive minutes. The team securing the highest average of marks holds the shield for a period of one year. The trophy becomes the property of any school winning it for three years in succession.

## OXFORD SUMMER SCHOOL, 1919.

## Diploma of Education.

"Summer Schools are necessary evils, but boating on the Cher is pleasant and the Hall of St. John's College will be cool and restful on the hottest day." "Besides, the month's course will qualify residentially for a Diploma in Education." Thus thought many a demobilised dominie in need of a refresher course as he filled up the application form for the Oxford Secondary Training Delegacy. He will fill one up and go again, however, though qualifications of residence and diplomas no longer induce; Oxford will call, and the conviction that Dr. Keatinge is worth hearing again—every time.

A general introduction to the scientific study of education is provided by the full month's course. This comprises lectures on psychology and method by the Director of the course, daily discussion lessons, and lectures on the latest methods of teaching the usual school subjects by specialists and pioneers. These latter lectures fall into periods of a week in order to enable the student who can attend for one week only to cover the ground of his subject.

History and Geography were taken first this year. The lecturers were Mr. W. L. Bunting, of Osborne, Miss Burstall, of Manchester, Mr. E. Barker, of New College, Oxford, Mr. David Somervell, and Mr. F. S. Marvin, H.M.I. These need no introduction, and their names guarantee the interest and value of the week.

Mathematics and Science were taken in the second week, and the lecturers were Professor T. P. Nunn, of London, Mr. F. Clarke, of Crediton, Miss L. M. Drummond, of the North London Collegiate School, and Mr. A. F. Heath. Professor Nunn proved stimulating both as a teacher of small boys and as a conference lecturer on mathematics, whilst Miss Drummond and Mr. Heath advanced unusually clear ideas on the teaching of science.

The pioneers of the Direct Method for the teaching of languages were gathered together as lecturers in the third week. Dr. Rouse of the Perse School (Classics), Mr. F. B. Kirkman and Mr. E. A. Peers (French), Mr. H. C. Barnard and Mr. Sharwood Smith, of Newbury, Miss M. Barron (Phonetics). Dr. Rouse spoke as an unassailable authority, Mr. Sharwood Smith with refreshing candour and much free criticism, Mr. Peers of the "Chart System" for the elimination of errors in French composition, as a modernist.

English was treated in the last week. Mr. H. C. Cook, of "The Play Way" fame, Miss Scott Moncrieff and Mr. P. Simpson, of the Oxford University staff, Professor Ripman, of London, and Mr. Greening Lamborn were chiefly responsible for the lectures. During the last lecture Mrs. Keatinge sang selections composed and set to music by Mr. Lamborn's boys, and the conference closed amidst scenes of great enthusiasm.

The stories of modern sociological experiments were told by Dr. Westlake, of the school of woodcraft chivalry, Miss Frodsham, of Halsey Training College for Continuation School Teachers, and Miss Rendal, of the Caldecott Community.

But the joy of the course was provided by the lectures of Dr. Keatinge. In twenty-four lectures on educational psychology and general methods a lecturer can make headway or lose himself altogether. Dr. Keatinge carried us with him all the way, for his mixture of extreme candour and wise moderation never failed either to convince or to charm.

H. N. LOWE.

Mr. H. N. Brailsford has a new book in the press entitled *ACROSS THE BLOCKADE*. It is to be published almost immediately by Messrs. George Allen and Unwin, Ltd., and gives a vivid account of the author's recent experiences in Hungary and elsewhere.

## CHRONICLE OF EDUCATION.

- 25 Sept.—Re-opening of Labour College at Earl's Court.
- 26, 27 Sept.—Educational Conference on the Teaching of History, Geography, and English at University College, Reading. Addresses by the Dean of Christ Church, by Mr. H. J. Mackinder, M.A., Professor Edith J. Morley, and Mr. W. M. Childs, M.A.
- 26 Sept.—Dr. Ripper presided at a meeting in Sheffield arranged by the local Federated Educational Association. Address by Mr. Fisher.
- 3 Oct.—Presidential address of Mr. G. D. Bell, London, to the Conference of the National Federation of Class Teachers at Liverpool.
- 7 Oct.—Lecture by Sir Henry Miers, Vice-Chancellor of Manchester University, to the Manchester Literary and Philosophical Society on "Science and Practical Life."
- 8 Oct.—School of Librarianship opened by Sir Frederic Kenyon at University College, London.
- 10 Oct.—Peace Treaty signed by King George.
- 10 Oct.—Address by Miss O. Lewin, M.D., to the Parents' National Education Union, on "Nasal Hygiene and the Prevention of Colds."
- 14 Oct.—Address by Mrs. Scharlieb on "The Relation of Alcohol and Alcoholism to Child Welfare," to the Society for the Study of Inebriety, at the Royal School of Medicine.
- 15 Oct.—Address by Dr. William Brown on "Psycho-Analysis, Suggestion, and Education" to the Education Section of the British Psychological Society, at the London Day Training College.
- 15 Oct.—Lecture by Dr. Maria Montessori at the Central Hall, Westminster, at 8 p.m.
- 17 Oct.—Honorary degree of D.Litt. conferred upon Mr. Lloyd George at Sheffield.
17. Oct.—National Demonstration at the Albert Hall, at 7-30 p.m. Addresses by Mr. H. A. L. Fisher and Mr. Frank Hodges, Secretary of the Miners' Federation.
- 17, 18 Oct.—The Annual Convention of the Workers' Educational Association at Nottingham. Addresses by Mr. Arthur Greenwood on "The Relation of the Board of Education, the Universities, and the W.E.A.'s to Adult Education," and Mr. Reuben George on "Some Unconventional Approaches to Adult Education."
- 21 Oct.—Meeting of the National Baby Week Council at 224, Great Portland Street, the Hon. Waldorf Astor presiding.
- 23 Oct.—Meeting of the Child Study Society, at 90, Buckingham Palace Road, at 6 p.m., to discuss "The Literary Needs of the Child."
- 24 Oct.—Half-yearly meeting of the Philological Society at University College, London.
- 24 Oct.—Address by Dr. Barbara Tchaykovsky to the Annual Meeting of the National Council for Domestic Studies on "School Children and the Home," at the University Club, Gower Street.
- 31 Oct.—Address by Mr. H. A. L. Fisher to the London Teachers' Association at the Memorial Hall.

## SUBJECTS AND METHODS.

### A Course for Music Teachers.

WHAT is School Music? How are we to place it? Is it Art or Science, Hand and Eye Training, Physical Exercise and Hygiene? Are we to feel it, or do it, or think it? Is it study or recreation? Is it question of body, mind, or spirit? Is it matter of æsthetics or primitive impulse? Is its influence social, or moral, or sublimative, its appeal to the creature, the man, or the God? Is it a subject for examination, analysis, discussion, or a synthesis of influences? Are we to work upon it, or it upon us? Is it punctual time-keeper, appearing by appointment, or spirit that fleeth as it listeth? Can it be organised, or does it just happen?

Of course you have your answer, and a sense of inadequacy also. Perhaps you adopt the Parliamentary style—"The answer to these questions is in the affirmative"—and though facile this formula may conceal a portion of the truth, and if so the peculiar importance of Music is made plain. Of what other subject could so many questions be answered in the affirmative?

Immediately these questions are set a-working for the nth time by the Board of Education's "Short Course" for Music Teachers in Secondary Schools and Training Colleges, held at the Royal College of Music in August.

Mr. Scholes and his colleagues will not feel ill-used that, because of space only, compliments are omitted. The Staff was admirable; in conception, matter, spirit, the Course was satisfying; so much one says, weighing words. It is an achievement that some seventy professional people, discussing expertly during the space of a long fortnight, should keep one objective clearly in view; and that, not themselves or their work, but the origin and end of their work. If you were to say that they were teachers and therefore the methods and ideals of their teaching ought to have been chiefly in their thoughts you would be speaking with justice about almost every other body of teachers, and wrongly about this. They were music teachers, and rightly their thoughts were turned to music. Much else, of course, was brought into view; but always to recede, always to leave music standing there, serene, unique.

It would seem inevitable that those processes of mind which result in the conscious attitude we nowadays call "appreciative" should find embodiment in non-logical demonstrations. To be logical and complete is to preponderate the intellectual; and if this fault vitiate the first conception, the demonstration in practice is doomed to stiffness, lop-sidedness, and death. This holds true when we speak of our delight in a Corot, when we show forth the praise of a sunset, when we tell the glories of the Cesar Franck Symphony or the simple melodic wonder of "Early One Morning." Be exhaustive and you kill; complete the logical tale and you defeat yourself. Suggest and you may win. If you would build, throw fragments hither and thither; for the building, good or ill, must be done not by you, but by the victim of your enthusiasm.

This course was logically unlogical. It suggested, disrupted, flung fragments right and left; and so achieved what it set out to achieve. It made the bricks and gave the mortar for the unseen shrine which, in the fastnesses of mind, never was and ever is, like fabled Camelot—

". . . . never built at all,  
And therefore built for ever."

This was the spiritual triumph of the course; and it was reached because it was all so very human. The whole thing seemed to happen; you never dreamed a Board of Education could exist within a stone's throw. Miss Nancy Gilford, Mr. Whittaker, Mr. Milne, Mr. James Brown, rolled up and took their turn at having pot-shots, at any range that offered, with any missile that fell handy. The battered Muse

was hard hit and often; but the more she was hit the more she smiled and disclosed herself generously. It is a strange thing that few musicians seem to write the English language well, however pleasantly they speak it; and the syllabus of the course gave ground for comment. Miss Gilford was announced to treat "Pianoforte Teaching," Mr. Whittaker "Class Singing," Mr. Milne "Appreciation," and Mr. Brown "Orchestra." Their subjects—or rather their games—were Catching Music at the Piano, Singing Music Together, Opening Doors and Windows to Music, and Music by Playing. Much technical instruction imparted; much thought behind; much of method suggested, with stimulation of thought.

Much more than a conveyance of knowledge, or even than an interchange of views, the course was eclectic in method and of catholic appetite. It embodied the types of musical activity possible and proper to Secondary Schools; embodied, too, the spirit which alone permits Music to rest where she alighteth. There was freedom, comradeship, spontaneity, give-and-take; there was willingness to deviate from the appointed path; leadership was unobtrusive, but personality swayed; and the issue, solid work.

In all this, and much more, the course was an allegory of what might be done—and is done—in liberal schools, showing, moreover, what use can be made of gramophones, pianolas, concerts, and the impressed services of visitors with a gift in directing thought and creating interest. But Mr. Scholes himself raised the questions which group around the relations between music and the school curriculum, and between the teachers of music and the teaching profession; and here again the very existence of this course is significant. This was the first Short Course in Music organised by the Board; the profession would do well to note, not sardonically that it was the first, but that it actually has been. If enthusiasm counts with the Board, the course will be repeated and become permanent. Music at last is really on the way to be recognised as a subject of official importance in school organisation.

It is a fair inference that the Board will gradually tighten up its requirements in this subject; and music teachers will take heart and wail. They wailed at the Royal College—as all specialists wail, and have wailed, since the making of the world. Heads are callous, philistine, intrusive; time is short, distraction long; staffs are exclusive; music is an afterthought, its representative not thought of at all. All true—and all untrue; and instead of wailing, these quite able teachers of music must set themselves to convince their colleagues it is true, and themselves that it is false.

Some apparently look to the Board to "raise the status" of school music teaching; others asked for arguments to confute the unbeliever. Music will win her place neither by argument nor Board, its teachers their chance neither by official memoranda nor inspectorial pressure. Music and teacher alike must win place by taking it. The teacher himself, and the music he makes, are the ultimate apology. The Board might elevate music, as it has drawing, to a major place in the training of teachers; Universities might be persuaded to make it a matriculation subject; and this process might be expedited by artful politics. But to what end? Would music smile more happily? Would she continue to offer herself as a target for the pot-shots of her worshippers? Do we want school music to be examined by the Oxford and Cambridge Syndicate and the College of Preceptors?—It is infinitely more hopeful to reflect that the Board called to the direction of its first experiment the protagonist, in this country, of the popular exposition of music, and left him a free hand to choose his staff. Mr. Scholes is to be congratulated upon his conception of the task; his colleagues upon their work; and students and Board alike, in both senses of the expression, upon the choice of Mr. Scholes.

W. C. W.



## SCOTTISH NOTES.

### The Cost of Education.

Mr. D. M. Cowan, M.P. for the Scottish Universities, delivered an address on "Expenditure on Education" in Glasgow, on October 14th. Mr. Cowan said he could not see how any reduction could be effected in the amount of money spent at present on education in this country, but suggested that a much larger sum than is paid at present ought to be derived from the Imperial Treasury. The lecturer referred to the increasing wideness in the application of the term "Education," pointing out that it now meant the harmonious development of the individual, physical, mental, spiritual, and moral, and our educational system was organised, so far as it could be, to produce that result. At present the school was performing duties which properly are the function of other agencies—such as housing and health—but unfortunately the country was not in a position to deal with them at present, and hence the apparent large expenditure on education. But he asked if any one would willingly try to save on any such activities as nursery schools for children whose mothers had to go to work, or on schools for deaf, dumb, and blind children, or for children mentally and physically afflicted. Could anything be saved on the work of the ordinary schools? It could not be denied that many of our schools were badly ventilated, inadequately heated, erected in places too near to noisy traffic, and were hardly ideal places for children to spend several hours a day. No one could say that there was extravagance in staffing when we find teachers with 50 and 60 pupils in a class. It was generally agreed, too, that teachers had been most inadequately remunerated for their work. But as education was a national service it was quite a legitimate argument that a larger proportion of the national expenditure should come from Imperial sources, and that the Exchequer should pay 75 per cent. of the cost, and local authorities 25 per cent.

### University News.

The Universities have resumed work. The winter session usually commences in mid-October, and for the current session the number of students is expected to exceed all records due to the large number of ex-service men who are now resuming or commencing their academic studies. Accommodation will be, in many cases, difficult to secure, especially for many of the practical classes, but this matter is engaging the attention of the authorities. At Edinburgh facilities are offered for advanced study and research for graduates of other British, Colonial, and American Universities. At Glasgow the classes in medicine and engineering have attracted an exceptionally large number of students, and the resources of the university buildings, and the various affiliated institutions, will be taxed to the utmost. Several new appointments to the ranks of the professoriate are announced, and at Edinburgh Earl Beatty will be installed as Lord Rector. President Poincare is Lord Rector of Glasgow, and his postponed visit is now to take place on November 13th, when he may be sure of a rousing reception from the students.

### The Educational Institute Meeting.

The attendance at the annual meeting of the E.I.S. at Edinburgh on September 20th was almost a record, and the proceedings were wholly professional, the question of salaries taking up a large proportion of the time.

The President in his retiring address referred to various matters of general interest, and then devoted some time to the attitude of Labour to education. The workers are whole-heartedly in favour of educational facilities being as widely distributed as possible, but it appears to one section that the knowledge imparted by teachers is not what it ought to be, and this section seems to favour a re-writing of school books. Knowledge is believed to be derived from a tainted source—and even teachers are suspect! The

President finds in the true character of knowledge, Truth the antidote to this attitude. Mention was made, too, of the lack of what may be termed "pedagogical initiative" among Scottish teachers. "We have," he said, "none of the signs of live professional interest such as mark other professions, and our own profession, in other lands." He referred to the absence of pedagogical clubs and magazines, child study associations, etc., and spoke pointedly to teachers regarding this apparent want of real interest in their profession. There is no doubt that teachers' meetings are too much taken up with matters of purely professional, or rather personal, interest—the cause of education being practically ignored. The goodwill of the public is not to be maintained in this way.

### The Salaries Campaign.

Since the announcement of the new national minimum scales of salaries sufficient time has elapsed, and sufficient opportunities have occurred, for the opinions of teachers to be voiced. The organ of the profession in Scotland has opened its columns to expressions of opinions, while wherever teachers congregate, in staff rooms, at teachers' meetings, and at the annual meeting of the Educational Institute, the salary question reigns supreme. Generally speaking, teachers agree that a great improvement has been effected—rural teachers are in no doubt on that point—but most of the discussions that rage centre around one point—the differentiation between graduates and non-graduates. This differentiation amounts to anything from £60 to £110 per annum when the various maxima have been reached, and as non-graduates do not concede that they are being fairly treated, they are up in arms. It raises again the question of equal pay for equal work, but in this case the extra qualifications of the graduates must be considered as being worth something. Certainly the just claims of existing non-graduate teachers of proved experience and ability must be generously dealt with, but this is left to the discretion of the Authorities when these bodies frame scales for teachers in their areas.

### Educational Finance.

It is apparent that the financing of the various schemes of the new Education Authorities is going to give rise to grumbling. The addition to the rates is bound to be substantial in practically every district, and the adoption of the new national minimum scales, or an improvement thereon, will not ease matters any. The poorer areas are clamouring for aid; one parish has absolutely refused to make a levy for education, and the time seems ripe for consideration of the whole system of local rating. Under the present system the Education Authorities intimate to the Parish Councils the extent of their requirements, and the latter body impose the levy. Further explanations when asked for by the Parish Councils help matters none, and there seems to be a growing demand for further Government help—that the Government should pay three-quarters instead of one-half of the cost of education. That the Government is prepared to assist is evident from a letter read at a recent meeting of the Invernesshire Education Authority, which intimated the intention of the Scottish Education Department to make special grants to necessitous districts in relief of expenditure on education.

### Free Books.

It is noteworthy that many of the Education Authorities in Scotland have adopted the principle of free books. By this many anomalies are removed and teachers should be greatly helped in the furtherance of their work.

### Serbian Boys in Scotland.

After a stay of about three years most of the Serbian refugee boys who have been at various schools in Scotland have been repatriated. Eager to learn, and diligent in the prosecution of their studies, these boys have done remarkably well, and a few of them continue their residence here to attend University classes.

## PRIMARY SCHOOL NOTES.

BY OUR SPECIAL CORRESPONDENT.

THE decision of the National Union of Teachers to admit uncertificated teachers to its membership is likely to lead to a difficult situation. There are about 39,000 of these teachers serving in the schools, and of these about 35,000 are women. Naturally they hope to reap some real benefit as a result of membership of the Union, and one of the first benefits sought is recognition—under certain conditions—as certificated teachers. The policy of the N.U.T. has been and is that the certificate of the Board shall be granted by examination only and after a period of training, but the Acting Teachers' Examination—an examination open to all uncertificated teachers—has hitherto stood in the way of its realisation. The Union, therefore, has for many years advocated the abolition of the Acting Teachers' Examination. The problem to be solved is this: to abolish this examination without at the same time doing an injustice to the uncertificated teachers by preventing them from qualifying for the Board's certificate by the only avenue—other than that through the training colleges—at present open to them.

I understand the uncertificated teachers agree the Acting Teachers' Examination shall be abolished provided the older and more experienced of their class be recognised by the Board as ordinary certificated teachers as a reward for long and efficient service. This is asking a great deal and, in my opinion, more than the Executive of the Union is likely to grant. The certificate of the Board at present carries with it a guarantee of certain attainments on the academic side—attainments which are well known in the primary school services of the country. It is the desire of the Union to raise the standard of those attainments and in addition to secure the certificate as a guarantee of professional training in every case. To agree that lengthened experience and efficiency as a disciplinarian shall in themselves, and without any academic guarantee of educational attainments, constitute a claim to the Board's certificate would scarcely fit in with the Union policy. It would lower the value of the certificate and bring to nought all past and present efforts in the opposite direction. After all, every uncertificated teacher may—until the Acting Teachers' Examination is abolished—qualify for the certificate by examination. Those who are intellectually incapable of doing so must necessarily be of limited usefulness in a school, and those who are unwilling to undertake the necessary study are not worth consideration. Until the supply of candidates who have been fully prepared for the profession of teaching both academically and professionally is sufficient to meet the needs of the schools it will be necessary to employ the uncertificated teacher. It will be well to recognise this. It is in the best interests of education that the real state of affairs in respect of the teachers shall be well known. The Union cannot afford to offend its fully qualified members by consenting to camouflage the existence of its unqualified members.

Lord Burnham's committee on teachers' salaries continues to meet, and this fact in itself augurs well for the achievement of the purpose for which it was constituted. Evidently there has been no impasse as yet. I understand the relations existing between Lord Burnham and every member of the committee are of the pleasantest, and that everything possible is being done to find a national minimum scale which shall be accepted by each side of the committee as satisfactory "in the first instance."

Outside the Committee there is a certain amount of suspicion and distrust. In some quarters there exists a freely expressed opinion that the teachers' representatives have been drawn into a trap and that, in short, they are incapable of making a bargain. All this discontent was

focused in an unofficial convention of the "ginger group" held at Birmingham on 11th October. There was much wild talk from many of the members, but no useful suggestion as to a better method of improving teachers' salaries than that already adopted by the Executive in accepting Mr. Fisher's invitation to enter into negotiations with the representatives of local education authorities. A resolution was adopted by the meeting declaring "that under *no circumstances* in future will it relinquish the strike weapon, *even for a limited period.*" The italics are mine. To publish a policy of this kind is most unwise. At the present moment it is sheer lunacy. Strikes are not popular just now, especially when conducted on a national scale. Even in the industrial world they have not been as successful in peace time as their organisers hoped, and therefore it is safe to predict that in the world of education a strike of teachers on a national scale will never take place.

I am glad to know the teacher representatives on the Burnham Committee are quite unmoved by the Birmingham rhetoric. They are determined to secure the best possible terms for the greatest number of teachers, and are not so unstatesmanlike as to sacrifice the obtainable on the altar of the ideal.

The finances of the nation call for economy. The spending of public money is criticised on every hand, and the public look askance at all proposals which mean increases in rates or taxes. This is not the time even for a local strike. I have no hesitation in saying that as things are now teachers should regard the existence of the National Joint Salaries Committee as a boon. It came into existence at the right moment; it is actuated by the right spirit; it will do the right thing.

The London County Council Education Committee in considering the future development of primary education in the metropolis is proposing a reduction in the number of the Scripture lessons per week with the object of obtaining more time for other subjects. At present two-and-a-half hours each week are devoted to Scripture instruction, in five lessons of thirty minutes each. It is proposed to confine the instruction to two lessons per week each of forty minutes' duration, the time devoted to prayer and hymns to remain as at present. The change is wise. The syllabus of Bible instruction need not be curtailed as a result, and there will be a distinct gain on other directions. It has always been difficult to understand why primary school children should need so much Scripture instruction and secondary school children so little.

It is much to be deplored that the new London Schoolmasters' Association has begun its activities by advising its members to withdraw from the London Teachers' Association. The withdrawal is advised because of the men's opposition to the "Equal Pay" policy of the big London Association. The leaders of the L.S.A. seem blind to the signs of the times as regards the payment of women teachers. The small supply of men teachers will prevent the adoption of "Equal Pay" by any authority for many years to come. Thus in order to safeguard something which is not endangered the new association has decided to abandon all the advantages which numbers always command. It is a shortsighted policy. The new organisation could have done useful service from its own point of view by organising a movement within the L.T.A. for reversing that association's decision on the Equal Pay question. It could have moved for a man's committee within the L.T.A. with freedom to speak for men and insisted on having the men's case presented by men for men without reference to the women. All this was possible through the L.T.A., but the unstatesmanlike course of separation has been adopted and unwise counsels have prevailed.

## EDUCATION ABROAD.

### The Bolsheviks and Education.

The Special Correspondent of the "Manchester Guardian," Mr. W. T. Goode, the well-known Principal of Graystoke Place Training College, London, describes the attitude of the Bolshevik Government towards education. He has interviewed Lunacharsky, the Commissary for Education, and his assistant, Professor Pokrovsky. He assures us that the Bolsheviks are fully aware of the magnitude and seriousness of the Russian educational problem, and describes them as facing it with a determination to remove the illiteracy of the peasant and to bring the folk-school into direct contact with village life, providing classes in technical and artistic instruction for the workers, founding a popular University system, and maintaining the old schools of artistic culture in ballet, theatre, and painting. Money has been freely assigned for these purposes. In the villages it was sought to bring the peasants themselves into the educational movement. The schools were made into "working schools," in which, besides reading, writing, and arithmetic, the school work was brought into relation with all the operations of village life. These include in Russia not only agriculture but also woodwork, ironwork, the preparation of flax and wool, spinning and weaving. Hundreds of school buildings have lately been erected by the peasants, and in Moscow there is a great training college for providing a supply of village teachers. This is housed in a large building in the Ekaterinsky Square, which was formerly a boarding school for girls of wealthy families. It now provides accommodation for 300 teachers selected by local Soviets and sent from all parts of Russia. They live in the building, which is large enough to provide living rooms, class-rooms, workshops, and a fairly large practising school. All the operations of a village working school are taught theoretically and carried out practically. The care of the house and the cultivation of a large garden are undertaken by the students and children. For town and factory workers classes in technical subjects and art have been started and are in great demand. Music and dramatics are studied. Children do not begin to work for wages before 16 and then the working day is six hours up to 18, two hours a day being spent in study.

Naturally, much of the equipment is hastily improvised, but Mr. Goode thinks that it serves its purpose. The popular Universities are rapidly ousting the older institutions, and Professor Timiriasev, the botanist, is quoted as saying that University professors who had been appointed under the old regime were likely to be deserted. A few of them, however, were teaching in the new Universities. The four great Schools of Art, two in Moscow and two in Petrograd, have been nationalised, and the students choose their own professors, with the result that "the taste of the day after to-morrow seems to be in the ascendant for the time being." The ballet and the Art Theatre of Moscow have been left to themselves, but other forms of dramatics are nationalised and tickets are distributed to the working people. The Moscow Soviet runs concerts of chamber music at small cost and the audiences are large. On Sunday afternoons special theatrical performances in the parks are given free for children only. Mr. Goode attended one in the Zoological Gardens, where he saw about 2,000 children under 14 intensely interested in "Uncle Tom's Cabin." He also went to the Tretiakovsky Art Gallery in Moscow, and found it crowded with visitors who were being taken round by practised guides.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### Open Air School at Stoke.

The Stoke-on-Trent Education Committee has established an Open Air School at Hanworth for children needing special treatment. By arrangement with the Duke of Sutherland the committee has taken over the premises formerly used as a Holiday Home for Convalescent Children, and in future the children will be selected by the committee's medical staff. The adaptation and equipment of the buildings will be paid for by the committee, but the Board of Education will pay one-half of the maintenance cost. It is hoped to provide for fifty children at a time, giving three months' treatment to each. This will give room for 200 children a year. The school was opened on October 13th by Sir George Newman, who said that education was not merely the instilling of facts into a child's mind, but awakening the intelligence, developing the powers, and tenderly caring for the personality, the soul, of the child. He hoped that the open-air schools for delicate children would lead to more open-air in our educational system generally. A special word of recognition is due to the work of Alderman Elliott, Chairman of the Stoke Education Committee, to whose efforts the foundation of the school is largely due, with the cordial co-operation of his colleagues, and the able help of Dr. Ludford Freeman, Director of Education for Stoke-on-Trent.

### Crowded Universities.

An unprecedented rush of students is reported from all our Universities and University Colleges, and the authorities are confronted with great difficulties in the matter of accommodation. At Cambridge the radius within which undergraduates may reside has been extended. At Oxford an attempt is being made to economise space by the joint use of studies or sitting rooms, while Keble College is reported to have set up an army hut in its quad, a device which may serve to temper the architectural features of the place. At some of the modern Universities the crowd of students is so great that the authorities find themselves unable to organise lectures and classes on the old lines. Time tables have to be completely altered and make-shift arrangements provided. A freshman at a modern University tells us that the first three weeks of the term were completely wasted. It would seem that peace found our academic organisations quite unprepared.

### Shakespeare's School.

The Governors of the Grammar School at Stratford-on-Avon are appealing for the sum of £150,000 to enable them to carry out an interesting scheme. It is proposed to acquire certain land which lies behind the present school and to erect thereon a modern building while preserving the old school intact. The proposal includes a plan for bringing American boys to Stratford and for sending English boys to American Universities at the end of their school career. It is hoped to enlist the help of wealthy Americans in the scheme.

### The Correspondence Plague.

The Headmaster of one of our best-known public schools has sent out a circular to the parents of his boys asking them to refrain from sending letters on school business during the Christmas and Easter holidays and during the month of August. This moving plea for a respite from the plague of correspondence recalls a story of Charles James Fox, who is said to have placed the following notice outside his door at the Foreign Office: "No letters received here on Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, or Saturdays, and none answered on any day."

## BLUE BOOK SUMMARY.

### Secondary School Regulations.

The Board of Education announce that the Draft, dated 26th May, 1919, of the Regulations for Secondary Schools, England, 1919, has been published during the required period and has now been confirmed by the Board without amendment. The Draft now becomes the Regulations for Secondary Schools, England, 1919, dated August 27th, 1919, and copies can be purchased through any bookseller (price 2d.), or directly from H.M. Stationery Office, Imperial House, Kingsway, London, W.C. 2 (price by post 3d.).

### Health Visitors.

The Board have issued draft Regulations for the training of Health Visitors (Cmd. 255. Price 1d. net.).

In the Prefatory Memorandum it is pointed out that the efficient discharge of many of the powers and duties of Local Sanitary Authorities and of Local Education Authorities for promoting the health of the population, and especially of children, depends in a large measure upon the existence of an adequate supply of women qualified effectively to undertake home visiting and other responsible functions in connection with Maternity and Child Welfare Work, the School Medical Service, and other local health services.

After pointing out the need for special training for this work the Board state that in consultation with the Ministry of Health they have prepared regulations under which courses of training for Health Visitors will be approved. The standard thus laid down is the minimum, and it is presumed that many Local Authorities will expect their Health Visitors to hold additional qualifications. In some districts the duties are performed by district nurses, whose training has been of the usual medical kind, but for the ordinary Health Visitor a specialised course in nursing and midwifery is not considered essential, although instruction in the care of maternity and of the newly born child is necessary.

The course for the Health Visitor is designed to cover two years, and the minimum age at entry is 18. Students are expected to have received a good previous education, preferably a secondary school education, up to the age of 18, but no examination qualification is demanded at present. Shortened courses may be taken by fully-trained nurses who desire to become Health Visitors, by University graduates, or by students who have already worked as Health Visitors for not less than three years.

No course of training will be recognised unless the institution is in a position effectively to control the whole of the students' course. As a rule, courses must be conducted by, or in close association with, a University institution. Before the completion of the course each student will be expected to take an approved examination, of which the primary purpose will be to test the extent to which the student has benefited by the course. This examination will be partly written and partly oral. It will not be conducted by the Board, but by a special examining body approved for the purpose. It is expected that recognised institutions will combine to establish a joint examining body, and except in the case of a University the Board will not approve a proposal for an institution to examine its own students. Grants will be payable on account of students taking approved courses, namely, £40 in respect of each student taking a full course, and £20 for a shortened course.

### Juvenile Organisations Committee.

This body, which was appointed by the Home Secretary in 1916, has been transferred from the Home Office to the Board of Education.

The Right Honourable J. Herbert Lewis, M.P., Parliamentary Secretary to the Board, has taken the place of Dr. A. H. Norris, who remains a member of the committee, as Chairman. Mr. C. E. Clift is Organising Secretary, and the Secretary is Mr. R. S. Wood, to whom all communications should be addressed at the Board of Education, Whitehall, S.W.1.

### Teachers' Pensions—Qualifying Service.

The Treasury have, on the recommendation of the Board of Education, declared the following to be Qualifying Service for the purposes of the School Teachers (Superannuation) Act, 1918.

Our readers should note that Qualifying Service does not add to the amount of a pension or lump sum, but enables a teacher to **qualify** for a pension, etc., who would otherwise not be able to do so.

### TEACHING SERVICE.

#### (1) SERVICE PRIOR TO APRIL 1, 1919.

Service in any of the schools represented on the Head Masters' Conference or the Incorporated Association of Head Masters, or the Association of Head Mistresses, or the Conference of Catholic Colleges or Schools represented on the Association of Preparatory Schools. In addition, service in schools recognised under the Board of Education Act, 1899, for the purposes of Column B of the Teachers' Register, and also any service which is accepted by the Teachers' Registration Council set up under Section 16 of the Education (Administrative Provisions) Act, 1907, as teaching experience which qualifies a teacher for registration.

The same regard will be paid to continuity as in the case of recognised service (see Section 18 (vi) of the 1918 Act) and a School which, at any given date, is found to be satisfactory from the point of view of qualifying service will be assumed, in default of evidence to the contrary, to have been previously satisfactory, so that previous service in that school shall be treated as qualifying.

#### (2) SERVICE AFTER APRIL 1, 1919.

Service in any school or educational institution with regard to which the Board are satisfied, either by a certificate from an Inspector of the Board or of a Local Education Authority or University, that it is making satisfactory provision for the education of the scholars.

#### (3) SERVICE EITHER BEFORE OR AFTER APRIL 1, 1919.

- (i) Service in any University or University College.
- (ii) Service in any school receiving grants from or provided by a Government Department other than the Board of Education (this would include schools receiving grants from the Board of Agriculture, Poor Law Schools receiving grants from the Local Government Board, and schools at present maintained by the Ministry of Pensions and other Departments).
- (iii) Service as a Supplementary Teacher in a Public Elementary School.
- (iv) Service as a teacher in any Educational Institution in receipt of grants from the Government in any other part of the United Kingdom.
- (v) Service as a teacher in any School or other Educational Institution in any British Colony or Dependency or in India, which is maintained, aided, or under regular inspection by the Government.
- (vi) Service in any foreign country undertaken under the arrangement for the interchange of teachers, which was made by the Board of Education some years ago.

**The foregoing relates to teaching service; the question of what non-teaching service can be treated as qualifying is still under consideration. Also the list does not aim at being exhaustive, and no doubt other cases of service, which should be regarded as qualifying, will come up for consideration.**

**ASSOCIATION NEWS.****The Teachers' Council.**

The number of applications for registration is now well beyond the thirty thousand mark, and the daily rate continues to increase. A marked impetus to the movement will probably follow the action of the Board of Education in deciding, with the concurrence of the Treasury, to accept as qualifying service for pension purposes the teaching done by Registered Teachers before April, 1919. It is not unlikely that some qualified teachers who are now engaged in private schools will desire to transfer to State schools. Work in the latter will count towards a pension but a total service of thirty years will be necessary to qualify. Hence in making up this period service in non-state schools should be reckoned, and it can be reckoned if the teacher is registered. A gratifying result of the Council's work is seen in the project for setting up schemes of training for specialist teachers. Various musical institutions, including the Royal Academy of Music and the Royal College of Music, have had their schemes for training teachers approved by the Council, and it is understood that in other branches of specialist work wherever professional training has hitherto been unknown, efforts are being made to provide systematic training. This is being done in order that teachers may be able to fulfil the conditions which come into force at the beginning of 1921.

**The College of Preceptors.**

At the meeting of the Council of the College, held on Saturday the 25th of October, the Finance Committee presented a very satisfactory report, showing that the work of the College continues to attract support. In view of the possible effects of the recent educational legislation it is important that all efficient private schools should unite, and the College of Preceptors forms an appropriate centre for such unity, since it was founded by private school teachers long before there was any attempt to provide state secondary schools. The College works in close and cordial co-operation with the Private Schools Association, and serves as a link between that body and other associations of teachers. It should be understood that the College includes in its roll of members teachers in all types of schools and institutions.

**National Association of Schoolmasters.**

As a counterpart to the National Federation of Women Teachers there has been formed a National Association of Schoolmasters. The distinguishing feature of these bodies is to be found in their attitude on the question of "equal pay," the latter opposing equality no less vigorously than the former support it. Both are agreed in their desire to damage the larger associations to which their members have hitherto belonged. The Federation of Women Teachers' advocates secession from the N.U.T. on the ground that although that body accepted the principle of "equal pay," certain of its Executive are lukewarm on the question. The Association of Schoolmasters, on the other hand, is advising men to withdraw from the London Teachers' Association because this body has decided to press for "equal pay." If this strange temper of mind prevails and extends we shall presently have as many associations as there are teachers.

**The Assistant Masters' Association.**

As an offset to the tendency to separation recorded above it is pleasant to see that the four major Secondary School Associations, namely the Head Mistresses, Assistant Mistresses, Headmasters, and A.M.A., have formed a joint committee with Mr. R. F. Cholmeley as Chairman. This committee has already accomplished some excellent work, notably in regard to amendments to the Pensions Act. It will probably form a nucleus at least of a Burnham Committee on Salaries in Secondary Schools.

**PERSONAL NOTES.****Professors Stewart and Trail.**

The cause of Scottish education loses through the death of Emeritus Professor Stewart, of Glasgow, and Professor Trail, of Aberdeen University. The former as Professor of Divinity and Clerk of Senatus played a prominent part in teaching and in administration up to the date of his retirement in 1910. Professor Trail was a highly distinguished graduate of Aberdeen, and was elected Professor of Botany in 1877, while still in his 26th year. He did much to encourage the study of Botany in Scotland, and was a prolific writer to scientific journals.

**Dr. J. F. Gemmill.**

Dr. J. F. Gemmill, of the Glasgow Provincial Training Centre, has been appointed to the chair of Natural History at Dundee University College, vacant through the transference of Professor D'Arcy Thompson to St. Andrews. Dr. Gemmill has been prominent in connection with the Marine Biological Station at Millport (Cumbrae).

**Mr. W. H. Doyle.**

Alderman Cook, Chairman of the Bristol Education Committee, referred to the long and valued service rendered by Mr. W. H. Doyle, assistant secretary for Higher Education, who is resigning his post at the end of October. Mr. Doyle was fourteen years Headmaster of Langton Street Wesleyan School and for five years Secretary of the Technical Instruction Committee of the City Council before taking up his present appointment in 1905.

**Mr. W. Norman Bailey, M.A., M.Sc.**

Mr. Bailey was formerly a scholar in the Cosnett Council School and was awarded a junior exhibition by the Durham Education Committee. At Trinity College, Cambridge, he graduated with first class honours in the Mathematical Tripos. During the war he was stationed at the Royal Naval College, Greenwich, taking his London B.Sc. degree, and becoming naval instructor for three years on H.M.S. St. Vincent. Since that time Mr Bailey has taken his M.A. at Cambridge, his M.Sc. at London, and has been appointed Mathematical Lecturer in the University of Birmingham.

**Mr. J. T. Francombe, J.P.**

Mr. Francombe, sometime headmaster of St. Mary Redclyffe School, Bristol, and now a member of the City Council, has been selected by the committee of the Corporation for nomination to the office of Lord Mayor of Bristol for the forthcoming year.

**Dr. Foligno, M.A.**

Dr. Foligno was recently appointed Serena Professor of Italian at Oxford. He is forty-one years of age and was educated at Milan University. He fought in Italy as a cavalry officer during the War and wrote the official accounts of the work done by the Italian cavalry.

**Sir Alfred Dale.**

Sir Alfred Dale, on retiring from the Vice-Chancellorship of Liverpool University, has severed his connection with the Liverpool Education Committee. Alderman J. W. Alsop, the Chairman, conveyed to Sir Alfred Dale the thanks of the Committee for services rendered since 1902, particularly in connection with Secondary Education, at the same time expressing the hope that he would enjoy many years of health and happiness.

**Mr. J. W. Hands.**

Captain H. Hincks has been appointed by the President of the Board of Trade to succeed Mr. J. W. Hands, O.B.E., as Controller of the Profiteering Act Department. Mr. Hands accepted the post of Controller during the organisation of the Department at the request of the President, and has now resumed duty in the Board of Education.

## NEWS ITEMS.

**The Birmingham Convention.**

One hundred and twenty-five Associations, with a membership of 40,000 teachers, sent representatives to Birmingham to demand that no final agreement should be made by members of the N.U.T. Executive with the representatives of Educational Authorities on the Standing Joint Committee on Salaries until the proposals have been placed before the teachers in conference for consideration; to demand also that the strike weapon should not be surrendered; to endeavour to secure the adoption of a National Scale for Assistant Masters in primary schools, of £200, rising by £25 annually to £450; and to make arrangements for using the machinery of the N.U.T. to give effect to the decisions of the Convention.

**A Royal Gift.**

The Queen has presented to the London Education Committee some photographs from the colonies. In 1901 the King and Queen made a colonial tour, and these interesting photographs, now contained in eleven large albums, were then taken.

**The School of Librarianship.**

Sir Frederick Kenyon, Principal Librarian of the British Museum, opened the School of Librarianship in connection with University College, London. Most librarians are alleged to be amateurs, and the idea is that a training is necessary for those who adopt the occupation as a profession. The Carnegie Trust are supplying £1,500 yearly for five years, so that suitable teaching may be given to librarians, existing and future. At present there are about seventy students under the direction of Dr. Baker, assisted by Mr. L. Newcombe.

**Open-air Camp School.**

The L.C.C. Education Committee have bought Wanstead House, Margate, to use as an open-air camp school for weak and ailing children. The capital required was about £6,000, and the accommodation is for eighty children, who will be sent in parties for a month at a time.

**Kentish Pottery.**

The Kent Education Committee held an exhibition at Sevenoaks of household pottery brought from Europe and Africa, and lent by the owners. Some specimens of English village pottery were on view. In the Maidstone Museum may be seen samples of Kentish pottery 1,500 years old, and the object of the exhibition was to arouse interest and to revive the lost art. Suitable clay is to be found in the immediate neighbourhood. The exhibits were well shaped, of good colour, and cost little. At a subsequent conference with Lord Sackville in the chair a potter showed what he could do even without a wheel.

**Committee Meetings on Sunday.**

The Secondary Education Sub-Committee of the Darlington Authority were called together on a Sunday to instruct the Borough Surveyor to prepare plans for additional class-room accommodation and also to take steps to provide a hut to house the caretaker, newly-appointed. The business was neither urgent nor important, so that a very strong protest against Sunday meetings being raised by Alderman Leach resulted in the minutes being referred back by eight votes to six.

**The Premier's Old Schoolmaster.**

Mrs. Lloyd George presided over the annual concert of the Llanystumdwy Institute and presented a photograph and a purse to Mr. Thomas Griffiths, the headmaster of the Prime Minister's old school.

**Uses for a School.**

Willesden High School has been used as a concert hall, recruiting office, billiard saloon, and meeting place for Quakers and Theosophists, and has now become a studio for a firm of film producers.

**Equal Pay for Men and Women.**

The London Branch of the Schoolmasters' Association in general meeting assembled called upon its members to withdraw from the London Teachers' Association because this body has adopted the principle of equal pay. The men say that the adoption of the same scales of salaries for men and women would ultimately mean that the education of children would be entirely in the hands of women.

**Home Schools.**

One curious result of the lack of housing accommodation is that many parents have been compelled to find home schools for their young children and babies.

Many mothers left their houses when the fathers joined the Army, and now only furnished rooms are available, children not being wanted, so that particularly in the country districts near to London places are being established where children can stay all the time, including holidays, and scholastic agents are having difficulty in supplying the demand for such "home schools."

**Crowded Universities.**

Both at Oxford and Cambridge a very much larger number of students are in residence than the normal, and the available accommodation is being strained to the utmost capacity. Cambridge undergraduates may now lodge two and a half miles from St. Mary's Church, and Oxford students are allowed to reside within a radius of three and a half miles of Carfax instead of one and a half miles as before. The authorities of Keble College have erected a wooden building of army huts in order to add to the number of their rooms.

**Teachers and Trade Unions.**

The Congress of Teachers' Friendly Societies held in Paris decided by 170 votes to 43 on the affiliation to the General Confederation of Labour of the teachers' trade unions.

**Some Appointments.**

Dr. Peter Giles, Master of Emmanuel College, as Vice-Chancellor of Cambridge University.

Mr. D. McBennett Melville Jones, of Emmanuel College, Cambridge, as the first Francis Mond Professor of Aeronautical Engineering at Cambridge University.

Dr. W. E. Agar, Lecturer in Zoology in the University of Glasgow, as Professor of Zoology in the University of Melbourne.

Mr. E. W. E. Kempson, as H.M. Inspector of secondary schools in Essex.

Mr. W. Coates, Assistant Education Secretary, Wigan, as Secretary for Elementary Education under the Hampshire County Council.

Mr. D. W. Bevan, as Headmaster of the Scarborough Municipal Secondary School.

Mr. J. H. Taylor, University of Leeds, as Director of Humanistic Studies in the Huddersfield Technical College.

Mr. H. G. Taylor, M.Sc., King's College, London, as Head of the Engineering Department at the Technical School, Leicester.

Mr. Samuel Rutter Wood, M.A., of Woolly, near Wakefield, as Headmaster of the Ilkeston County Secondary School.

Mr. G. F. Troup Horne, as Secretary to the Birkbeck College.

Mr. J. F. Judson, Headmaster of Tideswell Grammar School, has been appointed Headmaster of Buxton College. Mr. F. Lawson, the late Headmaster, was killed during the war.

## LITERARY SECTION.

### BOOKS AND THE MAN.

#### Text-Books for the New Era.

For nearly five years we were being told on every hand that the war would bring about a new world, that old things would pass away and that mankind would enter upon a new era of brotherhood and progress. Undoubtedly there was abroad a new spirit, a desire to translate into corporate action that impatience with the existing order which was felt occasionally by even the mildest-tempered and the most conservative of minds. The time spirit seemed to summon us to a new effort to realise ideals which had hitherto seemed remote and to overcome the inertia which had prevailed over our fleeting moods of revolt. To adapt Plato's well-known metaphor it seemed that that sluggish creature, the Commonwealth, would show signs of becoming at last active under the provocation, not of one but of many gadflies. Even the hardened cynic took to watching, with awakened interest, the twitchings and tremors on the surface of its skin or began to wonder whether his cynicism was justified when the creature flicked its tail now and again. He wondered whether these symptoms were really preliminary or premonitory, whether they foretold a new activity or whether the twitchings and restlessness would die down even before the creature had turned in its sleep.

Peace has been signed, the New Era has dawned, and the New Spirit undoubtedly remains, strengthened and made more insistent by the experiences of the past five years. It is seeking the means to make itself articulate and operative. Unhappily the means are not available. The unrest among manual workers of every grade might have found useful and smooth outlets through the medium of Industrial Councils—had these been established. Our difficulties in national finance might have been lightened by a just system of taxation—had one been sought for and applied. The task of restarting our industries might have been rendered comparatively easy—had we been willing to exercise foresight. The rightful claims of the "excluded classes" to a share in culture and refinement might have been fully recognised had we the courage to apply the Education Act, just as the claims of our returned soldiers to house room might have been met if we had devised and applied a housing measure with due regard to economic laws and social needs.

Such national failures to rise to the level of a great need and an unexampled opportunity are in some degree offset by the efforts of individuals and of groups. The leaven is working, although it has not yet permeated the whole mass of the body politic. Despite the Government's failure to fix an appointed day for abolishing "half-time" and for starting day continuation schools both reforms are being put into operation in individual instances. Enlightened employers are starting continuation schools on a basis which is voluntary so far as they are concerned, but obligatory in regard to their youthful workpeople. Nor are teachers outside the stream of modern tendency. Ordinarily their work involves a tendency to fall into grooves of thought and into set methods of teaching. This tendency is strengthened by the progressive development of the machinery of central and local administration with its inevitable regard for precedent and its affection for routine and orderly procedure. Such attendant circumstances of the teacher's calling have encouraged indolence of mind and have served to smother very promptly the enthusiasm of bold spirits with a passion for asking troublesome questions or a zeal for trying new methods. The war has helped us to revise our old dogmas, however, and set afoot a new spirit of investigation which has been reflected, not only in the proceedings of various committees of enquiry, but also in the administrator's office and in the school class-room.

At the beginning of the year Messrs. Hodder and Stoughton issued a noteworthy volume of essays edited by Professor Adams under the title "The New Teaching." They have now followed this up by a series of text-books, of which two have come into my hands. One deals with the Foundations of Engineering, and is written by Mr. W. H. Spikes, the Editor of the Series. The other is on Citizenship, and is written by Mr. F. R. Worts, Senior History Master in Bristol Grammar School. The price of each volume is 4s. 6d. net, and I commend them heartily to all teachers. They embody and illustrate the new and fruitful idea that text-books should be written and used in order to promote a knowledge of the subject instead of an acquaintance with examination difficulties. They are essentially modern, since they aim at relating school learning to the experiences of ordinary life. Thus in the Foundations of Engineering we have a series of chapters on mechanics, but Chapter 5 tells about us the steam engine, with some stimulating remarks on the effect of traction on design. This is an illustration of the author's method, and it indicates also the wider scope possible for the book. I conceive it to be very useful in continuation schools and technical classes, for it is well within the range of ordinary men and women, who will be enabled to think of their surroundings in a more intelligent way. The same method of approach is adopted by Mr. Worts in his book on Citizenship. The facts are taken from life itself, principles are arrived at, and they are applied to real problems such as the reader knows at first hand. Thus, after a chapter on Local Government the student is invited to answer this question: "Why should museums and parks be under public control?"

The style in both volumes is simple and clear and the writers have combined regard for accuracy with an avoidance of pedantic terms in an admirable fashion. They have, in fact, begun to beat a trail which it is to be hoped that many teachers and writers of text-books will follow. The modern spirit in education demands that all forms of teaching shall be related to life more closely than hitherto. This is not to say that our schools are to become narrowly vocational, but rather that they are to be places of humane learning in the fullest possible sense. Human affairs become ever more complex, the range of man's knowledge is for ever extending, and it is the business of the school to prepare its pupils to meet and cope with the new conditions. An intelligent effort in this direction will have the result of introducing a new interest in education, one which will be felt by the public as well as by the teachers and their pupils. In place of childish and often futile attempts to make our teaching interesting by the addition of a pleasant flavour or irrelevant matter we shall be led to depend on the genuine interest which accompanies the certainty that we are learning something which will help to explain the world about us, not only the world of nature but also that of humanity. It is matter of self-reproach for teachers that we have so often failed to make our pupils care for knowledge. We have made them care for success in examinations, for outstripping competitors in study or in games, and for the social distinction which attaches to membership of a given school or University. More than these are wanted. We must lead them to value knowledge for its own sake, to be eager in seeking for explanations of things about them, to be quick in perceiving the relations between facts and the relative importance of the facts themselves. To attain these things we must be prepared to look at our task from a fresh angle and be willing to abandon the formal and ritualistic pedagogy of our youth. The "New Teaching Series" promises to help us in doing this, and for that reason I hope it will be extensively used in our schools.

SILAS BIRCH.

## REVIEWS.

## Education.

SCHOOLS OF TO-MORROW IN ENGLAND: by Miss Josephine Ransom. (Bell and Sons. 1s. 6d. net.)

In this paper-covered booklet of 154 pages Miss Ransom gives an account of some fifteen experimental schools, the sort of institutions that are sometimes unkindly called "freak schools." She takes a very broad view, sees the good in all that she describes but is not at all inclined to dogmatise in favour of any particular form of school. What she pleads for is freedom of experiment and breadth of view in evaluating the results of honest even if heterodox investigation. Miss Ransom has an easy descriptive style, and has provided a pleasant and useful account of educational work that would otherwise escape the attention of the public, since but for Miss Ransom's timely book it would have to be sought out in all manner of little known sources.

ADVANCE IN CO-EDUCATION: articles by various authors. Edited by Miss Alice Woods. (Sidgwick & Jackson, 3/6 net.)

We have here within the space of 154 pages the problem of co-education presented from many different points of view, to be exact thirteen, not including the introduction by Mr. Homer Lane. Perhaps the best chapter in the book is that on Principles, supplied by the editress herself. With regard to the rest it has to be admitted that little is added to what we know of the subject. On the other hand there is a certain interest in seeing the various aspects the matter assumes in the hands of the individual writers. Many of them are feminists, but Miss Maude Royden is so deeply committed to feminism that she can only express her doubts and difficulties, and needs the help of Mr. John H. Bradley to reconcile her to accepting the co-education principle, and it is doubtful whether he has succeeded. Other chapters are written by people who represent fairly enough the view points of the parent, the former schoolboy, the former schoolgirl, the elementary school, the university, the psycho-analyst. Mr. Cecil Grant deals acceptably with the delicate subject of Purity. Mr. and Mrs. Platt write convincingly on the Human Aspect, and Miss Edith Flower presents the problem as it appears in countries other than England. A book of this kind would be hopelessly incomplete without the *imprimatur* of Mr. John Russell, so he brings the discussion to a close with an optimistic chapter on hopes, in which he speaks about the "traditional insincerities," among which he includes the birch. This is the first charge of insincerity I have ever heard lodged against this very downright implement. But Mr. Russell evidently means his protest seriously, for he speaks of "our so-called punishments."

With such a large team made up of such diverse elements it is obviously impossible to get an organised presentation of a case, and the editress has made no effort to bludgeon her contributors into conformity with any uniform "platform." She tells us that "Each is responsible for his or her own views." It is admitted in the preface that there are many gaps, and among these is specially mentioned the need for a fuller treatment of the objections raised by some of the psycho-analysts, who believe that the co-educationist is dealing with the problem on the lines of the person who afterwards explains that he thought the gun wasn't loaded. But in justice to the book it must be stated that Mr. Kenneth Richmond makes as satisfactory a statement of the psycho-analytical position as is possible in the space allotted to him.

J. A.

PRACTICAL HINTS ON THE TEACHING OF LATIN: by L. W. P. Lewis. (Macmillan. 5s. net.)

A commendable feature of the Board of Education's activities is the provision of summer courses for secondary teachers. This book is the record of four lectures that were delivered in a Latin course at Ilkley in 1918 and 1919. The lecture form has been retained—on the whole with advantage. It is true that we have frequent references to examples that we are not privileged to see, but the very references give a guarantee of the thoroughness of the basis on which our author worked, and in any case they make the reader feel that he is dealing with living

realities. Further, the lecture form allows a certain amount of vivacity that the author indicates he would have been afraid to display in the more formal presentation of premeditated print.

Writers on Latin would be well advised to get on with their work, and take it for granted that Latin is worth teaching. Too many of them persist in following the example of Professor Bennett and introducing a more or less elaborate "Justification of Latin." Even in the eminently practical treatment before us we have an Introduction by a well-known headmaster that rouses sleeping antagonisms. When Mr. Lewis himself gets at his subject he displays an attractive confidence in his own point of view. He believes that training colleges do good in their way, but are liable to overdo their work of reducing teaching to a matter of principles. But like all successful teachers he has himself a set of principles on which he lays considerable stress. Not that he is dogmatic in a disagreeable way, though now and then he makes the categorical statement that those who disagree with him are wrong. If a teacher can say, as he does, "I always have a perfectly clear-cut scheme in my own head" the ordinary theorist, of whom he is so suspicious, may quite cheerfully accept him as a fellow theorist. The slight disparagement of theory that runs through these pages will do little harm, for two reasons: first, because Mr. Lewis is himself busy theorising all the time, and secondly, because the people who have enough interest to attend his lectures or to read his book have by that very fact given evidence that they can appreciate theory. Indeed, he himself recognises this in his most flagrant tilt at the theorist. He lays down the alarming doctrine "Do not prepare your lesson beforehand," but goes on at once to explain that he realises the danger of his thesis, points out that he can trust his hearers not to misunderstand him, and that he would not give this startling advice to everyone. As a matter of fact all that his heresy amounts to is that he does not want the teacher to prepare in such a detailed way as to imperil this freshness of presentation, in which all good teachers are on his side. One other principle on which Mr. Lewis lays great stress is the impulsive power of the pupil's sense of achievement. The encouragement the boy gets from observing his own progress has been, our author tells us, scarcely noticed by writers on education, and in any case he makes capital use of this motive power. As a matter of mere theory Mr. Lewis is a little confused in his use of the term *interest*, but from internal evidence it is clear that he himself is an intensely interesting teacher. He has constant references to the "fun" of the schoolroom, the "rattling fun": being "out of the fun" is held up as the practical deterrent to slackness. Altogether, the reader of these pages will feel inclined to envy the Latin hour at Bradford Grammar School.

What will commend this book to the practical teacher is the large number of "tips" it contains. The word is actually used in the text, and Mr. Lewis is wise in his generation in thus meeting the wishes of his potential readers; for there is nothing quite so attractive to the practical teacher as "tips." Lectures on the principles of education will draw only their dozens, while the tip-provider draws his hundreds. But it is not to be inferred that Mr. Lewis gives mere tips. In spite of himself, being the reasonable man that he is, he cannot avoid dealing with his subject in a broad and thoughtful way. Every one of his tips is capable of rational justification, and in most cases the justification is actually supplied. Though Mr. Lewis does not agree with the Direct Methodists, he has evidently some sympathy with them; indeed it will strike the reader that few people would be quite so much at home in the Perse School as the author of these four lectures.

A pleasing feature of the book is its optimism. Mr. Lewis has the fullest confidence in the boys' willingness to work, though a lingering doubt is perhaps suggested in his parenthesis, "Yorkshire boys at any rate." But when it comes to the desire of getting on he has no doubt left. All boys "are anxious to get on. If anybody tells me anything different I don't believe it." It is bracing to read "Boys do not want to cheat and deceive you at all, unless you are incessantly suspecting them."

Apart altogether from the admirable technical advice as to procedure during the four year Latin course, the book is a necessary spur to the slack teacher and a joy to the keen one.

J. A.

(Continued on page 420.)



# OXFORD UNIVERSITY PRESS

## THE SHAKESPEARIAN STAGE.

A coloured Wall Picture by W. N. HILLS (27 by 20), with explanatory leaflet. 5s. net. Mounted on rollers, 7s. 6d. net. (On L.C.C. Requisition List.)

## SHORT ESSAYS FOR SCHOOLS.

For Fourth and Fifth Forms, with Specimen Analysis and Subject Index. By S. E. WINHOLT. 3s. net.

## SELECTIONS FROM BOSWELL'S LIFE OF JOHNSON.

Chosen and Edited by R. W. CHAPMAN. With 3 Illustrations. 3s. 6d. net.

## ENGLISH PROSE FROM BACON TO HARDY.

Selected by E. K. BROADUS and R. K. GORDON. With summaries and a few notes. 6s. net.

## SCOTT'S TALISMAN.

Edited by C. B. WHEELER. With 19 Illustrations and Notes. 3s.

## A BOOK OF VERSE FOR BOYS AND GIRLS.

Compiled by J. C. SMITH. Annotated Edition, in one volume. 3s. 6d. net.

## A NEW ENGLISH GRAMMAR.

Based on the Recommendations of the Joint Committee on Grammatical Terminology, by E. A. SONNENSCHN, with exercises by E. ARCHIBALD and appendix of the Pied Piper of Hamelin (common to all parts). In one volume 4s. 6d. net. Also in three parts: Part I, Parts of Speech and Outlines of Analysis, 1s. 3d. net. Part II (A) Kinds of Pronouns, Adjectives and Adverbs; (B) Forms and their chief meanings, 1s. 9d. net. Part III (A) Structure of Sentences and Clauses; (B) Uses of Forms, 2s. net.

## NEW SERIES OF BOOKS OF THE BIBLE.

Comprising St. Mark's and St. Luke's Gospels, and the Book of Joshua. Edited, with Introductions, Notes, Appendices, and Map, by G. E. J. MILNER. Authorised Version, Simple and Compensious Annotation, suitable for Lower Forms. 2s. net each volume.

## LESSONS FROM THE OLD TESTAMENT.

Being Notes, Critical and Expository, on the Passages appointed for Sundays and Holy Days. By A. S. HILL SCOTT and H. T. KNIGHT. Part I, Advent to Whitsuntide. Part II, Trinity Sunday to All Saints. 3s. 6d. net each part.

## SCHOOL BIBLE ATLAS.

Drawn by B. V. DARBISHIRE. Sixteen pages of Maps and six pages of Index. Limp cloth. 1s. 6d. net.

## SCHOOL BIBLE READINGS.

Being a Course of Bible Study in the revised version, recommended by the Joint Continuation Committee of the Head Masters' Conference and the Association of Preparatory Schoolmasters. 2s. 6d.

## AN ANALYTICAL OUTLINE OF ENGLISH HISTORY.

By W. E. HAIGH. 3s. 6d. net.

## THE TEACHING OF HISTORY.

By C. H. JARVIS. 4s. 6d. net.

## LESSONS IN ENGLISH HISTORY.

By H. W. CARTER. With sixty-seven Maps, Plans, and Illustrations, Bibliography, Extracts from contemporary writers, and Chronological Chart. 3s. 6d. net.

Sixty-eight outlines upon which the teacher can construct lessons for a two years' course for middle forms, or, by selection, a year's course for junior forms.

## THE WAR AND THE EMPIRE.

Some Facts and Deductions. By SIR CHARLES LUCAS. 1s. 6d. net.

## PRELIMINARY GEOGRAPHY.

By A. J. HERBERTSON. Sixth Edition. Revised by O. J. R. HOWARTH. With Examination Questions and 72 Maps and Diagrams. 2s.

## JUNIOR GEOGRAPHY.

By A. J. HERBERTSON and R. L. THOMSON. Eighth Edition. Revised by O. J. R. HOWARTH. With 166 Maps and Diagrams. 3s.

## SENIOR GEOGRAPHY.

By A. J. and F. D. HERBERTSON. Fifth Edition. Revised by O. J. R. HOWARTH. With 117 Maps and Diagrams, 51 being redrawn for this edition. 3s. 6d.

## CLARENDON GEOGRAPHY.

By F. D. HERBERTSON. In Two Volumes, 4s. each; or Six Parts, 2s. each. Vol. I (Second Edition)—separately: Part I, Principles of Geography; Part II, British Isles (Third Edition); Part III, Europe (Third Edition). Vol. II—separately: Part IV, Asia; Part V, Africa and Australia; Part VI, America (Second Edition).

## MAP WORK.

By V. SEYMOUR BRYANT and T. H. HUGHES. With 83 Illustrations and 7 in colour. 5s. net.

## LA PATRIE.

Echos de l'Histoire de France pour les Commencants. By JULIA TITTERTON. Crown 8vo. With twelve illustrations, Historical Tables, and Vocabulary. 2s.

## LE FRANCAIS DES FRANCAIS DE FRANCE.

Conversations en cours d'année. By JEHANNE DE LA VILLESBRUNNE. Crown 8vo. 2s. 6d.

## LA VICTOIRE PAR LES COULEURS, ET AUTRES SAYNETES.

By Lady FRAZER. 1s. 9d.

## LANGUAGE TEACHING.

Theory and Practice, with special reference to French and German. By E. CREAGH KITTSON. 4s. net.

## ELEMENTARY SPANISH GRAMMAR.

By B. SANIN CANO. 4s. 6d. net.

## OXFORD SPANISH PLAIN TEXTS

Edited by J. FITZMAURICE-KELLY.

*Fabulas Literarias de Thomas de Iriarte.* 1s. 6d. net.

*Fabulas en Verso de F. M. Samaniego.* 1s. 9d. net.

*Eglogas de Garcilaso de la Vega.* 1s. 6d. net.

*Poesias varias de Garcilaso de la Vega.* 1s. 6d. net.

## OXFORD JUNIOR LATIN SERIES

With Introductions, Notes, Indexes of Proper Names, and Vocabularies. 1s. each.

*Virgil, Aeneid IV.* Edited by C. E. FREEMAN.

*Virgil, Aeneid V.* Edited by C. E. FREEMAN. 1s. 9d.

*Virgil, Aeneid VI.* Edited by C. E. FREEMAN.

*Selections from Ovid.* Edited by C. E. FREEMAN.

*Livy, Book I.* Edited by C. E. FREEMAN. With a Map.

*Horace, Select Odes.* Edited by J. JACKSON.

## A LATIN READER.

With Notes and Vocabulary by A. PETRIE. 3s. 6d. Also with "An Introduction to Roman History, Literature, and Antiquities." 5s. The latter, separately, 2s.

## LATIN POETRY, from Catullus to Claudian.

An easy Reader, chosen by C. E. FREEMAN. 3s. net.

## ELEMENTARY GRAMMARS.

By E. E. BRYANT and E. D. C. LAKE, designed to include only what is essential to an elementary knowledge of the language:—

### ELEMENTARY GREEK GRAMMAR.

124 pp. 2s. 6d.

### ELEMENTARY LATIN GRAMMAR.

116 pp. 2s.

## SCHOOL ALGEBRA.

By W. E. PATERSON. 4s. 6d. With Answers, 5s. Part I (Third Edition) Chapters i-xxii; to indices and Logarithms, including Fractions and Quadratic Equations. 3s. With Answers, 3s. 6d. Examples only 1s. 6d.

## ARITHMETIC.

By N. J. CHIGNELL and W. E. PATERSON. With or without Answers. The two parts together, 5s. Part I, Simple and Compound Rules, Decimals, Vulgar Fractions, Ratio Methods, and their Application, with Answers, 3s. Examples only, Part I, with Answers, 2s. 6d.

## ELEMENTARY GEOMETRY.

Theoretical and Practical. With Answers to Exercises. By W. E. PATERSON and E. V. TAYLOR. Vol. I, Triangles and Quadrilateral, with 169 figures. 1s. 8d.

## AN INTRODUCTION TO GEOMETRY.

By E. O. TAYLOR. Second Edition. Crown 8vo. With 177 Illustrations and Figures. 2s.

## NUMERICAL TRIGONOMETRY.

By N. J. CHIGNELL. With or without Answers. 3s.

## THE STUDY OF PLANTS.

An Introduction to Botany and Plant Ecology. By T. W. WOODHEAD. With over 200 Illustrations. 7s. 6d.

## THE LISTENER'S GUIDE TO MUSIC.

With a Concert Goer's Glossary. By PERCY A. SCHOLDS. With an Introduction by Sir W. H. HADGW. Paper boards, 3s. 6d. net. Cloth 4s. net.

London: HUMPHREY MILFORD, Oxford University Press, Amen Corner, E.C.4.

CATHOLIC EDUCATION. A STUDY OF CONDITIONS: by Rev. J. A. Burns. (Longmans. 6s. net.)

Roman Catholic writers usually appeal to members of their own communion, but Dr. Burns tells us that he has "also had in mind non-Catholics who are desirous of being fully informed about Catholic education." We have certainly a good deal to learn from our Catholic friends about the spirit of self-sacrifice in the matter of maintaining a system of education by subscription, while paying their share of the cost of the public system. We are not here concerned with the political aspect of the matter, so we can admire the spirit in which Dr. Burns sets forth the Catholic position with regard to "atmosphere." The book, however, lives up to its sub-title, and deals with the conditions. Here we have something to learn. It is true that the data are obtained from transatlantic sources, but professional teachers in Britain will do well to consider the points of advantage of the Catholic system. Dr. Burns claims that since so many of their teachers are dedicated to their work, and accordingly have a longer "professional life," there is a likelihood that the standard of experience will become increasingly superior to that of the state teachers, with the probable result that in the future the Catholic parish schools of America will forge ahead of the public schools. "The vast majority of those engaged in Catholic schools and colleges are men and women who are devoted to the service of religion by profession. . . . They teach without any personal remuneration." This to a large extent accounts for the comparatively small cost of the very extensive Catholic school system in America. In view of the claim to at least equality of efficiency with the public schools it is startling to read "It costs, generally speaking, only about one-third as much to maintain a parish elementary Catholic school as it does to maintain a public elementary school, and the same proportion holds good in the case of Catholic high schools and public high schools." There is material here for serious reflection. The treatment of collegiate, seminary, and university education is equally interesting, and we non-Catholics will do well to accept Dr. Burns' invitation and make ourselves acquainted with the real state of affairs in the Catholic educational organization.

C.C.C.

EDUCATION FOR THE NEEDS OF LIFE: by Irving Elgar Miller. (The Macmillan Co. 7s. net.)

The sub-title of this book runs: "A Text-book in the Principles of Education." It is intended for use in elementary classes in normal schools and colleges, and in institutions and reading circles. But since there are now quite a crop of books with the same title, "Principles of Education," it has become necessary for writers to differentiate their work by selecting some particular angle from which the subject may be viewed. In the present case the Spencerian aim of education has been accepted, and forms a very satisfactory basis for classification of the material to be presented. The scope of the whole may be gathered from the headings of the six chapters into which the book is divided: (1) The Biological Point of View in Education; (2) The Meaning and Aim of Education; (3) The Child; (4) The Curriculum; (5) The Principles of Method; (6) The Teacher. The third and sixth chapters form complementary studies of what may be called the natural history of pupil and teacher; the chapter on the Curriculum indicates the instrument of education; and the longest chapter in the book, that on Method, shows how that instrument is to be used. There is nothing particularly new or striking in the text, but the matter is presented in a thoroughly effective way, and the book should prove a very useful one. Its author is a competent psychologist, and writes this unpretentious volume out of abundance of knowledge. He has hit upon a modification of the rhetorical question. At the beginning of each chapter he supplies a list of questions, which he tells us are not intended to be put by the lecturer to the student, but are to be used as a means of rousing a certain amount of curiosity in the reader, which the following text will satisfy. It is not often that text-book writers are so successful as Dr. Miller is in satisfying the curiosity they have deliberately aroused. The usual lists of books for supplementary reading are thoroughly satisfactory in view of the type of reader to whom the book makes its appeal. There is a good index. Lecturers who find Bagley's *Educative Process* just a little too stiff for their students will find in this volume exactly what they want.

C.C.C.

INTRODUCTION TO THE SCIENTIFIC STUDY OF EDUCATION: by Charles Hubbard Judd. (Ginn and Co. 7s. 6d. net.)

Dr. Judd claims the right to speak of an educational science, since "the essence of science is its method of investigation, not its ability to lay down a body of final rules of action." This gives the key-note of the present work. The body of doctrine expounded is certainly vast enough to warrant the claim that in itself it constitutes a respectable *corpus* for any science. But it is far from limiting itself to "final rules of action." The subject matter that students of education have to deal with is in a remarkable fluid state, and the Director of the Education School of Chicago University is the last man in the world to seek to establish rigidity. Education is not so much a single discipline as "a group of specialised studies." Accordingly the purpose of this book is to set forth the fundamental problems of education and to indicate the various attempts that are being made to solve them. We feel ourselves to be in the hands of a master of his craft. With a total absence of dogmatism he describes facts and tendencies in a way that enables us to envisage the whole field of education, and to project ourselves to some extent into its future. There is no trace of partisanship, but every evidence of a keen desire to get at the truth in all directions, and to separate out and emphasize the things that matter.

The plan of the book is admirable. Dr. Judd gives up the traditional historical approach, yet he uses historical material wherever this is likely to help him in making his readers understand the present state of affairs; but that state of affairs itself is what he is primarily interested in bringing into prominence. He is anxious that, above all, those who use his book shall have the data of the problems clearly before their minds. To this end he adopts the plan of first-hand quotation from all manner of educational records. He does not merely refer to sources: he gives sufficiently long extracts to put his readers in possession of all the facts that are relevant to the point he is discussing. His sources are recently published educational books and pamphlets, reports by school superintendents, magazine articles, bulletins from the Washington Bureau of Education, and those educational "surveys" that are taking such a prominent place in American education. It is not to be supposed that we are treated merely to a colourless statement of other people's educational results. The running commentary is of the most suggestive kind. The reader is placed in the position of having all the facts before him, and at the same time getting just the necessary stimulus from a particularly vigorous and original mind. All the old familiar controversies find a place in these pages, but they are mercifully toned down by the mere fact that they are placed in their true relations to each other. Dr. Judd has been eminently successful in this most necessary work of introducing some sort of perspective into the study of the controversial elements in education. The field covered is so very wide that one might expect to find at least a trace of scarpiness, but the book is singularly complete. It does not, of course, say all that can be said on the various points raised, but it provides just the amount of material necessary for satisfactory study. The book admirably serves the purpose it has in view—the supply of a text for students. It leaves to the lecturer full scope for exposition and elaboration, and forms indeed an ideal basis for a university course in education. Since there is no pretence of supplying a philosophical basis of education it leaves ample room for the professor to exercise his ingenuity in gathering under his own philosophical scheme all the data—many of them distractingly inconsistent—supplied in the text.

At the end of each of the twenty-two chapters there is a section on *Exercises and Readings* that supplies just the sort of problems that are needed to stimulate teachers and students alike. As was to be expected from this author, the references for further reading are in the highest degree helpful. The only conspicuous omission is that there is no reference in the chapter on Play to the works of Henry S. Curtis.

Though intended as a college text book, the volume will be found both attractive and useful to all who are interested in education, even to those who are as *blase* on the subject as is the present reviewer. It is seldom that he has come across so stimulating a text-book, and at the present moment there is certainly no book available that is at the same time so compendious and up-to-date.

J.A.

(Continued on page 422.)

## In PIANOS it is QUALITY that tells!

¶ It is this quality—in Workmanship, Tone and Touch, in the School Piano that makes, or mars, the effectiveness and 'finish' of School Singing.

### THE SUNDAY SCHOOL UNION PIANO SALOONS

have sold Hundreds of Pianos to Schools during the last 30 years and they know what the Schools want.

¶ They do not charge extortionate prices for their instruments, in fact they claim to be lower than any other Firm in the City of London.

#### A Piano suitable for School use. Model No. 1.

Can be had for £45 Cash, or special terms will be arranged; we also have a few High-class Second-hand Instruments, particulars on application.

¶ They offer to return the money to any dissatisfied customer, but have never needed to do so. This speaks for itself!

¶ Instruments are packed and sent at our risk, Carriage Paid.

¶ Let us know your requirements—we are confident we can fill them.

## THE SUNDAY SCHOOL UNION

PIANO & MUSIC SALOONS, 56, Ludgate Hill, LONDON, E.C.4.

## SCHOOL MUSIC BY BRITISH COMPOSERS

(SELECTION)

	Voices.	Curwen Edition.	Price.	Staff	Sol-fa.
GRANVILLE BANTOCK.					
A hunting we will go (arr.)	S.S.C. ..	71148	3d.	2d.	
Chinese Mandarin	S.C. ..	71385	3d.	1d.	
Fairies are dancing	S.C. ..	71449	3d.	2d.	
Night-time	S.S. ..	71386	3d.	1d.	
Once upon a time	S.C. ..	71383	3d.	2d.	
Soul-Star	S.S.C. ..	71391	3d.	2d.	
PERCY C. BUCK.					
Mister Nobody	S.C. ..	71255	2d.	1d.	
Phills	S.C. ..	71254	2d.	1d.	
Babes in the Wood	S.C. ..	71515	3d.	1d.	
Christmas Dawn	S.C. ..	71516	2d.	1d.	
H. WALFORD DAVIES.					
The Cloud	S.S.C. ..	41017	4d.	net	
Blow, wind, blow	S.S.C. ..	41070	2d.	net	
THOMAS F. DUNHILL.					
The Owl	Unison ..	71463	3d.	2d.	
JOHN IRELAND.					
Alpine Song	Unison ..	71332	3d.	2d.	
At Early Dawn	S.C. ..	71333	3d.	1d.	
The Echoing Green	S.C. ..	71443	3d.	1d.	
In Summer Woods	S.C. ..	71334	3d.	1d.	
GEOFFREY SHAW.					
Ask me why?	S.S.C. ..	71466	3d.	2d.	
Bed in Summer	Unison ..	71461	2d.	1d.	
The Cow	Unison ..	71426	2d.	1d.	
Violets	S.S. ..	71369	3d.	2d.	
Crossing the Bar	Unison ..	71497	3d.	2d.	
MARTIN SHAW.					
Under the Greenwood Tree	S.C. ..	71502	3d.	2d.	
Sigh no more, ladies	S.C. ..	71503	3d.	1d.	
Top and go	S.C. ..	71504	4d.	2d.	
Frogge and the Mouse	S.S. ..	71518	3d.	2d.	

WRITE FOR FULL LIST.

London: J. CURWEN & SONS, Ltd., 24, Berners St., W. 1.

## A Teacher's Guide for the Selection of MUSIC FOR PUPILS.

### JOSEPH WILLIAMS LTD.

(Publishers of The Musical Gazette)

invite all professors and teachers of music on the "look-out" for good material of educational value to write and inquire of

#### Our School Department

stating their needs.

Teachers and Schools should also write for our Descriptive Catalogues and Lists, also our **Booklet of Thematic Extracts** from over **400 pieces (56 pages)**, post free, **6d.**, and for the interesting **brochure (12 pages)** giving full information regarding

our

"On Approval" Parcel System.

Dept. "E.T." LONDON:

## JOSEPH WILLIAMS LTD.,

32, GREAT PORTLAND STREET, W. 1.

THE VOCATIONAL EDUCATION OF GIRLS AND WOMEN: by  
Albert H. Leake. (The Macmillan Company. 8s. 6d. net.)

Mr. Leake tells us that the primary purpose of his work is not to make original contributions to the subjects discussed, though he modestly hopes that "these are not absent." As a matter of fact, the book is bursting with valuable information accompanied by sensible critical comment. After a general introduction in which the usual platitudes are set forth with merciful brevity, Mr. Leake gets at his real subject, which he treats in two parts, each of about 200 pages. Part I deals with *Education for the Home*; Part II with *Women in Industry Outside the Home*. After discussing the status of Instruction in Household Arts, Mr. Leake goes on to an examination of the way in which this instruction is carried on in elementary and in high schools. He next proceeds to expound how this instruction is carried on at home, in evening classes, and in various types of schools such as the prevocational, the home-making, and the trade schools. Part I finishes with an intensely interesting chapter—*The Boycott of the Kitchen, or The Domestic Servant Problem*. The ordinary intelligent English housewife will read this chapter with wonder and with profit. Part II will be found of the greatest service to all those concerned with the development of the newer type of schools that are to arise out of Mr. Fisher's Education Act. It is of the greatest possible value to have put before us the results of the wide experience of America. Whether we can apply directly to our own condition the results of transatlantic experience is another matter. In fact, it is encouraging to discover that in some particulars Mr. Leake finds it desirable to cite, with approval, what we have done on this side. Our London County Council and the School Board of Edinburgh have earned his warm praise, so we need have no loss of self-respect if we stoop in turn to learn from the United States in certain matters. One thing that will strike the careful reader is the similarity of the problems to be dealt with on both sides of the Atlantic. All our old difficulties recur in these pages. What is a skilled occupation? How are we to train for trades and yet keep on friendly terms with the Trades Unions? For a trade teacher, are we to have an expert workman with a veneer of professional training as teacher, or a trained teacher who has had a veneer of trade training? These questions and scores like them are all here, and are treated in a way that English readers will find very instructive. In many ways the Americans are ahead of us in the matter of vocational training and vocational guidance. On this latter point it is interesting to find with what suspicion such guidance is regarded in the States. The fear of exploitation of the young people seems to loom very large in the minds of social reformers over there. One is tempted to go on illustrating points of resemblance and difference between our problems and the Americans', but space prevents me from doing more than call attention to the fact that in these pages we find exemplifications of all the criticisms recently passed by London employers on the products of our schools, and, what is more, the text supplies suggestions for meeting many of these criticisms. Our English Education Authorities will be well advised to secure copies of Mr. Leake's book, and get their officials to make suitable extracts from it, and to proceed in due course to make the necessary applications to our home needs.

J. A.

## Modern Languages

### The Crib in Excelsis.

Daudet: *LETTRES DE MON MOULIN*, (Selected. Translated by J. E. Mansion.)

About: *LES JUMEAUX DE L'HOTEL CORNEILLE*. (Translated by C. W. Bell.)

W. W. Jacobs: *SELECTED STORIES*. (Translated into French.)

Storm: *IMMENSEE*. (Translated by C. W. Bell. Harrop & Co. 1s. 6d. net.)

"Start with definite knowledge; with a translation. In self-study, without any help from a teacher, the first requisite is to start with a definite and exact knowledge of [the meaning of] every sentence in the texts. This should always be aimed at under all circumstances; but it is doubly important when the learner has to depend on his own vigilance in detecting any mistakes he may have fallen into. . . . The beginner should from the first provide himself with a fairly literal translation.

. . . At the beginning he should make a point of reading each sentence in the translation before he begins to read and analyse the corresponding passage in the original. . . . The objection to schoolboys using 'cribs' is purely a practical one, namely, that they are apt to learn the crib by heart instead of comparing it with the original. . . . It need hardly be said that an intelligent teacher will have no difficulty in testing the soundness of their analysis, whether they have used a translation or not."

HENRY SWEET: *Practical Study of Languages*.

The truth of the last sentence is so obvious that we are afraid the real reason that has operated to deny schoolboys the intelligent use of a translation is a false view of the way to get moral discipline out of particular studies—the view that favours the intrusion of gratuitous difficulties. A classical master at an English public school was heard to say, "It's a curious thing I can read my Homer more easily than anything else in Greek, and yet I went through it all at Oxford just with a translation—a most reprehensible procedure!" Morally reprehensible, of course, is what he meant. This pseudo-moral bias inclines one to view the discovery of the meaning as the chief exercise in language-study, and to give only a subordinate place to learning the original by heart, whereas to one whose immediate aim is not moral gymnastic but the acquisition of the language, it must be clear that knowledge of the meaning is a mere preliminary to committing the text to memory—not of course long passages, but the individual sentences (or even smaller word-groups). Anyone who realises this will naturally desire to spend as little time as possible on this mere preliminary. He will demand a translation for himself, if a learner; he will explain the meaning to his pupils if he is a teacher, giving them, of course, regular exercises in making out the meaning for themselves when they are sufficiently advanced to do this without consulting the dictionary two or three times in every sentence.

The only thing we quarrel with in Sweet's directions is the expression "a fairly literal translation." "Fairly literal" is vague enough. If it means that the standard of expressing in the language of the learner the exact meaning of each whole sentence in the original is to be forsaken in order to show the learner which word means which, we can only say that this is the function of the notes—not of translation, though the notes may in some cases take the form of an absolute word-for-word translation. Thus in translating from the Chinese, it may be useful to supplement the true rendering, "Will you have a pipe?" with the word-for-word version, "You eat tobacco, not eat?" But the *prime* necessity is the true rendering, "Will you have a pipe?" The other cannot be called a translation at all. It is merely an explanatory comment valuable in assisting the student at some future time to make new sentences on the same model.

The worst translation of all is the "fairly literal." As a translation of *Je me demande*, "I wonder" enables the learner to acquire the French equivalent for the phrase in which he will think; while, "I me ask" has the advantage of showing the normal meaning of each word in the expression. "I ask myself" serves no useful purpose at all.

We are glad to find that the translations before us (original on the left-hand page, translation on the right) strive, and with no small measure of success, not after the "fairly literal" but the true idiomatic rendering.

B. Méras and E. J. Meras: *FRENCH VERBS AND VERBAL IDIOMS IN SPEECH*. (New York: The Macmillan Company. 3s. 6d. net.)

The fairest way to comment on this production is simply to describe it. There is an introduction giving the tense uses of the French verb (including the tenses not used in conversational French at all), then seventy-seven lessons and a vocabulary. Each lesson consists of (1) the principal parts of some verb, (2) some phrases in which the verb is used, (3) thirty to forty disconnected illustrative sentences to be translated from English into French. Thus: 1. I am going to tell you a story. 4. Are you not going to tell us a story? 6. He is well. 7. My honour is at stake. 8. Nonsense! (Allons donc).

(Continued on page 424.)

FROM  
**HERBERT RUSSELL'S  
LIST.**

COMPLETE CATALOGUE POST FREE.

**ANCIENT CIVILISATION SERIES.**

By EMILY M. BURKE, L.L.A., Senior Mistress, Hornsey County School.

BOOK II.—**THE VIOLET CROWN AND THE SEVEN HILLS.** With 11 Maps illustrating the text. Crown 8vo, cloth. 177 pp. Price 3s. net. **Just Published.**

"This is the story of the glory that was Greece and the grandeur that was Rome. . . . Miss Burke's is a pleasant method, for she never bores us with too many hard facts, and her historical outlook is that of a well-equipped scholar who is conscious that a good deal more than what old-fashioned history books would have given is necessary to explain the ancient world. She talks rather than writes, quotes poetry, and can appeal when necessary to modern instances."

—THE TIMES EDUCATIONAL SUPPLEMENT.

BOOK I.—**THE SHINING EAST.** Cr. 8vo, cloth. 167 pp. Fully illustrated, with Photographs and Maps. Price 2s. net. [ALREADY PUBLISHED.]

"The Shining East" tells in simple language the story of Ancient Egypt, Babylon, Assyria, Media and Persia, Tyre and Sidon, in short of all those ancient peoples first made known to us by our Bible reading.

BOOK III.—**THE ROMAN EMPIRE AND THE BEGINNINGS OF MODERN EUROPE.** [IN PREPARATION.]

**SCHOOL POETRY (Part I) for the Junior Division.**

Crown 8vo., limp cloth, 64 pp. Price 6d. net.

**SCHOOL POETRY (Part II) for the Senior Division.**

Crown 8vo., limp cloth, 144 pp. Price 9d. net.

It is published in two Parts, each containing three Sections so graded as to meet the requirements of three consecutive classes or standards—Part I is designed to serve the Junior Department, and Part II the Senior Department of the School.

**A COMPARATIVE GEOGRAPHY OF THE SIX CONTINENTS.** By ELLIS W. HEATON, B.Sc., F.G.S.

Treated under two main divisions—(a) The Three Northern Continents; (b) The Three Southern Continents. Containing 119 Maps and Diagrams, all new and specially drawn for this work, and 10 full-page Photographic Plates. Crown 8vo. cloth. 219 pp. Price 2s. 6d. net.

**THE JUNIOR SCIENTIFIC GEOGRAPHIES.** By

ELLIS W. HEATON, B.Sc., Principal, Tynemouth Municipal High School.

**Junior Physical Geography, 1s. 9d. net. Junior British Isles, 1s. 6d. net. Junior British Empire, 1s. 6d. net. Mediterranean Region, 1s. 6d. net. Monsoon Region of Asia, 1s. 3d. net. Atlantic Seaboard of North America, 1s. 3d. net. Regional Asia, 1s. 4d. net. Regional North America, 1s. 4d. net.** (For full particulars see catalogue.)

**A DIGEST OF BRITISH HISTORY.** By S. H. B.

MCGRADY, B.A. With an Introduction by OSCAR BROWNING. Cr. 8vo, cloth. 320 pp. Price 3s. 6d. net. ALSO PUBLISHED IN THREE PARTS: Part I—B.C. to 1415. Part II—1485 to 1789. Part III—1789 to 1912. Price 1s. 4d. net each.

A History Notebook on original lines, the great movements, trends, and developments being logically traced, and their influences clearly shown.

TO HERBERT RUSSELL,

35 AND 36, TEMPLE CHAMBERS, LONDON, E.C. 4.

Send me, for examination, copies of books marked on above list. I undertake to return or send remittance within 14 days.

Name .....

Address .....

From Messrs. Methuen's  
Educational List.

**JUST PUBLISHED.**

**DAYS OF HISTORY.** By C. V. CALVERT, B.A., and B. L. K. HENDERSON, M.A., D.Litt., Haberdashers' Aske's School, Hampstead. N.W. With 12 Illustrations by DORIS WILLIAMSON. 3s.

A supplement to the regular school history containing scenes and stories of English life through the centuries, treated imaginatively so as to enable boys and girls to visualize the past.

**THE GREEK ORATORS.** By PROFESSOR JOHN F. DOBSON, M.A., University of Bristol. 7s. 6d. net.

Designed specially for University Students and Sixth Forms in public schools, but the writer has treated his subject so as to render it attractive to all interested in Greek life and letters.

**THE PLAYWORK BOOK.** By ANN MACBETH, Glasgow School of Art. With 114 Illustrations. 2nd Edition. 3s. 6d. net.

**A CHILD'S LIFE OF CHRIST.** By MABEL DEARMER. With eight Illustrations in Colour. 4th Edition. 6s. net.

**A CHILD'S BOOK OF ARITHMETIC.** By HERBERT MCKAY, B.Sc. With many Illustrations by LILIAN FAIRWEATHER. 1s. 6d.

**THE TOMMY SMITH BOOKS.** By EDMUND SELOUS. With Illustrations. 2s. 9d. each.

**TOMMY SMITH'S ANIMALS.** 15th Edition.

**TOMMY SMITH'S OTHER ANIMALS.** 10th Edition.

**TOMMY SMITH AT THE ZOO.** 2nd Edition.

**TOMMY SMITH AGAIN AT THE ZOO.**

**BY ROAD AND RIVER.** A descriptive Geography of the British Isles. By E. M. WILMOT-BUXTON. With Illustrations and Maps. 3s. 6d.

**THE DOMINION OF MAN.** Geography in its Human Aspect. By E. PROTHOROE. With 36 Illustrations. 4th Edition. 3s. 6d.

**A COMMERCIAL GEOGRAPHY OF FOREIGN NATIONS.** By F. C. BOON, B.A., Dulwich College. 3s.

**A HISTORICAL GEOGRAPHY OF THE BRITISH EMPIRE.** By HERFORD B. GEORGE, M.A. With a Map. 5th Edition. 5s.

**HISTORICAL AND MODERN ATLAS OF THE BRITISH EMPIRE.** By C. GRANT ROBERTSON, M.A., and J. G. BARTHOLOMEW, F.R.G.S. Demy Quarto. 6s. net.

**A NEW JUNIOR ARITHMETIC.** By PROFESSOR H. BOMPAS SMITH, M.A., Manchester. 4th Edition. 3s. With Answers, 4s.

**EASY EXERCISES IN ALGEBRA.** With 3,500 Examples. By W. S. BEARD. 4th Edition. 2s. 3d. With Answers, 2s. 6d.

**A JUNIOR GEOMETRY.** By NOEL S. LYDON, Owen's School, Islington, N. 8th Edition. 3s.

**ELEMENTARY EXPERIMENTAL SCIENCE (Physics and Chemistry).** By W. T. CLOUGH, A.R.C.Sc., and A. E. DUNSTAN, D.Sc. 17th Edition. 4s.

**EXAMPLES IN PHYSICS.** By C. E. JACKSON, M.A. 4th Edition. 5s.

**THE ELEMENTS OF ENGINEERING DRAWING.** By E. ROWARTH, A.M.I.E.E., Battersea Polytechnic. 2nd Edition. 4s. 6d. net.

**THE MODERN OFFICE.** By J. STEPHENSON, M.A., M.Com., The Polytechnic, Regent Street, London. 3s. 6d. net.

**METHUEN & CO. Ltd., 36, Essex Street,  
LONDON, W.C. 2.**

Templeton : DE MUSSET'S CROISILLES ;

Kittson : MME. D'AULNOY'S LA BELLE AUX CHEVEUX D'OR.  
(Constable's Organised French Series.)

What will attract the hard-worked teacher in this series is the thorough and systematic working out of the Direct Method exercises in each section. The exercises are always arranged in this order : (1) Questionnaire, (2) Questions on Vocabulary, (3) Questions on word-formation, (4) Questions on Grammar, (5) Dictation, (6) Free Composition.

What we dislike about the books is the continual intrusion of literary usages (such as *Passés Définis* and *Passés Antérieurs*, to say nothing of *Passés du Subjonctifs*) even in the Questionnaires. And the exercises are too hard. They would kill fluency of every sort. One of the present writer's favourite nightmares is being a boy again and having to do a free composition like this : *Narration : Écrivez un conte ou un jeune homme pauvre mais plein de mérite désire épouser la fille d'un homme riche. N'oubliez pas (1) la mise en scène, (2) le développement naturel, (3) le nœud, (4) le dénouement. Éviter les détails inutiles, la sentimentalité, le ridicule, et les bases platiudes.*

Help !

Nesbitt : CONTES POUR LE COMMENCANTS. (Bell and Sons.  
1s. 6d.)

Except that the persistence of the present tense tends to a certain monotony, there is very little fault to find with this book, which develops a most useful general vocabulary in very natural sentences. The stories are not exactly exciting, but they are sufficiently interesting to hold the attention of young beginners.

It will probably take another generation to persuade teachers of the fallacy of the so-called graduating of a text according to the chapters of the grammar-book. Why *should* it be supposed that it is harder to learn a new tense of a verb than to learn a new verb—or a new noun? The fact that *donnerait* is formed more or less by rule from the already known present tense *donne* does not make it *harder* to learn than a new present tense *frappe*, or a new noun *gifle*, which are not formed by any rule to be found in the grammar. The mistake is a heritage from the dead view of grammar as an end, with the text as a means. We feel that in introducing *donnerait* we are teaching the *conditional* too soon. But we are not teaching the *conditional* at all. We are merely teaching the word *donnerait*. Later we shall teach the *conditional* (as a short cut to the knowledge of *more* words of the *donnerait* type ; that is all).

Michelet : LES FRANÇAIS A LA PREMIERE CROISADE ;  
Michelet : VARENNES. (Blackie and Son. 9d. net.)

Two interesting readers, with a historical introduction, sensible notes, and page-by-page vocabularies to each. The subject matter is what well-written history always is—direct, vigorous ; restrained, yet in a sense exciting and even sensational.

Greenfield : AN INTRODUCTION TO CHEMICAL GERMAN. (Harrap.  
6s. net.)

244 pages of reading matter, well selected and interesting, followed by necessary notes and 120 pages of vocabulary.

The present writer, even with his limited knowledge of Science, has always found that he could read German works on Science more easily than those who have studied their German in books specially devoted to Science-German, and is strongly of opinion that those who want a language for a special purpose should study the *ordinary language*. If they do this well, they will soon read with ease in their special subject.

C. F. Mackenzie and P. W. Drew : A PHONETIC READER FOR  
USE IN JUNIOR CLASSES. (Longmans, Green, and Co.  
1s. 3d. net.)

This book is intended for English children. It is a charming work for them. But we will go further, and most urgently recommend it to adult foreigners. Though the matter is partly childish, the language is, with the exception of four short dialectic pieces and two literary specimens for "careful reading," practically pure colloquial English, very rarely spoiled by literary phraseology. It is by far the best linguistic English reader we have seen. The transcription is "narrow," and but for the intrusion of many imaginary aspirates, very true to life.

## Natural History.

THE NATURAL HISTORY OF SOUTH AFRICA : MAMMALS : F. W. Fitzsimons. (Messrs. Longmans, Green, and Co. Price, 9s. each volume.)

The books are in every way excellent ; the author gives accurate descriptions of all the species, and includes many of their habits, or peculiarities. The books make very vivid and interesting reading, and hold the attention, whether of an ardent student or of an interested reader. The illustrations are very well chosen ; and they are remarkable for their clearness, when the difficulties of taking photos of animal life are considered. The chapter on bats is especially noteworthy, all the species being minutely described. The systematic index at the beginning of each volume should prove very useful to the student of zoology, as also will the classification of animals at the end. The volumes are pleasingly bound, the type is large and clear. The volumes will furnish an excellent addition to a school library or prize list.

J. R.

HISTORICAL PORTRAITS, 1700-1850 ; Parts I and II : Lives, by C. R. L. Fletcher ; The Portraits chosen by Emery Walker ; with Introduction by C. F. Bell. (Clarendon Press. 12s. 6d. net per volume.)

The first thing to strike one in these handsome volumes is the surprisingly low price. In these days it is unusual to find over three hundred pages of excellent paper and print, with scores of admirable reproductions of portraits, strongly bound together, and all to be obtained for less than the price of two ordinary novels. The work is full of interest and should be in every school library. Mr. C. R. L. Fletcher brings to his task the skill of a historian, the enthusiasm of a keen patriot, and the experience of a teacher, so that his records of the historical characters portrayed are marked by wise selection, deft arrangement, and terse narrative. The selection of portraits is designed to provide a survey of the great men of the period, and the pictures will make a strong appeal to boys and girls who are studying history.

## General.

THE INDUSTRIAL ART JOURNAL. (Cable Publishing Co. 1s. monthly.)

We have received the third number of this very attractive commercial magazine, which aims at promoting the interests of dealers in fancy goods. Among the contributors we notice the name of Mr. Charles A. Farmer, who writes with good sense on "Art and the Manufacturer." An especially noteworthy feature of the publication is a French translation of all the advertisements and also an account of the exhibition of British manufactures which is now being held in Athens.

NELSON'S CLASSICS. NEW SERIES. (T. Nelson and Son.  
Price 1s. 6d. net.)

1. *The Children of the New Forest* : by Captain Marryat.
2. *John Halifax, Gentleman* : by Mrs. Craik.

These volumes contain old favourites, well bound and printed. They form part of an excellent series which Messrs. Nelson and Son are issuing from their press month by month.

THE BRITISH GIRLS' ANNUAL FOR 1920. (Cassell and Co.  
6s. net.)

This favourite volume, compiled by the Editor of *Little Folks*, contains stories and articles by Angela Brazil, Dorothea Moore, Dorothy Marsh Gerrard, and other well-known writers for children. The frontispiece in colour is drawn by Mr. G. Bottomley and there are other coloured plates as well as line drawings to illustrate the stories. These have been found absorbingly interesting by a little lady whose opinion has been sought, and as a Christmas gift the British Girls' Annual is certain to be welcomed with joy.

**IMPORTANT  
NEW TEXT BOOK.**COMPLETE EDITION  
NOW READY.**5s. 6d. net.****Also issued in Parts.**Part I. **3s. 6d. net.**  
Part II. **2s. 6d. net.**  
Key. **3s. 6d. net.****THE PROGRESSIVE  
FRENCH GRAMMAR.**

By F. A. HEDGCOCK.

*Officier de l'Instruction publique; Officier d'Académie, and the only  
English Docteur es Lettres of the University of Paris.*

In this book the author, a well-known authority on the French Language, has adopted an entirely new method, combining the direct with the indirect. Phonetic type is introduced, by which a closely approximate idea of French pronunciation is conveyed.

**Special Offer.**

A sixteen-page section of this important new work, together with a descriptive prospectus, will be sent to you, post free, immediately on receipt of your application.

**Reading Books.**

The object of these books is to give the pupil a broader idea of the important things of life.

**THE WANTS OF MAN. 2/6 net.**

This book is a simple introduction to the study of Economics. Written in an interesting, easily understood style, it should make a very useful and instructive class reader.

**THE TRIUMPH OF MAN. 2/- net.**

Being an account of the Work of Man in the Twentieth Century. Wind, water, steam, electricity, iron, steel, etc., and their applications and uses are described in a manner that should interest boys of 12 to 15 years of age.

**THE TRUE PATRIOT'S BOOK. 1/9 net.**By ORME ANGUS.  
The object of this book is to make children intelligently proud of their country and its institutions.**THE MODEL CITIZEN. 1/8**By H. OSMAN NEWLAND.  
A simple, full, interesting, and accurate exposition of the rights and duties of the citizen.**Commercial Subjects.****THE ELEMENTS OF BOOK-KEEPING. 1/6 net.**By W. O. BUXTON, A.C.A.  
This book is fully explanatory, and is intended for pupils with no knowledge whatever of the subject.**ADVANCED BOOK-KEEPING. 3/6 net.**By the same Author.  
A more advanced text-book, suitable for pupils who have already mastered the elements of the subject. Key, 2s. net.**PITMAN'S SHORTHAND RAPID COURSE. 2/6**

The latest text-book of the world's best system. Complete in 20 simple lessons. (Larger edition containing additional exercises, 4s.)

**ENGLISH GRAMMAR AND COMPOSITION. 3/6 net**By W. JAYNE WESTON, M.A., B.Sc.  
In this volume the theory of the language is made interesting and is taught with effect by being brought into union with the practice of the language.**FRENCH, GERMAN, SPANISH, PORTUGUESE, ITALIAN.**

Books on Grammar, Correspondence, Conversation, etc. Complete list on application.

WRITE FOR A COMPLETE CATALOGUE OF EDUCATIONAL BOOKS POST FREE FROM

**SIR ISAAC PITMAN & SONS, Ltd., 1, Amen Corner, LONDON, E.C.4****A Set of New Seasonal Readers****FLORAL FACTS & FANCIES.**

- No. 1. **Flowers of the Spring.**  
The Crab Apple and its Relatives. The Wild Hyacinth and the Garlic. The Ragged Robin and Allied Flowers. The Marsh Marigold.
- No. 2. **Flowers of the Summer.**  
The Foxglove. The Willow Herbs. The Honeysuckle. The Iris.
- No. 3. **Flowers of the Autumn.**  
Harebells and others. Heather and Ling. Knapweeds and Hardheads. The Teasel and the Scabious.
- No. 4. **Flowers of the Winter.**  
Groundsel and Dandelion. The Whin. The Coltsfoot. The Blackthorn and the White.

Containing short descriptive chapters on selected Flowers of the Four Seasons, with occasional Flower Lore References. Four Books. Illustrated. Paper Covers.

Price 6d. each.

**PLAY-DRILL-GAMES.**—A Collection of Musical Games arranged for Physical Culture Exercises. With Illustrations from Photographs. Words and Exercises by LUCY M. SIDNELL. Music by ANNE M. GIBBON. Price, net 2s. 6d. Post free 2s. 9d.**CHARLES & SON,**

(W. CHARLES.)

10, Paternoster Square, London, E.C. 4.

**HARBUTT'S  
NOV-LART.****The Art of Stencil Picture Making.**

A FASCINATING AND EASY PASTIME FOR ALL.

Make your own Birthday Cards, Christmas Cards, Calendars and other items for which all sorts of uses may be found.

NOV-LART pictures fetch good prices at Bazaars and Sales of Work.

**HARBUTT'S PLASTIGINE, LTD., 203, Bathampton, Bath.**

London Showroom: 56, Ludgate Hill, E.C. 4.

**THE INCORPORATED  
FROEBEL EDUCATIONAL INSTITUTE,**Colet Gardens, Talgarth Road,  
West Kensington, London, W. 14.President: RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer: MR. C. G. MONTEFIORE, M.A.  
Secretary: MR. ARTHUR G. SYMONDS, M.A.**TRAINING COLLEGE FOR TEACHERS.**

Principal: Miss E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations.  
Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

### "DISCOVERY."

A new monthly popular Journal of the progress of Knowledge.

A Conference was called last January by the joint invitation of the President of the Royal Society, the President of the British Academy, and others representing both those bodies and a large number of others, interested both in the production and distribution of knowledge, to frame, if possible, a scheme for a journal which should present in popular form the most recent results of research in all the chief subjects of knowledge. This Conference, as was at the time reported in our columns, appointed a Committee to frame a scheme; and their report was presented and adopted at the adjourned meeting of the Conference held on Friday in the rooms of the Royal Society, Burlington House. The Rev. Canon William Temple, D.Litt., presided, and among those present were Sir F. G. Kenyon, Lt.-Col. C. S. Myers, M.D., Dr. Armitage-Smith, Mr. W. G. Rushbrooke, Headmaster of St. Olave's; Miss F. R. Gray, Headmistress of St. Paul's School for Girls; Miss J. P. Madams, of the Co-operative Union; Mr. C. H. K. Marten, of Eton; Mr. A. Vassall, of Harrow; Mr. F. J. Leslie, of the Association of Education Authorities; and Professor R. S. Conway, of Manchester, who has acted throughout as Secretary of the movement. The meeting approved the name "Discovery" for the new journal and established a Trust for its maintenance, the first Trustees being:—

Sir Joseph J. Thomson, O.M., P.R.S.

Sir Frederic G. Kenyon, D.Litt., K.C.B., P.B.A.

Professor A. C. Seward, Sc.D., F.R.S.

Professor R. S. Conway, Litt.D., P.B.A.

The meeting further approved of the agreement made provisionally by the Executive Committee with Mr. John Murray as publisher and of his and the Committee's joint recommendation of Capt. A. S. Russell, M.C., D.Sc., recently of the R.G.A., now of the University, Sheffield, and Reader-elect in Chemistry at Christ Church, Oxford, as Editor. The first number will be issued on January 15th, 1920, at the price of sixpence.

The Conference further considered in detail and adopted the Committee's scheme for the management of the journal, of which the chief principles may be mentioned. The control of the Trustees is final but they undertake to exercise it through a Managing Committee which they will appoint on the nomination

of a large number of bodies, the chief of whom are the Conjoint Board of Scientific Societies, who will nominate five members, the Classical, Historical, English and Geographical, each of whom will nominate one member, and the Modern Language Association, if, as is hoped, that also adheres to the scheme. Further the British Psychological Society and the Royal Society of Economics will appoint one member. All these specialist Associations undertake to supply, year by year, for the Editor's use, a list of contributors capable of representing different sides of their particular branch of knowledge by articles, or series of articles, of a thoroughly popular kind which will, however, always contain references to the books or periodicals in which the subject of the article can be pursued more fully.

This, however, is only one side of the Committee's constitution. It will comprise also representatives of the great Associations which represent different bodies of students and teachers and the Public Libraries. Those that have already pledged themselves to take part are the National Union of Teachers, which is to nominate two representatives; the Co-operative Union, the Associations of Headmasters and Headmistresses, who will appoint one member. Similar co-operation is hoped for from the Royal Society of Literature, the Library Association, the Young Men's Christian Association, the Workers' Educational Association, the Associations of Assistant Masters and Assistant Mistresses, and the Association of Education Committees, all of which have expressed sympathy with the movement.

We understand that the lists of suitable writers and topics for 1920 have already been sent in by the Specialist Associations, and that the preparation for the early numbers are already in train. A prospectus will shortly be issued, but meanwhile orders for copies will be received through any bookseller, news-agent, or from the publisher, Mr. John Murray, 50A, Albemarle St.

It is understood that the journal will at first contain about 24 pages of matter and will undertake in the course of the year to represent in interesting form, though it will make no attempt to describe in full, the progress of knowledge in all its chief branches.

Canon Temple has been appointed by the Trustees to be the first Chairman of the Managing Committee, of which Dr. Armitage Smith is the Treasurer, and Professor R. S. Conway, of Manchester, the Honorary Secretary.

## THE "ARETHUSA" TRAINING SHIP

and the Shaftesbury Homes at Twickenham,  
Bisley, Sudbury, Ealing, and Royston

## NEED HELP

2,600 Boys sent into the Royal Navy.

More than 6,500 have entered Merchant Service.

Old Boys from the Society's Country Homes are  
serving in 120 British and Colonial Regiments.

900 Boys and 300 Girls now being maintained.

**SPECIAL HELP IS WANTED FOR THE WAR  
EMERGENCY FUND.**

Patrons: THEIR MAJESTIES THE KING AND QUEEN.

President: H.R.H. THE PRINCE OF WALES.

Vice-President: ADMIRAL VISCOUNT JELlicoe.

Chairman and Treasurer: C. E. MALDEN, Esq., M.A.

Chairman of "Arethusa" Committee: HOWSON F. DEVITT, Esq.

Joint Secretaries:

H. BRISTOW WALLEN, HENRY G. COPELAND.

London Offices

NATIONAL REFUGES, 164, Shaftesbury Avenue, W.C. 2

SCHOOL, CLASSICAL,  
MATHEMATICAL,  
and SCIENTIFIC  
.. BOOKS ..

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

Keys and  
Translations.

SCHOOLS  
SUPPLIED.

BOOKS  
BOUGHT

**J. Poole & Co.**

104 Charing Cross Rd.,  
LONDON, W.C.

Telephone No. : 1646 Gerrard

New and Second-hand. All Inquiries answered.

**Educational Booksellers**



# Train the "Tutorial" way—

and have your studies directed by the best professional and teaching talent in Britain.

The Tutorial College is recognised by educationists, and also by University Professionals and Commercial Authorities to be the best staffed, best organised and best directed institution of its kind. The Staff is a Board of Specialists, always available for expert advice. Into their services is put their whole energy and outstanding ability—that *you* may succeed.

If you mean to carry everything before you at any of the following Examinations, seize this opportunity to-day.

Army and Navy Exams.

Oxford and Cambridge Locals.

College of Preceptors.

B.A. (Matriculation, Inter & Final).

B. Sc. (Inter and Final).

Civil Service.

Honours Degrees.

L.L.A. (St. Andrews).

ETC., ETC.

The Tutorial College advises as to the best methods of preparing for entrance examinations to the professions, and furnishes up-to-date particulars regarding Scholarships, Exhibitions, Fellowships, Studentships and Bursaries.

**Don't merely think of success—achieve it the "Tutorial" way.**

**No more valuable training is to be had.**

*Write now, naming the Examination.*

## The Tutorial College,

30M, ELMBANK CRESCENT, CHARING CROSS, GLASGOW.

If you wish to qualify to teach

**SHORTHAND,  
BOOK-KEEPING AND ACCOUNTANCY,  
COMMERCIAL PRACTICE,  
ADVERTISING, PRACTICAL BANKING,  
COMMERCIAL LAW.**

you can do so in your spare time by means of

### PITMAN'S POSTAL COURSES

The postal tuition meets exactly the requirements of teachers who are unable to secure oral training, or who desire to pursue the study of commercial subjects at home. One course, or any group of subjects, may be taken at any time, the lessons commencing from any stage of present knowledge. Write for details, stating the subjects in which you are interested.



206, SOUTHAMPTON ROW, LONDON, W.C. 1.

Principal :  
FREDERICK HEELIS,  
F.R.S.A., F.C.I.S.

Director of Studies :  
ROBERT W. HOLLAND,  
O.B.E., M.A., M.Sc., LL.D.

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra,

## WINSOR & NEWTON, Prepared Water Colours

IN  
WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,  
and WHOLE, HALF, and LARGE TUBES.

Quarter Pans of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39, Rathbone Place, London, W. 1.

Established nearly a Century.

THE CAMBRIDGE HISTORY OF BRITISH FOREIGN POLICY,  
1783-1919.

The Cambridge University Press proposes to publish a *History of British Foreign Policy*, from the beginning of Pitt's first Administration (1783) to the Peace of Versailles (1919). It is calculated that the work will fill 3 vols., octavo, of from 500—600 pages each.

It is intended to be a connected narrative and consecutive exposition of the subject, written with strict fidelity to historical truth, but from a national point of view. Military and naval events, and home legislation, will be kept constantly in sight, without being discussed; and the progress of Indian and of (British) Colonial history will not be regarded as detached from that of the United Kingdom. The narrative will throughout be based on documentary evidence, and will, so far as possible, be carried on in chronological sequence, though without any attempt to adhere strictly to order of dates.

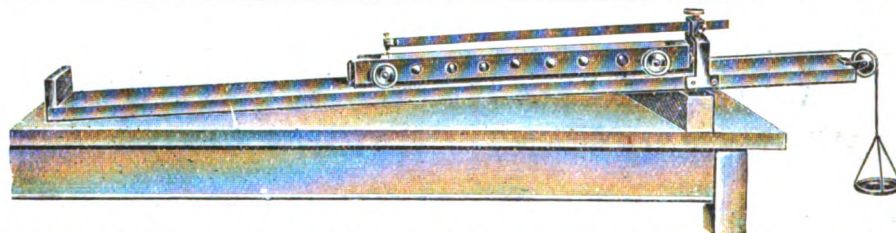
The *History* will be divided into six books, each consisting of three (or in one instance two) sections; and will be preceded by an *Introduction*, summarising the history of the British Foreign Policy in the century following on the Revolution of 1688 with some preliminary remarks on the previous forty years. At the end of Vol. III. will be added a brief account, by an expert hand, of the administrative machinery of the British Foreign Office from 1782, at which date an important change was introduced into it.

The narrative and the Introduction will be accompanied by brief notes, chiefly references; and each of the six books will be illustrated by the reproduction of important documents, such as treaties, instructions, despatches, and speeches, or of extracts from them. To each of the books will be appended a succinct Bibliography.

It is proposed that in the narrative should be included brief characterisations of the political principles and achievements of the chief statesmen and diplomatists engaged in the conduct of British Foreign Policy in the several divisions of the period surveyed.

The *terminus a quo* of this *History* (Introduction apart) is chosen as more or less coinciding with the dates of a series of important pacifications concluded by Great Britain, and near in time to the beginning of a new epoch in the political history of the world. The *terminus ad quem* has, it is believed, not been put too late. Any history of the period of British foreign policy extending from about 1907 to the Peace of 1919 must partake of the nature of an epilogue, incomplete in its details; but it is believed that it may be based on a sufficient amount of authenticated evidence for it to prove of lasting use.

The work, which has been planned by Sir A. W. Ward, with the assistance of Mr. G. P. Gooch, will be jointly edited by them, the several sections being contributed by different writers on the general system of the *Cambridge Modern and Mediæval Histories*. It is proposed to confine the list of contributors to British subjects by birth.



2067.—FLETCHER'S TROLLEY AND INCLINED PLANE APPARATUS, complete with Release, new type of Brush Holder and Improvements, Cylindrical Weights, Brushes, Ink, &c.

The most useful Apparatus for Elementary Dynamics.

**G. CUSSONS, Ltd., The Technical Works, Manchester.**

London Office:—Thanet House, 231, Strand, W.C.2.

# MONTESSORI

Dr. Maria Montessori author of the famous educational method will give a series of three popular lectures.

Kingsway Hall. Nov<sup>r</sup> 6<sup>th</sup> 13<sup>th</sup> & 20<sup>th</sup> at 5.45 p.m.

*Tickets should be secured at once  
from Mr C.A. Bang, 20, Bedford St. Strand.  
10/6 for the three lectures.*

**IMPORTANT TO TEACHERS**

who are eligible for  
Pensions under the

**Teachers' Superannuation Act, 1918**

THE

**Friends' Provident Institution**

has a carefully considered scheme to benefit those who may wish to retire earlier, but are not eligible for pensions until age 60.

All advice and particulars given on applying to:

THE

**Friends' Provident Institution,**

42, KINGSWAY, LONDON, W.C. 2.

**Modern Corr. College**

*Principal :*

Mr. A. McALISTER, B.A. (Cantab).

**GUARANTEE COURSES :**

**For one Fee—Tuition until successful**

Matric. B.A. B.Sc.

Mus. Bac. A.C.P. L.C.P.

L.L.A. Froebel.

Oxford and Camb. Senior.

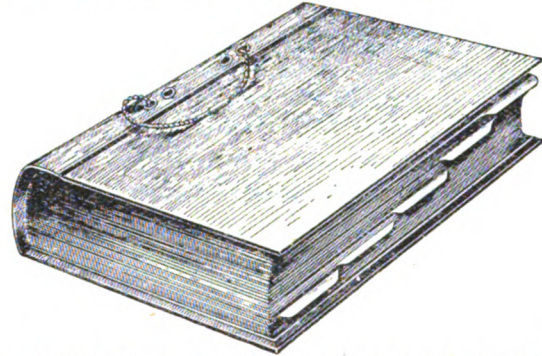
L.R.A.M. A.R.C.M.

A. Mus. T.C.L. Higher Locals.

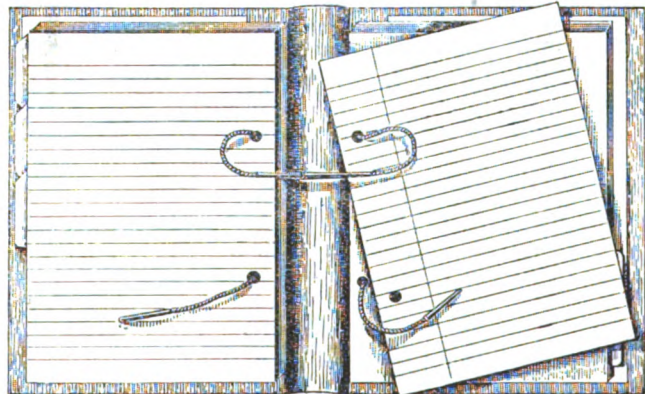
**209, CASTLE BOULEVARD,  
NOTTINGHAM.**

Wm. Hunt's  
**OXFORD "IDEAL"**  
LOOSE LEAF  
**EXERCISE BOOK.**

WM. HUNT'S Patent Ideal LOOSE-LEAF NOTE-BOOK constitutes the best and most convenient Higher Form and Science Class Exercise Book, Lecture Note Book, Loose-Leaf Scrap Book, Storage Covers for Notes, Letters and Papers of all sorts yet invented. The Book opens perfectly flat for writing, and binds up absolutely securely ; can be un-made and re-made and the leaves transferred from one book to another or new leaves added in any manner without trouble and without risk of disarrangement or loss. No rings, posts, arches, or mechanism of any sort. Only one book necessary for many subjects. Each subject can be transferred to its own distinctive cover as convenient. 18 sizes and several qualities. Capacity : one leaf or 300 with no lost bulk.



Showing the Book, containing 300 sheets of paper, closed. The Divisible Lace is here shown joined, by inserting the Pointed Tag into the Barrel Tag. When the Book is in use the Lace should be joined as above only. When not in use the Lace-ends may be tied with a bow knot.



Showing the manner of changing leaves. A leaf is shown withdrawn from one Divisible Lace before withdrawing it from the other.

PRICE LIST AND TERMS ON APPLICATION.

**WILLIAM HUNT,**

Manufacturing Academical Stationer,

Opposite Balliol College, 18, Broad St., OXFORD.

Works : 11, ST. ALDATE'S

## PUBLICATIONS RECEIVED.

H. R. ALLENSON, LTD.

The Great White Trail—A Short Talk to Boys: by Rev. F. T. Salter, B.A. 9d. net.

EDWARD ARNOLD.

Singing Class Music, Various Selections edited by Thos. F. Dunhill. 3d. and 4d. each.

G. BELL AND SONS.

Schools of To-morrow in England: by Josephine Ransom. 1s. 6d. net.

Present-Day Précis: by A. W. Ready, B.A. 2s. 6d.

The Clouds of Aristophanes: translated by B. B. Rogers, M.A. 3s. 6d. net.

Bell's Imperial Readers—Infant Primer, 9d.; Infant Reader I, 1s. Infant Reader II, 1s. 3d.: by Eva Harris.

B. H. BLACKWELL.

Album Latinum (An easy Latin Vocabulary for Preparatory Schools): compiled by A. G. Roper, B.A. 1s. 6d. net.

The Agamemnon of Aeschylus: translated by R. K. Davis, M.A. 4s. 6d. net.

CAMBRIDGE UNIVERSITY PRESS.

Britain and Greater Britain in the Nineteenth Century: by Edward A. Hughes, M.A. 5s. net.

Key to Exercises on Rules for Latin Prose: by T. C. Weatherhead. M.A. 7s. 6d. net.

The Measures of the Poets: by M. A. Bayfield, M.A. 5s. net.

Thucydides, Book 4, Chapters 1-41: edited by J. H. E. Crees, M.A., and J. E. Wadsworth, B.A. 2s. 6d. net.

CROSBY, LOCKWOOD AND SON.

The Complete Manual of Hindustani Grammar: by S. C. Bagchi. 2s. 6d. net.

J. M. DENT AND SONS.

From the Hill-Tops: by David Campbell. 4s. 6d. net.

Singing Games for Children: by Eleanor Farjeon; illustrated by J. Littlejohns, R.B.A. 6s. net.

A Chap-Book of Rounds, Parts I and II: by Eleanor Farjeon; Music by Harry Farjeon. 1s. each.

W. HEFFER AND SONS.

General Phonetics (for Missionaries and Students of Languages) by G. Noel-Armfield. 5s. net.

Prayer in the Light of the Fatherhood of God: by Conrad A. Skinner, M.A. 2s. 6d. net.

Way of Healing: by Estelle Blyth.

JORDAN AND SONS.

Private Companies: by Herbert W. Jordan. 1s. 4d., post

Reminders for Company Secretaries: by Herbert W. Jordan. 11d. post free.

LONGMANS, GREEN AND CO.

An Introduction to General Physiology: by Professor W. M. Bayliss, M.A., D.S. 7s. 6d. net.

A Spanish Commercial Reader: by John Warren. 3s. 6d.

Longman's Modern French Course, Part I: by I. M. G. Ahern, B.A. 1s. net.

Longman's Modern French Course, Part III.: by T. H. Bertenshaw, B.A., B.Mus. 3s. 6d.

Selections from Lamb's Tales from Shakespeare; with introduction by David Salmon. 1s. 9d.

MACMILLAN AND CO.

Modern European Civilisation (A Text-book for Secondary Schools): by Roscoe Lewis Ashley. 8s. net.

Ben Jonson: by G. Gregory Smith (English Men of Letters Series). 3s. net.

Practical Hints on the Teaching of Latin: by L. W. P. Lewis, M.A. 5s. net.

Outlines of the History of the English Language: by Dr. E. Clausen, M.A. 5s. net.

Gray's Elegy and Cowper's John Gilpin's Ride: edited by J. H. Castleman. 1s. 6d. net.

Siepmann's French Series (Intermediate and Advanced).—Les Gambusinos—Bermudes-el-Matasiete: par Gabriel Ferry. Le Bal de Sceaux: Honoré de Balzac.

History.—The Journal of the Historical Association. October. 1s. 6d. net.

METHUEN AND CO.

The Greek Orators: by Professor J. F. Dobson, M.A. 7s. 6d. net

Days of History: by C. V. Calvert, B.A., and B. L. K. Henderson, M.A.

The Four Tests.—A Touchstone for Teachers and Lovers of Music: by J. E. Workman. 2s. 6d. net.

OXFORD UNIVERSITY PRESS.

Napoleon: by Herbert Trench. 2s. 6d. net.

Latin Poetry (From Catullus to Claudian): selected by C. E. Freeman. 3s. net.

Spoken and written English: by Henry Bradley, M.A. 2s. net.

Essays on Vocation—1st Series: edited by Basil Mathews. 3s. 6d. net.

Passages for Greek and Latin Repetition: selected by Masters at Uppingham School. 2s. 6d. net.

PARENTS' NATIONAL EDUCATIONAL UNION.

A Liberal Education in Secondary Schools: by Charlotte M. Mason. 9d.

GEORGE PHILIP AND SON.

The New English Books.—Book IV: by W. J. Glover. 9d.

YEAR BOOK PRESS.

Anthems and Church Music, Various Selections. Unison and Part Songs, Various.

**ORDER FORM.**

TO THE PUBLISHERS,

THE EDUCATIONAL TIMES,

31, MUSEUM STREET, LONDON, W.C. 1.

Please enter my name as a subscriber to THE EDUCATIONAL TIMES for one year, beginning with the issue for

..... I enclose remittance for Seven Shillings.

Name.....

Address.....

This New, 12-Volume Basic Reading Course in

*Applied Psychology is*

**“the best plan for properly training men to increase their EFFICIENCY.”**

Mr. N. A. HAWKINS, Ford Motor Company.

Until now, this means of attaining true efficiency was available only to members of the Society of Applied Psychology, at a cost of twelve guineas. It is offered to you in 12 stiff-bound pocket manuals at the low price of 3½ guineas. The Course trains you in such mind-facts as bear directly on practical affairs, being entirely new in conception and different from all ordinary methods of developing mental power and efficiency. Easily understood and intensely interesting, the Course should be examined by everyone who wishes to achieve success. Send the approval order form to-day to

FUNK & WAGNALLS COMPANY, SALISBURY SQUARE, LONDON, E.C.

**ORDER FORM.** To FUNK & WAGNALLS CO., SALISBURY SQUARE, LONDON, E.C.

Please send ON APPROVAL the first THREE VOLUMES (HANDSOME LIBRARY EDITION) of your NEW READING COURSE in APPLIED PSYCHOLOGY. If I decide to accept your offer, I will remit either £3 13s. 6d. in full payment, or 10s. 6d. first payment, to be followed by nine further monthly payments of 7s. Upon receiving my remittance, you are to forward the additional volumes.

Name .....

Address .....

- PRACTICAL TRAINING** in such subjects as:
- How to Attain Control of the Mind.
  - Sources of Will Power.
  - Infalible Recipe for Self-possession.
  - How Ideas are created.
  - Ideas that stimulate.
  - Tests for Hiring Employees.
  - A Scientific Memory System for Business Success.
  - How to Influence Others through Mental Imagery.
  - How to Test and Cultivate your own Mental Imagery.
  - How to take Radical Steps in Business.
  - Working up a Department.
  - How to avoid Waste.
  - Determining your Force of Efficiency.
  - Five Rules for Conserving Energy.
  - Man's Dynamic Power.
  - An Invention for Developing Power.
  - Origin of the Thought Stream.
  - The Art of Concentration.
  - Business uses of Concentration.
  - How to Develop Financial Foresight.
  - Magnetic Personal Atmosphere.
  - Avoidance of Disease.
  - Basic Principles of Money-making.
  - New Fields for Commercial Exploitation
  - Manufacturing for Export.
  - The Secret of Mental Efficiency, etc., etc.

CAREY'S GRADUS.

“GRADUS AD PARNASSUM”

With the English Meanings.

Edited by the late Dr. Carey.

Revised, Corrected, and Augmented by a Member of the University of Cambridge. Post 8vo., Cl. th. Price 7s.

THE STATIONERS' CO., Stationers' Hall, LONDON.

**MEDICAL PRELIMINARY EXAMINATIONS.**

THE

**UNIVERSITY EXAMINATION POSTAL INSTITUTION**

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors. Full preparation in all subjects, 120 lessons, 6s.; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence. Prospectus and full particulars can be obtained from the Principal.

Mr. E. S. WEYMOUTH, M.A. (Lond.), 17, Red Lion Square, London, W.C. 1.

**Life Assurance or Pensions.**

Readers of the Educational Times who desire expert advice on matters of Insurance or Pensions (non-Government) should address their enquiries to—

INSURANCE, THE EDUCATIONAL TIMES, c/o Deane & Sons, The Year Book Press, 31, Museum Street, W.C. 1.

**UNIVERSITY OF GRENOBLE (FRANCE).**

WINTER TERM—1919-20. 5TH NOVEMBER TO 15TH MARCH.

Complete Course of University Study in Letters, Science, Law, Medicine. Polytechnic Institute—Commercial Institute.

SPECIAL LECTURES ON FRENCH LANGUAGE AND LITERATURE FOR FOREIGN STUDENTS.

Complete Course of Phonetics. Practice in Reading and Speaking (groups of 6). Practice in Translation and French Composition (groups of 25).

FEES: 120 FRANCS PER TERM (exclusive of practical exercises). Family Boarding Houses from 40 to 100 francs a week.

EVERY WINTER SPORT (Skating, Sledging, Ski, etc.) in the finest province of France. Half fare on the P.L.M. line.

More detailed information sent free on receipt of demand addressed to—

COMITE DE PATRONAGE DES ETUDIANTS ETRANGERS, Universite de Grenoble (France).

**SAVE 50 per cent. OF YOUR TIME**

by ordering your NEW BOOKS through Mr. John Davis, who can always secure good second-hand copies of publications which are out of stock at the Publishers.

EXTRACT FROM LETTER DATED OCTOBER, 1918:—"I am preparing a further order for you as I am well pleased with your past efforts to secure for me what I wanted, and with your invariable courtesy."

MR. JOHN DAVIS (Successor to Mr. Thomas Laurie), 13, PATERNOSTER ROW, LONDON, E.C. 4.

**SECOND-HAND SCHOOL BOOKS.**

Please write for Catalogue to

**GEORGE OVER,**

EDUCATIONAL BOOKSELLER, RUGBY.

**DALCROZE EURHYTHMICS :**

Classes to suit the convenience of Teachers are held in the LONDON DISTRICT, and in BATH, BINGLEY, BIRMINGHAM, BRIGHTON, BRISTOL, BIRKENHEAD, CAMBRIDGE, CHATHAM, EDINBURGH, GLASTONBURY, HARROGATE, KETTERING, LEEDS, LIVERPOOL, MANCHESTER, NEWCASTLE-ON-TYNE, NORTHAMPTON, OLDHAM, OXFORD, PORTSMOUTH, READING, SHEFFIELD, STOCKPORT, SOUTHAMPTON, SOUTHEND-ON-SEA, TUNBRIDGE WELLS and YORK.

Details on application to—

The DALCROZE SCHOOL OF EURHYTHMICS LTD. 23, Store Street, London, W.C. 1.

**BOOKS** On Educational, Scientific, Medical Law, Theological, and ALL other Subjects.

— Second Hand and New —

BOOKS SENT ON APPROVAL. Catalogues Free.

State Wants. Books Bought. Best Prices Given.

W. & G. FOYLE, Ltd., 121/5, Charing Cross Rd, London, W.C. 2.

# EDUCATIONAL TIMES

## MODERN LANGUAGES.

### SPANISH.

#### PRIMERAS LECCIONES DE ESPAÑOL.

By C. MARCIAL DORADO. 307 pages. Illustrated. 4s. net.

A first course in Spanish which seeks to simplify and to render as attractive as possible the learning of the language. Every lesson is short and contains only the words in common use; tedious rules have been avoided, but there are brief explanations with sufficient exercises to teach the student the essential points of grammar. The material for oral work, reading, etc., is of great variety, and includes stories and anecdotes from Spanish folklore, rhymes and riddles, songs with their musical accompaniments, and games. The book contains some 30 black and white illustrations, which form excellent bases for conversation, and a complete vocabulary.

"Senorita Dorado's elementary treatise is a sheer delight."  
—*Journal of Education and School World.*

#### CUBA Y LAS COSTUMBRES CUBANAS.

By FRANK C. EWART. 157 pages. Illustrated. (In preparation.)

This reader consists of 14 short sketches describing Cuba, its capital Havana, and the customs of its people. At the end of the book, which is well illustrated from photographs, are questions for conversation, exercises designed primarily for the purpose of illustrating idiomatic expressions, notes explaining geographical and historical allusions, as well as grammatical difficulties encountered in the text, and a complete vocabulary containing not only all the words which are alike in both languages, but all irregular verb forms used, including radical changing verbs, thus making it possible to use the text early in the student's course.

#### ESPAÑA PINTOESCA.

By C. MARCIAL DORADO. 332 pages. Illustrated. 4s. net.

A reading book for the student who has done some preliminary work in Spanish. Its aim is to arouse an interest in Spain, its people, and its customs, and in this way to provide a background for the study of the language. In addition to vivid descriptions of some representative towns and of their social life, legends, songs with their musical accompaniments, poems, folklore stories, selections from well-known Castilian writers, and a short play have been included, and the result of this medley is a book which breathes the atmosphere of Spain. At the end of the book are a questionnaire on each extract, exercises for translation into Spanish based on the text, notes, and a complete vocabulary.

"An attractive class book."—*Scottish Educational Journal.*

#### A FIRST READER IN SPANISH.

By RUDOLPH SCHEVILL. 181 pages. Illustrated. 3s. net.

The selections given in this book are varied, interesting, carefully arranged, and graduated in order of difficulty. Part I contains short legends and fables, a few simple poems, and a number of familiar Spanish proverbs. Part II consists mainly of dialogues designed to acquaint the student with everyday expressions and idioms. Part III consists of extracts from Spanish novels and histories.

"... A book which can be used by students with great interest and profit, and those who have mastered it will have at their command a large vocabulary, sufficient for most purposes."—*Scottish Educational Journal.*

### ITALIAN.

#### AN ITALIAN GRAMMAR.

By R. S. PHELPS. 328 pages. 5s. 6d. net.

A book which serves the double purpose of a lesson book for beginners and a grammar for reference purposes in more advanced work. The first twenty-seven lessons equip the student to read easy Italian narrative. The early part of the book is particularly easy, the difficult subjects being broken up and studied in sections, but before the book is finished all the essentials have been treated thoroughly.

#### DUE COMMEDIE MODERNE:

O Bere O Affogare. By LEO DI CASTELNOVO.

Lumie di Sicilia. By LUIGI PIRANDELLO.

Edited with Notes and Vocabulary by EMILIO GOGGIO. 130 pages. 2s. 3d. net.

These two comedies of present-day Italy contain many of the simple colloquial expressions necessary for any real acquaintance with the language. The editorial matter consists of brief biographical sketches of the two authors, notes, and a vocabulary.

### FRENCH.

#### LE FRANÇAIS POUR TOUS

par la méthode directe. By NOELIA DUBRULE. 12mo. Cloth. Illustrated. 264 pages. 4s. net.

An introductory course in French, the object of which is to help the pupil to speak fluently, clearly, and distinctly, to give him the ability to read small news items in French newspapers, to write simple French letters, and to acquaint him with the fundamentals of French grammar. The exercises for oral work are numerous, varied, and interesting; as an aid to the acquirement of a vocabulary there are many interesting *jeux de mémoire*; and *chansons* with their accompaniments form an integral part of the book.

"One of the best books on the direct method we have seen."—*Highway.*

#### DE L'UNIVERSALITÉ DE LA LANGUE

FRANÇAISE. By ANTOINE RIVAROL. Edited by W. W. COMFORT. vi. + 62 pages. (In preparation.)

This reprint of the successful thesis submitted in competition for the prize offered by the Berlin Academy in 1783 in answer to the questions, "What has made French a Universal Tongue?" "Why does it deserve this Fame?" "May it be expected to preserve it?" forms a logical introduction to the study of French literature. The text is distinguished by that clarity of style and small vocabulary of general words which marked the best writings of the 18th Century, and is well adapted for study in the upper forms of Secondary Schools as well as by students of University standing.

A Complete List of Modern Language Texts will be forwarded post free on application.

**GINN & COMPANY, 9, St. Martin's Street, Leicester Square, London, W.C. 2.**

70.5  
T

*Educ.*  
THE

# EDUCATIONAL TIMES

## A REVIEW OF IDEAS AND METHODS.

Founded 1847.



UNIVERSITY OF MICHIGAN LIBRARY

New S. Vol. 1. No. 12. }  
Old S. Vol. 71. No. 680. }

DECEMBER, 1919.

{ Price Sixpence Net.  
By Post, Eightpence.

### THE TEACHERS REGISTRATION COUNCIL.

Representative of the Teaching Profession.  
Constituted by Order in Council  
29th Feb., 1912.

The Council maintains an Official Register of Teachers who have been accepted for admission under the Conditions of Registration.

The Register is open to qualified teachers in every branch, and until the end of 1920 experience under approved conditions is the sole qualification required. After that date the conditions will become more stringent.

Particulars and Forms of Application may be obtained from

THE SECRETARY,  
Teachers Registration Council,  
47, Bedford Square,  
London, W.C. 1.

### THE COLLEGE OF PRECEPTORS.

Incorporated by Royal Charter.

BLOOMSBURY SQUARE, LONDON, W.C. 1.

### NATIONAL SERVICE RECORD.

A record is being prepared of services rendered in connection with the war by Members of the College and Holders of the College Diplomas. For this purpose the Secretary will be glad to receive information with regard to such services, whether rendered in the fighting forces or in the auxiliary forces—e.g., Red Cross organizations, Special Police, Women's War organizations, or in other ways. He will also be glad to receive from Members and Diploma Holders any proposals which their experience may have suggested for improvements in methods or organization, especially in relation to education and its use as a training for National Service.

**THIS ISSUE  
CONTAINS :**

**Essays on Montessori  
and Music; The  
Training College; a  
sketch of "Pat," and  
a survey of the month.**

**SPECIAL ART  
SUPPLEMENT.**  
**"The High," Oxford,  
by Fred Richards,  
A.R.C.A., with verses  
by the artist.**



### THE ASSOCIATED BOARD OF THE R.A.M. AND R.C.M.

FOR LOCAL EXAMINATIONS IN MUSIC.  
Patron: HIS MAJESTY THE KING.

President: H.R.H. THE PRINCE OF WALES, K.G.

#### LOCAL CENTRE EXAMINATIONS (Syllabus A).

Examinations in Theory held in March and November at all Centres. In Practical Subjects in March—April at all centres, and in the London District and certain Provincial Centres in November—December also. Entries for the March—April Examinations close Wednesday, February 11th, 1920.

#### SCHOOL EXAMINATIONS (Syllabus B).

Held throughout the British Isles three times a year, viz., March—April, June—July, and October—November. Entries for the March—April Examinations close Wednesday, February 4th, 1920.

Specimen Theory Papers set in past years (Local Centre or School) can be obtained on application. Price 6d. per set, per year, post free.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M. for two or three years.

Syllabuses A and B entry forms and any further information will be sent post free on application—

JAMES MUIR, Secretary,  
14 and 15, Bedford Square, London, W.C. 1  
Telegrams: "Associa, London."

### University Correspondence College.

(Founded in 1887.)

PRINCIPAL:  
WILLIAM BRIGGS, LL.D., D.C.L.,  
M.A., B.Sc., F.C.S., F.R.A.S.

VICE-PRINCIPAL:  
B. J. HAYES, M.A. (Gold Medallist in Classics).

SCIENCE DIRECTOR:  
A. G. CRACKNELL, M.A. (Sixth Wrangler), B.Sc.

### LONDON UNIVERSITY DEGREES

B.A., B.Sc., M.A., LL.B.,  
B.Sc. (Economics), B.D.

Complete Prospectus post free from  
THE SECRETARY,  
No. 15, BURLINGTON HOUSE, CAMBRIDGE.

### THE INCORPORATED SOCIETY OF MUSICIANS.

Founded 1882. Incorporated 1892.

#### OBJECTS OF THE SOCIETY.

The objects for which the Society is established are the promotion of whatever may tend to the elevation of the status, and the improvement of the qualifications, of all Members of the Musical Profession, or may aid the musical education of the people.

#### ADVANTAGE OF MEMBERSHIP.

A Benevolent Fund for Members, the Regulations for which have purposely been made as wide as possible in order to meet the many and very varying contingencies which arise from time to time.

An Orphan Fund for the children of musicians, which is open to the dependents of all musicians, whether their parents were members of the Society or not.

Legal advice on all professional matters; Income Tax Claims; Copyright; The Recovery of Fees, &c.

Registers open to members of "Vacant Appointments" and "Engagements," and for the transfer from member to member of pupils moving to new districts.

#### LOCAL EXAMINATIONS IN MUSIC.

The examinations of the Society, established in 1884, are carefully arranged in a systematic series of Progressive Grades, embracing a complete course of musical study, and constitute a most valuable guide for Teachers in recording the progress of their pupil.

Full particulars may be obtained upon application to the GENERAL SECRETARY, 19, BERNERS STREET, W. 1

# NORMAL

Normal Corr. College.

(FOUNDED 1889.)

**EXAMINATIONS  
FOR WHICH THE NORMAL  
PREPARES.**

A.C.P. and L.C.P.  
College of Preceptors.  
Professional Prelim.  
Froebel.  
L.L.A.  
Pupil Teachers.  
Preliminary Certit.  
Certificate.  
Oxford & Camb. Locals.

County Scholarships.  
Matriculation.  
Degree Examination.  
Hygiene.  
Languages.  
Music.  
Science and Art.  
Other Qualifying  
Exams.

**SEND FOR NORMAL GUIDE.**

Cr. 8vo. 184 pages. Price 6d. net.

**FREE.** To readers of this paper on receipt of 2d. to cover postage.

47, MELFORD ROAD, EAST DULWICH, S.E. 22,  
and 110, AVONDALE SQUARE, LONDON, S.E. 1.

## MRS. CURWEN'S PIANO- FORTE METHOD.

**ALSO EAR TRAINING & SIGHT SINGING  
FROM SOL-FA AND STAFF.**

Holiday Classes for Music Teachers, held daily, January 1st to 7th, 1920, at the Wigmore Hall Studios, Wigmore Street, W. 1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M.

An interview may be had by appointment.

## JOINT SCHOLASTIC AGENCY, Ltd.,

9, Brunswick Square, W.C. 1.

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

**HEAD MASTERS' CONFERENCE.  
INCORPORATED ASSOCIATION OF HEAD MASTERS.  
COLLEGE OF PRECEPTORS.  
TEACHERS' GUILD.**

**ASSOCIATION OF ASSISTANT MASTERS.**

REGISTRAR: MR. E. A. VIRGO.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. The lowest possible fees are therefore charged.

Interviews by appointment from 12 noon to 1-30 p.m., and from 3 p.m. to 5 p.m.; on Saturdays, from 11 a.m. to 12-30 p.m.

**A PROSPECTUS will be sent on application.**

## JOINT AGENCY FOR WOMEN TEACHERS

OAKLEY HOUSE,

14, 16, and 18, BLOOMSBURY STREET, LONDON, W.C. 1.

Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Head Mistresses' Association, Association of Assistant Mistresses, and Welsh County Schools Association.

THIS AGENCY has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

No Registration Fees are charged to members of the above Associations, and their Commissions are reduced.

**Hours for Interviews:**

11-30 a.m. to 1 p.m., and 3 to 5 p.m.  
Saturdays, 11-30 a.m. to 1 p.m., and 2 to 3 p.m.  
When possible, special appointments should be arranged.

REGISTRAR: MISS ALICE M. FOUNTAIN.

## WOLSEY HALL, OXFORD.

**POSTAL TUITION**

— For London University —  
MATRIC., INTER., & FINAL  
— B.Sc., B.Sc. (Econ.), B.D. —

**FREE GUIDE**

On Application to  
THE SECRETARY.

# B.A.

## MARIA GREY TRAINING

COLLEGE FOR WOMEN TEACHERS IN  
HIGH, SECONDARY, AND PREPARATORY  
SCHOOLS.

RECOGNISED BY THE BOARD OF EDUCATION.  
In connexion with the London University and recognised by the Cambridge Teachers' Training Syndicate.

PRINCIPAL:

Miss KATHARINE L. JOHNSTON,  
B.A. London, M.A. Sheffield, Girton College Moral  
Sciences Tripos, Cambridge Teachers'  
Training Certificate.

Students admitted in January and September to prepare for the London and Cambridge Teachers' Diploma and the Higher Certificate of the National Froebel Union.

Demonstration School attached to the College; and practice for Students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £8 to £24 offered to Students with a Degree or its equivalent. Loan Fund. Special grants to Honours Students of £28 towards Hostel fees, or £15 if living in rooms.

Particulars of College Hall and Registered Lodgings can be obtained from the PRINCIPAL at The Maria Grey College, Salisbury Road, Brondesbury, London, N.W. 6.

## EDUCATIONAL AGENCY.

(Established over 80 Years.)

PROPRIETORS:

Messrs. Griffiths, Powell & Smith,  
Offices: 12 and 13, Henrietta Street,  
Covent Garden, London, W.C.2.

TELEGRAPHIC ADDRESS:

"Scholasque, Westrand, London."

TELEPHONE: 7021, Gerrard.

SCHOLASTIC.

Head Masters and Principals of Public and Private Schools desirous of engaging qualified and well recommended English or Foreign Resident, Non-resident, or Visiting Assistant Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to MESSRS. GRIFFITHS, POWELL & SMITH.

A List of Vacancies will be forwarded on application to Graduates and other well qualified Assistant Masters seeking appointments for next term.

Schools Transferred and Valued.

Partnerships arranged.

No charge unless sale effected

List of Boys' and of Girls' Schools and School Partnerships for Sale sent Gratis to intending Purchasers, TO WHOM NO COMMISSION IS CHARGED.

ASSISTANT MISTRESSES.

Head Mistresses and Principals of Public and Private Schools requiring English or Foreign Assistant Mistresses can, on application to Messrs. GRIFFITHS, POWELL & SMITH, have suitable Candidates placed in immediate communication with them free of charge.

A List of Vacancies will be forwarded to English and Foreign Assistant Mistresses and other Teachers on application. Liberal Salaries

## ALEX. W. BAIN, B.A., B.Sc. (Hons.)

F.I.C., F.C.S.,

UNIVERSITY TUTOR, LECTURER, AND EXAMINER, Head of the Chemical Department, City of London College, Member of the Council of the College of Preceptors,

prepares Students for

**MATRICULATION,  
PROFESSIONAL PRELIMINARY,  
DIPLOMA & DEGREE EXAMINATIONS.**

28 years' unbroken record of over 2,500 successes.

Preparation in SMALL CLASSES or by PRIVATE TUITION or by CORRESPONDENCE.

Write fully to the PRINCIPAL, or call personally, at

THE CENTRAL TUTORIAL CLASSES,  
Vernon House,

Sicilian Avenue, Bloomsbury Square, W.C. 1.

## CHERWELL HALL, OXFORD

RECOGNISED BY THE BOARD OF EDUCATION,  
BY THE OXFORD DELEGACY, AND BY THE  
CAMBRIDGE UNIVERSITY SYNDICATE FOR  
SECONDARY TRAINING.

Principal:

MISS CATHERINE I. DODD, M.A.

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms,  
from 75 to 100 Guineas.

Scholarships of £50 may be awarded to all Honours Graduates who satisfy the conditions. Scholarships of £20 may be awarded to Pass Graduates. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Particulars and Prospectuses may be obtained from  
THE PRINCIPAL.

## UNIVERSITY OF ST. ANDREWS.

L.L.A. DIPLOMA FOR WOMEN.

The attention of Candidates is drawn to the Ordinary and Honours Diplomas for Teachers, which are strongly recommended as suitable for those who are or intend to be teachers.

Examinations are held at Aberdeen, Bedford, Belfast, Birmingham, Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Dublin, Edinburgh, Exeter, Glasgow, Hull, Leeds, Liverpool, London, Manchester, Middlesbrough, Newcastle-on-Tyne, Norwich, Nottingham, Oxford, Plymouth, St. Andrews, Sheffield, Southampton, and several other towns.

Information regarding the Examinations may be obtained from the SECRETARY, L.L.A. Scheme, The University, St. Andrews.

The finest imaginative workmanship  
in

## MEMORIALS.

TABLETS, Cast, Engraved, and in  
Enamel.

CALVARIES

and

STAINED GLASS WINDOWS.

H. H. MARTYN & CO. LTD.,

CHELTENHAM,

and 5, Grafton St. (off Bond St.),  
LONDON, W. 1.



**THE EDUCATIONAL & SCHOLASTIC BUREAU**

**GRADUATES and OTHERS introduced to SCHOOLS and PRIVATE FAMILIES.**

This Department is under the management of a Registered Teacher of wide experience, and clients may rely upon prompt and careful attention.

High-class Printing—Prospectuses, Letter Paper, Magazines—at exceptionally low charges.

School Caps at Wholesale Prices.

**1, SICILIAN HOUSE, W.C. 1.**

**Battersea Polytechnic.**  
LONDON, S.W. 11.

**Domestic Science Training College.**  
Recognised by the Board of Education for the Training of Teachers.

Head of the College - Miss MARY E. MARSDEN.

Full Courses of Training for Teachers of Cookery, Laundrywork, Housewifery, including Infant Care Science applied to Housecraft, Needlework, Dress-making and Ladies' Tailoring.

Training for Housekeepers and School Matrons. Hostels for Students.

For particulars of Curricula, Fees, Scholarships and Hostels, apply to the Secretary.

**Guild of Education as National Service.**

**Halsey Training College.**  
(Recognised by the Board of Education.)

**Rural and Urban Day Continuation Work.**  
Preparation for work in Day Continuation Schools for Factory and Town Workers at Canning Town, E., where there are Voluntary Continuation Classes at the Hostel.

Preparation for work in similar Schools for Rural and Farm Workers at Kenton, near Harrow. Hostel, Clubs, and Instructional Market Garden Farm.

Board of Education Grants available for Graduates, for Certificated Teachers (men and women), and for training, and maintenance given to demobilized men.

Apply—Organising Secretary, Guild of Education as National Service, 11, Tavistock Square, W.C.1.

**University Tutorial College.**  
(Incorporated with University Correspondence College.)  
LONDON.

**CHRISTMAS VACATION CLASSES.**



**JANUARY MATRICULATION.**

A Recapitulation Class for the January Matriculation commences Thursday, December 18th, and extends to date of Examination.

During the present year 217 Students of U.T.C. have been successful in various Public Examinations, including 125 successes at London University Matriculation.

**LABORATORY WORK IN PRACTICAL SCIENCE.**

Practical Classes in Chemistry, Physics, and Botany commence Thursday, December 18th, and extend over a period of three weeks.

**PRIVATE TUITION.**

Private tuition may be taken up at any time, either during Term or in the ordinary School Vacation, in all subjects for London University and other Examinations, or for Independent Study.

Full particulars may be had from  
**THE VICE-PRINCIPAL,**  
**UNIVERSITY TUTORIAL COLLEGE,**  
**RED LION SQUARE, HOLBORN, W.C.1.**

THE  
**TOBIAS MATTHAY**  
**PIANOFORTE SCHOOL**

**96, Wimpole Street,**  
**LONDON, W.**

For instruction under his teachers, and under his supervision, on the lines laid down in "Act of Touch," "First Principles of Pianoforte Playing," "Some Commentaries," "Relaxation Studies," "Child's First Steps," "Forearm Rotation Element," "Musical Interpretation," "Pianist's First Music Making," etc.

**OPEN TO PROFESSIONALS AND AMATEURS AND ALSO TO CHILDREN.**

The Staff consists of 27 Professors of great experience and platform reputation, all trained by the Founder. Branches at Bournemouth, Bristol, Edinburgh, Liverpool, Manchester, Woking; also at Johannesburg, S.A. Preparers in other localities. Special Short Courses (for Teachers and others) during Vacation and Term.  
**JUNIOR DEPARTMENT:** Special inclusive Course.

**THE TEACHING OF TEACHING.**

**LECTURE-LESSON CLASS** by Mr. MATTHAY on the practical teaching of Technique and Interpretation, the diagnosis and correction of faults, musical analysis and synthesis, etc., alternate Wednesdays, at 7-15.

**COMPLETE ONE-YEAR TRAINING COURSE FOR TEACHERS.**

(Approved as fulfilling the requirements of the Teachers Registration Council.)  
Students may start with any Term. Comprises Lecture-Lessons as above, also in Psychology, Aural Training, Child-teaching, Singing-class management and Solo lessons weekly. For further particulars write—

Mrs. MARION COLE, Secretary.

**POSTS VACANT.**

**COUNTY BOROUGH OF STOKE-ON-TRENT.**

HANLEY SECONDARY SCHOOL.

WANTED for 1st January next:—

- (a) Mathematical Master for Advanced Course work. Honours degree and teaching experience are essential. Salary according to scale, and commencing salary dependent on experience and qualifications.
- (b) Form Mistress able to take Geography and some Physical Training with the girls. A Graduate preferred. Salary according to Scale, and commencing salary dependent on experience and qualifications.

Forms of application, which should be returned duly filled up to the undersigned not later than the first post on the 30th November, 1919, may be obtained on receipt of stamped addressed foolscap envelope, from

W. LUDFORD FREEMAN,  
Director of Education,  
Town Hall, Hanley,  
Stoke-on-Trent.

**DARLINGTON HIGH SCHOOL FOR GIRLS.**

REQUIRED, SECOND SCIENCE MISTRESS, botany with chemistry subsidiary. Forms of application and scale of salaries from the undersigned. Completed forms to be returned immediately to A. C. BOYDE, Director and Secretary, Education Office, Darlington.

**SEDDON MEMORIAL TECHNICAL COLLEGE,**

AUCKLAND, NEW ZEALAND.

Immediate applications are invited for the position of CHIEF INSTRUCTOR of the DOMESTIC SCIENCE DEPARTMENT. Commencing salary £350 per annum for at least five years. Second class passage paid.

Further particulars can be obtained by sending stamped addressed foolscap envelope to the HIGH COMMISSIONER OF NEW ZEALAND, 415, Strand, London, W.C. 2.

Applications close 6th December, 1919.

GEORGE GEORGE, F.I.C., F.C.S.,  
Director and Secretary.

Auckland, New Zealand,  
August 29, 1919.

**LONDON ORPHAN SCHOOL (GIRLS), WATFORD.**

WANTED, in January, experienced MISTRESS to teach French throughout the School. Degree, and residence abroad desirable. Salary about £100, resident. Apply HEADMISTRESS.

ASSISTANT MASTER REQUIRED, January term, to teach Matriculation French, Drawing, and other general subjects (elementary), Sports, Gymnasium, Drill an advantage. Apply, stating salary required, PRINCIPAL, Collegiate School, St. Leonards-on-Sea.

THE  
**ENGLISH FOLK DANCE SOCIETY.**

HONORARY DIRECTOR: CECIL J. SHARP.

A SCHOOL OF FOLK SONG AND DANCE will be held in London from December 29th to January 3rd.

For further particulars apply to THE SECRETARY, E.F.D.S., 73, AVENUE CHAMBERS, VERNON PLACE, W.C. 1.

**LANTERN LECTURES**

By a UNIVERSITY MAN,

ON BRITISH EMPIRE SUBJECTS.

Shakespeare, Dickens, Travels, etc.

For syllabus apply to Agent:

**WILLIAM R. JONES,**  
64 Wrentham Avenue, London, N.W.10

See the "E.T. List of Associations" in our January number.

# SCHOLASTIC APPOINTMENTS

University Men and Women seeking scholastic appointments should apply to

## **Truman & Knightley** SCHOLASTIC AGENTS LTD

who introduce ASSISTANT MASTERS AND MISTRESSES to the majority of the leading Public and Private Schools at home and abroad.

*Through this Agency, well educated gentlemen with Higher Local and other good Certificates, interested in children and in teaching, can find congenial work in good high-class Private Schools, where the hours are not excessive, conditions pleasant, and the holidays are long. Salaries range from £50 to £100 or more per annum, with board and residence, according to age, qualifications, and experience. There are also many vacancies for Student and Junior Mistresses at salaries of from £30 to £50 per annum with board and residence.*

There is a separate department for  
**LADY MATRONS and HOUSEKEEPERS**  
for Schools.

No charge for registration. . . :: Moderate commission.

### SCHOOLS TRANSFER DEPARTMENT.

Ladies and Gentlemen seeking Partnerships in, or to take over schools of their own, should communicate personally with Mr. TRUMAN, who undertakes all negotiations connected with the Transfer of Schools, and who is in a position to offer assistance and sound advice to purchasers, to whom no charge is made.

Offices: **158-162 OXFORD ST., LONDON, W. 1**

Telegrams: "TUTORESS, PHONE, LONDON."

Telephone: MUSEUM 1136.



*It needs no shake*

**See Why?**

The nib, rising from the ink barrel is always wet. No dried matter encrusts and clogs it.

*Not a splutter in a penful*

**IT'S ALL-BRITISH.**

*It needs no filler*

**See Why?**

Its extra large ink barrel presents a mechanism-free opening into which ink can be poured easily from a bottle

*Not a spill in a fill*



**You have probably tried many Pens which have tried you. Why not end your trials and buy a "Whytwarth"?**

*"The pen with the disappearing nib" has none of the drawbacks that make you suspicious of ordinary fountain pens. Science and brain have in it produced the perfect writing instrument. The ink cannot leak or evaporate, it is locked in the pen. The nib is always wet and ready to write. The ink-barrel is easy to the hand, holds a lot of ink, and can be filled easily without a filler.*

**JOHN Whytwarth**  
*Scientific Unleakable*

**"The Pen with the Disappearing Nib."**

**ENTIRELY BRITISH.**

*Of all Stationers.*

**JOHN WHYTWARTH LD.,**  
14, Ivy Lane, Paternoster Row,  
LONDON, E.C. 4.



From  
10/6 to  
£2 . 2 . 0



*Its nib must suit you*

**See Why?**

The 14-carat gold nib is supplied exactly, not merely "near enough," to the pattern of your favourite steel nib.

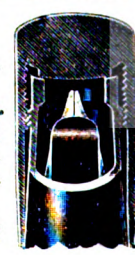
*Not a scratch in a screeed*

*It cannot leak*

**See Why?**

The ink is "locked" however the Pen is carried. "Locked" ink will not evaporate either, what-ever the climate.

*Not a grumble in a year.*



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

## BUSINESS NOTICE.

The *Educational Times* is published on the 1st of each month.  
**Price:** Ninepence. By post, Elevenpence.  
**Subscription for One Year**, including postage, **Ten Shillings.**  
**Letters to the Editor and Books for Review** should be addressed to

THE EDITOR, THE EDUCATIONAL TIMES,  
 31, MUSEUM STREET,  
 LONDON, W.C. 1.

Advertisements should be addressed to

MR. P. C. BARTLETT, Advertisement Manager,  
 27, SOUTHAMPTON STREET,  
 STRAND, LONDON, W.C. 2.

not later than the 20th of the month if intended for the next issue.

## ADVERTISEMENT RATES.

Whole page .....£7 0 0    Quarter page .....£2 0 0  
 Half page .....£3 15 0    One-eighth page .....£1 1 0  
 Narrow Columns—One inch, 7/6; Half-inch, 4/-

**Special Rate for Teachers and Associations.**—Announcements of posts vacant and wanted, meetings, lectures, etc., are accepted at the special rate of **one penny a word.** Minimum nett charge, **2/6 prepaid.**

## APPRECIATIONS.

From Readers of "The Educational Times."

"Your journal is interesting, and I greatly enjoy the vigorous treatment of educational matters."

"I have stopped my subscription to the '—' and I enclose a subscription to 'The Educational Times.'"

"Congratulations on the excellent manner in which 'The Educational Times' is edited and printed."

## ORDER FORM.

To THE PUBLISHERS,  
 THE EDUCATIONAL TIMES,  
 31, MUSEUM ST., LONDON, W.C. 1.

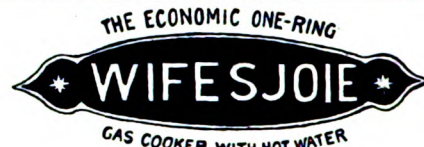
Please enter my name as a subscriber to THE EDUCATIONAL TIMES for one year, beginning with the issue for.....

I enclose remittance for Ten Shillings.

Name .....

Address .....

## Another Triumph of Economy and Efficiency



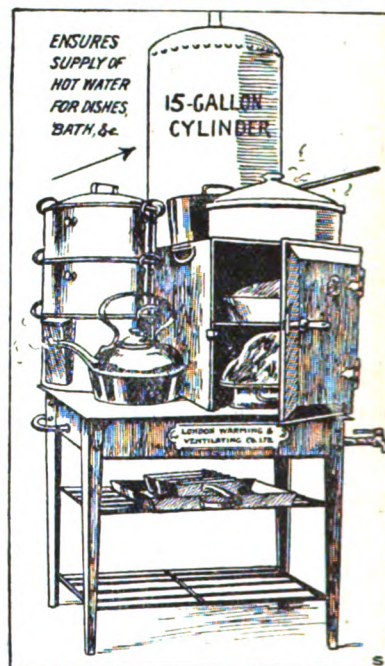
## ONE-RING GAS COOKER

THE ONLY ONE COMBINING HOT-WATER SERVICE.

BAKES, BOILS, ROASTS, GRILLS, and TOASTS while heating 25 gallon cylinder of water, with the very low gas consumption of only 35ft. per hour. An average cost of 2d., with gas at its present high price.

Tested at the . . . "Express" Model Homes Exhibition the "Wifesjoie" cooked a joint weighing 6lbs. 4oz. with a net loss in weight of only 3oz.

Adaptable to Country House petrol-gas installations. . . .



The LONDON WARMING & VENTILATING Co. Ltd.

20, Newman Street, Oxford Street, London, W. 1.

Tel.—"Warmigrad, Ox."

Phones, 1946/7/8 Museum.

THE ONLY MAGAZINE OF ITS KIND!!!

## "English"

For Readers, Writers, Teachers, and all Lovers of the Language.  
 6d. Monthly. Post Free, 8d. Annually, 7/6.  
 W. & G. FOYLE, LTD.,  
 121/125, Charing Cross Road, London, W.C. 2.

## DRILL OR GYM SHOES.

Plain Canvas, Stout Rubber Soles, in White or Brown. In sizes, 2, 3, 4, 5, 6, 3/11  
 In Black only, best quality ..... 4/6  
 Black Canvas, Chrome Leather Soles, sewn for real hard wear, 2, 3, 4, 5, 6, 5/11

MADDOCK & SON,

"Sports and Games Shoe Makers,"

272, FULHAM ROAD, LONDON, S.W.

Please mention paper when writing.

# DUSTLESS AND HYGIENIC SCHOOLS.

On all School, Laboratory, Library, &c., Floors and Linoleums of every description

**USE**

# FLO RIGENE

(A Registered Name suggested by FLOOR-HYGIENE)

(British owned).

**EARLY in the CHRISTMAS VACATION for best results.**

"Florigene" is an aid to the prevention of throat and other diseases, has been awarded the MEDAL of the ROYAL SANITARY INSTITUTE,

**and is strongly recommended by Medical and other expert authorities.**

It costs little, saves labour, and is easily applied by the unskilled. Not sticky—the ordinary daily dry sweeping alone required.

**IT is IMPORTANT to NOTE that**

**ONE APPLICATION** of "Florigene" effectively allays the dust and dirt for **2 to 12 months**, according to the traffic, not only **during each sweeping** (without sprinkling of any kind), but **also throughout all the intervening periods**—which is even of **greater hygienic importance.**

"Florigene" has been continuously used for many years on the floors of The Royal Colleges and other important Government Buildings; also in numerous Colleges, Schools, Laboratories, &c., throughout the United Kingdom and Colonies.

*Send for Medical Reports and Testimonials to the Sole Manufacturers—*

## THE "DUST-ALLAYER" CO.

4, Vernon Place, Bloomsbury Square, London, W.C.1.

**Contractors to Admiralty, War Office, H.M. Office of Works, India Office, L.C.C., &c.**

## THE "ARETHUSA" TRAINING SHIP

and the Shaftesbury Homes at Twickenham, Bisley, Sudbury, Ealing, and Royston

## NEED HELP

2,600 Boys sent into the Royal Navy.  
More than 6,500 have entered Merchant Service.  
Old Boys from the Society's Country Homes are serving in 120 British and Colonial Regiments.  
900 Boys and 300 Girls now being maintained.

**SPECIAL HELP IS WANTED FOR THE WAR EMERGENCY FUND.**

Patrons: THEIR MAJESTIES THE KING AND QUEEN.  
President: H.R.H. THE PRINCE OF WALES.  
Vice-President: ADMIRAL VISCOUNT JELlicOE.  
Chairman and Treasurer: C. E. MALDEN, Esq., M.A.  
Chairman of "Arethusa" Committee: HOWSON F. DEVIIT, Esq.  
Joint Secretaries:  
H. BRISTOW WALLER, HENRY G. COPELAND.  
London Offices  
NATIONAL REFUGES, 164, Shaftesbury Avenue, W.C. 2

SCHOOL, CLASSICAL,  
MATHEMATICAL,  
and SCIENTIFIC  
∴ BOOKS ∴

Always a large Stock of  
Second-hand Books at  
about half prices.

ESTABLISHED  
1854.

SCHOOLS  
SUPPLIED.

J. Poole & Co.  
104 Charing Cross Rd.,  
LONDON, W.G.

Telephone No.: 1646 Gerrard  
New and Second-hand. All Inquiries answered.

Keys and  
Translations.

BOOKS  
BOUGHT

Educational Booksellers

# PATON'S LIST

of

# SCHOOLS and TUTORS

23rd ANNUAL EDITION NOW PREPARING.

## An Aid to Parents in the Selection of Schools.

EVERY YEAR THOUSANDS OF PARENTS  
CONSULT THIS BOOK.

"I am glad to say I find I have got another pupil this term through the advertisement in your book, so I am glad I was persuaded to keep it in."

"Please insert my pages as usual. I believe I get more pupils from that than from any other source."

"I enclose a request to have my notice renewed. I would not for anything leave it off now."

"I find it most useful to my patients when seeking information about sending their boys and girls away, and have kept a copy in my waiting-room for some years."

"This important publication occupies a prominent place in our reading room, and is in frequent use."—*National Library of Ireland, Dublin.*

"I have much pleasure in renewing the advertisement in your excellent Guide, and should like to take the opportunity to express to you my best thanks for the invaluable help of your agency."

"I enclose order form, duly signed. . . I am more than grateful for the excellent service your Agency does my school."

**Specimen Copy and full particulars sent free  
of charge to Head Masters and Head Mistresses.**

**J. & J. PATON,** Educational Agents,

143, CANNON STREET, LONDON, E.C. 4. Telephone: Central 5053

---

# D. R. EVANS & CO. LTD.

## Produce Merchants.

---

### FOOD SUPPLIES *for* NEW TERM.

It will pay you to write for our Special List of Food Supplies before placing your **NEW TERM ORDERS.**

Our service is highly recommended by all the leading Colleges, Schools & Institutions.

*ALL GOODS CARRIAGE PAID.*

---

**68/69, Farringdon Street, London, E.C. 4.**

# H. G. WELLS'

## Great New Work

### THE

# OUTLINE *of* HISTORY

THE WHOLE STORY  
OF LIFE AND MANKIND

**CLEAR—COMPACT—FULL AND COMPLETE**

A brilliantly-written and inspiring view of the whole History of Life. A great and valuable Educational undertaking. Written by a writer who is also an experienced and skilful teacher, assisted by a group of our greatest living historians and scientific writers.

IT IS an exact, luminous, and concentrated Encyclopædia of the Past, with hundreds of Maps, Charts, and Illustrations of the most helpful and illuminating nature.  
IT IS not a mere essay, but a clear and complete summary of the latest knowledge.  
IT IS the whole History of Life and Mankind fused into one epical narrative.

**IT IS THE FIRST BOOK OF ITS KIND**

**THE OUTLINE OF HISTORY** is an attempt to tell, truly and clearly, in one continuous narrative, the whole story of Life and Mankind, so far as it is known to-day. This universal history is at once something more and something less than the aggregate of the National histories to which we are accustomed. It has been written primarily to show that **history as one whole** is amenable to a more broad and comprehensive handling than is a history of special nations and periods.

Mr. Wells begins with the oldest of all human problems—the Origin of the World, the early Beginnings of Life, and the Ancestry of Man. Of all this it is now possible to tell a plain story. He proceeds to "outline" the history of mankind—the Rise and Fall of the Early Empires—the Rise of Christianity—the American Revolution—the French Revolution—the Adventure of Napoleon—the Story of the Great Powers down to the German Disaster.

**EXPERTS COLLABORATE**

*Mr. Wells has had the assistance of various expert authorities, such as Sir E. Ray Lankester, Sir Harry Johnston, Professor Gilbert Murray, Mr. Ernest Barker, and others, for the purpose of obtaining accuracy in every detail.*

**600 Illustrations, Maps, Charts and Drawings**  
With Many Beautiful Plates Printed in Full Colours

To be published in about 20 Fortnightly Parts at 1/2 each

Ask your Newsagent to-day to deliver each part as published. Full prospectus post free from  
GEORGE NEWNES, Ltd., 8-11, Southampton Street, Strand, London, W.C.2.



# THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

DECEMBER, 1919.

## CONTENTS.

	PAGE
Notes and Comments .. .. .	443
Montessori and Music .. .. .	445
The Training College .. .. .	447
Pat—A Sketch .. .. .	448
Indian Illiteracy .. .. .	449
Play Way in Lancashire .. .. .	450
Primary School Teachers and Parliament .. .. .	451
Schoolboy Silhouettes .. .. .	452
Chronicle of Education .. .. .	452
Primary School Notes .. .. .	453
Scottish Notes .. .. .	454
Education Abroad .. .. .	455
News Items .. .. .	455
Subjects and Methods .. .. .	456
Blue Book Summary .. .. .	458
Association News .. .. .	459
Schools, Colleges, and Universities .. .. .	459
Personal Notes .. .. .	460
Letters to the Editor .. .. .	461
Literary Section :	
Mr. Wells as Historian .. .. .	464
Reviews .. .. .	464
Our Translation Prize .. .. .	470
Publications Received .. .. .	474

With SPECIAL ART SUPPLEMENT by Fred Richards, A.R.C.A.,  
"The High," Oxford, and Verse by the Artist.

## NOTICE TO READERS.

The January Number of the Educational Times will contain an important article by Mons. Emile Boutroux, Member of the French Academy, on "Questions of the Future," and the first part of an essay by Mr. J. H. Simpson, author of "An Adventure in Education," who deals with "The Failure of our Class Teaching." There will be, in addition to the usual survey of the month, a special supplement of convenient size containing

### THE E.T. LIST OF ASSOCIATIONS.

This list will furnish particulars of all educational associations, societies, and organisations, and will form an indispensable book of reference.

Beginning with the issue of January, 1920, the price of the Educational Times will be Ninepence net, Elevenpence post free. Subscription for one year, Ten Shillings, post free. For Order Form and Business Notice see page 438.

## NOTICE TO WRITERS.

The Editor is prepared to consider essays, sketches, or verse, provided that they are marked by originality or freshness of view. Accounts of successful teaching devices or efforts to introduce new methods in education will receive special attention. Articles submitted should not exceed 600, 1,200, or 1,800 words in length, according to the importance of the topic. The name and address of the writer should be written at the head of the first page and the number of words indicated. Articles, if declined, will not be returned unless they are sent with a stamped addressed envelope for this purpose.

Address: 31, Museum Street, London, W.C. 1.

## NOTES AND COMMENTS.

### Belated Grants.

Under the promise of grants in aid the authorities induced many ex-soldiers to enter upon a course of training with a view to becoming teachers. The students are, in many cases, married men with families. They joined colleges or universities at the beginning of the present term, and have been in attendance for seven weeks or more. During this period they received none of the promised grant, and at the time when this note is being written there are a large number who are living on money lent to them by sympathetic tutors or subscribed by their more opulent fellow-students. Such a state of things is intolerable and calls not only for prompt remedy but for the equally prompt punishment of those responsible. A fitting penalty would be to keep back their salaries for two months and leave them to meet their domestic claims on borrowed money. In the public interest a better method would be to dismiss them from the service, since their want of imagination and their readiness to sacrifice everything save their own convenience make them a public nuisance. If the Board cannot get its already approved work done promptly by the Treasury, then the Board should pillory the Treasury. The grants in question were promised, and there can be no valid reason why they should not have been paid at the beginning of the term. As things are, the students have been harassed to an extent which has hampered the work for which the grants are presumably to be paid.

### President Poincaré at Glasgow University.

Our Scottish correspondent writes:—President Poincaré visited Glasgow on 13th November, and delivered his Rectorial address to the students of the University. Previous to this he had received the honorary degree of Doctor of Laws, and on his entry into the St. Andrew's Hall he received a great ovation from the enthusiastic gathering. His speech, dealing principally with the ancient alliance between France and Scotland, was in English, and there was no warrant for his modest plea for indulgence. The admirably balanced periods, with a scholarly reticence of rhetoric, flowed with confident ease. The pronunciation was clear, and the accent almost impeccable, and his oratorical manner may be described as imperturbable. After dealing with the "Auld Alliance," he came to more recent times, and spoke of the closer and sterner intimacy in the recent war. He pictured recent battles, and paid tribute, in tones in which the note of genuine emotion might be detected, to the valour of Scottish regiments. The national note was maintained to the end. The students gave him a most respectful hearing, and President Poincaré has since expressed his gratitude for the reception accorded him.

### The Universities Commission.

It is announced that the King has approved the appointment of a Royal Commission to consider the applications which have been made by the Universities of Oxford and Cambridge for financial help from the State, and for this purpose to enquire into the financial resources of the Universities named and of the Colleges and Halls therein, into the administration and application of those resources, into the government of the Universities, and into the relation of the Colleges and Halls to the Universities and to each other, and to make recommendations. The Chairman of the Commission is Mr. H. H. Asquith, who will preside also over the meetings of the Oxford Committee; Mr. Gerald W. Balfour presiding over those of the Cambridge Committee, while a special Estates Committee will have for its chairman Lord Ernle. The interests of women students will lie in the hands of Miss Penrose, of Oxford, and Miss Clough, of Cambridge, while Mr. Albert Mansbridge will represent the Workers' Educational Association. It will be agreed that the selection of Mr. Asquith as chairman is a happy one. Under his guidance there is little fear that the true spirit of the ancient universities will be disregarded or placed at the sole mercy of a Government department. The appointment of the Commission has been preceded by a State grant of £15,000 to each University. It is on many grounds to be regretted that the Universities have found themselves unable to adjust their own affairs, reforming their constitutions and adopting a plan of pooling the resources of individual colleges.

### Adult Education.

Closely connected with the work of the Universities Commission is the Report of the Committee on Adult Education, a body established during the war, with the Master of Balliol as chairman. Interim reports have already appeared, and the final one, like its predecessors, is conceived and written in a spirit of the broadest humanity. Mr. A. L. Smith and his colleagues have raised the whole theme of adult education to a plane far above that of the old-time "aids to self-improvement" or the more recent technical training. They suggest that each University should have an extra-mural department of adult education, with an academic head, and that careful consideration should be given to the question of providing residential tutors in those districts wherein a substantial amount of extra-mural work is carried on, and also to the further possibility of establishing local colleges. It is urged that a larger and more adequately paid staff of tutors and lecturers should be specially employed in this work and that the salary of a full-time tutor should not be less than £500 a year. It is suggested also that each Local Education Authority should be required to submit a scheme for the provision of non-vocational adult education. These proposals involve a new view of the functions of a University. Instead of remaining within their own walls the teachers are to become peripatetics in a new sense. It is important that all should share in this work. It will be disastrous if Universities are separated into two parts, one intra-mural, the other extra-mural, each with its own staff. The tutors must exchange places fairly often. To be obliged to give lectures to working men is an excellent discipline for the University don who has lived long in the atmosphere of his own lecture room or laboratory.

### The Commission's Task.

The terms of reference suggest that the immediate duty of the Commission will be that of investigating the financial resources of the Universities. It will be unfortunate if the outcome is the placing of Oxford and Cambridge on the Board's list of Recognised Universities with a system of permanent departmental control. On such terms the largest grant imaginable would be dearly bought. The Commission will have an opportunity of suggesting ways in which State aid may be given without any corollary of State interference. It will be able to affirm the principle that grants may be given to Universities and Schools on trust that they will return full value without any setting up of a system of detailed supervision by officials. To secure this it will be necessary to ensure that the machinery for fulfilling the trust is in good order, and that it may be modified to meet changed circumstances. Thus the government of the internal affairs of a University by an outside constituency of graduates must be replaced by something more appropriate to our own times. It must be possible for the teachers to alter the curriculum, even if the neighbouring clergy do not approve. The University must be able to extend its teaching to meet the growing demands of those who are not able to reside within its "radius." It must shake off any monkish prejudice against women graduates and must be ready to admit modern subjects to its curriculum while resolutely declining to convert itself into a trades school. The problem before the Commission is to discover how Oxford and Cambridge can best be reformed without ceasing to be Oxford and Cambridge.

### Child Employment.

It is announced that the Board of Education have fixed the appointed day for putting into operation the section of the Act relating to child employment. After the end of next March we shall see the gradual disappearance of half-time labour as existing "half-timers" reach the age of fourteen. From the appointed day no child between 12 and 14 may be employed for wages for more than two hours during a school day. We shall thus be free from the worst reproach to our civilisation, one which has attached especially to our textile factories ever since they were started. Our progress has been slow, but it must be recognised that we have travelled far from the days when pauper children were sold from London workhouses and sent to the North of England to work in the factories, often for fourteen hours a day. At every stage in the advance from that utter barbarism there have been prophecies of woe from the manufacturers. When children under nine were excluded from the mills we were assured that the cotton trade would be ruined. It survived and flourished, but the gloomy forebodings were repeated when children under twelve were excluded. Again the prophets were discredited, but they wailed piteously when the Education Act was being passed. The cotton trade was never more prosperous than it is to-day, and we may expect that it will flourish more than ever when children under fourteen are excluded from the mills. It is interesting to note that Japan is preparing to adopt a similar measure, and in America it may be anticipated that the States which have hitherto resisted the attempt of Congress to abolish child labour will presently fall into line.

**Mr. Fred Richards.**

With this issue of THE EDUCATIONAL TIMES we are asking our readers to accept a supplement containing a reproduction of a drawing by Mr. Fred Richards with some sprightly verses from his pen. Mr. Richards has generously allowed his drawing to be reproduced for this purpose, thereby showing his interest in all that concerns education. He is already closely associated with schools, and serves as Art Inspector under the Central Welsh Board, and as an Examiner for the University of London. He was trained at the Royal College of Art, where he gained the full Diploma and the School Diploma in Design. He is also an Associate of the Royal Society of Painter Etchers, and for some time served as Acting Secretary under the President, Sir Frank Short, R.A. His drawings of Oxford, Venice, Florence, Rome, and Windsor have been published in a series by Messrs. A. and C. Black, and are well known to artists. Mr. Richards was invited by the Central Welsh Board to visit the Secondary Schools in Wales during 1917 and to prepare a report on the teaching of art. This document was published at the end of last year, and is noteworthy for many excellent suggestions, not only on art teaching but also on school equipment and decoration. He holds that art should form an essential part of education and of the life of the community, instead of being treated as an accomplishment or "extra." Recently Mr. Richards has taken to writing verse, and several examples have appeared in our columns. Our readers will find in the Supplement material for judging his ability, both as artist and as poet.

**Concerning Ourselves.**

With this issue of THE EDUCATIONAL TIMES we bring to a close the first volume of the new series which started in January last. Since that time the circulation of the paper has advanced steadily, and we have received many letters expressing approval of its policy and appreciation of its contents. These are the more gratifying because it is sought to keep the journal independent in its tone and to treat education with a freshness of view not too common in educational publications. THE EDUCATIONAL TIMES is not "conducted for private profit," although it is a "private adventure," wholly independent of all associations or organisations and not controlled by any firm of publishers. A survey of our advertisements will show that we do not sell our columns or our educational conscience to the proprietors of secret devices or systems. We are probably the only educational journal which refuses to advertise certain notorious schemes for enabling men in business to obtain enormous salaries and rapid promotion. We desire a "good" circulation rather than a large one. We would rather have five thousand readers than ten or twenty times that number of purchasers who merely glanced over our columns. Our readers can help us by making THE EDUCATIONAL TIMES known to their friends and colleagues, and we hope that before long the journal will be found in every library and staff common-room. Beginning with the January issue there will be several new features and a greater number of pages in each issue. In view of future developments certain business arrangements have been revised. Particulars will be found on page 438 of this issue.

**MONTESSORI AND MUSIC.**

BY PERCY A. SCHOLES.

I HAVE just been the victim of a little domestic misunderstanding. I sat down to play a short selection on the piano, whereupon the various inmates of my house flocked into the room in various states of surprise, and the general feeling of the company was expressed by one of the younger members, who (with that lack of respect which we have, alas, come to regard as typical of modern youth) enquired—*whether I was going dotty?*

My assertion that there was Montessori method in my madness, "Advanced Method" even, does not seem to restore my reputation, and for a little time I must be content to rest under a cloud.

The fact is Dr. Montessori is not exactly a musician, and her collection of piano pieces, as used in her headquarters school at Rome and published in her "Advanced Method," must have given a shock to any devoted admirers who happen to be the possessors of a little instinctive or acquired musical taste. "These few movements repeated over and over again and played with all possible accuracy will surely, sooner or later, be felt in every rhythm by the children," says Dr. Montessori (p. 342). Heaven forbid! May they never be played—much less "repeated over and over again"—in any British school. We in this country can learn much from Dr. Montessori—but not in music. The general Montessori principles may help us (as those of Froebel or Caldwell Cook may also help us). But we shall have to work out our own musical application of them.

What I have said is a reflection on Dr. Montessori's musical taste, nothing worse! But I fear that there is also something fundamentally wrong about her whole educational treatment of the subject—at all events on the side of pitch-relation, or "tune," as distinct from time relation and rhythm.

I think there have probably been two main reasons for Montessori's deviation from sound educational lines in her treatment of music. Firstly, she came to the subject rather late in her career as a reformer; she had been dealing with branches of education in which the use of material things is valuable, things with size and colour and number—blocks and buttons, and so forth. And so, when she came to music her mind was running on the block and button rail, and expressed itself in bells—little bells that the children could handle and arrange in order, and other apparatus of even a less desirable kind. Secondly, not being herself a musician, she put herself a good deal in the hands of Miss Maccheroni, who had had the most unfortunate training possible for anyone who is going to reform the treatment of music in education—that of a pianist.

Now consider for a moment how the pianist approaches music. In nine cases out of ten (even in these days of Matthey and Mrs. Curwen and Stewart Macpherson) the piano pupil learns from his very first lesson to look upon music as a matter of black and white keys on the instrument and of fingers and notation. And these things are not music at all, but merely the means of evoking it.

Thus we find Miss Maccheroni (piano-trained, and hence material-minded) and Dr. Montessori spending a great deal of time in training the child, or leading him to train himself, in what is *not music at all*, but mere notation, names of notes, order of black and white keys, and so forth. All this can be done by apparatus, and as apparatus is apparently very much in Dr. Montessori's mind the wrong track on which Miss Maccheroni has set her a-going is one on which she can run with perfect happiness. Can we not induce Dr. Montessori to believe that the essential musical apparatus is that which she studied during her medical training. Ear and voice are the natural media for the child's musical training—staves, crotchets and quavers and the like coming a very long way behind. "The thing first and then the sign" repeated John Curwen constantly: Dr. Montessori may say she follows this plan—but the sign bulks far too largely in her mind, and her dodges of placing discs (to represent notes) on a green board with lines in bas-relief (to represent the staves) have very little musical or educational value. They may interest the children, but I would rather see them interested in *music*.

This is where many newly-invented "systems" and "methods" of music-teaching go wrong. They assume that notation has a value in itself (which it hasn't) and that it is a difficulty to the child (which it isn't). The real difficulty is to train the ear of the child to recognise notes and its voice to reproduce them. The rest is easy. A mere glance through the sixty pages devoted to music in the "Advanced Method" will show how terribly wrong its author is in this matter.

There is, however, one encouraging sign, which should not be overlooked. The Montessori treatment of rhythm is infinitely better than the treatment of pitch. Here *things* (musical things, that is) get their due attention, and *signs* fall well into the background. The reason seems plain—the influence of Dalcroze has reached Rome. His name is mentioned, and though it seems likely that Miss Maccheroni's own experiments were already leading her in the direction of the interpretation of rhythm in bodily movement by the children, the study of the Dalcroze system has surely had a good deal to do with the general soundness of the plans ultimately adopted. I should like to see those Roman children at their rhythmic exercises. They must enjoy them, I feel sure.

Dr. Montessori has experimented with "sense objects" for the teaching of rhythm (or rather of time notation). She had these manufactured, and abandoned them "because we found they were simply in the way." A little more experience and she will find, similarly, that "sense objects" for the realisation of pitch relationship are also "in the way." The one sense to which her great appeal should be made is obviously the sense of hearing, and all this appeal to eye and touch is, to say the least, greatly overdone. In rhythm teaching Dr. Montessori's plan is to lead the children "to recognise rhythm by the ear through listening to music—not by the eye whilst the teacher explains." Let her apply this general principle all round and she will not be far wrong.

Coming now to a few details, I should like (impertinent as it may appear) to suggest to Dr. Montessori that anything she writes on music should be revised by a practical musician before it appears in print, and the same warning applies to her translators. In the English (*i.e.*, American) edition of her "Advanced Method" I find such glaring errors as the use of the word "tone" for all those notes which can be here conveniently referred to as the white notes of the piano, and the use of semitone for all those which we can, in a similar handy way, call black notes. Now, to begin with, no note can be either a "tone" or a "semi-tone"—these words signify an *interval between two notes*. Moreover, "as every schoolboy knows," there are semitones as well as tones amongst those white notes. I think Dr. Montessori imagines the diatonic scale to be entirely constructed of white notes. The error of statement or translation is childish, but it may mislead some un-musical readers as to actual musical fact. Then we have the word "tie" used where "slur" is clearly meant. Further we have the treble clef almost invariably placed on the wrong line of the staff: six exercises running on p. 349 have this, and if acted upon the little error of notation would have the effect of transposing each passage three notes lower than intended.

A much bigger point, and one which I would fain dwell on, did space allow, is the use throughout of the fixed-doh system. School music teaching in this country is far in advance of that in perhaps any other country in that sight-reading for tune is based upon relative, and not absolute, pitch. Old John Curwen did this for us, and if by some side wind from Rome or Geneva the moveable-doh is blown out we shall have much to regret.

And now, to return to that collection of music as used in the headquarters school at Rome and recommended, by implication, for use elsewhere. It is of the kind which used to be found in the "piano-tutors" in the days of our parents: I mean there is a thread of sentimental and vulgar tune in the right hand, floating on a semi-stagnant repeated-chord or arpeggio bass in the left. The bass note is always the tonic or dominant, with an occasional hop to the sub-dominant; sometimes the harmony remains unchanged for three or four bars. The whole arrangement is, therefore, in the cheapest style. As for the tunes, they are the merest jingles—"One Kiss More" ("Ancora un Bacio"), the "Eagle March" by a very unworthy bearer of the name of Wagner, a "Pas de Patineurs," a little ditty almost undecipherable through faulty notation but entitled "Dear Little Children"—and the like. No wonder my household jeered!

Is it too much to suggest that before she leaves England Dr. Montessori should make an effort to meet some of our leaders in musical education? I make the suggestion quite respectfully, and would propose to her a series of heart-to-heart talks with (say) Dr. Somervell, Mr. Geoffrey Shaw, Dr. Borland, Mrs. Curwen, and Mr. Stewart Macpherson.

Our general level of musical education may not be all we desire, but it is in advance of what is common abroad, and I really believe that our five or six "leaders" in school music activities are in advance of the world.

[Our readers should see also Letters to the Editor.]

## THE TRAINING COLLEGE.

A CRITICISM BY A TEACHER.

THE class is suffering in the throes of inexpressible boredom. The lecture is on Shakespeare, and, Heavens! how that woman can talk! For the lecturer is a lady, be it understood. Never surely was such a talker heard in the land. The lecture must last for fifty minutes, neither more nor less, and the class endures stoically. At last it is over, and the students file out with dim impressions of Goneril and Lear mixed up inextricably in their minds. This section of the students is composed mainly of out-of-date "crocks" who have been in the teaching service for years, but whose ideas and methods have become so hopelessly obsolete that they have been driven into the training college under the threat of dismissal. They did not want to enter college; but they had no choice in the matter. One year is the period of their training, and in that time they are expected to imbibe culture sufficient to bring them abreast of the times. After the lecture the students swarm into the common room to prepare for the next lecture, which happens to be on psychology. As it happens, some of the students are in anything but a psychological mood this bright spring morning. Only about a dozen present themselves for the lecture, and the lecturer, after waiting a minute or so, sends the college caretaker to summon the laggards from the common room. That stronghold has already been put into a state of siege by barring and bolting the windows and doors; and the attacking force, in the person of the caretaker, is repulsed by means of sundry small pieces of chalk, cigarette ends, etc., accompanied by unflattering remarks on the size of his feet (he is an ex-policeman). He retreats with more haste than dignity, and makes his report to the lecturer, who, recognising the futility of further negotiation, declares psychology "off" for that day, and retires to heal his wounded dignity as best he may.

The incidents narrated above, like those which follow, may be taken as being absolutely true, and not coloured or exaggerated in any particular. The writer has simply chosen the routine work of one day at the training college, and it may be taken as fairly typical of all the rest in this particular institution.

The next lecture is on logic, and though the lecturer is extremely well versed in his subject, he is hampered by a halting delivery which does not help much in the keeping up of interest. In this instance, the students deign to honour the function with their presence, and take their seats in good time. They beguile the period of waiting with various popular songs of the day, roared out with the full power of their lusty lungs. The shouted chorus swells into a shattering fortissimo as the lecturer enters. He is used to this, however, and merely glances around with a somewhat sheepish smile as he waits for order. At last the lecture commences, and proceeds with sundry irrelevant interruptions, along its appointed course. At a certain point in his discourse the lecturer turns to the blackboard to illustrate some point or other. A "wag" in the third or fourth row has been waiting for this very moment. A small piece of chalk, hurled with great force and accuracy, strikes the man of logic fairly on the back of the head. This clever feat is, of course, greeted with tremendous applause mingled with enquiries of the successful marksman as to whether he prefers a cocoa-

nut or a cigar. The lecturer turns round instantly and demands the name of the culprit, which, of course, is not forthcoming. The lecturer proceeds with his discourse, but refrains from making any further notes on the blackboard.

Instances of this kind might be multiplied. The writer remembers one occasion when the botanical lecturer, having invited his class to bring specimens for study, was rewarded by seeing about ten of his students staggering into the lecture-room, bearing between them the trunk of a tree; and another occasion when, the patience of a certain lecturer having become exhausted, he invited "the best man in the class" to settle the matter at variance "à la Tom Cribb." The age of chivalry was apparently dead, for the "best man," whoever he was, did not pick up the gauntlet.

It must not be inferred from the above incidents that the general tone of our training colleges is rough and rowdy; but certain it is that there is far too little respect shown for education and its ministers. The reason for this is fairly obvious. No one in Britain, outside the purely educational circles, cares a straw for education. Teachers are undervalued and underpaid; and over the whole business there is an air of unreality and what might be called play-acting. Our training colleges are on the right lines, but they are not progressing in any way. The student realises vaguely that logic, psychology, and the other sciences which the colleges attempt to teach, *have* a certain bearing on educational problems; but the short time spent in college is absurdly inadequate to touch more than the outer fringe of a vast subject which might well occupy the efforts of a lifetime. The consequence is that the student, in most cases, leaves college with a large and healthy contempt for the great sciences of which he has imbibed so pitiful a smattering. The chief function of our training colleges is to teach the most efficient methods of imparting knowledge, and yet this is where their failure is most complete. There are, or ought to be, two separate and distinct aspects of a teacher's training; one, the purely cultural aspect, that is, the intensification and development of the teacher's knowledge; the other, the implanting in the teacher of the power to impart that knowledge to others. The former side of the teacher's training is developed in our training colleges to the almost total exclusion of the latter. The only way to become perfect at anything is to keep on doing that thing over and over again. An ounce of practice is worth a ton of theory. This trite saying ought to be engraved conspicuously on every wall of every room of our training colleges, for it is in this that their failure is most manifest. Our training colleges fail utterly to reproduce the actual conditions of the teacher's daily life. Our budding pedagogues receive absolutely false impressions with regard to children. They are trained to look upon the child as a sort of human machine with various logical, ethical, and psychological parts which will respond to the touch of a skilled operator, as a piece of machinery obeys the touch of a skilled engineer. Their teaching experiences at college are confined to experimenting with—at the most—sixteen or eighteen of the best children from the practising school; children who correspond exactly with the Herbartian theory of that mysterious creature—the "child." Under these ideal conditions teaching is, of course, a sheer delight and a

fine art in which the teacher's gifts have full play. Under actual teaching conditions, however, culture has to give way, to a great extent, to disciplinary power. The teacher who has great disciplinary power and little culture will be immeasurably more successful than the cultured teacher without discipline.

One shudders to think of the yearly loss to the teaching profession of cultured men and women. And what a painful awakening awaits our young fresh-souled enthusiast from the training college! Placed before a herd of children fifty or sixty strong, each one a natural child and not the ideal creature of the Herbartian philosophy! What wonder is it that after a few weeks or months, during which they see their training college illusions slipping away from them one by one, they finally throw up the whole thing in disgust? The writer remembers the case of a teacher who had gone through college, and was, moreover, a graduate of a well-known university. His scholastic attainments were unimpeachable, but his teaching powers were woeful. He could not be trusted alone with a class, and after exactly one week he resigned his position in despair. This is, of course, an exceptional case, but it shows the direction to which our modern training tends. We never seem to be able to strike that happy medium which is the first necessity in all things. The old pupil-teacher system had its faults, and its worst one was the subordination of culture to teaching power. Nowadays we have gone to the opposite extreme, and matters will not improve until our training college mandarins adopt the best features of the two systems.

#### Mr. Frederick Andrews, of Ackworth.

Forty-two years as the headmaster of one school is a record of which to be proud. It belongs to Mr. Frederick Andrews, who has held this position at Ackworth School, Yorkshire, since 1877. The school is a famous one for boys and girls of the Society of Friends, and was founded in 1779 by Dr. Fothergill, a famous Quaker physician, who during a tour through Yorkshire purchased the land and building which he found had been abandoned by the Foundling Hospital authorities who had intended it for use as a country branch of their London institution.

During Mr. Andrews' time at Ackworth an Assembly Hall, excellent Science and Domestic Laboratories, Gymnasium, and Art School have been added to the equipment of the school, and the school itself has been recognised by the Board of Education as "an efficient Secondary School," though, like all the schools of the Society of Friends, it does not accept Government Grants. Throughout this period, too, Mr. Andrews has been a foremost figure among those who have worked for the cause of Education in the Society of Friends.

His activities have not been, however, confined to these educational spheres, for he has been a great cricketer in his time and the school was long famous for its teams. He has also been for some time Clerk to the Meeting for Sufferings, the Friends' Executive Committee.

The school accommodates some three hundred boys and girls, and among Mr. Andrews' past scholars have been Mr. E. V. Lucas, and "John o' London" (Mr. Wilfred Whitten). Next year, so it is just announced, Mr. Andrews is to be succeeded by Mr. Gerald K. Hibbert, who has since its foundation in 1909 been Principal of the Swarthmore non-residential Working Men's Settlement, Leeds, which has been eminently successful. Educationists will, therefore, doubtless watch with interest the adaptation of methods that have proved so eminently successful in adult education to the needs of his younger charges. H. W. PEET.

## PAT.

BY HETTY MIDDLETON.

PAT was the product of a union of Spain and England—and incidentally of a London slum. He was small for his eight years but sturdy. His face would set an artist afire with longing to paint. The clear olive skin of the South formed a perfect setting for his "real Irish" blue-grey eyes. He was crowned with a tangled mop of black hair, which, in his moments of anger (which were frequent), he would toss back with a gesture which surely came down to him from some toreador ancestor.

Pat's father was serving with the Portuguese forces in France, whilst his mother—a great good-natured figure of a woman—was absorbed with a passion for drinking which left her but little time or energy for the supervision of Pat. The result was that Pat was left largely to his own resources and developed a self-made code of morals based entirely on the proximity of the nearest "bobby" at any given moment. He stole, he lied, his language would have done credit to a "sergeant of the line"—yet he had the makings of a man in him. He had qualities which made him loveable and interesting to "Teacher."

This last fact Pat soon discovered, and a camaraderie between "Teacher" and pupil was established. To "Teacher" Pat was always perfectly frank, though others often found him in lies. His confidences were, as may be imagined, often extremely embarrassing to "Teacher," who was made "accessory after the fact" to many petty misdemeanours.

When "Teacher" first appeared at school, Pat was a notorious truant. His mother had been fined many times on this account; but, as she explained to "Teacher," "Shure, he saves me other ways, for if it's at school he is ivery day, there's meals to be given to him, but if it's truantiing he is, shure I niver see him till the next day." For the first week after "Teacher" appeared, Pat played truant every other day. At the end of the week "Teacher," seeing that the invariable thrashing he received on his return had no effect, tried her powers of persuasion and, to her utter astonishment, the defiant little savage melted into tears. He forthwith developed a keen interest in "Teacher" and school, and for the rest of the time he spent in "Teacher's" class she had no scholar more regular in attendance than Pat.

Pat's greatest interest in school life was the drawing lesson. He was an artist of no mean skill for his years, and he certainly possessed the true artistic temperament. He had a special gift for illustrating stories and rhymes, always showing great originality of idea. Given a box of paints or crayons, Pat would be lost to the outside world for hours, and, if interrupted by a change of lesson, would fly into ungovernable rages.

Pat had also a decided sense of comedy, and this would often show itself in his drawings with irresistibly comic effect. The class was one day illustrating the story of the sacrifice of Isaac. Suddenly a Homeric peal of laughter came from Pat, and "Teacher" saw Pat holding out to his neighbour for inspection a carefully drawn representation of an exceedingly steep hill-side, up which a dejected Isaac was being dragged by a tall Abraham, dignified and stately in the long flowing

Jewish robes and a truly patriarchal beard—and crowned with that species of hat known as the “billy-cock!” The whole picture formed a very irreverent but comic conception of the Bible story. Pat’s neighbour—a small Jew of limited intelligence—was not in the least moved to laughter.

“You’ve put ‘im in a ‘billy-cock,’ an’ Teacher said they didn’t wear no ‘ets like them.”

Pat exploded impatiently, “Go’lummy, carn’t y’see it’s a joke.”

Pat had one quite ineradicable fault—the use of bad language. Correction was futile, for the habit was so ingrained as to have become unconscious. It was, in fact, his native dialect, and like most of us, he always reverted to it in moments of excitement. At football, which Pat played with tremendous pluck and enthusiasm, his language was often so violent as to stop the game. On one occasion, when one of Pat’s side kicked the ball through his own goal, his indignation was expressed with such virulence that “Teacher” had to withdraw Pat from the game and warn him that a recurrence of such language would mean his permanent banishment from the field. Pat was all contrition—he dearly loved football—and promised amendment. He had, however, hardly left “Teacher’s” side when one of his side suggested that he should play goal. “Not b—likely,” was Pat’s retort—in unconscious quotation from the works of another wild Irishman.

In common with most children, Pat loved a story, particularly if it told of fights or fires, or kindred excitements. Many of the Bible stories made a strong appeal to him, but others he found little to his taste, and his criticisms of them were frank and quite untinged with reverence. After hearing the story of Jacob and Esau and the mess of pottage, Pat commented with a wealth of disgust in his voice, “Dirty swine”—a criticism at once terse and complete.

The story of the Crucifixion aroused great ire in Pat’s breast. Turning to his unfortunate little Jewish neighbour, he exclaimed “That’s your lot, Ikey,” driving the point home with his exceedingly sharp elbow pressed against the other’s ribs.

On one occasion, the athletic tackle of the school having become very dilapidated, the Headmaster asked the boys to collect all the waste paper they could lay their hands on, so that from the sale of the paper the necessary funds could be raised to buy the tackle required. The morning after the announcement, Pat appeared in triumph with an armful of that morning’s papers all clean and hot from the press. “Teacher’s” inquiries as to how this haul had been come by were met by Pat’s brief and frank statement that he had “‘ooked ‘em off a stall.” “Teacher” talked to him long and earnestly of “meum” and “tuum” and honesty and dishonesty, but without avail. “But I shouldn’t never ‘ave anyfink if I didn’t pinch it” was an argument which “Teacher” realised that society alone could answer. She herself could only deal with the immediate problem, and it was an irate and quite uncomprehending Pat who guided “Teacher” back to the stall whence the papers had come.

“Teacher’s” period at the school coincided with the worst air-raid period. Pat’s attitude towards air-raids was a compound of amused interest and a tinge of indifference amounting almost to callousness. It is

significant of the dulness of the lives of these children of the slums that these terrible events should arouse no emotions beyond almost pleasurable excitement. The morning after one raid, “Teacher” found one small boy suddenly elevated to the position of a hero. His father had been killed in a raid the previous night. Pat confided to “Teacher” in a tone of regret “My dad’s ‘ome on leave and ‘e stood under a bridge nearly all night an’ a bomb fell quite near, but” (with a sigh for the glory that might have been his) “‘e comed ‘ome again orlright.” The line between comedy and tragedy is never so faint as in the minds of children.

An air-raid warning during school-hours and the consequent stoppage of lessons and the descent into the basement thrilled Pat with a sense of adventure. The raid, however, did not develop, and the school soon returned to the normal state, not a little to the chagrin of Pat who regretfully confided to “Teacher,” “It’s this ‘ere *garage* that stops ‘em coming.”

One Monday morning Pat appeared at school in an abnormally filthy condition. His explanation was not very clear to “Teacher.”

“The ould gel’s not come ‘ome yet,” said Pat. “Teacher” pressed for further information. The previous Saturday had been St. Patrick’s Day, and “the ‘ould gel”—which turned out to be Pat’s euphemism for his mother—had been celebrating the occasion in her best manner, with the result that “Bobby ketched ‘er” and she had spent the week-end in the lock-up.

“But what did you do for food?” asked “Teacher.”

“Oh,” said Pat, quite casually, “I took Ikey ‘ome wiv me and ‘e pinched a tin o’ salmon and I pinched a loaf, so we managed.”

“But,” said “Teacher,” “I don’t see why you could not have had a wash.”

“O, well, y’see,” said Pat, “the lidy wot lives downstairs ‘as the tap, and if she turns narsty—well, we can’t wash, that’s all.”

Poor little wasted Pat! Here we must leave him, with all his potentialities for good and evil. Society, alas! has loaded the dice against the teacher. It cannot always be so. The thousands upon thousands of Pats will some day come into that Kingdom of Heaven which is theirs.

### Indian Illiteracy.

In a pamphlet entitled “Our Duty to India and Indian Illiterates,” published by the Christian Literature Society for India, the Rev. J. Knowles points out that out of the 315 millions of India at the census of 1911 nearly 295 millions were illiterate. Of the men there were 90 per cent. and of the women 99 per cent. Even of those children who attend elementary schools, it is stated, between 83 and 87 per cent., according to the district selected, leave school without being able to read. One reason for this state of things is to be found in the fact that there are in India 147 distinct languages, with over 500 dialects. These are written in some 50 different scripts, each requiring from 500 to 1,000 types. The same language is often printed in three different scripts and the same script will be used for several different languages. Under these conditions the mere learning of an alphabet is a matter of some difficulty, and it is suggested that there should be prepared a simple script based on scientific principles and adopted by the Government as the authorised script for all languages.

## THE PLAY WAY IN LANCASHIRE.

By B. A. WILMOTT.

### V.—CHARACTER STUDY IN PROSE.

OUR earlier essay on Prose dealt mainly with our first few trial lessons, together with the general outline of the first term's work and the beginning of the second term's, and while it included dialogue, soliloquy, pure narrative, humour and description, character-study was only hinted at.

Character-study, England's great contribution to the world's prose literature, began with us orally. For when in one historical scene (The White Ship) a sailor yelled "All aboard" for the express benefit of a Prince and a Princess, and in another (Joan of Arc) a Bishop said "Pleased to meet you" when a shepherdess was ushered into his room, it was easy to bring home such incongruities of speech and action to the children. Further, we organised impromptu soliloquies, such as The Roadmender, The Nurse, Jack of All Trades, Tommy Lost; and these grew into impromptu dialogues such as Nurse and the Patient, of Jack of All Trades and a customer. Anyone in the class might at the end of any sentence criticise anything as being wrong. It occurs to me now it would have been a good thing to commit the final result to writing. For playing a character is the first step towards writing a character, and later I shall show how we combined the two.

Meanwhile to start written character-study, I read them the workhouse scene from *Oliver Twist*. At "That boy will be hung," I stopped.

"What sort of a person would the man be who said that?"

"Roundish: wearing a long black coat, and a white waistcoat," which last is Dickens' very description!

"Isn't that exactly what he *would* do and say?" was easily brought home to them, and turning from passive to active work (and from *genre* to *morale*), we composed together in class the character-sketch of an Angry Man. At home everyone wrote out a sketch of an angry man "as though it were part of a story," and the producer of the best attempt was allowed to collate these into a single sketch:—"One day I met an acquaintance and although I did not like him he made me stop and speak to him. He told me he never got into debt —," for this particular angry man was a bankrupt. Next move Dickens (*Oliver* arrives at Fagin's), and another subject, "The People Next Door" (or Round the Corner or Over the Way). Here is the description of a house "where we feel afraid to sit on such fine chairs. If anyone were to upset a tea-cup on to the carpet, I really believe Mrs. Robertson Jones would have a fit. But we liked to go in there of an evening, when Mr. R. J. had come home from town." Another house we can picture "just full of gimcrack ornaments. You can hardly see the wallpaper for pictures." A third family is "always playing waltzes on a horrid old piano." Vivid and typical touches.

The next stage is the interview. The child finds an excuse to talk to the engine driver, or the blacksmith, or the fisherman, and records the conversation. One girl, pretending to live in a village, went to see the postmaster, who had been for a ride in an aeroplane; another was the man who went to take the rent, and he takes us

into a back room where "the children are sitting, lolling, tumbling, sprawling, jumping, in fact doing everything almost at once. The floor has been swept, although paper litters the floor; flowers on the table, the piano polished and music near at hand, even the atmosphere smelt comely and of welcome"—a Lancashire interior. We go to see Mrs. Pringle, of Rose Cottage, "to tell her all the village gossip, for she lives all alone and can't get out—" Well, I'm troubled with rheumatism nowadays!" One girl wellnigh perfected the interview as a literary vehicle, giving in three perfect vignettes on end, all different in subject though similar in form. Is not this charming?—

#### A LITTLE CHAT WITH THE ROADSWEeper.

One late winter's morning, as I was walking on the main road, knee-deep in snow, I saw an old man with a heavy-looking broom in his feeble hand, and a little hand-cart by his side. He looked very tired and was leaning on his broom. Although he was very tired he seemed hearty and was singing to himself.

"You're early missy," said he. "Where are ye off to?"

"I'm going shopping," said I. "But what are you doing?"

"Well, I'm sweepin' th' snow out o' th' car lines an' off th' roadway. Now I wonder if you'd like to change places with me."

"No, no, thank you," I laughed. "It's too cold for me. But I expect it is a jolly and healthy life in the summer time."

"Ay, that it is," said he, "I'd rather be here in the summer time than in a stuffy mill."

"So would I," I said. But you're getting no work done, and I'm going to have all the shops full long before I get there. So I shall have to leave you. Good-morning."

"Good-mornin', missy," said he.

For material I had next to nothing by me at the time. But Dickens and Shakespeare are inexhaustible, and the "Characters" of Overbury, parts of the *Compleat Angler*, passages from Crabbe (if you warn the class it is not easy to write a story in rhymed couplets) Jane Eyre, The *Idylls of the King*, *Pilgrim's Progress*, and Moliere (translated) provide rich enough fare; though indeed there is scarcely need for such support once character-study has been begun.

Next we join incident and character. "How Mr. Stubbs (already known as the henpecked village grocer) went to a temperance meeting," "Memoirs of Miss Frenshaw, Governess," "A self-spoilt holiday," "Tales of All Sorts," innumerable subjects will be suggested by the children themselves; you need not trouble. Historic events, such as Bosworth Field or Joan of Arc, are less successful, as the child cannot but introduce a hundred anomalies, which pass when acted, but raise a laugh when written. The dignity of verse is wasted there.

This brings me to my final experiment in character-study, the union of oral and written work into play-writing. It is well known that Shakespeare used boy-actors for the women in his plays. How happy then a combination when a boy can both write and act his own



part at the same time. He will understand how the acted part needs to be written, and how the written part needs to be acted. Thus in preparing for a play, it is wise to let a day or two go by between the allotting of parts and the beginning of composition, so that each player gets fully acquainted with the circumstantial, mental and moral character of his rôle. (Explain and insist on each of these.) If they have done their oral and written character study properly, there is no difficulty with this. For example, the boy who played Cupid in the Golden Apple, having been the Court Jester in the White Ship and again in Joan of Arc, was therefore dramatist enough to create the new rôle of Cupid as a sprite, as I described last month.

Here are one or two extracts:—

“The village barber is a grumpy man. He has never done grumbling at his boy assistant. He is also very fond of drink, he is always going to “The Golden Lion” across the road from his shop. If his assistant arrives a few minutes late he knocks sixpence off his wages. There is nearly always a notice in his window for a new assistant. One day, etc.”

“... ‘Come, babs,’ said mother, ‘show these nice ladies your new tootn.’ At this baby opened his mouth so wide that some of the older ladies were quite shocked. Aunt Martha thrust her long bony finger in the cavern of baby’s mouth, but pulled it out very quick when baby threatened to shut his mouth. There were no more volunteers to put their fingers in baby’s mouth, and so baby was at last left unmolested. What a day it was to be sure, and what trials baby had to go through, when mother insisted on him going to bed. . . . After a series of handshakes those tyrants departed, and we were left at last in peace.”

Here description is added:—

“The day had been bitterly cold. A chilling north wind had been blowing all day. The wind swept round the street corners, blowing people’s hats off and starving the poor little street waifs. As night came on the black night air went colder and colder. The lamps seemed to flutter in and out as the chilly blasts swept up the narrow streets. . . . How the streets were illuminated when a motor-car with its lamps like two big shiny eyes came rumbling through them! The waifs then thought what it would be like to be in an eiderdown bed with a fire in the bedroom grate. They crept to their dingy dwelling-place and dreamt of the day’s happenings. Sadness was in their hearts. . . . The sea danced and sprayed the fishing smacks as they sailed from their perilous journey into the harbour. The sea splashed up the sandy beach, spoiling the large sea-castles the waifs had played round to get warm. . . . The cold wind kept on blowing all night, and it rained and hailed all the night, and the hailstones hit against the broken windows of the dingy dwelling-houses of the narrow dirty courts.”

Now some may doubt the wisdom or use of teaching children to study the character of their fellow-creatures. But surely if we all tried to educate ourselves to understand each other and make allowances for everybody, the world would be a far more sensible place to live in. Moreover, it keeps children awake to the life around them, and makes them broader-minded, and tends to remove the bitterness of class-hatred which is so evident

to those who know industrial England. Then there is the never-ceasing delight which is the meed of literary taste, best acquired by active participation in literature; lastly the negative value of early inculcating literary disgust at such things as perishable novelettes and journalese, which will destroy one of the great underminers of education.

Perhaps the most important part of this branch of the Play Way is that it can be started with boys of the awkward age of 13-15, and their interest in this is a stepping-stone to the other branches of Littleman’s pursuits. As I was only deputising when I gave a couple of lessons in this last experiment, I can only say that it showed as much promise as any other of the experiments. It is a healthy exercise for growing youths to study manly and unmanly character.

Some day I hope to experiment with boys and girls of this age, when they can have a clearer sense of prosody, in the writing of blank verse, first in plays, and then in idylls and epics; for save for Balder Dead, all the great tales of our Norse forefathers are still unwritten in English epic.

But people say: “Where shall we find the teacher for the Play Way?” The answer is, any unsophisticated person with a love of literature can without pedagogical training bring out the similar love of literature in children. The real question is: “Where shall we find the Headmasters?” For I am sensible that, had I not been given a free hand, I could have accomplished nothing. Naturally Headmasters are chary of innovation. But is not the Perse School primarily famous because Dr. Rouse never says “No thank you” to any pathfinder? The system of cram exams may have some hand in this; but such materialism we leave alone; our aim is education.

#### The Primary School Teachers and Parliament.

It is well known that from the first one of the objects of the N.U.T. has been to secure the return of teachers as members of Parliament. That object has been attained for many years past. Among members of the Union who have sat at Westminster, Sir James Yoxall, Dr. Macnamara, Major Gray, and Mr. Goldstone are the chief. The decision of Sir James to retire from Parliament and the defeat of Mr. Goldstone at the last election—Dr. Macnamara no longer counts as a teachers’ representative—would have left the Union without an official member in the House had not Major Gray been fortunate enough to be returned for Accrington. I understand arrangements have been made to approve the candidature of other official Union candidates, and that among those approved are Mr. Goldstone, prospective Labour candidate for the Uxbridge division of Middlesex; Mr. W. B. Steer, already a prospective Labour candidate; Mr. C. W. Crook, prospective Conservative candidate for East Ham (North); and Mr. A. A. Thomas, now adopted as a prospective Liberal candidate. In addition to the above, the Executive have approved the following ladies and gentlemen as suitable candidates for Parliament:—Conservatives: Mr. G. Powell, Mr. E. Sainsbury, and Miss E. Conway; Liberals: Mr. W. D. Bently, Mr. A. Flavell, Mr. T. Underdown, and Mr. H. Coward; Labour: Mr. G. D. Bell, Miss Wood, and Mr. Barraclough. Of course there is no intention these should all stand for actual election—they are simply placed on a panel of approved candidates, from which future candidates for election may be chosen if and when desired.

## SCHOOLBOY SILHOUETTES.

By N. FORD.

I sometimes think as I glance at the circle of boyish faces which assembles every evening around my somewhat ink-splashed tablecloth, to wrestle with the inevitabilities of home-work, that if the schoolmaster could but shed his professional skin now and then, and view his collection of turbulent young barbarians with the unharassed eye of the merely lay observer, he would find strewn on those steep roads along which he leads or drives his little flock to the far-off heights of knowledge, many a shining moment of humour and delight.

Even in this little lamplit circle of half a dozen, anyone who follows that fascinating hobby, character study, can peg out a claim sparkling with nuggets to be had for the picking—what a gold mine a whole class must be!

The home-work club revolves in more or less order and harmony around the scintillating Bobs, who as a mighty man at Fourth Form Latin prose, and with a certain easy knack at maths withal, attracts like a powerful magnet those unfortunate fellow-students to whom the aforesaid subjects present a glacier-like mountain wall to be climbed with an ice-axe.

I must own to a weakness for Jackson—the country sportsman in embryo with his breezy manners and the vast inside pockets of his off-school coat. His keen irregular face sops up Bobs' staccato hints mechanically, but lights up with the orator's fire when someone casually enquires whether rabbits can be killed by a catapult.

Then there is Herbertson. A handsome face is Herbertson's, classically dark, with an expression enigmatic as Mona Lisa's smile. At fourteen he looks intellectually tired as though all the wisdom of this wise old world had filtered through his brain. "A cool cuss" the circle votes him, owing to his easy habit of appropriating the nearest pen, and the nonchalance of his drawl. Herbertson will be dangerous—I catch myself studying his looks for the fashionably imperfect hero of my next short story. If Herbertson grows up very, very good I owe myself quids and quids.

Again comes Robert Browning Barker, whose exterior of rosy fat gives no indication of his ever rising to those pinnacles of greatness which must have been expected of him in his long-clothes infancy.

When in doubt as to the exact classification of a wayward verb, Robert Browning chucks a coin and leaves it to fate.

An intense moment this.

As an antidote to brain fag pears are handed round at this season of the year; not the sweet, tempting ones of William fame, but the stewing variety, which present to their indomitable young jaws a surface stern and unyielding as a cannon ball. On enquiry, I find that "stewers" go very cheap after being in stock some time.

This delectable fruit is bolted with the peel on in ferocious silence, then with a regretful sigh the circle turns to French.

I shall miss them, I know, when they grow up, even with an unsplashed tablecloth.

## CHRONICLE OF EDUCATION.

- 30, 31 Oct.—Conference at the Albert Hall, Manchester, in connection with the Association for the Advancement of Education in Industry and Commerce. Addresses were delivered by Mr. Harold Rostron, B.Sc., on "The Curricula of Day Continuation Schools;" Mr. R. W. Ferguson, B.Sc., on "The Organisation of a Works Day Continuation School Scheme by co-operation with the Local Education Authority;" Professor Bompas Smith, on "Teachers and Teaching in Day Continuation Schools."
- 5 Nov.—Opening lecture on "Twelve Good Musicians: A Century of English Music, from John Bull to Henry Purcell," by Sir Frederic Bridge, C.V.O., Mus.Doc., M.A., at the University of London, South Kensington, at 5 p.m. Admission free by ticket.
- 5 Nov.—Home Arts and Industries Association: Exhibition of Work, Drapers' Hall, Throgmorton St., E.C.
- 6 Nov.—Lecture by Dr. Montessori at the Kingsway Hall, London.
- 10 Nov.—Lecture by Dr. Montessori, at St. Bride's Institute, London.
- 11 Nov.—Special short services in schools and colleges: the anniversary of Armistice Day.
- 20 Nov.—Meeting of the Child Study Society: address by Dr. David Forsyth, M.D., D.Sc., on "The Pre-School Child," at 6 p.m., in the Royal Sanitary Institute.
- 26 Nov.—Meeting of the Teachers' Guild, at 9, Brunswick Square, at 5-30 p.m.; lecture by Dr. F. H. Hayward on "Autonomy and Montessorianism in the Teaching Profession."

## Pensions and Parliament.

On Monday, Nov. 10, Sir Philip Magnus asked the President of the Board of Education whether service in a privately conducted school, with regard to which the Board are satisfied either by a certificate from an inspector of the Board or of a local education authority or university that it is making satisfactory provision for the education of the scholars, will be accepted as qualifying service in accordance with the provisions of the School Teachers' Superannuation Act, 1918?

Mr. Fisher: The answer to the hon. Baronet's question is in the affirmative so far as service after April 1, 1919, is concerned. Service prior to that date stands on a different footing. The conditions of recognition of such service as qualifying service are more complicated, and I will send the hon. Baronet a copy of the Treasury's Declaration on the matter.

Sir P. Magnus asked the President of the Board of Education whether service in any university in receipt of grants, or otherwise, or in any university college will be accepted as qualifying service, under the Act, in respect of a professor or other teacher, demonstrator, or lecturer employed by the university or university college?

Mr. Fisher: The answer is in the affirmative provided the service is full-time service.

## PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT

### The Work of the Burnham Committee.

By the time this note appears in print the work of the Burnham Committee "in the first instance," i.e., in the formulation of a Provisional National Minimum scale of salaries, will have been completed and made known. Teachers throughout the length and breadth of the country will be debating its provisions with all the keenness of direct personal interest, and in preparation for the great decision of 30th December, when the work of the committee will have to be accepted or rejected by the full special conference of the Union summoned to meet in London on that day. It will be remembered that the committee has been at work on this business since September. Twenty-two members of the teachers' executive and twenty-two members and officials representative of local education authorities have spared neither time, energy, nor goodwill in arriving at an agreed scale. It goes without saying there has been give and take. The twenty-two teachers may not have got as good a scale as they tried for, but, on the other hand, the twenty-two local authority representatives have doubtless had to concede more than they intended. Equal pay may not have been secured by the teachers' side, but on the other hand it is practically certain a nearer approach to it has been reached than the authorities anticipated. The "carry over," if it does not reach the teachers' ideal, doubtless goes further than the authorities bargained for. All these points, however, can be decided by our readers for themselves if the scale become public property sufficiently early to be published in this journal. Now a word about the attitude of the conference on 30th December. I have only one doubt as to its attitude, and that arises from the probability that representatives from the rural areas may fail to attend in their full strength. The cost of journeying to London and remaining even for two days will be a serious drain on their slender resources. They may not, therefore, find it possible to attend. This may be disastrous, for these are the very people for whose immediate benefit the scale is constructed. Teachers from the large towns and urban districts are better paid than their rural colleagues, and will undoubtedly be present in full strength. The benefit to these may not be so striking as expected, and herein lies the danger. I am an optimist, though. I anticipate from what I know of the teachers' side of the committee that any minimum scale on which they have agreed will confer so great a benefit on so large a number that the conference will set its seal to their work. If this should not be so, the twenty-two will be placed in an awkward position. They will no longer retain the confidence of those for whom they have been working, and I suppose they and the whole executive—if the executive have approved the scale—will have to consider their positions as members of the executive. In any case, 1919 will be a memorable year for primary school teachers. May it be a year inaugurating a period of peace and progress and a fitting precursor of 1920—the jubilee year of the N.U.T.

### The N.U.T. and the L.T.A.

I hear that the projected joint membership scheme arranged between the National Union of Teachers and the London Teachers' Association is not mature. Under all the circumstances this is all to the good. Joint membership, under the best possible conditions, is difficult to arrange. The details of working such a scheme bristle with danger points. There are vested interests to safeguard, professional obstacles to overcome, and official arrangements to be made, each of which, on coming to

grips with actual business, prove, like wire entanglements, almost impossible to negotiate. I understand the London teachers have grave objections to the policy of the Union in admitting uncertificated teachers to membership, and this has shown itself in the refusal of the L.T.A. to admit them. Also, London teachers are very keen on a "London rate of pay," whereas the Union has declared for a uniform national scale of salaries. These difficulties, however, were not impossible of being surmounted, but a more serious obstacle has suddenly come into prominence. I understand legal opinion has been taken in respect of this, and as a result the scheme has been abandoned for the present. The present moment is very inopportune for forcing an unpopular scheme. Teachers cannot fail to recognise the activities of such hostile organisations as the London unit of the National Federation of Women Teachers and the London Schoolmasters' Association. Each of these is engaged in active propaganda work against one or both of the two large associations, and it may well be that to force a scheme of joint membership would be the means of strengthening these hostile bodies.

### Primary School Teachers and Registration.

It is, at the present juncture, very heartening to note the forward policy of the Teachers Registration Council, as indicated by its endeavour to increase the number of registered teachers. Registration was never more desirable for primary school teachers than now. An army of new teachers is urgently needed, and this need will bring forth proposals to open up new avenues of approach to the profession. There is only one body charged with the duty of keeping watch and ward on the means of entrance, and that body is the Teachers Registration Council. Holders of the Board of Education's certificate are peculiarly interested. The standard of examination for this certificate may be raised or lowered at the pleasure of the Board; also, it is open to the Board to recognise whom it will as a certificated teacher. I do not suggest there is any intention on the part of the Board to alter its present policy, but I do suggest that in face of the existing dearth of teachers a powerful professional Council is an absolute necessity. Now the power and influence of the Council are in direct proportion to the number of registered teachers for whom it acts, and therefore those who wish to safeguard their status as teachers must undoubtedly register at once.

### Education of the Normal Child.

The London County Council Education Committee is considering the lines on which the education of the normal child of eleven years of age and upwards shall be conducted in future in order to satisfy the provisions of the 1918 Act. It is interesting to note what is meant by the normal child. The report which is before the committee defines—by inference—the normal child to be the child who has not succeeded in gaining admission either to a secondary or central school under the Council's scheme for the education of the brighter children. It is assumed that 20 per cent. of each age group may be classed as super-normal and the remaining 80 per cent. as normal. I gather from the report the central idea is to secure more PRACTICAL instruction for the 80 per cent. It is assumed that at present the education of these children is "too bookish," and in order to remedy this I notice the report mentions such practical work as tailoring, bookbinding, dressmaking, millinery, etc. I also notice the report sets up a standard of attainment in "bookish" subjects to be reached by boys and girls of 14 years of age. To those who teach these children the proposals are full of interest. I hear the London teachers are already debating them, and are intending to make their observations and recommendations known in the proper quarter.

## SCOTTISH NOTES.

### Problems of Organisation.

A leading article in a prominent Scottish daily has given rise to much discussion amongst educationists on the question of the reorganisation of schools in consequence of the demands of the Education Act of 1918. The raising of the leaving age to 15 means that considerable modifications of existing forms of study must be effected, and the fact that continuation classes are to be compulsory, and must be held between 8 a.m. and 7 p.m. must enter into the calculations of the Education Authorities in the formation of plans for the future. The writer of the article mentioned suggests that junior schools for children from 5 to 10 years of age, with intermediate schools for those from 10 to 15, should be provided, and points out that ten years in one school in the same surroundings will lead to lack of inspiration, while there would be too great a disparity between the older and the younger pupils. A more ambitious feeling and incentive to effort would result from the transference. Intermediate and secondary work could be begun earlier, and the carrying out of this scheme would tend to more complete courses of work being undertaken. In the junior school, too, the hours of attendance might be restricted to, say, four, and the teachers (presumably ladies) thus set free would be enabled to undertake continuation class work. An economy in school buildings is also probable. The scheme is attractive, and deserving of further consideration, but such expressions of opinion as have already been given are not greatly in favour of the proposal. We hope to return to the subject later.

### Educational Finance.

In last month's notes reference was made to the discontent expressed in many localities over the increased rates for educational purposes. At a meeting of the Lanarkshire Education Authority on November 6, letters of protest from eleven Parish Councils were read, and the Chairman of the Authority (Mr. H. S. Keith, Hamilton) made an interesting and explanatory statement on the subject. He pointed out that since the year before the war the average salary of teachers had been doubled; the cost of transferred schools had come on the rates; free books were provided; all material and repairs had increased two or three-fold. The cost of education was now placed on a county instead of a parish basis—and this was due to the operation of the law, not the action of the Education Authority. Parliament, despite representations to the contrary, had adhered to the old rating system, whereby in each parish there were deductions peculiar to itself. Houses and shops had deductions varying from 5 to 35 per cent.; railway deductions varied from 20 to 80 per cent., and so on; agricultural land was rated upon three-eighths of its valuation in respect of occupancy. The effect was that, in the main, the chief burden fell upon occupants and owners of houses and shops. The whole rating system required a drastic overhaul, so that the main grievance of some parishes that the allocation of educational costs were out of proportion to the expenditure for education within the parish itself would be removed. At present the total cost of education in the county was distributed over the parishes in proportion to their assumed rateable ability to pay.

### Library Facilities under Education Act.

Under Section 5 of the Education (Scotland) Act, 1918, power is given County Education Authorities, as an ancillary means of promoting education, to provide library facilities for children and young persons attending schools or continuation classes, and for the adult population. The Council of the Scottish Library Association have communicated with the County Education Authorities of Scotland urging that these powers should be exercised to

develop a public library service in rural areas, and in order that existing public libraries in county areas may, where necessary, receive financial assistance from the County education funds for the extension of their activities. These at present are seriously restricted by the statutory limitation of the public library rate to 1d. in the £.

### Workers' Educational Association.

This organisation is making considerable headway in Scotland. In Hawick, a town of some 16,000 inhabitants, the Branch has a membership of 358, and is supposed to be the largest in Scotland. The Roxburghshire Education Authority has given a grant of £60 towards paying lecturers' fees, and several members spoke highly of the movement. It is gratifying that in a manufacturing town like Hawick the workers should be so willing to attend lectures and classes, and a greater expansion of this movement in the near future is looked for.

### Personal.—Appointments.

For the Rectorship of the Royal High School of Edinburgh, rendered vacant by the appointment of Dr. Strong to the Professorship of Education in Leeds, Mr. W. King Gillies, Rector of Hutcheson's Boys' Grammar School, Glasgow, was chosen. Mr. Gillies is a native of Ayrshire, an M.A. (Hons.) of Glasgow, and B.A. (Hons.) of Oxford. He has held various appointments in Scotland and has always taken an active part in the work of the Educational Institute of Scotland, and is convener of the Law and Tenure Committee.

Mr. Bertram M. Laing, Aberdeen University, has been appointed lecturer in philosophy at Sheffield. Mr. Laing was awarded the M.C. and has done good work in connection with the Army Education Scheme.

### University News.

Mr. Bonar Law, M.P., succeeds President Poincaré as Lord Rector of Glasgow University. In the recent election Mr. Bonar Law received 1,073 votes, Professor Gilbert Murray 726, and Mr. Bertrand Russell 80. In 1914 President Poincaré was elected unanimously, and at the last contested election, in 1911, Mr. Birrell defeated Lord Beresford.

The election of Lord Rector for St. Andrews University, which took place on November 1, resulted in favour of Sir J. M. Barrie, who polled 283 votes, his opponent, the Marquis of Bute, receiving 139.

### The Scottish Geographical Magazine.

The October number of the Magazine of the Royal Scottish Geographical Society is worth the attention of teachers of geography—and especially of those who are acquainted with Edinburgh. It is an Edinburgh number pure and simple, and its contents are designed to illustrate the origin and growth of the city and to furnish the history of its cartography. Its contents include a chronological map, showing by means of colours the expansion of the city from the earliest times to the present; excellent plans and maps of the city—19 altogether—dating from 1544 to 1852; and articles by Professor Geddes and Captain Mears. The reproductions of old maps are specially interesting and valuable. Prof. Geddes, an expert in town planning, traces the growth of Edinburgh, showing that it did not become a place of importance until the 12th century, that vicissitudes of history encouraged its growth or contraction, that apparent medley in the building of the town can be explained by a study of history, geography and geology. Incidentally we learn that the reason for the growth of Edinburgh as a medical school was the dirt, overcrowding, and deficient water supply of long ago. Capt. Mears carries the story back to the period when no documents are available, and shows how much can be deduced from the study of the remnants of past conditions which still persist through all the centuries of change. A most interesting number.

## EDUCATION ABROAD.

## NEWS ITEMS.

**Bolshevik Education.—Another View.**

In the course of a letter to the "Manchester Guardian" Mr. Paul Dukes, who has recently returned from Moscow, says that in his eulogy of Lunacharsky's system of Education: "Professor Goode treats his subject from a very superficial standpoint. He was obviously shown Moscow schools conducted by people who are a rare exception to the general rule if they whole-heartedly supported every innovation of the present Commissary of Education. In order to introduce a Communist element into the teaching profession the Government were driven to abolish any standard of education for teachers, with the inevitable result that the standard of mentality, and unfortunately also of morality, of teachers, especially in the villages, has sadly sunk. In provincial districts the first qualification for a teacher is too often not an adequate education nor any moral qualification, but the possession of a ticket of membership of the Communist party. The Soviet of the Government of Petrograd has decided that no teachers of the former staff shall have any voice in the administration of schools in that province, which is to be concentrated entirely in the hands of Communists. Professor Goode passes in silence over the middle schools, which, in the effort of the authorities to abolish class distinctions, have been left to go to rack and ruin, and are now in a state of disorder out of which no education, enlightenment, or good of any sort can come. Professor Goode is apparently ignorant of the violent opposition of the teaching profession to the abolition of examinations and rewards for diligence, so that the laziest will leave school, after automatically passing through the stipulated number of classes, on the same footing as the most assiduous. Neither was Professor Goode informed of the frightful evils resulting from compulsory mixed schooling, against which parents cry out helplessly in horror, which has brought education in some schools almost to a standstill.

"The desirability or undesirability of the suppression of religion in Russian schools may be open to discussion, but there is nothing now to replace it, for the teachers are not only discouraged but deliberately hampered in any attempt to exert moral influence over their pupils lest their admonitions should have a "counter-revolutionary," that is anti-Bolshevik, tendency. In all elementary and middle schools, or, as the Bolsheviks have reconstructed them, labour schools of the first and second degree, the *moral* of the children has been wrecked. Far from there being a guiding influence over them, the children are encouraged to lord it over the teachers, even in some cases to the point of determining how much and what the teachers shall eat. It is no discredit to Professor Goode that he did not discover these painful facts, which his hosts, naturally enough, would be studious not to reveal. It would have needed endless probings into the unseen and abundant personal and intimate conversation with parents before they would conquer their natural timidity and unburden the weight which lies so heavily on their hearts.

"Be it far from me to decry those positive aspects of the Bolshevik educational system which do indeed mark an advance. I have drawn attention to them elsewhere, and no one welcomes them more than I. But I unhesitatingly declare that all the progress achieved by Bolshevik administration in the sphere of education is more than outweighed and rendered nought by the evil wrought by upstarts who in their hatred of religion and the accepted standards of morality go to the opposite extreme and would utterly abolish morality as a factor in children's education. I cannot but believe that this, like most evils of the Bolshevik regime, is but the inevitable result of subjugating the good of the community to political and party interests."

**In Memory of Rupert Brooke.**

A prize to the value of three guineas annually has been given anonymously to Rugby School, in memory of Rupert Brooke, for the best essay on a subject in connection with modern poetry or drama.

**Scholarships for Doctors.**

Mr. Francis Fletcher has left the ultimate residue of his fortune of £39,000 to the University of Birmingham, to provide scholarships for boys and girls who desire to enter the medical profession. One of the conditions is that only the sons or daughters of bona fide working men and women shall be eligible to compete and the wage of the parents must not exceed 50s. a week.

**Grants to Cadets Opposed.**

The Labour representatives on the Hampshire County Education Committee opposed the payments of grants to county scholars belonging to the cadet corps; the arguments were that the allowances encouraged militarism, that bayonet exercises were brutal, and that the establishment of cadet corps was contrary to the League of Nations.

**Home-work, particularly Essays.**

"The Middlesex County Times" voiced the complaints of some secondary school children and their parents. Many scholars are overworked, so it is said, and English subjects set to encourage thinking and searching among books often fail of their purpose because they are too abstruse and unsuitable.

**Special Congress of Irish Teachers.**

Teachers in Ireland are making strong efforts by special congress at Dublin and in other ways to secure increases in salary, and are demanding that the recommendations of the Killanin Committee shall be put into operation—in brief they require a better scale and the war bonus to be made permanent.

**Classes for Stammering Children.**

Employers are none too ready to take into their service young people who stammer, so the London County Council are making an attempt to cure the worst cases. Several central classes are being opened, specially trained teachers are employed, and twenty lessons will be given to the children, whose travelling expenses will be defrayed by the Council.

**Women Teachers Dissatisfied.**

A meeting of the National Federation of Women Teachers was held at the Central Hall, Westminster, to protest against the constitution of the National Standing Joint Committee on Teachers' Salaries. The women object to the over-representation of men and to the exclusion of women teachers' organisations, and say that no settlement of the salary question will be effected until women are adequately represented on the committee.

**British Children in Germany.**

Many officers and men of the army of occupation have taken their wives and children into Germany; the education of the boys and girls is presenting a minor problem, which may be solved by the Y.M.C.A.

**Shakespeare for Children.**

The Rev. Principal D. J. Thomas is chairman of a committee of teachers formed for the purpose of making the children of Wood Green better acquainted with some of Shakespeare's plays, and a performance of the "Merchant of Venice" was recently held at the Wood Green Empire; two thousand children were present to enjoy the entertainment provided by the Ben Greet Players.

## SUBJECTS AND METHODS.

### A First Talk about Geometry.

I entered the room where the children were assembled to whom I was about to give their first lesson in the subject of Geometry. Some of them I already knew, and I noted that most of the class looked bright and intelligent. The impression encouraged me, for I was naturally anxious to succeed in awakening interest on the part of my young audience.

"We are going to talk about a subject that is quite new to you," I said. "It is called Geometry, and when I tell you that it owes its name to two words one of which means the Earth, whilst the other means to measure, you will not be surprised to hear that a great deal of our attention will be given to size and measurement. We shall have to think about shapes, too. But, first of all, let us say a few words about this name. You all, I expect, learn Geography. Do you know what that name means? No! Well that name also comes from two words, one of which means the Earth, and the other to write. Who can guess which part of each word must mean the Earth? Who said Geo? You, Charlie? You are nearly right, for the Greek word *Ge* means the Earth. The rest of the word Geometry comes from a Greek verb meaning to measure, and the remainder of the word Geography from another Greek verb used for to write. Very well then, as I said, we shall be learning about size and measurement and shape in connection with all sorts of objects as well as the Earth itself. Let us begin by asking ourselves whether either my ruler or this box of chalks, or this blotting-pad can go into that drawer."

Sharp and clear come the assertions that the ruler cannot go in and that the box of chalks cannot either; but the pad causes some doubt, though the opinion in general is that it can.

"Why do you say that the ruler will not be able to go into the drawer?"

"Because it is too long."

"Quite right, and what makes you sure that the box of chalks will not?"

"It is much too high."

"Right again. Leave the pad for a moment and tell me whether, if the ruler were only half the length and the box not higher than that pencil box, it would be possible to get each into our drawer."

"Oh, it would be quite easy then."

"Now, Eric, what do you think about the pad?"

"Well, it is not too high, but I am not sure about the length and the width."

"Ah! now we are getting on, for what you are really telling me is that before we can say whether the pad we wish to put into the drawer can go in, we shall have to find the correct answers to three questions, namely, Can we be sure, firstly, that the pad is not longer; secondly, that it is not broader, and thirdly, that it is not higher or deeper than the drawer itself? If it is neither longer, nor broader nor deeper, we can put it in, but if it is either one or more of these, we cannot. All the objects around us possess **length** and **breadth** and what we speak of sometimes as **height**, sometimes as **depth**, sometimes as **thickness**, and we call all these objects **solids**. Now I should like next for everyone to try to think not only of the best words but also of the smallest number of them into which we can put what the last sentence tells us. When we have found what seems to be the shortest and most suitable form, we will learn it by heart and call it the definition of a solid. I want you to remember in talking about Geometry that it is important to say exactly what we mean and all that we mean and that we must also be careful not to waste any words in expressing ourselves."

After obtaining from each pupil some attempt at the definition required, I suggest my own wording, and with the approval of the class we decide to define a solid thus:— A solid is that which has **length**, **breadth**, and **thickness**. I remark that the longest way of the solid is as a rule called its length, the shortest its thickness, and that which is neither the longest nor the shortest its width.

"Suppose we want to know how long and how broad and how high some solid is, how shall we find out?"

"With a ruler."

"You are right, Frank, but in what way?"

"By measuring."

"Yes, if you mean what I believe you do, that is that we can compare a regularly marked ruler whose length we know from the marks on it first with the length, say, of the solid, then, perhaps, with the width and then with the thickness. Each of the three quantities we measure is called a **dimension** of the solid. Do not be frightened by that word dimension; it just means a measurement, for it comes from the Latin verb *mentior*, that is I measure. So every solid has three dimensions. Even a ball or a body of an irregular shape is a solid, too, and has that number, as I shall explain another day, but we began with a solid like a pad because it is simpler to understand first. If you do not know your 'length table' very thoroughly, look for it in your Arithmetics before our next talk and learn it very carefully, for we shall often need to use it, and I am sure you will agree with me that it would be a pity and a mistake always to be wasting time by being obliged to search for what ought to be in our minds ready for us. We shall soon have to leave off for to-day, but I do not want to leave you without finding out about that pad—which we seem to have been forgetting lately—whether it will go into that drawer or not. I might ask one of you to come and try, but suppose that we wished to find out not only about the one on my desk, but about yours as well, which may not all be of the same size, do you not think it would be better for each of us to measure his own pad with his own ruler and for me to measure the drawer? Then whenever anyone's three measurements were all smaller than mine of the drawer, we could be quite sure that if we tried, the drawer would take that pad. If on the contrary, yours for example, Eric, were not all smaller, then no amount of trying would make your pad go in. Now, before we meet again, think of what I have been saying, measure any books or cubes or boxes you like, and try fitting one into another when possible, and tell me next time what you have done. You might think also of what I said about the ball, and ask me about that when we meet again."

CONSTANCE I. MARKS.

### Home Lessons.

The question of home lessons is revived at the beginning of every school session, and recently the matter has been given prominence to through a discussion in a Scottish newspaper. Various types of parents have furnished their views, which are naturally as diverse as the writers themselves. A headmaster has joined in, and treated the matter more exhaustively, pointing out what should be done towards pupils of various ages. Very young children should have no home work; for older pupils no new work should usually be given out; whatever is to be undertaken at home should usually be in the nature of an application or illustration of what has been done in school. This is not asking too much, and does a little to encourage independent effort. But no hard and fast rules can be laid down; there may be conditions in the social environment of children that make any kind of home work inadvisable. Teachers must know their pupils, and exercise intelligence and common sense in dealing with them.

### Geography Teaching.

BY CAPT. N. G. BRETT-JAMES,  
Mill Hill School.

At the present moment everyone seems interested in education, even if their interest only takes the form of a rather reckless criticism of those who are endeavouring to educate the young. Every critic feels competent to suggest the ideal curriculum, even if he has never had the slightest experience of trying to fit in conflicting subjects and adjust a time table to the demands of all specialists on a staff, the parents, the Governing Body, inspectors more or less sympathetic, and the great publicists who from time to time write to the daily press.

It is pleasant, however, to find oneself for once in agreement with somebody, and the recent letters and speeches of Sir Harry Johnston seem to give to the modern subject of Geography its fair share of commendation.

As taught at the present time, Geography is one of the most fascinating and one of the most useful of all subjects. The Geography teacher can say with John Wesley: "I take the whole world for my parish." And this, not only in the literal sense, but in the sense that all human knowledge and achievement, all history and science, can, if desired, be included in this vast subject. Geography is a link between science and the more humanistic studies, and anyone who has not been taught Geography on the modern approved methods would be literally amazed at the tremendous strides that Geography teaching has made during the last few years.

There are nowadays opportunities open to the younger pupils of making models of the various geographical forms, and others who are more advanced keep careful records of the rainfall and sunshine, the changes in the temperature and weather; and in some cases take observations of the height of the sun, and study some of the more elementary portions of astronomy.

Besides this more scientific aspect of the subject, boys now get to appreciate the great regions of the world—the forests, the grass lands, the cold deserts of the Northern Continents, the fluctuations in the Mediterranean climates and in the tropics. They begin to appreciate the difficulties of transport, the importance of canals both in the old and new world, the meaning of sea-power, the history of the great explorers, and the romance which travel always implies. It is possible to get boys to understand the immense number of people who have had to be set to work in order to provide them with their breakfast, or with the simplest articles of apparel. They can understand, at least in part, the labour problems of Europe, and the even more complex difficulties of China and Japan. They realise that when the Japanese begin to undersell us in some of the markets of the world it may be, and almost certainly is, because their standard of life and their consideration for workpeople is so much lower than our own. The difficult problems of tariff reform and free trade can be discussed and envisaged, though it is not necessary to come of necessity to any definite decision as to which policy is the best for the country.

If Geography teaching improves in anything like the same proportion in the next ten years to the advance which it has made in the past ten years, it will be impossible for members of Parliament and other public workers to have that complete ignorance of the elements of Geography which is too common an attribute of even some of the most eminent of them. The mere man-in-the-street is almost entirely devoid of any appreciation of Geography, but his sons will be competent to give a verdict on many problems which the father could not appreciate.

In the elementary schools the Geography teaching is improving very rapidly. Mr. Archer, of Aberystwyth

University, has a most stimulating book on methods for interesting elementary school children in Geography; and if his ideas are carried out at all generally the working man of the future will have quite an astounding knowledge of the many difficulties which will face him, and of some at least of the possible solutions.

The war has taught us the value of Geography. The Germans always paid a tremendous amount of attention to it, and perhaps they tended to ignore the human element too much.

It has been surprisingly interesting during the last four years to point out how history has been repeating itself almost in detail, partly because human nature in historic times has not vitally changed, and partly because Geography tends to remain the same. The advance of the Germans through Belgium, the successive waves that overwhelmed Northern France, the gradual driving back of the invaders from one river to another, all recall the adventures of Cæsar almost two thousand years ago.

Antwerp in the hands of an enemy at the present time would still be a pistol at the heart of English trade, as it was under Napoleon. And it was quite amazing to meet a Battalion Commander by no means untravelled who thought that Antwerp was on the Elbe, and that the Elbe flowed into the Baltic Sea! Fortunately his sphere of operations had not been on the Western Front!

Not long years ago an old boy commented on his school days by lamenting his ignorance of Geography, and said that he wished he had learnt the depth of water in the harbour of Para and the size of steamers which could go into port in Cyprus. It is, of course, impossible in one or two periods a week to give such detailed information as this, but if boys, and girls too, are taught the principles underlying geographical study they will not find it hard to acquire such specialised knowledge for themselves.

English people owe a tremendous debt of gratitude to Mr. Mackinder, whose "Regional Geography" really laid the foundations for most of the modern Geography teaching. Most of those who now teach this important subject have either literally "sat at his feet" at Oxford, or owe a great deal of their interest to the books which he has published of the subject. Dr. Hugh Robert Mill is another who has made Geography his life work, and all schoolmasters are in a great debt to him.

Geography has long ceased to be the old-fashioned list of bays and capes. Quite a large amount of reasoning is required nowadays, and the examination papers make it impossible to adopt a system of cramming. When a boy is asked to discuss the situation of important town; to explain how gaps in hills and mountains have influenced emigrations; what are the causes which determine the climate; the various rainfall regions of the world; the geographical reasons for the decline of Athens; the change in commercial circles which the opening of the new canals will cause; he is obviously being given a series of questions which demand thought, and distinct reasoning powers.

On a recent occasion the various Forms which I teach were set papers dealing with all the continents except Europe. The syllabus which I had sent to the examiners comprised Europe alone, but as the examination papers were of a sensible modern type and the boys had been taught on somewhat modern lines, they were able to render quite a good account of themselves, although they had not specifically prepared the continents on which they were examined. This would seem to be a proof of the lack of cramming which is so important a feature of the present methods.

If men of the type of Dr. Miller and Mr. Mackinder, and others who owe their enthusiasm to the teaching of these pioneers, could go round the country lecturing I believe they would find splendid material, and the political outlook would be far brighter.

## BLUE BOOK SUMMARY.

### Universities Commission.

The King has approved the appointment of a Royal Commission to consider the applications which have been made by the Universities of Oxford and Cambridge for financial assistance from the State, and for this purpose to inquire into the financial resources of the universities and of the colleges and halls therein, into the administration and application of those resources, into the government of the universities, and into the relation of the colleges and halls to the universities and to each other, and to make recommendations.

The Commissioners constitute one body, but they are authorised to sit for purposes of inquiry in three separate committees.

Chairman of Commission : Mr. H. H. Asquith.

Oxford Committee : Mr. H. H. Asquith (chairman) ; Lord Chalmers, late secretary to the Treasury ; Sir John A. Simon ; The Very Rev. T. B. Strong, Dean of Christ Church, Oxford ; Sir H. A. Miers, Vice-Chancellor of Manchester University ; Professor W. H. Bragg, F.R.S., Quain Professor of Physics in London University ; Professor W. G. S. Adams, Gladstone Professor of Political Theory and Institutions, Oxford ; Miss Emily Penrose, Principal of Somerville College, Oxford ; Mr. Albert Mansbridge.

Cambridge Committee : Mr. G. W. Balfour (chairman) ; Mr. Arthur Henderson, M.P. ; Sir W. Morley Fletcher, F.R.S., Fellow of Trinity College, Cambridge ; Sir Horace Darwin, F.R.S. ; Mr. G. M. Trevelyan ; Dr. H. F. Anderson, M.D., F.R.S., Master of Gonville and Caius, Cambridge ; Miss B. A. Clough, vice-principal of Newnham College, Cambridge ; Dr. Montagu R. James, Provost of Eton College ; Professor Arthur Schuster, Fellow and Secretary of the Royal Society and Hon. Professor of Physics at Manchester University.

Committee on Estates Management : Lord Ernle (chairman) ; The Hon. Edward Strutt ; Sir Howard Frank ; Sir J. H. Oakley, past president of the Surveyors' Institution ; Mr. H. M. Cobb, Fellow and Member of the Council of the Surveyors' Institution.

The secretary of the Commission is Mr. C. L. Stocks, an assistant secretary to the Treasury. There are three assistant secretaries to the Commission, viz. : For the Oxford Committee, Mr. Marcus N. Tod, Fellow and Tutor of Oriol College, Oxford ; for the Cambridge Committee, Mr. Edward Bullough, Fellow of Gonville and Caius College, Cambridge ; and for the Estates Committee, Mr. C. B. Marshall, of the firm of Lewin, Gregory, and Anderson.

The offices of the Commission are at 2, Queen Anne's Gate Buildings, Queen Anne's Gate, London, S.W. 1.

### Departmental Committee on Scholarships.

The President of the Board of Education has appointed a Departmental Committee to inquire into the working of the existing arrangements

- (a) for the award by Local Education Authorities of scholarships tenable at Secondary Schools or institutions of higher education other than Universities or institutions for the Training of Teachers ;
- (b) for the provision of free places in Secondary Schools under the Regulations of the Board of Education ;

and to make recommendations with a view to improving such arrangements and thereby rendering facilities for higher education more generally accessible and advantageous

to all classes of the population, regard being had (*inter alia*) to the migration of pupils from one school or area to another.

The members of the Committee are :—Lieut. Commander E. Hilton Young, D.S.O., M.P. (Chairman), Mr. E. K. Chambers, C.B., Mr. R. F. Cholmeley, O.B.E., Sir Mark Collet, Bart., Miss E. R. Conway, Miss Philippa Fawcett, Mr. F. W. Goldstone, Mr. H. J. Hallam, Mr. R. T. Jones, Mr. J. Murray, M.P., Major the Hon. W. G. A. Ormsby-Gore, M.P., Mr. C. J. Phillips, Mr. T. J. Rees, Mr. R. Richardson, M.P., Miss B. M. Sparks, with Mr. H. E. Mann as Secretary, to whom all communications should be addressed at the Office of the Board of Education, Victoria and Albert Museum, South Kensington, London, S.W.7.

### Boy Mechanics for the Royal Air Force.

The Air Ministry has recently instituted a new scheme to secure the entry of well-educated boys for a systematic course of training as skilled craftsmen for service with the Royal Air Force.

Under this scheme boys will be entered between the ages of 15 and 16 years for a period of ten years' colour service, followed by two years' service in the reserve. During the first three years they will undergo a course of educational and workshop training, at the end of which those who have passed the requisite tests will be promoted forthwith to the rank of leading aircraftmen in one or other of the skilled trades.

To give scope to the more capable and ambitious boys, and to ensure that the Air Force shall secure the full benefit of their ability, a certain number of those who show most promise during their training will be chosen for an additional six months' course of higher instruction, being promoted at once to the rank of corporal. From among these, some may be selected for the grant of a commission, and will proceed to the Cadet College for training as flying officers with the cadets entered by open competition. There will also be opportunities for promotion to a commission at a later stage for those who show their suitability during their service in the ranks.

In order that the opportunity of competing for entry into the Royal Air Force under these conditions may be brought within the reach of the largest possible number of boys, two distinct methods of admission are being arranged : (1) open competitive examinations ; (2) examinations limited to candidates nominated as in every way suitable by the local education authority of their district. A limited number of candidates with service claims may also be admitted on the nomination of the Air Council, subject to their passing a qualifying test only.

The first examination under the scheme will be one for boys nominated by their local education authority, and will take place in December. Full particulars in regard to the arrangements of the grant of nominations for this examination have been circulated to the local education authorities throughout the country.

During the war it was not possible to give enlisted boys more than a few months' training, neither was it feasible to confine the entry only to boys of sufficient intellectual attainments to ensure that they would benefit by a long apprenticeship in R.A.F. technical trades. The new scheme constitutes an entire departure from the methods imposed by war conditions, and is designed to meet the requirements of the R.A.F. as organised on a permanent basis. Training centres are consequently being reorganised to deal with this new entry, and the machinery of education, both general and vocational, is being largely increased and developed for the same purpose.



## ASSOCIATION NEWS.

### The Teachers Council.

The number of applicants for registration is now a little over 31,000. A revised edition of the Official List of Registered Teachers is now in preparation. Qualified teachers who are not already registered should not delay their applications. After the end of May, 1920, the uniform fee for registration will be increased to two pounds, but those teachers who are accepted during the next few months will be required to pay only the present fee of one guinea. At a recent conference of the London Teachers' Association it was unanimously resolved that the members should support the registration movement. The Council has decided to institute an Official List of Probationers, open to teachers who are not yet fully qualified for admission to the Register. Particulars will be announced in due course.

### Assistant Masters in Secondary Schools.

The annual meetings of the Incorporated Association of Assistant Masters in Secondary Schools will be held on Thursday, Friday, and Saturday, January 1, 2, and 3, 1920, at the London Day Training College, Southampton Row, W.C. The Council of the Association will meet on all three days.

The general meeting of members will be held on Friday, January 2, and on the afternoon of that day the Rt. Hon. H. A. L. Fisher, the President of the Board of Education, will address the members.

The annual dinner of the Association, which has been in abeyance since 1914, will be held at the Holborn Restaurant on the evening of Friday, January 2, at 7 p.m. Invitations to be present have been accepted by the Secretary of the Board of Education, the Chairman of the Incorporated Association of Headmasters, the Chairman of the Headmasters' Conference, Sir Robert Blair, etc.

### School of Folk Song and Dance.

The English Folk Dance Society, under the directorship of Mr. Cecil Sharp, is organising a School of Folk Song and Dance, which will be held in London during the Christmas holidays. Its purpose is to give students a practical and theoretical knowledge of the traditional songs and dances of their own country and to enable them to qualify as teachers or performers in these subjects. The number of students which the School can accommodate is strictly limited, and as many entries have been received, immediate application is necessary.

### The Uplands Association.

A report of the recent doings of this body was given in the Supplement for October. The Uplands Association aims at providing means of active study and co-operation for persons interested in the reform of school life and teaching. It is not concerned with the criticism of public administration of education or with any form of political or religious agitation. Its main principles are that education should be conducted, as far as possible, in the open air; that schools should be centres of communal activity; that individual differences in child nature and the study of stages of development should be regarded in any reform of school practice; and that balance should be maintained between intellectual, æsthetic, and practical experience. The Association issues a circular giving full particulars of its constitution and aims. This may be obtained from the Secretary, Miss T. M. Pugh, 3, Talbot Road, London, N. 6.

### London Chamber of Commerce.

The annual presentation of scholarships, medals, and prizes awarded to successful students in the examinations held by the London Chamber of Commerce, through its Commercial Education Department, will take place at the Mansion House on Friday, December 5th, at 3 p.m. Lieut.-Col. Sir Hamar Greenwood, Bart., K.C., M.P. (Secretary to the Department of Overseas Trade) will distribute the prizes.

## SCHOOLS, COLLEGES, AND UNIVERSITIES.

### London University Site.

It is announced that London University will be extended on the site left vacant in Bloomsbury, near the British Museum. The scheme is an ambitious one, involving the further destruction of certain parts of Torrington Square and the utilisation of expensive land on the Duke of Bedford's estate.

### London University Principal.

Sir Cooper Perry has been appointed by the Senate of London University to the post of Principal Officer, which has been in abeyance since the resignation of Sir Henry Miers in 1915. He will take up his new duties on February 1 next.

Sir Edwin Cooper Perry has had a distinguished career in the medical profession. He was educated at Eton, Cambridge, and London Hospital, and became consulting physician and superintendent of Guy's Hospital, member of the General Council and Distribution Committee of King Edward's Hospital Fund for London.

### Cambridge.

Dr. Nuttall, Quick Professor of Biology at Cambridge University, has received a letter for transmission to the Vice-Chancellor from Mr. P. A. Molteno, M.A., LL.M., of Trinity College, and his wife, stating that they will be glad to present to the University two sums of £20,000 and £10,000, making £30,000 in all, for the erection and maintenance of a suitable building to be used in future as an Institute for Parasitological Research in the University, providing that the University finds the site. Hitherto the work of Dr. Nuttall's department has been greatly hampered by an utterly inadequate accommodation. This gift will, without doubt, be most gratefully accepted by the Senate. A grace to that effect appears on the paper for the Congregation.

### Battersea Polytechnic.

Dr. R. H. Pickard, F.R.S., Principal of Blackburn Technical School, has been elected Principal of Battersea Polytechnic. He is a distinguished scientist, specialising in chemistry. He is also an able administrator and a keen sportsman. His work at Blackburn is reflected in the urgent call for expansion in the large Technical School opened by the late King Edward. During the war he has done a great deal of valuable research work for Government departments in connexion with anæsthetics and explosives, and the Minister of Munitions has paid him a fine tribute.

### Loughborough Technical College.

In the quarterly report of the Leicestershire Education Committee, presented at the meeting of the County Council on Wednesday, 12th November, it is stated that 181 full time day students have been enrolled in the Loughborough Technical College in addition to 12 Colonial students. Of the 181 students, 55 are private fee-paying students, 78 ex-Service officers Division "A," 30 ex-Service officers Division "B," nine broken-time students, and nine student apprentices.

### Manchester Schools as Hospitals.

It is unlikely that all the schools taken over by the military will be restored to their original use within twelve months. Several elementary schools, one day training college, and two secondary schools, all of which have been occupied as hospitals, have not yet been handed back to the education authority.

## PERSONAL NOTES.

### Captain F. W. Goldstone.

Captain F. W. Goldstone has been adopted as the Labour candidate for Uxbridge at the next Parliamentary election.

### Mr. A. C. Ainger.

Mr. A. C. Ainger, the author of the Eton school song, died at his house at Eton, aged 78 years; his connection with Eton College was life-long, as a student, a master, as secretary of various movements, both before and after his retirement, and as recently as 1917 as the author of "Memories of Eton sixty years ago." His many good qualities as a teacher and a man endeared him to all who came closely into contact with him.

### Captain T. R. Mayne, Mus. Doc., L.R.A.M.

Captain Mayne, in the service of the Willesden Education Committee, has had conferred upon him the degree of M.A. (honoris causa) by the University of Ireland.

### Sir Henry Miers.

Sir Henry Miers, Vice-Chancellor of the University of Manchester, has been appointed a member of the Advisory Council to the Committee of the Privy Council for Scientific and Industrial Research.

### Mr. J. A. Robson.

Mr. Robson has been secretary for higher education under the Durham County Council for twenty-seven years, and has just retired. For a long period Mr. Robson was secretary to the Keighley Mechanics' Institute, which, in his day, sent more students to the Royal Colleges of Science and Art at South Kensington than any other English institution.

### Lieutenant-Colonel Ferguson.

Lieutenant-Colonel Ferguson, in memory of his son Douglas, Queen's Own Cameron Highlanders, who died of wounds on 21st December, 1914, has presented a chess challenge cup to Eton College. Douglas Ferguson won the chess tournament in 1911, and his name appears on the cup as the first winner.

### Mr. T. Mansel Franklen.

On his retirement from the position of clerk to the County Council of Glamorgan, Mr. T. Mansel Franklen has been presented with his own portrait in oils by the magistrates and the members of the County Council, after forty years of service.

Mr. Franklen's sense of duty and his concern for the public interest were such that he possessed a very great deal of influence, and even by those to whom he was greatly opposed in matters of policy he was respected for his honour and magnanimity.

### Lieutenant-Commander E. Hilton Young, M.P.

Lieutenant Young has resigned his honorary post under the Board of Education. He was in charge of the plans for assisting ex-service students in need of higher education courses. Mr. John Murray, M.P., has succeeded him.

### Miss Florence Davenport Hill.

Miss Florence Davenport Hill died at Headington, near Oxford, aged 90 years. Like her sister, she gave many years to public work of considerable importance. Miss Hill was one of the first women to be a Poor Law Guardian. Some of her best known efforts for reform were in connection with children; the establishment of reformatories, the boarding-out of paupers, and the formation of Children's Courts.

## Some Appointments.

Mr. B. M. Laing, M.C., M.A., Lecturer in Philosophy, in the University of Sheffield.

Mr. O. K. Metcalf, M.A., L.L.M., Lecturer on Public and Common Law, in the University of Sheffield.

Mr. T. F. Wall, D.Sc., D.Eng., Lecturer in Electrical Engineering in the University of Sheffield.

Miss F. Harmer, B.A., Lecturer in English.

Mr. G. H. Livens, M.A., Senior Lecturer in Mathematics, in the University of Manchester.

Miss E. M. Tanner, headmistress of Nuneaton High School, as headmistress of the Bedford Girls' High School, vice Miss Collie, resigned.

Mr. T. A. Warren, as Director of Education, under the Wolverhampton Education Committee.

Mr. J. Greer as Secretary of Agriculture, under the Lancashire Education Committee.

Dr. J. H. Grindley, as Principal of the Dudley Technical College.

Mr. D. G. Williams, classical master at Bradford Grammar School, as headmaster of the Crypt Grammar School, Gloucester, in succession to Dr. Crees, resigned.

Mr. Andrew Rae Duncan, M.A., B.L., the new Controller of Coal Mines, was for some years a teacher. A native of Irvine, he taught in Ayr Academy, but left to study Law. His appointment has given great satisfaction to the teaching profession.

## PUBLISHERS' ANNOUNCEMENTS.

Sir John Morris Jones, whose *Welsh Grammar* was published in 1913, has been engaged of late upon a more elementary book which the Oxford University Press hopes to publish before long. The new grammar is not an abridgment of the larger book, but a completely independent work.

The firm of W. AND G. FOYLE, the well-known booksellers of Charing Cross Road, has been converted into a Limited Company, with W. A. Foyle and G. S. Foyle, the original partners, as Directors. By this conversion the firm hope to extend their business and to give the public the finest Book service based on organisation and system.

SOME WINCHESTER LETTERS OF LIONEL JOHNSON are announced for early publication by George Allen and Unwin, Ltd. They are written by Lionel Johnson to various friends, and show a most unusually extensive acquaintance with English Literature.

The results of an enquiry into the adequacy of the adult manual workers for their duties as producers, heads of households, and citizens are to be published by Messrs. George Allen and Unwin, Ltd., in a book entitled *THE EQUIPMENT OF THE WORKERS*. It attempts to do for educational equipment what Booth and Rowntree have done for material poverty.

MESSRS. A. AND C. BLACK, LTD., have taken over from the University of London Press the *Sounds of the Mother Tongue*, by L. H. Althaus and have stocks on hand for sale. Will the trade kindly make a note of this in order to save delay in placing orders.

The University of London Press announces for immediate publication the third volume of the New Regional Geographies by Leonard Brooks, M.A., F.R.G.S., dealing with Europe and Africa. The volume is by far the most important of the series, dealing as it does with the physical and economic geography of the British Isles, Europe and Africa. It covers most of the ground for the more important parts of the syllabuses in geography for the London Matriculation and other examinations. It is illustrated with a large number of original maps and diagrams; and exercises and specimen examination questions are provided at the end of each chapter.

## LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

## Dr. Montessori's Lectures.

Sir,—Signora Montessori gave, on November 6th, a lecture at Kingsway Hall, to an imposing audience mostly composed of teachers and of others keenly alive to the momentous ideals which are stirring us all in the present crisis, when everybody has realised that salvation is in the hands of education, that education is life, and that therefore the work of the teacher must be a preparation for life.

I shall not take the lecture of Signora Montessori point by point, which would take too long. What is more, it should be done in the form of a discussion after every lecture; but as this does not seem to be considered possible, I shall point out the errors into which I think we are falling if we take Signora Montessori's views and teaching as a guide to the fundamental aims of education.

In the wide scheme and ideals of this most important work we have such basis of knowledge, such illuminating masters, that it would be arrogance or ignorance to disregard them.

Dante and Vittorino da Feltre tell us, over and over again, that the normal child is much nearer than we are to divine truth and to the elements which combine to make a man and his perfect manhood. Relying on this we have to consider the child superior to us in inner understanding, and we have to consider ourselves the means, the humbly striving means to achieve a perfect work. Now the means cannot be greater than the aim.

Signora Montessori does not regard life as the world of the child, but creates a fictitious Lilliputian world, OF WHICH THE CHILD IS THE MASTER, which the child controls, with almost no effort on his part, and which belongs to him. This is detrimental not only to his childhood, but to his future. There can be no happiness in this illusion, because it is false. The world does not belong to us—we do not control it; it is only through the infinite effort of our minds that we can master its ideals and in some measure have a part in its destiny.

The small world which Signora Montessori creates is also apart from the family, who live in the real world to which the child does not belong, and which he will despise because, to him, adults are unable to control all that he believes himself capable of controlling so easily.

The mechanical routine of moving and removing small objects made for him, where there is not even physical effort, does not constitute order—it is the work of an automaton.

On the other hand, this world needs no organised system of toy-like things, because Nature has provided a multitude of fascinating objects which come into the child's life daily, and which put into action his own imagination in attributing to them magic powers, and keep his mental activity in full play.

In creating a mechanically organised, orderly, measured world for the child, we not only segregate him from the world in which he has to live, but we destroy for him, perhaps for ever, the mental food, the activity of his imagination, the effort to make for himself a world of fancies and of beauty. We thus destroy for him the power of thinking, the power of making things serve him, and he becomes the servant of a toy.

Signora Montessori goes so far in her restriction of the child's world that she would even restrict the limits of the area in which he thinks; she would create for him a music under the sway of which he can work, a silence in which he can rest. I do not deny the power of music nor of silence, but it must not be an artificially created thing. The child must learn to find the infinite harmony which lies in gymnastics, in the silence of the fields, in the softest breath of the heavens; he must find the silence within,

he must find the leisure and the rest within. But if all this is created for him, he will never find it, because his mental activity has been destroyed by brutal mechanical force, which exercised its influence and created the object before the need stimulated his capacity for creating it himself.

On the other hand, I understand the sway which Signora Montessori's teaching exercises in creating this mechanical, inactive, irresponsible teaching. It would seem easy to be a teacher, and possibly a perfect one, under these conditions, which demand from her very little knowledge, will power, or active control over her pupils. Possibly her power is occult, and thereby positively harmful. Instead of the teacher using all her activities in friendly and humble co-operation with her pupil, instead of creating through books that mental daily exercise of attaining knowledge, and through knowledge truth, instead of being the instrument through which and by which the child understands how strenuous, how painful, and yet how beautiful and exhilarating the path of knowledge is, she becomes, by acting on the lines suggested by Signora Montessori, the embodiment of non-doing, non-willing, non-knowing; and a better world is thus again destroyed for the child, the world of books, the world of learning.

It is in no spirit of criticism that I write these lines, but out of love for England, and for English children especially, and as a humble teacher.

P. LUNATI.

St. George's Square, S.W. 1.

Nov. 7, 1919

## Dr. Montessori and a London School.

Sir,—Many years ago Dr. Montessori formed a very high opinion of a certain English schoolmistress. Doubtless this will be a matter of pleasurable surprise to most people. Probably it will be news even to the majority of the Montessori students now in London to learn that that schoolmistress was a Londoner, the late Miss Latter, headmistress of what is now called The Invicta Infant School. In her book, "The Montessori Method," the famous Italian wrote: "Already in England Miss Latter has devised the basis for a method of child education by means of gardening and horticulture. She sees in the contemplation of developing life the bases of religion, since the soul of the child may go from the creature to the Creator. . . . Miss Latter's conception is too one-sided; but . . . undoubtedly completes the natural education, which up to this time limited to the physical side, has already been so efficacious in invigorating the bodies of English children" (p. 155).

For the English students of the Montessori Method few excursions could be more valuable than one to Miss Latter's school. The London Education Authority, whose chief inspector is Dr. Kimmins, would not raise any objection to the students visiting "The Invicta," to observe the facts for themselves. To visit the very scene of Miss Latter's experiment would give the students a new view of the intuitive genius of Dr. Montessori and of her great talent for description.—Yours, etc.,

W. S.

[We detect a subtle joke in our correspondent's letter, as will others who know the Invicta School and try to connect it with gardening and horticulture.—*Editor.*]

## Rate-aided Schools and the Rich.

Sir,—I think there is an aspect of the action of the Wealdstone Council that has escaped you, which I am sure you will allow me to state. When public money is given to a school, it is in order that those who are poor—a comparative term, of course—may get its advantages under cost price. Everyone has a right to this benefit. But in the case in question the rich man's daughter is depriving the poor man's daughter of this benefit. It is within your knowledge that the great public schools, that were founded centuries ago, were intended for the benefit of poor boys. The rich have taken their heritage. You cannot, I am sure, wish this history to be repeated. Do you not agree with your contributor (p. 403) that State funds should "necessarily imply the inability of the parents to meet the expenses of a higher education"?—Yours, etc.,

J. VINE MILNE.

### The Hyperbolic Functions.

Sir.—I should like to submit, for the consideration of your readers, the following suggestions for a simple explanation of the hyperbolic functions, suitable for students who have done very little in the way of integration.

It may first be pointed out that the semi-hyperbola  $x = \sqrt{1+y^2}$  can be obtained by plotting  $x = \frac{1}{2}(e^v + e^{-v})$  and  $y = \frac{1}{2}(e^v - e^{-v})$ , just as the circle  $x = \pm \sqrt{1-y^2}$  can be obtained by plotting  $x = \cos v$  and  $y = \sin v$ . This will explain why the first two of these functions of  $v$  are called *hyperbolic functions* and indicated by  $\cosh v$  and  $\sinh v$  respectively. But it will naturally make the beginner inclined to think that the  $v$  in  $\sinh v$  is numerically equal to the length of the corresponding arc in the above-mentioned hyperbola, just as the  $v$  in  $\sin v$  is numerically equal to the length of the corresponding arc in the above-mentioned circle; in fact, as I have recently pointed out in *Engineering*, this mistake is made by some of our University lecturers in engineering mathematics. I would therefore at once draw the student's attention to the fact of the matter, in the following way:—

The above definitions give us  $e^v = \cosh v + \sinh v = r(\cos\theta + \sin\theta)$  where  $r$  and  $\theta$  are the polar co-ordinates (still taking the centre as origin). We therefore have  $v = \log r (\cos\theta + \sin\theta)$ , where the  $r$  is easily seen to be the reciprocal of  $\sqrt{(\cos^2\theta - \sin^2\theta)}$ , since  $1 = \cosh^2 v - \sinh^2 v$  so that  $1/r^2 = \cos^2\theta - \sin^2\theta$ . This gives us—

$$v = \log (\cos\theta + \sin\theta) / \sqrt{(\cos^2\theta - \sin^2\theta)}$$

from which we get—

$$dv/d\theta = 1/(\cos^2\theta - \sin^2\theta) = r^2.$$

We can thus prove, without any knowledge of the calculus beyond the simplest elements, that—

$$v = \int \theta r^2 d\theta$$

in the case of the above hyperbolic functions; and a moment's thought will show that this also holds good in the case of the circular functions: that is to say, the  $v$  in  $\sin v$  and  $\sinh v$  is numerically equal to twice the area of the corresponding sector in the above-mentioned circle and semi-hyperbola; but the integral gives this  $v$  with its proper positive or negative value.

From the first equation in the third paragraph we have  $v = \log(x+y) = \log(x + \sqrt{x^2-1}) = \log(y + \sqrt{1+y^2})$ , obtained much more easily than usual.

From the above definitions it follows that—

$$\sinh v = v + v^3/3! + v^5/5! + \dots$$

with the consequence that  $\sinh v > v$  when  $v$  is positive. But it is obvious that the corresponding hyperbolic arc must be greater than  $\sinh v$ , and therefore cannot be equal to  $v$ .

Yours, etc.,

W. F. DUNTON.

165, Tamworth Road,  
Newcastle-on-Tyne.

13th Oct., 1919.

### Education for the League of Nations.

To the Editor of THE EDUCATIONAL TIMES.

SIR,

We are informed by all our leaders of thought that the only hope of preserving our civilisation intact for future generations lies in the institution of a League of Nations among mankind. It is agreed that only thus will there be avoided in the future such wars as would finally destroy human learning, culture, and morals. Most appropriately, therefore, the League of Nations Union decided, with official sanction, to organise in the schools a propaganda in support of this great ideal on November 11th, the anniversary of Armistice Day.

But may I suggest that such propaganda is utterly futile unless correlated and harmonised with school teaching in other subjects. For instance, it is, to say the least, inconsistent to combine the preaching of this great new ideal with the old teaching of history from a purely national point of view. To make such propaganda at all reasonable or effective, it must be accompanied by the teaching to every child the world over of the history not only of his or her own nation but also of the world in general.

Another essential is the education of children not only in the history of insignificant happenings in the bygone past but also of great events at the present day. But there is always the difficulty here of avoiding political or personal bias in teaching contemporary history; and often teachers themselves need educating. For instance, in a school of my acquaintance, where

contemporary events are taught, the headmaster prefaced his lesson with the remark that, "I am afraid that there is not anything very interesting to tell you, now that the war is over." One such artless sentence would destroy the value of a score of lectures on the League of Nations.

It is nothing less than a crime to inform children that the only interesting events in the world are concerned with warfare. The President of the Royal Society has just told the world that "one of the greatest, perhaps the greatest, of achievements in the history of human thought" had been made. Is not this "interesting"? That there is a glamour attaching to peace, which, if properly presented, can appeal to the enthusiasm of youth, was amply demonstrated by the success of the Lord Mayor's Show in London this month. If the ideal of a League of Nations is ever to be realised, it must be impressed upon the children of all nations that

"Peace hath her victories  
No less renowned than war."

Yours faithfully,

HUGH HARRIS.

27, Addison Mansions, W.14.

November 24th, 1919.

To the Editor of THE EDUCATIONAL TIMES.

SIR,

In my capacity as General Treasurer of the British Association for the advancement of Science, I made, before the Thursday evening discourse at the recent Bournemouth meeting, the following remarks:—

"Ladies and Gentlemen. You are aware that after paying printing and office expenses, the funds of the British Association are devoted to Scientific Research. For more than 80 years we have spent more than £1,000 a year on Research, long before ordinary people had heard of Research.

"Every year we form many Research Committees; each of them is formed of the foremost men of Science of Great Britain, who receive none of the money themselves, and their accounts for mere out-of-pocket expenses are carefully audited. These researches in the past have created some entirely new sciences, have led directly and indirectly to the creation of many new industries, and they have largely produced the world's present natural knowledge. And now to my point. Yesterday, a very prominent member of the Association asked me about our finances. I had to admit that even before the war we were meeting with difficulties due to the increased cost of printing and other things; that since the war we have been behindhand to the extent of more than £1,000 every year; and that we have never yet asked for the help of moneyed men. The only gift we have ever received from a moneyed man was a voluntary gift from Sir James Caird, who handed me £11,000 at the Dundee meeting. My questioner said we ought to ask for help and that he was willing to start a fund with a sum of £1,000. At this moment he does not wish to have his name mentioned.

"I need not dwell on the importance of our Research work, as I feel sure that every person here who has himself done original work shares my opinion that when we limit our expenditure on Research, and especially on pure scientific research, we shall begin to be a bankrupt Association—bankrupt, that is, morally from the point of view of science, if not actually in the financial sense.

"The moneyed men of Great Britain are most willing to help any good object when they get proof that it really is a good object. We cannot complain of want of their help for they did not know the facts. At the same time, the treasurer of an Association with such a record as ours does not feel happy at the prospect of begging for help."

In the two days of the meeting following that on which I made this statement, the fund was raised to a total of £1,475. I intend to publish in due course a list of names of donors and donations.

To illustrate by many instances (as I might) our claims as to the importance of our researches would unduly prolong this letter, and any selection of a few examples would be unrepresentative. I will cite a single illustration: the National Physical Laboratory, the scene of researches of which the importance to the nation during the war and earlier cannot be overestimated, had its origin (if its antecedents be traced backward) in the Kew Observatory, which was maintained by the British Association from 1842 to 1872, in which period the Association spent some £12,000 on its upkeep.

I am, Sir, Your obedient servant,

JOHN PERRY.

British Association,  
Burlington House, London, W.1.

# TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

The Council desires to make known to all

## UNREGISTERED TEACHERS

that

1. The full **CONDITIONS OF REGISTRATION** will come into operation at the beginning of the year 1921. Up to 31st December, 1920, teachers may be admitted to Registration on proof of **EXPERIENCE ALONE**, under conditions satisfactory to the Council. After that date proof of **ATTAINMENTS** and **PROFESSIONAL TRAINING** will be required.
2. The **OFFICIAL LIST OF REGISTERED TEACHERS** is now being revised. Entries for the Revised List will close on **WEDNESDAY, 30th JUNE, 1920.**
3. On and after the same date, **WEDNESDAY, 30th JUNE NEXT**, the uniform fee for Registration will be **TWO POUNDS** instead of **ONE GUINEA**, as at present.
4. Registered Teachers may count their teaching service prior to 1st April, 1919, as **QUALIFYING SERVICE FOR SUPERANNUATION** where the service has been accepted by the Council.

Teachers who are not Registered should complete the Form below and post it without delay to the Office of the Council.

To the **SECRETARY, TEACHERS REGISTRATION COUNCIL,**  
47, Bedford Square, LONDON, W.C. 1.

Please forward.....Form(s) of Application for Registration to

Name .....

Address.....

E.T.

## LITERARY SECTION.

## BOOKS AND THE MAN.

## Mr. H. G. Wells as Historian.

An outstanding feature in the character of H. G. Wells is a fervent hatred of disorder. I am referring, of course, to his character as a writer. In private he may be a most untidy person, and certainly he is seldom well-groomed. His coiffure generally suggests that its owner has been tearing his hair in wild despair at the stupid pranks of his fellow-men and their reluctance either to range themselves in a chemical equation or form part of a symmetrical diagram. I have a friend who used to sit at the feet of Mr. H. G. Wells, B.Sc. (Lond.) in the days before "The Time Machine," when its author was engaged in teaching science at the University Tutorial College. My friend has forgotten much of the science, but he remembers vividly the uncanny skill which Mr. Wells displayed in making drawings with coloured chalks on a blackboard. These were neat and clear, well-proportioned, and above all, complete, a source of evident satisfaction to the draughtsman. In his novels the later Mr. H. G. Wells shows a kindred delight in deft handling of material and economy of effort. In "Tono Bungay" we can almost hear him purring with satisfaction as he describes a method of packing the bottles of his eponymous concoction.

It is no matter for surprise, therefore, that Mr. Wells, having surveyed our attempts to teach or write history, has found them wanting. To him they must seem hopelessly incomplete, lacking in proportion, in balance, in symmetry, and in everything that his scientific mind desires. He feels that there must be some kind of law underlying humanity's spasmodic progress towards perfection. He is convinced that this law is obscured or hidden from us by our patchy and incomplete handling of history. Instead of looking at the doings of mankind, we consider only the deeds of a nation. Instead of surveying even a nation's history, we confine ourselves to a set "period," or to selected persons such as monarchs or politicians. With a boldness that is entirely commendable, Mr. Wells has undertaken to prepare a comprehensive history and the first of "about twenty fortnightly parts" was issued by Messrs. Newnes on the 21st November. The work is entitled "THE OUTLINE OF HISTORY," and each part is to cost 1s. 2d. net. At the head of the introductory chapter there is quoted a passage from Friedrich Ratzel, which may be regarded as the motto of Mr. H. G. Wells, Historian. It runs: "A philosophy of the history of the human race, worthy of its name, must begin with the heavens and descend to the earth, must be charged with the conviction that all existence is one—a single conception sustained from beginning to end upon one identical law." Acting on this Mr. Wells begins with the heavens and brings the Book of Genesis up to date. We descend to an earth which is lifeless for millions of years before vegetable forms appear, to be followed in turn by animals of strange aspect and stranger names—pleiosaurs, diplodocus, brontosaurus, pterodactyl, and the rest. The drawings help to make these words more palatable, and of course Mr. Wells makes the general theme attractive by his rare skill as a writer. It is a good thing to have a survey of world history presented by a scientist who writes novels. The threefold combination of biology, history, and romance appears in a form which is certain to gain approval.

It is a good thing, too, that Mr. Wells should have undertaken a task which is so nearly related to teaching. Of late his stories have contained some shrewd criticisms of our schools and schoolmasters. We welcome his appearance as a teacher, and I venture to suggest that a proper sequel to the "Outline of History" will be the establishment of a Wells School.

SILAS BIRCH.

## REVIEWS.

## Mathematics.

PROJECTIVE VECTOR ALGEBRA: by L. Silberstein, Ph.D. (Bell. 7s. 6d. net.)

This is "an algebra of vectors independent of the axioms of congruence and of parallels." It begins with a definition of the addition (non-metrical) of vectors and shows that vectors added in this way obey the commutative and associative laws.

The definition of addition is as follows: OX, OY are two vectors with a common origin. Take points, "terminal points" on OX and OY. Join these points, giving the terminal straight. Join the terminal point of OX to Y and the terminal point of OY to X. The cross of these straight lines is A, and OA is defined as the sum of OX and OY.

It is remarkable that the algebra based on this definition covers the whole range of projective geometry. The power of this algebra may be judged from the examples of its use which are given. The proof of Pascal's Theorem, for example, is simple and elegant.

Students of projective geometry will find this an unusually attractive and enlightening book. The writer has an engaging way of introducing new ideas exactly where they are wanted and as they first occurred to him, so that the reader has the feeling that he is on a voyage of discovery with the writer as pilot.

FERMAT'S LAST THEOREM: Three proofs by elementary algebra (revised edition): by M. Cashmore. (Bell. 2s. 6d. net.)

"There is no possible general solution of the indeterminate equation  $x^n + y^n = z^n$ , where  $x, y, z$  are positive integers not equal to 0 and  $n$  is a positive integer  $> 2$ ."

The proofs are clearly expressed and not difficult to follow, even though the number of assumptions makes the solution rather like the solution of an intricate chess problem. The most interesting proof is the first, which is based on a method which the author calls the "Infinite descent" argument. It is shown that if  $x^3 + y^3 = 2^3$  can be solved in positive integers not zero, then other solutions in smaller integers exist, and so on indefinitely, i.e., there is an infinite number of small integers. Hence, the assumption is untenable.

DIFFERENTIAL CALCULUS FOR COLLEGES AND SECONDARY SCHOOLS: by Charles Davison, Sc.D. (Bell. 6s.)

There is something very attractive about this book. It may be the type, or the arrangement, or the clearness of the proofs, or all the three. At any rate it is very easy to read. It begins with the analytical definition of a derivative and develops the subject on almost purely analytical lines as a branch of pure mathematics.

Part I covers the first principles of the differential calculus—differentiation of algebraical, circular, and hyperbolic functions, successive differentiation, expansion of functions in powers of the independent variable, and the evaluation of indeterminate forms.

Part II include applications to maxima and minima, tangents and normals, curvature, asymptotes, singular points, curve-tracing, envelopes, evolutes, and pedals.

This list makes the scope of the book clear. The integral calculus and applications to mechanics and physics are not introduced.

A valuable feature in the exercises is a list of subjects for essays.

AN ARITHMETIC FOR PREPARATORY SCHOOLS: by Trevor Dennis, M.A. Second edition revised. (Bell.)

The type and arrangement are clear and attractive, and the exercises are unusually interesting and varied.

We are strongly of opinion that decimals should be introduced at the beginning, being led up to by measuring in inches and centimeters and weighing in grams. Otherwise there is considerable difficulty in removing the idea of a break at the decimal point. Here decimals are introduced after vulgar fractions.

We question also the utility of exercises like "9mi. 2 fur. multiplied by 987," which have no particular meaning. It

(Continued on page 466.)

# HODDER AND STOUGHTON THE NEW TEACHING SERIES.

THE NEW TEACHING SERIES STRIVES TO BUILD UP THE NEW HUMANISM ON THE BASIS OF THE STUDENT'S IMMEDIATE ECONOMIC INTERESTS AND ENVIRONMENT.

**Professor JOHN ADAMS :**

"Your Series EXACTLY meets the needs of the Educational situation just developing."

**Citizenship.** By F. R. WORTS, M.A. 4/6 net.

"A careful and valuable book . . . written by a skilled teacher of the subject . . . shows in very simple, clear English how our various institutions, local and central, came to be what they are, and shows what citizenship is, and the relation of the man or woman who votes on local or imperial questions to the complexities of government."

*Times Educational Supplement.*

"One of the most valuable and complete books on citizenship we have yet seen. . . ."

*Schoolmaster.*

**Chemistry from the Industrial Standpoint.**

By P. C. I. THORNE, B.A. 4/6 net. Illustrated.

**Modern Industrial History.** By F. R. WORTS, M.A., Senior History Master, Bristol Grammar School. 4/6 net.

**Professor J. J. FINDLAY :**

"The series will certainly be of great value for many purposes, and especially for young persons who are studying with a view to their livelihood."

**The Foundations of Engineering.** By W. H. SPIKES, B.A. Illustrated. 4/6 net.

"The author introduces the student to the general principles underlying a science which is so wide in its scope that even a practical engineer can as a rule aspire to excellence in only one branch of the subject. It is part of the value of a work of this kind that the ordinary reader can follow the developments of engineering, and arrive at a clear understanding of the 'reasons why.' The book should be very useful also to those who are going through the 'shops.'"

*Athenæum.*

**Applied Botany.** By G. S. M. ELLIS, B.A. 4/6 net. Illustrated.

**The Natural Wealth of Britain: Its Origin and Exploitation.** By S. J. DULY, B.A. 130 Illustrations. 6/- net.

Write for descriptive book of this series to

**HODDER AND STOUGHTON, 18, WARWICK SQ., E.C. 4.**

## The Teachers' Guild of Great Britain and Ireland

NOTICE is hereby given that the Thirty-sixth ANNUAL GENERAL MEETING of the Teachers' Guild of Great Britain and Ireland will be held at University College, Gower Street, W.C.1, on Thursday, January 1st, 1920, at 10.30 a.m., for the transaction of the following business :

1. To receive the Annual Report of the Council.
2. The election of a President.
3. The election of a Treasurer.
4. The election of eight general Members of the Council.
5. The appointment of an Auditor.

ALBERT EHRHARDT,  
General Secretary.

*At the conclusion of the Annual General Meeting, the retiring President, Canon J. H. B. Masterman, will deliver an Address.*

9, BRUNSWICK SQUARE, LONDON, W.C.1

"A contribution to educational historical thought."—  
THE TIMES.

## The Manchester Grammar School 1515 - 1915.

A  
Regional Study of the Advancement of Learning  
in Manchester since the Reformation.

By ALFRED A. MUMFORD, M.D.

With Illustrations. 8vo.

21s. net.

"The life of a school is shown historically to be part of the great synthesis of actions and reactions of individuals from near and far, and of civic, national groups spreading out into connexions beyond the nation."—THE TIMES.

LONGMANS, GREEN & CO.,  
39, PATERNOSTER ROW, LONDON, E.C.4.

should, however, be said that Mr. Dennis approaches nearer the ideal of leaving such things out altogether than almost any writer on arithmetic. Exercises on compound multiplication might just as well follow the decimalization of money, which robs them of their terrors.

Opportunities are missed of introducing literal symbols naturally for purposes of generalisation, *e.g.*, in dealing with areas. And why not say boldly,  $a \text{ in.} \times b \text{ in.} = ab \text{ sq. in.}$ ? It has to be done some time or other; or what becomes of the theory of dimensions?

One other very small point. It is neither necessary nor in accordance with modern practice to put a point after "per cent"!

The criticisms we have made do not change the general conclusion that there is no other arithmetic book we would so gladly see used in preparatory schools.

### Classics.

THE AGAMEMNON OF AESCHYLUS: translated by R. K. Davis. (Blackwell, Oxford. 4s. 6d. net.)

THE CLOUDS OF ARISTOPHANES: translated by B. B. Rogers. (Bell and Sons. 3s. 6d. net.)

These two books—one an honourable failure, the other a brilliant success—suggest a large question. When is it possible to transpose the verbal music of one language into the verbal music of another? It is obvious that the attempt should be made, for a prose translation of a metrical composition is a crib and nothing more, and the chief conditions for success seem to be these. The translator should be himself a poet with a keen ear for beautiful sound. This first condition is so essential that it should be superfluous to require it, but as a matter of fact, many English poets of established reputation—Browning and Meredith will serve as examples—are capable of writing lines that are atrociously ugly. Greek has in any case a very great advantage over English in melody, but it is not necessary to emphasise our weakness as Mr. Davis does when he writes:—

"Again the dreadful travail-throe, the whirl,  
The dizzy spasm that brings the prophyce."

or again:—

"That thou art clean of guilt  
What witness can assure us?  
Not so, not so! Yet still

The demon grim may claim his part in the story.  
Blood upon blood new-spilt—  
Fierce Havoc tramples o'er us  
To wreak his righteous will

On kindred flesh, for feast of children gory!"

Rhyme is a very valuable ornament—about the only thing we have to redress our adverse balance against Greek—but it should be beautiful rhyme, and the assonance of "guilt-spilt," "assure us-o'er us," "story-gory" does not seem to justify the note of admiration with which Mr. Davis ends the passage.

Secondly, the translator should either possess, or be able to invent, metrical models in which to recast his verse. This is the key difficulty in attempting to reproduce Aeschylus. For his iambic dialogue we have our blank verse, with its fatal fluency, but where shall we find in English an adequate counterpart to the elaborate rhythm of his choral odes? It is only recently that we have begun to grasp the system on which Pindar and Aeschylus worked, and even Walter Headlam, who really understood their laws of composition, found it impossible to represent in English verse the ever-changing harmonies of Greek music. With Euripides the difficulty is nothing like as great, for his method of chorus writing is altogether on a simpler plane than that of Aeschylus, and it is possible by a judicious use of Swinburnian melodies to approximate at least to his effects. But Swinburne is no use for Aeschylus; Milton himself would have found all his powers taxed if he had tried to translate the Agamemnon as it should be translated.

Thirdly, the translator should be in genuine sympathy with his author and be able really to enter into the thoughts he is expressing. This is where the great advantage lies with Dr. Rogers, whose translation of the Clouds, first published in 1852, a classic now by age as well as by merit, we rejoice to welcome in a cheap edition. Every one must admire Aeschylus, unless indeed like the youth in the Clouds, not being able to understand, they deride him as—

"That rough unpolished, turgid bard, that master of bombast," but few can claim that they habitually move on his level of thought. But with Aristophanes it is different. There is a close kinship between his methods and that particular kind of

English wit which we call "legal humour," best represented on our stage by Sir William Schweick Gilbert. The style is the man and the tetrameters of Aristophanes run naturally into those long, galloping lines with their double rhymes that Dr. Rogers and Gilbert seem so to enjoy writing.

"O! men, sit you still, and attend to my will, and hearken in peace to my prayer—

O Master and King, holding earth in your swing, O measureless infinite Air."

Aristophanes, like Euripides, is a modern, and if he were alive to-day would doubtless be turning out revues. The difference between our product and a revue written by a man of genius may be seen by anyone who will first go to a London theatre and then turn to Aristophanes.

F.A.W.

HOSIDIUS GETA'S TRAGEDY MEDEA. Text with metrical translation by J. J. Mooney. (Cornish, Birmingham. 4s. 6d. net.)

Of all the forms of dead literature, centos, poems—save the mark—made up of scraps from other poems are the most mouldy. Hosidius Geta, who as early as the second century A.D. plundered the pages of Vergil to make his verse tragedy, Medea, is no worse; but he is also no better than the blameless monks who, seeking to avoid the temptations set for idle hands, achieved in this form works of truly diabolical dulness. It might seem that it was only humane to leave Geta and his tragedy in their well-earned oblivion; but Mr. Mooney does not agree, and has furnished the Latin text with a translation in blank verse, of which it is kinder not to speak.

F.A.W.

THE GREEK ORATORS: by J. F. Dobson. (Methuen. 7s. 6d. net.)

Classical students will find this a useful and instructive book. Professor Dobson disclaims any intention of rivalry with Jebb's "Attic Orators," but he manages to condense into some three hundred pages most of the material which in that monumental work fills two solid volumes. He begins with an account of early oratory and the influence of the sophists, committing himself by the way to the rather doubtful doctrine that "the teacher must indulge in exaggeration or the pupil will not grasp his points." Then follows a vivid description of two strongly contrasted types, the ultra-professional Antiphon and the mere amateur Andocides. Lysias, Isaeus, Isocrates, and Aeschines are each given a chapter, the first perhaps receiving less, the last rather more praise than is usually assigned them; and then we come to Demosthenes, whose work is rightly treated on a fuller and more generous scale. Finally we have the orators of the decadence, Lycurgus, Hyperides, and their contemporaries. Such is the main outline of Mr. Dobson's book, and his treatment is thoroughly sound and practical. The facts of each orator's life are usually given first, then a brief analysis of his more important speeches, illustrated by a number of selected passages excellently translated; lastly, a few paragraphs of judicious and sensible criticism.

The book forms an admirable guide to the learner, but it is perhaps doubtful whether even Mr. Dobson will attract the general reader to the study of Greek oratory, and his dictum that people "ought" to find interest in the subject seems somewhat arbitrary. Our politicians and barristers would certainly glean from the pages of the orators many examples, if they needed them, of the art of misleading statement, of the use and abuse of personal invective; but this is scarcely an inducement to the layman. As a matter of fact the orators exhibit rather too plainly the less pleasing side of the Greek character; they are always out to win, and are perfectly unscrupulous as to the methods they employ. In this respect they are all the same. Lysias, behind an apparent candour, hides a complete absence of veracity. Isaeus makes it his chief object to deceive the jury with a cloud of sophistical arguments and wilful perversions of fact. Demosthenes in matters of state was a high-minded patriot; as a speaker in private cases, whether for himself or for clients, he loses all sense of shame, demanding vehemently that Meidias shall be put to death for having buffeted him on the cheek, but finally accepting a handsome pecuniary atonement and making, as his rival Aeschines remarked, a fortune out of his face.

As stylists certainly, helping to shape the great instrument of Greek prose, the orators deserve study; but in the serious purpose which marks all great literature they are lamentably wanting.

F.A.W.

(Continued on page 468.)



**COLLEGE OF PRECEPTORS.**  
**Lower Form & Certificate Examinations**  
**SPECIAL SUBJECTS FOR 1920.**

S. denotes the Senior Examination, J. the Junior,  
 P. the Preliminary, L.F. Lower Forms.

**Scripture History.**

- Acts of the Apostles (Part II, Ch. 13-28.** Edited with Introduction, Notes, and Maps, by Rev. W. H. FLECKER, D.C.L., M.A., Head Master of Dean Close School, Cheltenham, 2s. (S., J.)
- Gospel of St. Luke.** Edited, with Introduction, Notes, and Maps, by Rev. T. WALKER, M.A., and Rev. J. F. RICHARDS, M.A. 2s. (S., J.)
- Gospel of St. Luke.** (Preliminary Edition.) Edited, with Introduction, Notes, and Maps, by Rev. J. F. RICHARDS, M.A., and Rev. T. WALKER, M.A. 1s. 6d. (P., L.F.)

**English Literature, History & Geography.**

- Milton.—Comus. Lycidas.** By S. E. GOGGIN, M.A., and A. F. WATT, M.A. Each 1s. 6d. (S.)
- Milton.—Sonnets.** By W. F. MASOM, M.A. 2ND EDITION. 2s. (S.)
- Scott.—Lay of the Last Minstrel.** Edited by (J., P., L.F.) T. T. JEFFERY, M.A. 2s.
- Shakespeare.—Merchant of Venice.** By S. E. GOGGIN, M.A. 2s. 3d. (S.)
- Shakespeare.—The Tempest.** By A. R. WEEKES, M.A. 2s. 3d. (S.)
- Shakespeare.—The Tempest.** By A. R. WEEKES, M.A., and FREDERICK ALLEN, M.A. 1s. 9d. (Junior Shakespeare.) (J.)
- School History of England.** By M. F. CARTER, Honour School of Modern History, Oxford. With Plans and Coloured Maps. 4s. 6d. Also in Three Parts. Part I, to 1603. Part II, 1485-1714. Part III, 1660-1910. Each 2s. (S., J.)
- Preliminary History of England.** By M. K. ELLIOTT, Honours in the Historical Tripos, Cambridge, and M. S. ELLIOTT, B.A. With Illustrations. 2s. 9d. (P., L.F.)
- Text-book of Geography.** By G. C. FRY, M.Sc. SECOND EDITION. REVISED AND ENLARGED. 5s. 6d. (S.)
- Junior Geography.** By G. C. FRY, M.Sc. 3s. 6d. (J., P.)

**Latin and Greek.**

- Caesar.—Gallic War, Book V.** By A. H. ALLCROFT, M.A., and W. F. MASOM, M.A. 1s. 9d.\* (S.)
- Caesar.—Gallic War, Book VI.** By LL. M. PENN, M.A. 1s. 9d.\* (S., J., P.)
- Cicero.—De Amicitia.** By A. H. ALLCROFT, M.A., and W. F. MASOM, M.A. 1s. 9d.\* (S.)
- Vergil.—Aeneid, Book VI.** By A. H. ALLCROFT, M.A., and B. J. HAYES, M.A. 1s. 9d.\* (S., J.)
- Euripides.—Hecuba.** By T. T. JEFFERY, M.A. With Introduction and Notes. 1s. 9d. (S.)
- Xenophon.—Anabasis, Book I.** By A. H. ALLCROFT, M.A., and F. L. D. RICHARDSON, B.A. With Introduction and Notes. 1s. 9d. (S., J.)

\* With Introduction, Notes, and Complete Alphabetical Lexicon.

Complete Educational Catalogue, and separate Catalogue of Class Books for Secondary Schools, post free, on application.

**University Tutorial Press, Ltd.,**  
 25, High Street, New Oxford Street, LONDON, W.C. 2.

**CONSTABLE & COMPANY, LTD.**

**The Secret of Happiness :**  
 or, Salvation through Growth.

By EDMUND G. A. HOLMES, Author of "What is and what might be," etc. 12/6 net.

THE CHRISTIAN WORLD.—"This book makes excellent and thought stimulating reading. It is refreshing after the din and dust of the war to get once more into the clear and calm atmosphere of philosophical thinking."

**The Curriculum.**

By KENNETH RICHMOND. 5/- net.

- Part I. The Secondary Course.  
 Part II. Elementary Course.  
 Part III. Continuation Courses.

**The Profession of Chemistry.**

6/6 net.

By RICHARD B. PITCHER, Registrar and Secretary of the Institute of Chemistry of Great Britain and Ireland.

THE TIMES EDUCATIONAL SUPPLEMENT.—"A practical and comprehensive guide for all proposing to enter the profession by the Registrar and Secretary of the Institute of Chemistry of Great Britain & Ireland."

Please write for our Educational Lists, free on application

**LONDON: 10/12, Orange Street, W.C. 2.**

**J. M. DENT & SONS,**  
 LIMITED,

**ELEANOR FARJEON'S NEW BOOKS.**

**A First Chap-Book of Rounds.**

**A Second Chap-Book of Rounds.**

With Music by H. FARJEON, Notation and Script by WINIFRED HOW, and Line Decoration by J. GARSIDE. 1s. net each.

**Singing Games for Children.**

Fully illustrated in colour and line by J. LITTLEJOHNS, R.B.A. 6s. net.

Among the titles of these twelve games are: Old Goodman Time—Wayland, Wayland, Shoe me my Mare—The Green Cap—Crock of Gold—Gypsy, Gypsy, Raggetty Loon—The Wonder Star.

*For The PRIZE LIST and The STORY HOUR.*

**A Chinese Wonder Book.**

Folk Tales of China retold for Young Children by NORMAN H. PITMAN. Illustrated in colour by LI CHU-T'ANG. 7s. 6d. net.

**ALDINE HOUSE,**  
 Bedford Street, London, W.C.2.

## History.

**THE MAKING OF MODERN WALES: STUDIES IN THE TUDOR SETTLEMENT OF WALES,** by W. Llewellyn Williams. (Macmillan. 336 pp. 6s. net.)

Now that we have a Welsh Prime Minister, it is time that English readers should open the almost closed book of Welsh history and learn what happened after the Middle Ages. Mr. Williams has hardly begun his record before we find him praising the political virtue of Henry VIII, who initiated what may be called Welsh Home Rule, in 1535:—

Its shining success made it come to be regarded in after-times as an inspiration, and on the principles upon which Henry VIII proceeded in his pacification of Wales has been based the stately edifice of the British Empire. There is no finality in human affairs, no rest for "the ever-climbing footsteps of the world." O'Hagan, one of the poets of young Ireland, sang, seventy years ago:

There never lived a nation yet  
That rules another well.

The rhetoric of the Irish "rebel" has become the gospel of the League of Nations.

This last observation might lead us to expect a volume full of nationalist fire and emphasis, and perhaps fury. But Mr. Williams is a lawyer and scholar and lover of learned foot-notes, as well as a Welshman, and his book, while always interesting, and in some sections novel, is always grave and judicious. His central chapter on "The King's court of Great Sessions, 1542-1830" (the Courts of Great Sessions not being abolished till 1830) could only have been achieved by a legal mind. The change to the English Circuit system created friction and suspicion, which have now happily vanished. From this more technical side of Welsh life Mr. Williams passes to the subject of the decline of Catholicism, and much of his story will be new to English, and perhaps even to Welsh readers. He remarks, rather significantly, that "Catholicism stood for more than the old religion; it stood also for Welsh nationality." The country was devotedly Catholic, and, for over a hundred years after the breach with Rome, no Protestant Church was founded. Chapters on Nonconformity and the Welsh Language complete a very valuable work. Speaking of education, Mr. Williams rightly asks that "provision must be made to ensure that the education of the schools shall not quench the spirit or stifle the native culture of the Welsh people." F. J. G.

**OUR GUARDIAN FLEETS IN 1805:** by H. W. Household. (Macmillan. 226 pp. 3s. net.)

Assisted by numerous pictures and battle plans, Mr. Household relates in a vigorous and straightforward manner, and with evident carefulness of detail, the story of Nelson's valour and naval wisdom, from the escape of the French fleet from Rochefort in January, 1805, to the dramatic home-coming of Nelson and the singing of the memorial anthem at his tomb: *Let us now praise famous men, and our fathers that begat us.*

**EDINA JUNIOR HISTORIES, Book III, "The Age of Discovery, 1485-1603," and Book IV, "The Age of Strife, 1603-1713."** By A. L. Westlake and T. Franklin. (W. and A. K. Johnston. 64 pp. and 72 pp. 1s. 4d. net each.)

Concise and careful notes, set out in orderly paragraphs (e.g. English Humanists, Loyola, Armada, Thirty Years' War, The Cabal, etc.), handy for reference, and not pretending to be descriptive.

## HELPS FOR STUDENTS.

The S.P.C.K. continues to turn out useful booklets, of some 40 to 60 pp. each. A. Hamilton Thompson tells of *Parish History and Records* (8d. net), and observes, in passing, that the English parochial system came into existence long before the Norman conquest. Arthur A. Tilley compiles little note-books, not at all dull, on the *French Renaissance* (8d. net), and *The French Wars of Religion* (6d. net); in the latter pamphlet he remarks on a fact often overlooked by admirers of the Huguenots, that "the special privileges granted to the Protestants promoted the existence of a State within a State." A. P. Newton provides a compact mass of hints on the *Study of Colonial History* (6d. net). And (the late) Archdeacon Cunningham's *Study of English Economic History* (8d. net) displays the combination of interesting data, common sense, and fine moral purpose, which lend light and value to all his works. F. J. G.

**FIFTY YEARS OF EUROPE, 1870-1919:** by Charles Downer Hazen, Professor of History in Columbia University. (G. Bell and Sons. 428 pp. 14s. net.)

Large philosophical judgments on the social evolution which led up to the Great War are not yet possible. We shall have them in rich abundance, about 1950, and they will show a greater sense of economics and ethnography than the popular estimates of 1920. Meanwhile we may be thankful for narratives such as Professor Hazen's. His story is distinguished by a clearness and orderliness which avoid too much detail, and too little detail. It is, of course, written from an American standpoint. If he were telling the tale of Greece or Rome he could not exhibit a more pleasing and (for us in Europe) more instructive detachment, until, of course, he arrives at the War of 1914, and the tragic vibration of the Old World touched the heart of the New. In fifteen chapters he gives us plain and sagacious, and by no means dry, records of the Franco-Prussian War, the developments in Germany, Austria, and Italy, the British Empire, the Partition of Africa, the conflict of Russia and Japan, the Balkan Wars of 1912 and 1913. A final chapter, a hundred pages long, describes the World War to the date of the Armistice. As an example of simplicity and conciseness, take his note on French education:

The Republicans were particularly solicitous about education. As universal suffrage was the basis of the State, it was considered fundamental that the voters should be intelligent. Education was regarded as the strongest bulwark of the Republic. Several laws were passed, concerning all grades of education, but the most important were those concerning all primary schools. A law of 1881 made primary education gratuitous; one of 1882 made it compulsory between the ages of 6 and 13, and later laws made it entirely secular. No religious instruction is given in these schools. All teachers are appointed from the laity. This system of popular education is one of the great creative achievements of the Republic, and one of the most fruitful.

Of British policies and events Professor Hazen speaks sympathetically, and even when he refers to such happenings as the Boer War he yields no reasonable cause for complaint. There are 14 maps. F. J. G.

## Science.

**ADVANCED LECTURE NOTES ON LIGHT:** by J. R. Eccles, M.A. (Cambridge University Press. 7s. 6d. net.)

The subjects of the lessons are: rainbows, magnifying power, chromatic aberration, spherical aberration, wave theory of light, interference, diffraction, and polarization of light.

The notes are clearly set out on large pages, and form what is practically a text book on light, in fact they can be recommended as a text book concise but full.

A short analysis of the section on the wave theory will indicate the amount of matter included: Discovery of the velocity of light by Römer; the "aberration of light"; light as a form of energy; objections to the corpuscular theory; founders of the wave theory; properties of ether; plane and spherical waves; velocity, frequency, and wave-length; colour and frequency; Huygen's principle; rectilinear propagation; the area of a half-period element; reflection of plane waves; reflection of spherical waves at plane and spherical surfaces; refraction of plane waves— $\frac{\sin i}{\sin r} = \text{constant}$ ; refraction of a spherical wave through a lens—relation between focal length and radii of curvature of surfaces.

By the way, "ether" is spelt "aether" and "Huygens" is spelt "Huyghens" in this book. Even if one is not a simplified speller there is no need to go out of the way to add redundant letters.

## Geography.

**RESOURCES AND INDUSTRIES OF THE UNITED STATES:** by Elizabeth F. Fisher. (Ginn and Company.)

With less need of conservation of resources than ourselves, Americans seem more awake to its necessity than we are. The coal supplies of the United States are estimated to last, according to this book, about 4,000 years at the present rate of consumption. (We have seen other estimates placing the time at nearer 10,000 years.) Our own supply of coal is estimated to last less than

(Continued on page 470.)

## BELL'S MATHEMATICAL SERIES FOR SCHOOLS AND COLLEGES.

General Editor: W. P. MILNE, M.A., D.Sc., Professor of Mathematics, Leeds University, formerly Mathematics Master, Clifton College.

### STATICS. RECENT VOLUMES.

By R. C. FAWDRY, M.A., B.Sc., Head of the Military and Engineering Side, Clifton College. Crown 8vo. 5s.; or Part I, Third Edition, 3s.; Part II, 2s. 6d.

NATURE.—"This book can be confidently recommended."

### DYNAMICS.

By R. C. FAWDRY, M.A., B.Sc. Crown 8vo, 5s.; or Part I, Second Edition, 3s.; Part II, 2s. 6d.

SCHOOL WORLD.—"Mr. Fawdry has performed his task with the sure touch of one who is familiar with all the difficulties which beginners in this subject experience."

### STATICS AND DYNAMICS—FIRST PARTS.

By R. C. FAWDRY, M.A., B.Sc. Crown 8vo, 5s.

THE FIRST PARTS OF THESE TWO BOOKS HAVE BEEN ISSUED BOUND TOGETHER, IN RESPONSE TO REQUESTS RECEIVED FROM MANY TEACHERS.

### ANALYTICAL GEOMETRY OF THE STRAIGHT LINE AND CIRCLE.

By JOHN MILNE, M.A., Senior Mathematics Master of the Mackie Academy, Stonehaven. Crown 8vo, 5s.

ATHENÆUM.—"The book is plentifully illustrated and well provided with exercises."

### A FIRST COURSE IN THE CALCULUS.

By W. P. MILNE, M.A., D.Sc., Professor of Mathematics, Leeds University, and G. J. B. WESTCOTT, M.A., Head Mathematics Master, Bristol Grammar School. Second Edition. Crown 8vo, with Answers, 3s. 6d.

NATURE.—"A book of peculiarly suggestive and persuasive kind. Both authors are experienced teachers of mathematics. . . . The style is splendid."

### PLANE TRIGONOMETRY.

By H. L. REED, M.A., Assistant Mathematics and Science Master, Westminster School. 2nd Edition. Crown 8vo. 4s. 6d.

A.M.A.—"This book represents a successful attempt to write a School Trigonometry on modern lines. We have no hesitation in declaring it to be the best school book on the market. . . . There is a magnificent collection of interesting and varied examples. . . . The boy's interest is at once aroused and he is given a sense of power which reacts favourably on his other mathematical work."

### ARITHMETIC FOR PREPARATORY SCHOOLS.

By TREVOR DENNIS, M.A., Head Master of Lady Manners' School, Bakewell. Crown 8vo, 4s. net; or with Answers, 4s. 6d. net. Also issued in two parts, bound in limp cloth. Part I, 2s. 6d. Part II, 2s.

### ARITHMETIC.

By H. FREEMAN, M.A., formerly Mathematics Master at Halberdashers' Aske's School. Crown 8vo. Seventh Edition. With or without Answers, 3s. 6d.

EDUCATIONAL NEWS.—"The methods shown are the very best possible."

### ARITHMETIC.

By F. W. DOBBS, M.A., and H. K. MARSDEN, M.A., Assistant Masters at Eton College. Part I, Second Edition, Crown 8vo, 3s. 6d. Answer to Revision Papers, 1s. net. Part II, in the press, 3s. 6d.

NATURE.—"We like the general appearance of the book: there are numerous interesting and attractive questions, those on contours and map-reading deserving special mention."

### A SHILLING ARITHMETIC.

By JOHN W. ROBERTSON, M.A., B.Sc., Mathematical Master, Robert Gordon's College, Aberdeen, and Lecturer at Aberdeen Technical College. Crown 8vo. Sixth Edition. 1s. 6d. net; or, with Answers, 2s. net.

### THE ELEMENTS OF NON-EUCLIDEAN GEOMETRY.

By D. M. Y. SOMMERVILLE, M.A., D.Sc., Professor of Mathematics, Victoria University College, Wellington, N.Z. 7s. 6d. net.

MATHEMATICAL GAZETTE.—"A very useful and stimulating book."

FULL PARTICULARS OF THIS SERIES, AND OF THE WELL-KNOWN TEXT BOOKS OF

Arithmetic, Algebra, Geometry and Trigonometry, by Messrs. PENDLEBURY, BAKER, and BOURNE, BORCHARDT and PERROTT, etc.,

WILL GLADLY BE SENT ON APPLICATION.

G. BELL & SONS, LTD.,  
YORK HOUSE, PORTUGAL ST., W.C. 2.

# FROM PITMAN'S LIST

## UP-TO-DATE READING BOOKS.

### THE WANTS OF MAN. 3/- net.

By T. W. BOWTELL, M.A., B.Sc.

A Junior Economic Reader, being a simple introduction to the problems of economic science.

The elementary, though important, truths associated with Value and Capital, Supply and Demand are copiously illustrated by facts drawn from the home, the shop, and the factory, as well as from Geography and History.

### THE TRIUMPH OF MAN. 2/- net.

With 130 illustrations. A reading book for boys and girls from 12 to 16 years old. Contains a simple account of wind, water, steam, and electricity and their applications; of iron and steel and their uses, etc.

### THE TRUE PATRIOT'S BOOK. 1/9 net.

By ORME AGNES.

The object of this book is to make children INTELLIGENTLY proud of their country and to encourage the instinct to serve it.

## FRENCH.

### THE PROGRESSIVE FRENCH GRAMMAR. 5/6 net.

By F. A. HEDGECOCK, M.A. (Officier de l'Instruction publique; Officier d'Académie, and the only English Docteur ès Lettres of the University of Paris).

In this book the author, a well-known authority on the French Language, has adopted an entirely new method, combining the direct with the indirect. Phonetic type is introduced, by which a closely approximate idea of French pronunciation is conveyed.

Also issued in Parts. Part I, 3s. 6d. net; Part II, 2s. 6d. net; Key, 3s. 6d. net.

### FRENCH FOUNDATION BOOK OF VERBS, ACCIDENCE, AND SYNTAX. 1/- net.

By THE SAME AUTHOR.

A useful book for teachers.

## ART.

### DRAWING AND DESIGN. 10/6 net.

By SAMUEL CLEGG.

A school course in Composition. Lettering and pen and ink drawing are included, and a special feature of the book is coloured plates printed by scholars from wood blocks of their own making and designing. Profusely illustrated.

### THE ART OF PAINTING IN PASTEL. 15/- net.

By J. LITTLEJOHN, R.B.A., and L. RICHMOND, R.B.A. With a front piece and foreword by Frank Brangwyn, A.R.A. With 40 full-page coloured plates and 15 other illustrations.

## ENGLISH.

### ENGLISH GRAMMAR AND COMPOSITION. 3/6 net.

By W. J. WESTON, M.A., B.Sc. (Lond.).

In this volume the theory of the language is made interesting, and is taught with effect by being brought into union with the practice of the language—GRAMMAR TAUGHT THROUGH COMPOSITION.

### ENGLISH FOR TECHNICAL STUDENTS. 2/- net.

By F. F. POTTER, M.A., B.Sc.

A most interesting and useful book, teaching how to write free and correct English, especially with reference to scientific subjects.

Send for full particulars of any of the above books which interest you. They will be sent post free, together with complete Catalogue of Educational Books.

Sir Isaac Pitman & Sons Ltd.  
1, AMEN CORNER, LONDON, E.C. 4

200 years ; so that our problem is much more urgent. Nevertheless we are not making the same endeavour to teach conservation through the schools as American educationists are making.

The book is one of many American school books which teach conservation of resources. It is intended for Junior High Schools. Beginning with a study of soils, "man's chief resource," and the best use of the soil, it passes on to human necessities in order of importance—food, clothing, and shelter. Chapters follow on forms of power, manufactured products, and "Our resources the basis of our trade relations."

In each section a distinct problem is presented, e.g., "How we may use and protect our fish," "How to conserve the fuels needed by mankind." In this connexion it is interesting to note that in the United States more trees are cut down for firewood than for lumber.

The book is valuable to English teachers partly as a geography of the United States and partly because of the lessons in elementary economics, which are as apt here as in the United States.

Many of the illustrations are of great interest. Some of them, for example a picture of some sheep in a field, might just as well have been left out.

### Economics.

**THE WANTS OF MAN:** by T. H. Bowtell, M.A., B.Sc., Econ.M. Ed. (Pitman. 2s. 6d.)

This is a very successful effort to produce a school book which should introduce to boys the fundamental facts and elementary principles of economics. It consists of short chapters, with clear and pointed illustrations and explanations of economic terms, their meaning and uses. The examples are very practical and the method is calculated to incite interest in their application. The economic principles involved are explained with lucidity and with the aid of cases of practical application.

The book should make an excellent and interesting Reader and should stimulate youths to further enquiry. It may be said that youth who mastered this little work would pass to the world of business better equipped to grasp the meaning and importance of their duties, and they would also be armed against many fallacies that arise from ignorance. The book gives evidence of sound economic knowledge. Its use in schools, and indeed by older persons unacquainted with economic works, is to be strongly recommended as an antidote to much of the wild doctrine now so mischievously spread abroad as to the origin and distribution of wealth. There is nothing controversial in the work; it is simply explanatory of facts which every man and woman would be the better for knowing.

If anything, the book is too full of detail and illustration for its task, but, if so, this is an error on the right side. It deserves a wide circulation for its sound doctrine and its potential utility in practice.

### General.

**THE BOOK OF THE LONG TRAIL:** by Henry Newbolt. With a coloured frontispiece and thirty other illustrations by Stanley L. Wood. (Longmans, 7s. 6d. net.)

In this attractive volume Sir Henry Newbolt returns from the adventures of war to those of peace and succeeds admirably in depicting the courage and hardihood of great explorers. The record includes the stories of Franklin, Livingstone, Stanley, Franklin, Captain Scott, Richard Burton, Francis Younghusband, and Alexander Wollaston. It serves as a timely reminder to young readers that peace gives opportunity for the display of splendid qualities of patience and heroism. Needless to say, the stories are excellently told, and Mr. Stanley Wood's illustrations add to the interest of the work.

**WHEN LEAVES WERE GREEN:** by Sydney Cope Morgan, with illustrations by Joan Buckmaster. (Heffer.)

A book about children, presumably by a grown-up, and certainly by one who has strange notions of English prose. What are we to make of a sentence such as "Being a self-reliant young gentleman his absence was not noticed until later in the afternoon. Mary failed to find him in the house or garden. The stable yielded no better result." (p. 48)? This sentence is one of many which baffle our powers of understanding. For relief we turn to the drawings by Mrs. Buckmaster, which are admirable.

### Pensions at 55.

Under the Superannuation Act no teacher can receive a pension before the age of 60, although very many will complete the minimum period of qualifying service at an earlier age. Of these, many will feel a desire to leave off teaching, but their difficulty will be to bridge the gap between giving up their salary and beginning to draw a pension. The Friends' Provident Institution, with which is now allied the Century Insurance Company, has devised an attractive scheme for providing a deferred annuity payable between the ages of 55 and 60. Quotations for other ages may be obtained, but for those mentioned an annual premium of about £8, beginning at 24 years of age, will secure at 55 an annuity of £100 for five years. In the event of death before 55 all premiums are returned with interest at 2½ per cent. per year compound. Should the policy be discontinued before 55 a similar refund is made provided that the policy has been in force two years, or alternatively, a paid-up policy may be taken. There is thus no loss of premiums in any case, and to many teachers the plan will prove attractive as a means of securing the chance of optional retirement before the pensionable age. The Friends' Provident Institution has also prepared for independent schools a scheme of pensions which is in several respects better than the Government scheme, although it is of course contributory.

### Eurhythmics—Vacation Classes.

The London School of Dalcroze Eurhythmics will hold Christmas Vacation Classes from Dec. 29th, 1919, to Jan. 8th, 1920. The classes are intended as an introduction to the Dalcroze Method, and include instruction in Rhythmic Movement, Practical Harmony, and Solfège. Teachers and others will find in this short course an opportunity for learning at first hand something of the purpose and possibilities of Eurhythmics. The course will be under the direction of Miss Marthe Bischoff, and particulars may be obtained from the School, 23, Store Street, London, W.C.1.

At Liverpool a somewhat similar course is to be carried on between the same dates, under the direction of Miss Elsy Findlay, and for this particulars may be obtained from Miss L. Gibson, Brookside, Maiden Lane, Clubsmoor, Liverpool.

## OUR TRANSLATION PRIZE.

We offer a First Prize of Ten Shillings and a Second Prize of Five Shillings for the best translation into English, with explanatory notes, of the following letter, which we take from the *Westminster Gazette* :—

"Dear Old Thing,

Sorry not to have seen you last Saturday, but I had a little stunt on at Hornsey—absolutely a pukka do, umpteen girls and no end of doings. Dear old Ponko (who was with me in Egypt) blew in later. We jazzed till 4 ack emma, and then kipped on the floor.

Hope you are in the pink, old Bean, and not feeling too much of an onion at home! Did you click for a rise? The gadget is to barge in on the Chief right away—at the double in fact. Cold feet are no good for bringing in the dough. If the Chief is inclined to jib, tell him to put a sock in it! These old buffers cut no ice with me, and you can put your buttons on Percy that he won't get wind up. I've been sweating on the top line for a big push up the scale for three months now and am fed up to the back teeth. Shall grease off and have a dekkoo abroad if chances are napoo. There are some bonza jobs out east I hear. London is getting me down a bit and I feel like cutting it all out. Take it from me I shan't be fooling round this old town much longer.

Don't forget Tuesday, any old how. Can you scrounge any doings? It's up to you. See you 7 pip emma at the Troc. Mean to knock off two bottles of the best. Expect I shall get a raspberry from the old Oojah if I arrive (with the milk) blotto. Never mind, I've not had a buckshee binge for years!

By the way, Tuesday is not a posh affair—trust me not to swing anything like that on you. Now do blow along, old Bean, or I shall turn you down as a wash-out. Ponko is coming and means to push the boat out, so don't give it a miss. Chin-chin.—  
Thine, PERCY.

P. H. M.

Attempts should reach the Editor, Translation Prize, *The Educational Times*, 31, Museum Street, London, W.C.1., not later than Saturday, 13th December, 1919. The Editor reserves the right to publish any translation received.

# The "Tutorial" System of Correspondence Tuition makes a success of every willing student.

The "Tutorial" Correspondence Courses are based upon the best educational experience and compiled from unequalled sources of information and specialised knowledge. The work of the correspondence student is closely scrutinised, minutely checked, criticised and appraised by a tutor interested in producing the best individual results and alive to the closest co-operation necessary between himself and the student.

ALL "Tutorial" Tutors have been directly connected with University work for a number of years. Under their guidance, industrious candidates have a surer guarantee of success than any other training system or institution can afford. Being individual coaching from start to finish, the Tutorial Correspondence Tuition is incomparably efficient.

Special provision is made for coaching candidates for all examinations connected with the Teaching profession. Particular attention is devoted to special subjects if necessary, so that backward students may quickly recover lost ground.

The Tutorial College Correspondence Tuition affords complete Training in Arts, Science, Medicine, Economics, Laws, etc., preparatory for University and Professional Examinations, as well as for the Indian and Home Civil Service Examinations.

*Call or send to-day for Prospectus and Table of Fees.*

## The Tutorial College,

30M, ELMBANK CRESCENT, CHARING CROSS, GLASGOW.

If you wish to  
qualify to teach

**SHORTHAND,  
BOOK-KEEPING AND ACCOUNTANCY,  
COMMERCIAL PRACTICE,  
ADVERTISING, PRACTICAL BANKING,  
COMMERCIAL LAW.**

you can do so in  
your spare time  
by means of

### PITMAN'S POSTAL COURSES

The postal tuition meets exactly the requirements of teachers who are unable to secure oral training, or who desire to pursue the study of commercial subjects at home. One course, or any group of subjects, may be taken at any time, the lessons commencing from any stage of present knowledge. Write for details, stating the subjects in which you are interested.



206, SOUTHAMPTON ROW, LONDON, W.C. 1.

Principal:  
FREDERICK HEELIS,  
F.R.S.A., F.C.I.S.

Director of Studies:  
ROBERT W. HOLLAND,  
O.B.E., M.A., M.Sc., LL.D.

By Special



Appointment.

To their Majesties the King and Queen and H.M. Queen Alexandra,

## WINSOR & NEWTON,

**Prepared Water Colours**

IN

WHOLE and HALF CAKES, WHOLE, HALF, and  
QUARTER PANS,

and WHOLE, HALF, and LARGE TUBES.

Quarter Pans of Winsor and Newton's Artists' Water Colours are of the same outside dimensions as the Half Pans. They may, therefore, be used in Winsor and Newton's range of Half Pan Japanned Boxes.

The advantages of habituating the Student at the outset of his career to the use of the BEST materials are so obvious that no attention need be drawn to them.

Messrs. Winsor and Newton's Artists' Water Colours are necessarily more expensive than those usually manufactured for School use, but as, owing to their superior strength, a small quantity yields approximately the same amount of colour surface as the larger pans of Water Colours generally sold for Students' use, the expense in both cases is much the same.

The special attention of Teachers and the public is, therefore, invited to these Quarter Pans of Colour, which, costing practically the same, provide the Student with a superior article.

Full detailed catalogue may be obtained from any of the leading Artists' Colourmen throughout the Country, or from 39, Rathbone Place, London, W. 1.

Established nearly a Century.

Capt. C. S. Goldingham, whose new novel "Fetters," is nearly ready, with Messrs. George Allen and Unwin, has just gone to the Baltic as interpreter to the Mission under Admiral Sheppard, commanding Frensburg Force, during the taking of the Referendum in Schleswig-Holstein. "Fetters" is a very powerful story in the genre of A. E. W. Mason and the late Seton Merriman.

"Evoe" is a familiar and welcome signature to readers of "Punch," and stands for E. V. Knox. Some of his wittiest efforts in prose and verse have been collected together in book form and called "A Little Loot," and Messrs. Allen and Unwin will publish them in time for Christmas. Capt. Knox is one of the brilliant sons of the Bishop of Manchester.

Messrs. George Allen and Unwin also announce the publication of "French Fireside Poetry" translated with the preface by the late Miss Betham Edwardes; "Paths of Glory" a collection of poems written during the war by, among others, Walter de la Mare, Roger Fry, W. W. Gibson, Siegfried Sassoon, Alex Waugh, and Richard Aldington; and "The Advance of English Poetry in the 20th Century," by Professor W. L. Phelps, of Yale University, in which the work of the most notable English and American modern poets, including Thomas Hardy, Kipling, Robert Bridges, Masfield, Rupert Brooke, de la Mare, John Drinkwater, D. H. Lawrence, and W. H. Davies is discussed.

The announcements of the same publishers include "The Children's Life of the Bee" by Maurice Maeterlinck, selected and arranged by Alfred Sutro and H. Williams, and illustrated in colour by H. Detmold; "Shasta of the Wolves," a jungle book by Olaf Baker, illustrated in colour by Charles Livingstone Bull; and a novel by Miss Evelyn Sharp, the first she has written for 12 years, called "Somewhere in Christendom"; "The Remaking of a Mind" by Henri de Man, revealing the change wrought by the war in the ideas and ideals of the author, who is a prominent young Belgian Labour Leader as well as a lieutenant in the Belgian Army; a Memoir, "Joseph Fels, his life work" by Mary Fels; "The Voice of Lincoln" by Judge Wanamaker, and "The More Fatal Opulence of Bishops" by the Rev. Hubert Handley, forming sequel to "The Fatal Opulence of Bishops" by the same author, published eighteen years ago.

## An Urgent Appeal.

THE SECONDARY SCHOOL TEACHERS' WAR RELIEF FUND.  
(Registered under the War Charities Act, 1916.)

Sir,—The Committee of Management of the Secondary School Teachers' War Relief Fund desires to make a final appeal for funds with a view to closing the subscription list in December next. While expressing our sincere thanks for the support so generously accorded in the past, we have to point out that the response to the appeal made in May last has not fully met the existing liabilities of the fund. Actuarial investigation has shown that if our annual commitment based on life expectations on annuity principle is to be maintained, a further capital sum of £500 must be provided. The Committee feels that all subscribers will realise the obligation laid upon it of continuing allowances to the families of those of the profession who have fallen in the war, so that a reasonable livelihood is assured. It, therefore, urgently appeals to all interested in Secondary Education to assist to the utmost of their power in raising this sum before December 31st next. Subscriptions and donations may be sent to any of the Associations represented on the Committee of Management, or to any of the local honorary collectors appointed by the fifty branches of the Incorporated Association of Assistant Masters. When this is not possible, contributions should be sent to the Hon. Treasurer of the fund, Mr. J. Hart-Smith, c/o Barclay's Bank, Ltd., 835, Wandsworth Road, S.W. 8, London. Cheques should be made payable to the Secondary School Teachers' War Relief Fund, and crossed "A/c Payee only."

A. A. SOMERVILLE, M.A.,  
Eton College, *Chairman*.

G. D. DUNKERLEY, B.Sc., *Hon. Secretary*.  
(formerly Watford Grammar School).

J. HART-SMITH, A.R.C.S.,  
The County Secondary School,  
Battersea, S.W. 11, *Hon. Treasurer*.

35, John Street,  
London, W.C. 1.

### THE Incorporated London Academy of Music.

#### Dr. Yorke Trotter's Training Course for Teachers.

The Course includes:—

Rhythmic Method in all its branches, Musicianship, Harmony,  
Ear-training, etc.  
Piano Technique.  
Class Management and Preparation of Lessons.  
Voice Production and teaching of Class Singing.

The New Term begins on January 19th, 1920.

—Teacher's Holiday Course, Jan. 6th-10th, 1920.—  
Full particulars as to the Course, Fees, etc., can be had from  
the Secretary, 22, Princes Street, Cavendish Square, W.1.

"Dr. Yorke Trotter, having brought the mental realm and psychology into his Rhythmic Method of Music, has, in the widest sense of the word, made it religion—the worship of the good, which in the Greek is synonymous with the beautiful."

## Modern Corr. College

### FAILURES Converted into SUCCESSES

GRADED COURSES.  
SCIENCE.  
B.A., B.Sc., Mus. Bac.  
OX. & CAM. LOCALS.

MATHEMATICS.  
LITERATURE.  
A.C.P., L.C.P., L.L.A.  
L.R.A.M., A.R.C.M.

LANGUAGES.  
MUSIC.  
FROEBEL.  
A.Mus.T.C.L.

GUARANTEE COURSE:

For one Fee—Tuition until successful.

Arthur McAlister, B.A. Cantab.  
St. Moritz, Ilkeston Road, NOTTINGHAM.

## WHY NOT SEND TO US FOR YOUR SUPPLIES!

We can save you much time, trouble, and expense.

Everything needed for yourself, your school,  
your students, etc., can be quickly supplied.

School Furniture.	Books.	Sport Requisites
Stationery.	Gym. Dresses.	Cutlery.
Dresses.	Shoes.	Glass.
Materials.	Trunks.	China.
Hats.	Hat Bands.	Sashes, etc., etc.

EXAMINE OUR QUALITY AND COMPARE OUR PRICES.

SEND US YOUR ENQUIRIES.

NO ORDER TOO LARGE—NO ORDER TOO SMALL.

## SUPPLIES & EXPORTS, LD.

84, Great Portland Street,  
LONDON, W. 1.

# HARBUTT'S NOV-LART.

The Art of Stencil Picture Making.

A FASCINATING AND EASY PASTIME FOR ALL.

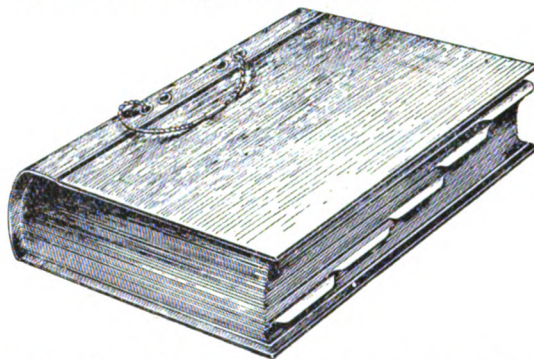
Make your own Birthday Cards, Christmas Cards, Calendars and other items for which all sorts of uses may be found.

NOV-LART pictures fetch good prices at Bazaars and Sales of Work.

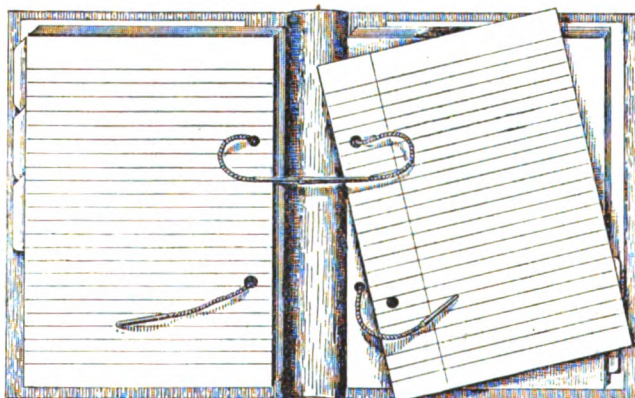
**HARBUTT'S PLASTICINE, LTD., 203, Bathampton, Bath.**  
London Showroom : 56, Ludgate Hill, E.C. 4.

# Wm. Hunt's OXFORD "IDEAL" LOOSE LEAF EXERCISE BOOK.

WM. HUNT'S Patent Ideal LOOSE-LEAF NOTE-BOOK constitutes the best and most convenient Higher Form and Science Class Exercise Book, Lecture Note Book, Loose-Leaf Scrap Book, Storage Covers for Notes, Letters and Papers of all sorts yet invented. The Book opens perfectly flat for writing, and binds up absolutely securely ; can be un-made and re-made and the leaves transferred from one book to another or new leaves added in any manner without trouble and without risk of disarrangement or loss. No rings, posts, arches, or mechanism of any sort. Only one book necessary for many subjects. Each subject can be transferred to its own distinctive cover as convenient. 18 sizes and several qualities. Capacity : one leaf or 300 with no lost bulk.



Showing the Book, containing 300 sheets of paper, closed. The Divisible Lace is here shown joined, by inserting the Pointed Tag into the Barrel Tag. When the Book is in use the Lace should be joined as above only. When not in use the Lace-ends may be tied with a bow knot.



Showing the manner of changing leaves. A leaf is shown withdrawn from one Divisible Lace before withdrawing it from the other.

PRICE LIST AND TERMS ON APPLICATION.

## WILLIAM HUNT,

Manufacturing Academical Stationer,  
Opposite Balliol College, 18, Broad St., OXFORD.

Works : 11, ST. ALDATE'S

## THE INCORPORATED FROEBEL EDUCATIONAL INSTITUTE,

Colet Gardens, Talgarth Road,  
West Kensington, London, W. 14.

President: RIGHT HON. SIR W. MATHER, LL.D.  
Chairman and Treasurer: MR. C. G. MONTEFIORE, M.A.  
Secretary: MR. ARTHUR G. SYMONDS, M.A.

### TRAINING COLLEGE FOR TEACHERS.

Principal: Miss E. LAWRENCE.

Students are trained for the Examinations of the National Froebel Union and other Examinations. Prospectuses and all particulars as to Scholarships and Loan Fund may be obtained from the PRINCIPAL.

## IMPORTANT TO TEACHERS

who are eligible for  
Pensions under the

### Teachers' Superannuation Act, 1918

THE

## Friends' Provident Institution

has a carefully considered scheme to benefit those who may wish to retire earlier, but are not eligible for pensions until age 60.

All advice and particulars given on applying to :

THE

## Friends' Provident Institution,

42, KINGSWAY, LONDON, W.C. 2.

## PUBLICATIONS RECEIVED.

EDWARD ARNOLD.

A Spanish Course, by E. Alec Woolf. 5s.

G. BELL AND SONS.

Fifty Years of Europe, 1870-1919: by Charles Downer Hazen. 14s. net.

CAMBRIDGE UNIVERSITY PRESS.

Seventeenth Century Life in the Country Parish: by Eleanor Trotter. 10s. net.

Plane Geometry for Secondary Schools: by Charles Davison. 6s. 6d. net.

Seven Spiritual Songs (of Shakespeare's time). Words and music by Thomas Campion, M.D. Words ed. by Wm. H. Draper. Music arr. by W. H. Williams. Words and music, 2s. 6d. net. Words only, 3d. net.

CROSBY, LOCKWOOD AND SON.

Revision Arithmetic, Logarithms, Slide Rule, Mensuration, Specific Gravity and Density: by Terry Thomas. 2s. 6d.

EVANS BROS.

Geography Lessons: by Robert Finch. 4s. 6d. net.

How to Teach English Composition, Vol. I: by Robert Finch. 3s. 6d. net.

GINN AND CO.

De L'Universalité de la Langue Française: by Antoine Rivarol; ed. by W. W. Comfort. 2s. 3d. net.

Elementary Biology: by Benjamin C. Gruenberg. 7s. net.

General Methods of Teaching in Elementary Schools: by Samuel Chester Parker. 7s. net.

A Guide Book to the Biblical Literature: by John Franklin Genung. 10s. 6d. net.

W. HEFFER AND SONS.

When Leaves were Green: by Sydney Cope Morgan; illus. by Joan Buckmaster. 6s. net.

WILLIAM HEINEMANN.

The War Poems of Siegfried Sassoon. 3s. 6d. net.

Cinderella: illus. by Arthur Rackham. 7s. 6d. net.

HODDER AND STOUGHTON.

The New Teaching Series—

Chemistry from the Industrial Standpoint: by

P. C. L. Thorne. 4s. 6d. net.

Applied Botany: by G. S. M. Ellis. 4s. 6d. net.

W. AND A. K. JOHNSTON.

Edina Junior Histories, Book 4—The Age of Strife, 1603-1713: by A. L. Westlake and T. Franklin. 1s. 4d. net.

LONGMANS, GREEN AND CO.

The Manchester Grammar School, 1515-1915: by Alfred A. Mumford. 21s. net.

Indian Education, September, 1919: 1s. net.

Elements of Physics: by R. A. Houston. 6s. net.

The Book of the Long Trail: by Sir Henry Newbolt. 7s. 6d. net.

Elements of Vector Algebra: by L. Silberstein. 5s. net.

MACMILLAN AND CO.

Supmann's French Series for Rapid Reading—Une Guerre en Sonora, Le Saltéador: par Gabriel Terry. 1s. 3d.

The Making of Modern Wales: by Llewellyn Williams. 6s. net.

The Children's Classics, Intermediate II: Stories from Hiawatha. 6d.

Mathematical Papers: ed. by R. M. Milne. 1s. 9d. net.

Our Guardian Fleets in 1805: by H. W. Household. 3s. net.

Macmillan's Pocket Classics—The Virginian: by Owen Wister. 1s. 6d. net.

METHUEN AND CO.

The Four Tests—A Touchstone for Teachers and Lovers of Music: by J. E. Workman. 2s. 6d. net.

JOHN MURRAY.

Science Progress, October, 1919. 6s. net.

OXFORD UNIVERSITY PRESS.

Easy Numerical Trigonometry: by H. S. Carslaw. 2s. 6d. net.

Cæsar's Gallic War, Books 4 (20-38) and 5: by R. W. Livingstone and C. E. Freeman.

SIR ISAAC PITMAN AND SONS.

A Preparatory Course to Machine Drawing: by P. W. Scott. 1s. 9d. net.

SIMPKIN, MARSHALL AND CO.

Income Tax Simplified (new edition): by Arthur Fieldhouse and A. Ewart Fieldhouse. 1s. 6d. net.

Causes and Consequences—A Book for To-day: by George Gordon Samson. 2s. 6d. net.

MAJOR D. H. STEERS, R.E.

St. John's College, Cambridge.

Record of War Service of Public School Officers of the O.T.C. and other members of the Staffs; published by the O.T.C. Officers' Club (J.D.), and obtainable only from Major Steers as above. 5s. 6d. post free.

**ORDER FORM.**

TO THE PUBLISHERS,

THE EDUCATIONAL TIMES,

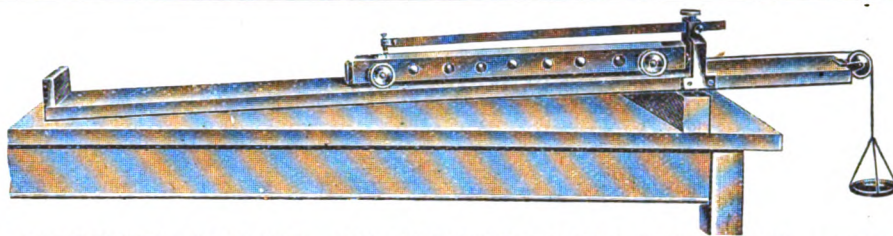
31, MUSEUM STREET, LONDON, W.C. 1.

*Please enter my name as a subscriber to THE EDUCATIONAL TIMES for one year, beginning with the issue for**I enclose remittance for Ten Shillings.*

Name.....

Address.....





2067.—FLETCHER'S TROLLEY AND INCLINED PLANE APPARATUS, complete with Release, new type of Brush Holder and Improvements, Cylindrical Weights, Brushes, Ink, &c.  
The most useful Apparatus for Elementary Dynamics.

**G. CUSSONS, Ltd., The Technical Works, Manchester.**

London Office :—Thanet House, 231, Strand, W.C.2.

## H. K. LEWIS & CO., LTD., Publishers & Booksellers.

Close to Euston Square Station (Metropolitan Railway), Warren Street Station for all Tube Railways.

Orders by Post or Telephone promptly attended to.

Special attention to packing and forwarding of Books to all parts of the World.

## SCIENTIFIC AND TECHNICAL CIRCULATING LIBRARY.

ANNUAL SUBSCRIPTION, TOWN OR COUNTRY, FROM ONE GUINEA,

CATALOGUE OF THE LIBRARY, revised to December, 1917, with **Classified Index of Authors and Subjects.**  
500 pp. Demy 8vo. 12/6 net.; to Subscribers, 6/- net. Just Published.

136, GOWER STREET, and 24, GOWER PLACE, LONDON, W.C. 1.

Telegrams : "Publicavit, Eusroad, London."

Telephone : Museum 1072.

### EXAMINATION PAPER

AS USED BY THE  
COLLEGE OF PRECEPTORS.

In strict accordance with the College requirements. Ruled both sides.  
Packed in Reams of 480 Sheets ... per Ream, 6s. 6d.  
" " 960 " " " " 13s.

ANSWER BOOKS FOR EXAMINATIONS IN BOOK-KEEPING.  
Senior, 3 Books 1/10; Junior, 3 Books 1/10; Preliminary, 3 Books 1/10.  
Music Paper.

(POSTAGE EXTRA.) REMITTANCES SHOULD ACCOMPANY ORDER.

**F. W. SHELBORNE & Co., Wholesale & Retail Stationers,**  
Telephone: Holborn 690. 63, HIGH HOLBORN, LONDON, W.C. 1.

### MEDICAL PRELIMINARY EXAMINATIONS.

THE  
UNIVERSITY EXAMINATION  
POSTAL INSTITUTION

provides courses in preparation for Medical Preliminary Examinations, more particularly for the Junior and Senior Examinations of the College of Preceptors.

Full preparation in all subjects, 120 lessons, £6; but the number of lessons required varies according to the student's knowledge at starting. Each lesson consists of very full lesson-notes, papers of questions, and answer-notes.

Oral tuition, if preferred, private or in class, with or without residence.

Prospectus and full particulars can be obtained from the Principal.

MR. E. S. WEYMOUTH, M.A. (Lond.),

17, Red Lion Square, London, W.C. 1.

### SAVE 50 per cent. OF YOUR TIME

by ordering your NEW BOOKS through Mr. John Davis, who can always secure good second-hand copies of publications which are out of stock at the Publishers.

EXTRACT FROM LETTER DATED OCTOBER, 1918 :—" I am preparing a further order for you as I am well pleased with your past efforts to secure for me what I wanted, and with your invariable courtesy."

MR. JOHN DAVIS (Successor to Mr. Thomas Laurie),  
13, PATERNOSTER ROW, LONDON, E.C. 4.

### BOOKS

On Educational, Scientific, Medical Law,  
Theological, and ALL other Subjects.

— Second Hand and New —

BOOKS SENT ON APPROVAL. Catalogues Free.

State Wants. Books Bought. Best Prices Given.

**W. & G. FOYLE, Ltd., 121/5, Charing Cross Rd, London, W.C. 2.**

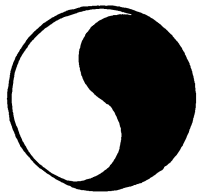
### SECOND-HAND SCHOOL BOOKS.

Please write for Catalogue to

**GEORGE OVER,**

EDUCATIONAL BOOKSELLER, RUGBY.

# EDUCATIONAL TIMES



## Dalcroze Eurhythmics.

### MONSIEUR JAQUES-DALCROZE

will give Lecture-Demonstrations;—

LONDON: Saturdays, January 10th and 17th, 10-30 a.m., in the Lyceum Theatre; Thursday, January 15th, 8-30 p.m., in The King's Hall, Covent Garden.

DUBLIN: Monday, January 19th, 3-15 p.m., in The Theatre Royal.

EDINBURGH: Wednesday, January 21st, 5 p.m., in the Synod Hall.

LIVERPOOL: Thursday, January 22nd, 7-30 p.m. in the St. George's Hall.

MANCHESTER: Friday, January 23rd, 7 p.m., in The Houldsworth Hall.

### VACATION CLASSES.

LONDON: A short Course, covering Rhythmic Movement, Ear-training, Practical Harmony, will be held at the London Dalcroze School, 23, Store Street, W.C.1, December 29th to January 8th, inclusive.

LIVERPOOL: A Course of Rhythmic Movement will be held at Edgehill Training College, December 29th to January 8th, inclusive.

### PROVINCIAL CLASSES.

In Term Time classes are held in the following centres:—Bath, Bingley, Brighton, Bristol, Cambridge, Chatham, Dover, Edinburgh, Glastonbury, Harrogate, Huddersfield, Leeds, Liverpool, Manchester, Newcastle-on-Tyne, Oldham, Oxford, Portsmouth, Reading, Sheffield, Stockport, Southampton, Southend-on-Sea, Tunbridge Wells, and York.

### TEACHERS TRAINING COURSE:

A Beginners Class will begin work on Tuesday, January 20th.

For details relating to all the above apply

## The London School of Dalcroze Eurhythmics,

(THE DALCROZE SCHOOL OF EURHYTHMICS, LTD.)

23, STORE STREET, W.C.1.

Telephone: Museum 2294.

Telephone: Eurhythm, Vestcent, London.

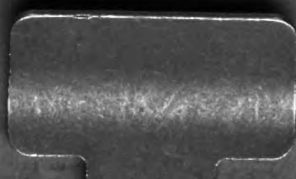
Director - - PERCY B. INGHAM, B.A.











UNIVERSITY OF ILLINOIS-URBANA



3 0112 109557360