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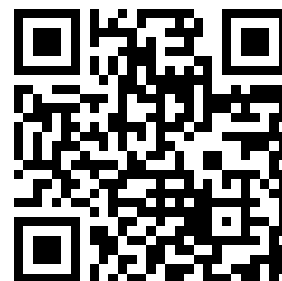
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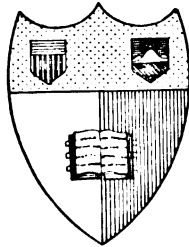
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SOCIAL MEETING.

A MEETING of Members and their Friends will be held at the College of Preceptors on Wednesday, the 7th of January, from 7-30 to 10 p.m.

LECTURES FOR TEACHERS.

A Course of Twelve Lectures on Educational Psychology by Professor John Adams, will begin on Thursday, the 5th of February, at 6 p.m.

THIS ISSUE CONTAINS :

Essays on Questions of the Future, by M. Emile Boutroux ; The Failure of Class Teaching ; Women Teachers in Boys' Schools ; and a Survey of the Month.

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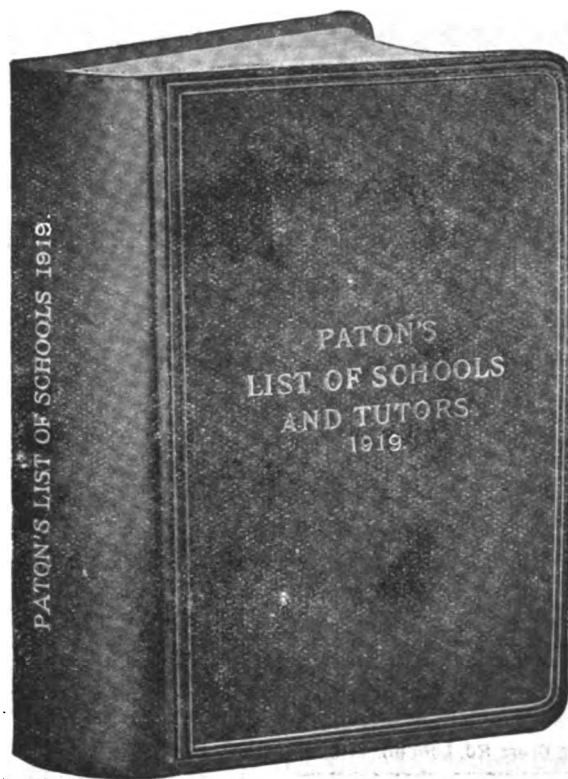
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2. The **OFFICIAL LIST OF REGISTERED TEACHERS** is now being revised. Entries for the Revised List will close on **WEDNESDAY, 30th JUNE, 1920.**
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THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

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JANUARY, 1920.

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With SPECIAL SUPPLEMENT—THE E.T. LIST OF ASSOCIATIONS, 1920.

NOTICE TO READERS.

The February Number of the Educational Times will contain an account of the January Conferences, and an important article by Mr. Lewis Paton (High Master of the Manchester Grammar School). The article by Mr. J. H. Simpson, which begins in this issue, will be concluded, and an interesting series of Translations from the Greek Anthology will be begun. These are from the pen of Mr. F. A. Wright, Lecturer in Classics at Birkbeck College, who has achieved great success in the difficult task of rendering into English verse the poems of Meleager.

For Order Form and Business Notice see inside page of back cover.

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NOTICE TO WRITERS.

The Editor is prepared to consider essays, sketches, or verse, provided that they are marked by originality or freshness of view. Accounts of successful teaching devices or efforts to introduce new methods in education will receive special attention. Articles submitted should 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.

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NOTES AND COMMENTS.

The Burnham Report.

The report of Lord Burnham's Committee on a Provisional Minimum Scale of Salaries for Teachers in Public Elementary Schools was issued at the end of November. Our Primary School Correspondent describes the proposals on another page. It is certain that this basic minimum, when it is in operation, will affect the rate of remuneration of teachers in every branch. It is only fifteen months since a Departmental Committee gave figures to illustrate a scale of salaries for teachers in secondary schools. On this illustrative scale the minimum salary for a graduate master was £180. The Burnham Committee propose £150 as the minimum for a certificated master in a public elementary school, even if he has no college training. Clearly the figures of the Departmental Committee must be revised. Also our Universities will find it necessary to increase the stipends of their lecturers, many of whom, before the war, were receiving only £150 a year, with no scale of increments. We may look forward to a general uplift in salaries starting from the new minimum. A difficulty which now lies before the Local Authorities is that of adjusting their scales so as to meet local conditions. Already the London teachers are suggesting that their scale should be at least fifty per cent. above the minimum, and authorities in adjacent areas in Lancashire are trying to arrive at a common understanding that they will not outbid each other in their offers to teachers.

A Basic Scale.

The best feature of the Burnham Report is the acceptance of the principle of a basic scale, with increments given in recognition of qualifications, experience, or responsibility. The "equal pay" question has been handled in a manner which makes it difficult to see whether the Committee acted on any principle or were trying to compromise while going as far towards equal pay as they dared. They reduce the difference to £10 a year in the early years, although it becomes £60 a year in the later ones. Since the argument against equal pay rests on the existence of family responsibilities for men we must assume that the Committee decided that £60 will enable a man to meet the extra demands on a householder and the needs of his family. The estimate is interesting, and it would be still more interesting to have the figures on which it is based. We are told that there is to be another Committee to consider salaries in secondary schools. It is unfortunate that the Board should have adopted the plan of having separate committees. Already the Burnham Report fails to deal with some teachers of handwork in elementary schools. An endless series of committees would still leave gaps, and it would have been wiser to recognise from the first the essential unity of the teaching profession by forming a joint committee of representatives of Parliament, Local Authorities, and teachers of all types for the purpose of devising a real basic scale.

Official Obscurity.

It will be remembered that the late Duke of Devonshire played the part of Morpheus while Sir John Gorst was playing that of Pan at the old Education Department. In other words, the Duke was Lord President of the Council while Sir John was Vice-President. It is said that on one occasion a deputation visiting the Education Department was astonished to see the Duke open his eyes and to hear him say, "What on earth is an ex-P.T.?" The deputation was naturally surprised to discover that the titular head of our education system did not recognise the name of one of its most familiar features. Some time afterwards the erstwhile ex-P.T. was officially transformed into the "uncertificated teacher," a name which is still more puzzling to Dukes and commoners alike, since it suggests a person who holds no certificate at all, whereas nobody can rank as an uncertificated teacher who has not obtained the preliminary certificate or its equivalent. A similar confusion seems to have been engendered by the use of the terms "qualifying service" and "recognised service" in the matter of pensions. Many teachers in their innocence have believed that service which is "qualifying" will qualify them for a pension in the sense of being reckoned towards the amount of a pension. This is not so. Qualifying service is merely non-pensionable supplementary service such as may be accepted towards making up the minimum total period required to obtain a pension. This is thirty years as a rule. Recognised service alone is pensionable, and this must cover a minimum period of ten years in a state school as a rule.

Classics in Education.

It is becoming difficult to keep track of the many departmental committees and enquiries into various fields of educational work. Science, English, Modern Languages, Adult Education, Salaries of Teachers, the state of Oxford and Cambridge, all have their appointed investigators. The latest committee chosen by the Prime Minister is directed "to enquire into the position to be assigned to the classics (*i.e.* to the language, literature, and history of Ancient Greece and Rome) in the educational system of the United Kingdom and to advise as to the means by which the proper study of these subjects may be maintained and improved." The committee consists of a body of distinguished scholars and teachers, with the Marquis of Crewe presiding and Mr. Christopher Cookson as Secretary. Its meetings should be highly interesting and its report very valuable. At first sight it is perhaps somewhat strange to find ourselves appointing a committee to investigate the means of studying Latin and Greek. The art of teaching these languages has been practised for centuries, and their proper study has been the theme of countless books. Yet the plain truth is that we have not yet solved the problem of enabling an average boy to read a Latin author with ease after seven years of schooling in the language. It would be useful if the committee could throw some light on this, for the right answer might give us the clue to the secret of all successful teaching, the creation of an appetite for knowledge. To create such an appetite for "dead" languages is a triumph for a teacher, and furnishes the sole justification for his work. We note that the teachers in Oxford have once more agreed that compulsory Greek in Responsions should be abolished.

American Studies in the Universities.

A study of contemporary United States journals affords ample proof of the need for a better understanding between Britain and America. For this reason we are glad to see that Sir George Watson has given £20,000 to be used for the foundation and endowment of a Chair in American History, Literature, and Institutions, in order to promote such studies in all the British Universities. This enterprise forms the chief educational proposal of the British programme for the tercentenary celebration of the Mayflower and Pilgrim Fathers.

It is not proposed that the Chair shall be exclusively attached to one University, but that it shall be used for the general purpose of stimulating interest and study of America in all the British Universities.

Neither will the Chair be held permanently by one scholar of a single nationality. The scheme provides that it shall be held, for a period of one or two years, alternately by an American and a British scholar or public man—thus drawing upon the best intellectual resources of the two countries, and securing a variety of treatment of the subjects dealt with.

This novel kind of foundation has been selected by a special committee of the Anglo-American Society, under the chairmanship of Lord Glenconner, and including Viscount Bryce and others, and after consultation with a number of expert advisers.

The committee are of opinion that the foundation will greatly assist to create in this country a wider knowledge of America to-day, and of the history, literature, and institutions of the great Transatlantic Commonwealth of English-speaking people.

As a permanent memorial of America's loyal partnership with Great Britain in the war, as well as of the historic ties of kinship which unite our two peoples, nothing could be more fitting than the establishment of this educational foundation.

Caste in Training Colleges.

Formerly all students receiving Government grants in University Training Colleges were trained for work in Elementary Schools. The large majority, however, took posts in Secondary Schools. The only effective remedy would have been to make the conditions of teaching equally attractive in both types of schools and then to unify the course of training, allowing all students to prepare for the most suitable kind of teaching. But this remedy was difficult and costly, and the Board of Education has found an easier and cheaper way. Why not take the obvious division between Pass and Honour students and assign one class of students to each type of school? The official mind apparently jumped at the suggestion, and the arrangement was decreed forthwith. No thought was given to the principles that teaching is something more than mere instruction, and that the least favoured children deserve the ablest teachers. The effect upon the Training Colleges has been immediate and disastrous. Students unable to take Honours regard themselves from the outset as condemned to failure in their professional life. If they find work in Elementary Schools they will do so against their will. The majority, however, will find some means of escape to other types of schools. The Board's action will thus prove as futile in practice as it is wrong in principle.

The Principle of Unity.

Teaching must be one unified profession. Without such unity we shall look in vain for a true system of national education. This has long been a commonplace with educational reformers, but the Board of Education is of the contrary opinion. In its current regulations for the Training of Teachers a new distinction of the most mischievous kind is drawn between students preparing for work in Primary and in Secondary Schools. It is true that the distinction affects only students in University and Secondary Training Colleges, but these students form an important body, and the mischief wrought by the new line of demarcation will not be confined to them. The Board's Regulations now provide that students admitted to Secondary Training Colleges or Secondary University Departments will be eligible for maintenance or fees grants only if they have previously obtained a degree in Honours. Students with Pass degrees are given grants only if they are trained as primary teachers, and if they are four-year students are definitely forbidden to take a secondary course. This regulation violates the fundamental principle of professional unity, the principle that the work of teaching is as honourable and as exacting when carried on in an Elementary School as it is at Eton or at Oxford. Intellectual ability, the Board appears to think, is not required for work in Primary Schools. The deplorable tendency to look down on Elementary School teaching is thus directly fostered. A fresh class-distinction is set up, based not on wealth or position, but on intellectual snobbery, perhaps the most pernicious of all forms of social cleavage. The practical results will clearly be disastrous.

A SONG.

O pluck no more the rose
 In Persian gardens gay,
 Nor scarlet lotus choose
 By lakes of far Cathay ;
 My Delia's lips more fragrant are
 Than all the flowers of Alcazar.

O seek no more the land
 Where ancient jewels gleam,
 Green jade of Samarcand,
 Red rubies from Pereem ;
 My Delia's eyes more brightly shine
 Than any stone in Indian mine.

F. A. WRIGHT.

QUESTIONS OF THE FUTURE.

BY EMILE BOUTROUX.
 Membre de l'Académie.

(Authorised translation by Fred Rothwell.)

THE ideal implied in the League of Nations is doubtless one that has become inevitable ; still, we must not shut our eyes to the problems it creates. The principle of nationality affirms the independence of right and might, of spirit and matter. Now, nations are inter-related in both the physical and the moral order of things. Our problem, then, is to keep inviolable the equality of right, dignity and independence in all nations, in spite of their material inequality. A theoretically simple, though practically arduous problem, one that requires from the great Powers a fine sense of equity and fraternity as well as noble moderation, and from the smaller nations a constant and genuine concern for their dignity and their liberty.

A second principle effected by the War is the emancipation of the individual. This development is leading to a crisis which had begun to emerge even before the War : the crisis of authority. Liberty is set up as the sole principle. Authority, regarded as autonomous, is wholly rejected, but its necessity as an immediate emanation of liberty is upheld. The ruling masses appoint leaders whom they constantly keep in hand and upon whom they confer absolute authority. They extol discipline, but acknowledge the right to be ruled only by those whom they have themselves directly invested with this function. Instead, therefore, of denying the legitimacy of authority and the necessity of obedience, these apostles of absolute liberty advocate both, though they regard authority as an immediate product of liberty.

This conception is the utter condemnation of what is called the State. For whereas the State is traditionally based on the sovereignty of the nation, it yet has an existence of its own in so far as it incarnates the nation's permanent interests. The State represents the fundamental will of its members : to live at peace and to retain what has been handed down by their predecessors. Thus it should be in a position to act without its existence being constantly called in question as regards each of its acts.

The doctrine under consideration tends increasingly to assimilate authority with liberty, capital with work. The more it is realised, the more the masses feel driven to rise in insurrection against authority which is in any way autonomous. The logical consequence therefore of the doctrine of authority, as the immediate emanation of liberty, is increasing disintegration and inefficiency, each individual finally recognising no other ruler than himself.

The War has also emphasized a third principle: the dignity of work. Now, in certain centres of activity we find growing up a conception of the law of work calculated to cause uneasiness. First, it is alleged that only those occupations which produce material results merit the name of work. Secondly, it is claimed that every citizen must be compelled to undertake work as thus defined. The consequence is that the members of a community must be specialised in the various branches of activity; all are transformed into parts that exist solely in view of the collective whole. It is claimed that division of work is henceforth the only law of society, whose ideal it is to imitate the perfection of a beehive.

No doubt material production may thus be increased. All the same, such strict specialisation involves nothing less than the annihilation of man, *qua* man, a being whose essence is reason, the faculty of thinking and acting in accordance with those ideas of truth and justice, beauty and goodness, which take heed of no particular rules. The tendency of education, especially classical education, is to free man from such a specialisation in aptitudes, which is the province of the lower animals. And it is this education whose fruits are rejected in favour of the doctrine of manual work as obligatory upon all men without distinction.

The principle of nationality has become inevitable; its problems cannot be eluded. The one here to be considered is as follows: how are we to maintain the equal rights of nations unequal in extent and in power? No doubt legal settlements, economic combinations, the League of Nations, may further the realisation of the principle of nationality; still, the difficulties seem so great that we wonder if the application of the principle may not be somewhat Utopian. Cicero affirmed reason to be the bond of society; from within man comes the force which produces truly human societies. Reason is also the principle of love, and love possesses the wonderful property of making equal those it unites: *amicitia pares aut invenit aut facit*. The League of Nations should therefore include the perfect blending of mind and heart.

Plato has a doctrine which throws light on our problem. He proves that the unit cannot be reduced to the multiple, nor vice versa, but that both principles must be maintained, and, though radically distinct, can yet exist by a process of interpenetration. Thus, while the duality of state and citizens, employers and employees, is a well-founded one, they must yet remain external to each other, though collaborating in the attainment of the highest possible form of humanity. Both serve the same master: duty.

Exclusive specialisation is another danger to be confronted. There must be developed that ideal human being, capable of forming one with the universal, which constitutes the highest point of achievement. Renunciation of this form of existence would mean self-mutilation and suicide, the abandonment of that human progress for which alone we claim to be striving. For though the skilled workman may effect improvements in detail, he cannot carry out those mighty conceptions which open up new perspectives to human activity. Who discovered the law of universal attraction? Newton. What method did he employ? Incessant meditation.

It is education alone that can bring about this reform by moulding the interior man, developing his powers and directing his aspirations. But the education needed must develop judgment, the moral consciousness, ideality. Only classical education can do this; for it was the ancient Greek and Latin writers who expressed the sanest and truest ideas on man and his vocation in the most complete and memorable form. They are the eternal fount of true human civilization.

Nor should classical education be the privilege of the few; it should be liberally apportioned of all, for it will, more completely than anything else, fit man for maintaining true dignity. Not only in youth, but throughout life, must there be capacity for progress. It is society that educates the adult; therefore, every man, quite apart from his professional and family life, should live a social life, which, in its completeness, is not the mere juxtaposition of individuals engaged on their respective professional tasks, but is characterised by a spirit of large-hearted humanity such as conforms to the classical ideal.

Now, the great part played by women has the best chance of effecting this in social life. It is woman who has civilised man and developed in him a sense of moral delicacy, discretion and pity, the spirit of justice, conciliation and tolerance. The practice of the essentially feminine virtues will mean the preservation of a civilisation now menaced by the incessant progress of industrialism and utilitarianism.

What is needed at the present time is the jealous maintenance and the fervent propagation of the so-called classical ideas, *i.e.*, of the general and political, moral and religious ideas of which this civilisation of ours is the fruit. No material organisation, no external coercion will suffice. It is from within that man lives, from within that he dies. Civilisation is essentially spiritual, and only so long as the spirit is active can it be kept alive.

CLASSICS IN EDUCATION.

Committee of Enquiry.

The Prime Minister has appointed a Committee "to inquire into the position to be assigned to the classics (*i.e.*, to the language, literature, and history of Ancient Greece and Rome) in the educational system of the United Kingdom, and to advise as to the means by which the proper study of these subjects may be maintained and improved."

The constitution of the Committee is as follows:—The Marquis of Crewe (chairman); The Very Rev. Sir George Adam Smith, D.D., LL.D., Aberdeen University; The Rev. C. A. Alington, D.D., head master of Eton College; Mr. O. Andrew, head master of Whitgift Grammar School, Croydon; Miss M. D. Brock, Litt.D., Mary Datchelor School, Camberwell; Professor the Rev. Henry J. Browne, S.J., National University of Ireland; Professor John Burnet, LL.D., Ph.D., St. Andrews University; Mr. T. R. Glover, St. John's College, Cambridge; Sir Henry Hadow, D.Mus., Sheffield University; Miss K. Jex-Blake, Girton College, Cambridge; Professor W. P. Ker, D.Litt., University College, London; Mr. J. C. Legge, Director of Education, Liverpool; Mr. R. W. Livingstone, Corpus Christi College, Oxford; Mr. C. A. Macmillan, D.Litt., of Messrs. Macmillan and Co.; Professor Gilbert Murray, LL.D., D.Litt., Oxford University; Mr. Cyril Norwood, D.Litt., Marlborough College; Professor W. Rhys Roberts, Litt.D., LL.D., Leeds University; Mr. C. E. Robinson, Winchester College; Professor A. N. Whitehead, Sc.D., F.R.S., Imperial College of Science and Technology; Secretary, Mr. C. Cookson, H.M. Inspector of Schools, Board of Education, Victoria and Albert Museum, South Kensington, S.W.7, to whom communications should be addressed.

THE FAILURE OF OUR CLASS-TEACHING.

BY J. H. SIMPSON,

Author of "An Adventure in Education."

PERHAPS I can illustrate what seems to me the most depressing characteristic of our present education in its intellectual aspect by repeating a remark which was recently made in my presence by an experienced schoolmaster. He was relating how he had taken some boys to visit a neighbouring church well-known to antiquarians. The boys had been deeply impressed and interested. They had expressed a wish to know more of the subject; and at last one of them asked "Why don't we learn more stuff of this interesting kind, sir, in form?" To which my friend replied (and he was quite unconscious of the appalling admission implied in his words), "Oh, but if we taught you that kind of thing in form, you would cease to find it interesting."

Now that depressing attitude of mind is, even to-day, surprisingly common among schoolmasters. They assume (though not always so complacently as did my friend) that, in the Public Schools at least, the work of the class-room is naturally and inevitably distasteful to the pupil. They recognise, in fact, a permanent dissociation between the boy's out-of-school and in-school interests and habits. This is not the place to enlarge upon all the evils which must arise from that sharp dissociation. Whenever we allow it to exist, the results of the energy which we expend in teaching will be miserably futile and disappointing. That will be denied by scarcely anyone who has known the orthodox attitude of the Public Schoolboy to the "work" imposed by his, often wholly unsuitable, curriculum. It is sufficient to say that the view often accepted by school-masters is one expressed by Prof. Adams in that very cautiously progressive book "The New Teaching," where he speaks of "the elementary fact that a great proportion of pupils do not want to learn."

Standing by itself that statement is not, of course, an "elementary fact," but, if I may say so, an unpardonable libel. What Prof. Adams presumably means is that pupils do not always want to learn *what their elders prescribe for them, in the order and by the methods which are acceptable to the adult mind*—a very different matter. However that may be, the sentence as it stands may be taken to embody a very general opinion.

Arising from the assumed inability of the boy spontaneously to acquire the knowledge which is supposed to be necessary for his education, there has come into existence that extraordinary cult of marks, orders, prizes, and penalties, which dominate so completely and so absurdly the teaching of many Secondary Schools. It is difficult to exaggerate the influence of this cult upon the intellectual growth of thousands of schoolboys, and upon the ideals and methods of

countless teachers. A few examples must suffice. The elaborate and often hopelessly uneducative devices for what is called "testing" prepared lessons sometimes baffle belief. I know a form in which every prepared lesson of history is "tested" by no fewer than *forty* questions, to which the answers are one word or at most one sentence! And that is a form containing boys of seventeen or eighteen, some of whom have genuine intellectual interests of their own and read widely by themselves. "They say," wrote a member of this form, referring to his master, "that his lessons are a waste of time. I don't think so at all. Why I read two plays of Macterlinck in his last Latin lesson!"

This is, no doubt, an extreme example, but something of the kind is common enough. Think of all the lessons we have known (and, alas, sometimes given) of which setting and correcting the "slip" seemed to be the most important part. "Think of the books and poems selected for class-reading because they were "easy to set questions on." Think of plays of Shakespeare clogged with notes and glossaries for the same purpose! And think of all the dreary results of failure to answer those questions correctly—the endless impositions, "turned" lessons, lines (damnable invention), beatings, and all the rest of it! And the elaborate marks and orders, distracting the attention of masters and boys alike from the end to the means, and plunging the former into morasses of useless labour. So much of the system we can find without going outside the individual class-room. And if we look further we shall find the general work of the school influenced at every point by the same idea, embodied this time in public and University examinations.

And are the results of it all satisfactory? To each his own opinion, but, so far as my own experience goes, I hold that in general the master who most emphasizes marks and orders is the least likely to awaken a response of interest and intellectual activity. I mean, of course, interest in the subject which he is teaching. Interest in doing a thing well is altogether different from interest in certain advantages which doing it will may produce. That there is a sense in which a boy can be made to work by the means I have described is true; but that is not to say that he can be made to *want* to work. Information is not the same thing as knowledge. And the forcible acquisition of the one is not in the least likely to lead to a thirst for the other. Against the many acknowledged merits of our English Schools for older boys there is commonly set the charge that their pupils on leaving are intellectually apathetic, devoid of interest in their school subjects, not anxious to continue to learn. In proportion to the time which they have spent in the class-room the results seem often astoundingly small.

No doubt there are many reasons for this, and one of them may well be that the curriculum often requires drastic alteration. But that topic is outside the scope of this paper. I prefer to put forward an alternative explanation, which, true though I believe it to be, may very likely not cover the whole of the ground, and to suggest that it is just those methods of the class-room which are intended to promote industry that are at fault; that they, in fact, help to create in the boy a distaste for subjects to which in happier circumstances he would spontaneously apply his energy and interest.

And I believe the reason of this to be that in using these methods we leave out of account two very important elements of adolescent nature.

Let us, first, realise, however disagreeable it may be to do so, that the whole system to which I have alluded is based ultimately upon the boy's *fear*, not necessarily, of course, fear of punishment, but fear of the blame or ridicule of some external authority, or at least of some failure in competition, and therefore of unfavourable comparison, with others. I do not mean that this emotion is very lively in the consciousness of every schoolboy. There are plenty of gloriously idle boys, who are totally devoid of fear either of a master or of their fellows. But they would be called the failures of the system. In so far as the system works at all, it is based on fear.

But, if this is the case, grave doubts must occur to those who are at all familiar with the results arrived at by certain recent explorers of hitherto unknown regions of the mind. For, if some of their conclusions are correct, is it not the fact that in appealing to his fear we are keeping alive, and as it were reinforcing, in the boy that sense of inferiority which is the result of infantile or childish repressions? It is this sense which, until it is dissolved, more than anything else puts a boy on the defensive, turns his energy in upon himself, checks expansion, and thwarts moral and intellectual growth. Play upon his fear, and you are making him once more (though he may not know it) the victim of innumerable earlier inward conflicts; you are helping him to dread the present with all the accumulated emotion which he attached to the difficulties of the past. You are encouraging in him, if I may borrow the term, a *possessive* rather than a *creative* outlook.

And, surely, this is exactly what happens in many lessons of the traditional type. We distract the boy from his work by reminding him at every moment of the results of his work. When he should be forgetting himself, or more truly expressing himself, in creation and the assimilation of knowledge, we turn his thoughts back upon the acquisition of marks and his place in an order. If it is true, as I have heard it said, that the master of the old school thought first of the subject, and the master of the new will think first of the pupil, is it not equally true that the pupil of the new school will think first of the subject, unlike the pupil of the old who was made to think always of himself?

But an equally grave fault in the traditional methods of the class-room, and one which brings us to the core of our subject, is that they leave out of account the *gregarious* tendency of adolescence, the power and wish to form and organise a group or team. There is no need for me to insist upon the strength of this instinct and its educational possibilities at this particular age. Everything that is best in the Public School system is based upon it. The limited "self-government," the training of the playing fields, the admirable loyalty to house or school, all these are the result of this spirit of solidarity and co-operation, when it is allowed to express itself. In every kind of school activity, except one, that spirit, though not always wisely directed, is encouraged to the utmost.

And the one exception is the work of the class-room where, we may note, the boy comes most directly under the authority of his master. In the class-room each is

for himself in an atmosphere of pure individualism and competition. Very often the only chance of co-operation lies in co-operative "ragging" or cheating! Indeed the character of the boy who cribs is frequently misunderstood. In nine cases out of ten he wishes not to gain an unfair advantage over another boy, but to escape the consequences of laziness. Or he has been bored by bad teaching, and has no inclination for what seems to him a useless competition in subjects which have lost all their interest. Sometimes he is far more generously minded than the boy who compiles marks by means of unexceptionable fairness.

I cannot do better than quote Prof. Adams once more, "So far as our Public Schools are concerned, the team work, which is of the very essence of the educational system, becomes little more than a *pis aller* when it comes to teaching." No wonder that many boys, who out of school seem full of enthusiasm, show no interest in the work of the form-room, even if by industry or ability they have reached a high form. Out of school they enjoy leading and helping others; they throw themselves into every collective activity; they have the keenest sense of duty to the community, and of loyalty to their own particular group. But none of this enthusiasm finds an outlet in the class-room.

How often have I seen boys waiting for a lesson in which they will be questioned on a prepared piece of translation. They group together "giving construes" to each other, or guessing likely questions. The master enters, and they disperse hurriedly. Competition is about to begin. But I have often thought that when the master enters the true spirit of the work goes.

Incidentally we may notice that this neglect of the team spirit in the class-room is one cause of the excessive "athleticism" which is often charged against English education. I am not inclined for a moment to dispute the charge. But to the accusation as usually put forward the "athletocrats" might fairly reply that they are at present the only people who give an outlet to one of the strongest boyish instincts.

Perhaps, too, we can explain by the same reasoning a feature of the Public Schools which can scarcely be peculiar to them alone, that the boy who when young is keen and interested in class, as he grows older often becomes bored and indifferent. I remember once commenting on this fact to a boy with whom I was spending a holiday, and asking him why he thought it was that lower forms asked more questions of their masters than higher ones. "Oh," he said, "when you first come, you take an interest in things; afterwards it is more amusing to sit still and listen to the man making a fool of himself." Well, it is pleasant to think that it may not be wholly the fault of the teaching which we gave him when he was new; perhaps for the young boy, still partly self-assertive, our competitive methods are not so unsuitable, but as he grows older, and social consciousness strengthens, his nature demands greater opportunity for co-operation.

We have examined, then, two grave defects which appear to make so much of our teaching both wasteful of our own energy and destructive of our pupils' interest. And it remains to suggest how those two faults may be corrected. But at this point I foresee an objection which some critic will certainly raise:—

"All that you say," he will exclaim, "about lessons being uninteresting may have been true twenty or thirty years ago, but it is certainly not generally true to-day. The whole educational movement has lately been in the direction of making work interesting to the pupil. That is why modern education is sometimes said to be "soft," mere "spoon-feeding," and all the rest of it.

I admit, of course, that teachers now commonly try, and often successfully, to make their lessons attractive. Probably more boys find their lessons interesting now than ever before. But the problem is not so simple as at first appears. The "interesting" teacher does not always effect the result at which he may quite honestly be aiming. The interest which he is arousing may be directed not primarily, as he and the boys think, towards the subject, but towards himself, or towards his relationship to the class. He may himself be an enthusiastic student of his subject, and he may take every pains to suit his lessons to the taste and understanding of his class. That is not enough. There remains the danger—particularly if he is a strong, attractive personality, fond of dominating, and a strict disciplinarian—that the class will see the subject only in the light of his personality, will depend upon him for their interest in it, and will be more or less helpless without him. The dullest and most repressive disciplinarian of the old school could at least train boys in the habit of doing uninteresting work (which though without intellectual value has certain practical advantages). But the "interesting" teacher who yet fails to win the co-operation of his pupils and to give an outlet to their collective energy cannot claim even this success. So much ground have the reactionaries for their cry of "softness."

To return from this side-path, I have suggested that the teacher of adolescent boys appears to have before him two problems, first the removal or gradual dissolution of all those influences which play upon the emotion of fear, and secondly the enlistment of the boys' natural spirit of co-operation in the daily work of the class-room. We can, if we will, call these two tasks the "reformatory" and the "progressive" aspects of the teacher's work. By the first he will help to set free the boy from the effect of earlier repressions, and thereby release for creative work energy which has been hitherto wasted; by the second he will provide for the exercise of that energy just the form of outlet which the impulses of adolescence demand.

But though we may distinguish these two sides of his work, the teacher will find that in practice the process is a single one. For as soon as he has got rid of the traditional atmosphere of the school-master, and the class are no longer on the defensive, the rest follows naturally; the boy's interest if it is now directed from himself to his work will, at this age, express itself, save in exceptional cases of retarded growth, not individually but collectively, just as at present it is seen to do in the playing-field. The moment, too, that external authority recedes into the background, the boy's attitude to his work (where the curriculum and material conditions allow) will be "creative" in a degree which the teacher who has not experienced it will not believe possible. Remarkable growth of power will appear in those subjects which allow a boy to express himself in positive construction whether material or imaginative.

Twice in my own experience I have seen this latter process at work. The first instance is that of a form of mine which had grown accustomed to a very large measure of self-government. I can hardly imagine a form in which there was less consciousness of the master's authority. But at the time of which I am thinking, though they were responsible for all discipline, there was only one fragment of the weekly time-table which was entirely in their own hands, when they could choose their own work, either different for each or the same for all, and afterwards themselves discuss and mark it. And in consequence this work gained an importance out of all proportion to the rest of the routine. So much interest was shown in whatever they chose to write, or make, or draw, that at last the boys themselves passed a rule that not more than six hours were to be devoted out of school to this one hour's work!

The second example is in some ways more interesting. Not very long ago I was placed in charge of what would be described as a very well-disciplined form. They were normally intelligent and fairly industrious boys, perfectly behaved, thoroughly "defensive," and, so far as I was able to see, quite uninterested in their work. I made up my mind to break down the discipline of that form, to allow and indeed to encourage them to do all the things that are usually forbidden in the class-room, and to watch the effect upon their work. It was a slow process and a pretty severe strain upon my patience. But the results made it worth while. In Latin there was no striking change, though I am inclined to think that "howlers" were fewer when threats and penalties disappeared. But in English, and particularly in composition, the progress seemed to me to be altogether remarkable. There was no element of co-operation in this case, and no attempt at actual self-government. That might have come later if I had been with the form a second term. It was merely the first result of diminishing the suggestion of authority.

I have said that on the removal of fear the gregarious instinct of adolescent boys will immediately find natural expression, but it may be noted, unless it is too obvious to be remarked upon, that this instinct can be stimulated even though fear remains. That is what is done by "good disciplinarians" of the old type, or by military gentlemen who are always talking about *esprit de corps*. They, too, appeal to group-feeling, but in such a way as to produce uniformity not individuality. The group reacts to their stimulus *as one*. The group-consciousness which they arouse can be used effectively for different ends, but educationally it is without value unless it allows for diversity and unorthodoxy, through which the individual can, if necessary, express himself.

Or again, in theory a teacher may arouse group-feeling by a system of collective penalties, by which the group is held responsible for the misdeeds of any of its members. But, even if this were ethically justifiable, the collective energy (as we have seen in the case of the individual) would be "defensive" rather than creative. It certainly would not be enlisted on the side of the work in hand.

WOMEN TEACHERS IN BOYS' SCHOOLS.

MARGARET CORNER, M.A.

A headmaster of a London boys' school, who served both in France and Italy, learns that during his absence his top class has passed through the hands of twenty-three women teachers. He expected to find the boys unruly. On the contrary, he says, they are all suffering from over-control and suppression. I draw no inference from this one example.

Daily News, Sept. 8th, 1919.

THE lay pen must be cautious in handling technical matters. Some journalists may in their salad days have been schoolmasters—the reverse would hardly happen—but I doubt whether the hand that ruled the paragraph above ever rocked the mental cradle of the young, professionally. For at the first blush, even so old a teaching hand as myself wondered whether this could possibly mean that the same set of boys had had, in five years, twenty-three form-mistresses. It seems difficult to imagine the top class being left entirely to women, if any men remained on the staff at all, so the resultant discipline could scarcely be entirely due to them, and to tell the truth I gave up trying to calculate from the figures given and will draw no inference either.

It is indeed very difficult to estimate the value of women's work in boys' schools, partly because very few people approach the question without prejudice. I know one headmaster who declared first and last that women are out of place in a boys' school, and another who declared that one woman assistant had by her enthusiasm made his own teaching more live and school a happier place. The fact is; it is a profession where division into sexes is unfair. The teaching gift is imparted without regard to sex. Nevertheless, we are so obsessed by sex, and our boys' schools have so long been purely masculine institutions, that women could scarcely work there at first without some self-consciousness on their part and a great deal of comment on that of others.

Much prejudice and antagonism had to be faced among the boys themselves. They are notoriously a conservative set of minds, and while they "try it on" in any case with a new master, with a new mistress they allow their sex-antagonism to dominate them very actively, especially when they are at the age which particularly loathes petticoat authority. It is, however, by no means impossible to overcome that feeling. Much more than girls, boys want to get to know things, and when they find that one is able to give them solid information on subjects which interest them, and that a certain amount of real work is not discounted, the older boys begin to drop their trivial attitude, and to accept one soberly as part of the school machinery. Once that is accomplished, I believe that some women's teaching, together with men's, is quite salutary for boys. Some women seem to be out of place in a boys' school, but there are others,

not too young, who draw the best from boys, and who can impart to them points of view and an influence which may be lasting and may otherwise escape them.

Of the women themselves, there are many who enjoyed the boys' freshness, and the less stilted and pedantic way in which a boys' school is generally conducted. Most found the nervous strain of managing boys' classes immeasurably greater than in the case of girls. A few—I think they must have been mentally descended from the more extreme early Suffragists—considered they were engaged upon a Great Work, and sketched for me the evangelisation that had taken place in the way of raising caps and stepping off pavements at suitable moments. I noticed little of it. There remains those who incline to the view I have outlined above, and these found that they gained as much as they gave.

The opinion of the men assistants on women's teaching has been mercifully withheld from me.

It follows from what I said that I think the permanent employment of some women on the staff of a boys' school would be a beneficial arrangement, but while women are paid less than men, it is coupled with the very serious danger that there will be a definite temptation on the part of authorities to employ them because they are cheaper. I know of two cases where a permanency in a boys' school was offered to a woman. In one case the salary at the woman's rate was accepted. In the other it was refused, with the entire approval of the men colleagues. The man's salary was then granted. Nothing but co-operation between men and women is of any avail in these cases. Mutual distrust and secrecy leads to the underselling of the men.

Royal Colonial Institute, Essay Competition.

With a view to encouraging the progress of Imperial Studies in the Schools of the Empire, the Council of the Royal Colonial Institute has decided to award every year medals (silver and bronze) 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.

The competition for 1919, which closed at the end of July, was a great improvement on that of the previous year, no less than 424 essays being sent in. The adjudicator of the prizes was Professor H. E. Egerton, Beit Professor of Colonial History, Oxford. The results, which were announced at the Council Meeting on November 18th, were as follows:—

CLASS "A": Subject—"Sea Power as the basis of Empire."

First Prize. Silver Medal and Books to the value of £3 3s. 0d. Harold Frederick Hutchinson, the Liverpool Institute.

Second Prize. Books to the value of £2 2s. 0d. Albert Ernest Wright, King Edward VII. School, Sheffield.

CLASS "B": Subject—"The Life and Work of Clive as Empire Builder."

First Prize. Bronze Medal and Books to the value of £2 2s. 0d. Robert Wilby Kershaw, Latymer Upper School, Hammersmith.

Second Prize. Books to the value of £1 11s. 6d. Joint Winners: Alexander J. Smith, Higher Elementary School, Victoria Docks, E.

Dorothy Sills, County School, Sittingbourne.

THE EDUCATIONAL CLAIMS OF AVERAGE PUPILS.

(FROM A CORRESPONDENT.)

FOR many years there has been a great deal of talk about the "educational ladder," whereby poor boys or girls of ability might climb to the top, not only to their own benefit but to that of the nation. Such a ladder actually exists, its successive sections being elementary school, secondary school, and university, all nicely spliced together, with innumerable bursaries, exhibitions, and scholarships for the encouragement of enterprising climbers. It may even be that the said ladder is set at too easy an angle, or is even in danger of becoming a "moving staircase," as suggested by a teacher to the writer of this article. But it is too often forgotten that all our elaborate arrangements for furthering educational progress have been devised for the benefit of the brighter minds and not in the interests of the average pupils, who after all will constitute the rank and file, the vast majority of the nation. Now that all our educational schemes are thrown into the melting-pot, the wit of man should be able to devise some means of satisfying the urgent needs of the average, while not neglecting the claims of the exceptional. At least one such admirable plan of education existed in the past, and was exemplified by the Scottish system, which while enabling the poorest youths of that country, given ability, to attain the highest positions, also imparted the elements of sound learning to average pupils. The net result has been that the Scottish people, if a mere Englishman may say so, are better educated, and on the whole more contented with life, than the inhabitants of any other part of these islands. The chief instruments effecting this result were the parish school and the university, with a thoroughly satisfactory curriculum for a pass degree embodying a good all round training. All this is now much altered, not for the better; and the Scottish type of education, pauperised in its higher stage by the Carnegie Fund, has assimilated more and more to the much less desirable type found in England and elsewhere, and open to severe criticism. The secret of success of the old Scottish system was threefold. The examination fetish was not rampant; the ideal was education and not the cramming of masses of indigestible and miscellaneous information; and the infectious enthusiasm of teachers, who held an honourable position that largely compensated for often inadequate pay.

By far the most important, and by far the least defensible part of our educational system, is the elementary school stage. Its initiation on a large scale should have been preceded by the provision of satisfactory housing for the people, for after all the most important part of education, for better or worse, is acquired at home, a fact we are just beginning to see. But in spite of that, a sound and satisfactory system of elementary education seemed to be materializing when the first School Board for London evolved an admirable curriculum, largely owing to the enlightened guidance of Huxley, one of the first members. But since then there have been too many changes, innumerable elabora-

tions, and the ultimate result leaves much to be desired. The Code defeats its own objects by being far too ambitious, and by including too many subjects. If faithfully carried out it would not be likely to produce the results expected, as laid down in the Introduction, turning boys and girls into the world as little paragons at the early age of fourteen. Considerable simplification of the curriculum, leaving time for mind-training, would undoubtedly give better results. Mr. Fisher has already tried to partially remedy one of the weakest spots in elementary education, especially in rural areas; namely, the gross underpayment of teachers. Considering the pittance they earned, and the somewhat low social position many of them occupied, the great mass of teachers have shown extraordinary loyalty and enthusiasm. There is also much room for improvement in our methods of training them. It is almost superfluous to remark that a great deal of the money spent on elementary education is wasted in the absence of continuation schools, and here again Mr. Fisher deserves congratulation.

State-aided Secondary Schools have also suffered from a congested curriculum and over-devotion to examinations. Of this the Welsh county schools afford a striking example, and in their case the examination craze was sedulously fostered by the Central Welsh Board for Intermediate Education. Here again the salaries and social status of the teachers require considerable improvement. The result in such schools has been to sacrifice the interests of the average pupils by paying most attention to those likely to do well in examinations. Nor do the Public Schools, great and small, usually seem to care much about the duller boys, and the schemes of study would appear to be drawn up mainly with reference to the requirements of competitors for scholarships at Oxford and Cambridge. It is not denied that the less accomplished boys from Public Schools have proved a valuable asset to the nation, but their value would have been enhanced if their minds had been somewhat better trained.

It would take us too far to examine critically the methods of the Universities, but in this stage also much more might be done for average undergraduates who do not propose to attempt honours, for after all, in national life, the Universities are chiefly represented by poll men. Again, in the appointment of professors and other teachers academic distinction is not the only thing that needs consideration. Ability to instruct, experience in organisation, and disciplinary powers, are also of primary value. And some of the modern Universities have shown a deplorable tendency to dispense with one part or another of the general training necessary for all, and the only true foundation for each and every kind of specialization.

We have now a unique opportunity of putting our house in order from top to bottom. It is an expensive matter, and in order to meet our overwhelming liabilities we must economize in every possible way. But undue economy in education may lead to intellectual bankruptcy. Least of all must we grudge our expenditure on the numerous ex-service men who are receiving State aid. They have won the war for us, and their training will make them a far more valuable asset to the country in civil life than they would otherwise have been.

THE GREEK SPIRIT.

I WENT the other day to hear a celebrated professor lecture upon Greek Dramatic Poetry at an important function at a college for ladies. Arriving a little early, I observed the adult audience, and sought for evidence of the Greek Spirit. The lady nearest to me was evidently a propagandist, for I heard her say to her neighbour :—

"The worst of the matter is, that after spending twenty years in her home, every woman thinks that she knows all about cooking, whereas I maintain that she doesn't."

The neighbour muttered a polite reply, and the propagandist continues :—

"I go about preaching the *pot au feu*."

This obviously startled the listener, and the propagandist had to explain :—

"The *pot au feu*, a French invention that saves time, trouble, and fuel."

In the next group, a voluble lady was speaking to an airman in khaki.

"I always hate London," she said, "that is, when I lived there I loved it, but all the same I hate London."

He dodged the flow of words and said :—

"I was just going to tell you of that very tight corner I was in in 1918"

"Oh! do, please," she answered, but without waiting for him to begin, she turned to her other neighbour, "I hate London," she began again, "only when I lived there"

The next group really were discussing the lecturer.

"Who is he?" asked a lady.

"Oh," said the man, "he's that chap who was caricatured in one of these modern plays, one by Bernard Shaw, or one of those sort of chaps."

"Indeed! How interesting."

But again I did not stay to be interested.

Near the door, an uncle was greeting his niece.

"Well, Ethel, you're at this college, aren't you?"

"Why, of course, uncle."

"And your brother?"

"He's still at Marlborough."

"Father keeping well?"

"Oh, yes."

"And your mother?"

"Yes, yes."

"I'll find a seat somewhere, I suppose."

The Chairman introduced the lecturer, and he began :

"The one thing that I want to impress upon you to-night, more than anything else, is that Greek Dramatic Poetry is imbued throughout with the Greek religious spirit"

The audience looked impressed and ready to be bored. I must say that I found it very interesting indeed, but I should like to know the candid opinion of those members of the audience whose scraps of conversation I have faithfully recorded above. Were they also imbued throughout with the Greek Spirit, religious or otherwise?

IN A FRENCH CINEMA.

BY ELEANOR FALES.

EIGHT o'clock at night, or if you prefer—twenty o'clock. A tired pianola is grinding out a waltz that is even older than itself. The drop-scene announces the 18th episode in that hair-raising drama "L'homme au bras mort." The hall is packed, and the crowded benches show as a black compact mass against the grayish opacity of the cinema-hall. The breathing of the audience becomes short—swells like the sound of a rising tide—then breaks into a hoarse cry as the express train which is bearing the heroine away into safety suddenly leaps the rails and rolls down a five-hundred foot precipice! A sigh of relief escapes the spectators, for the heroine (clever girl that she is!) has been able to jump from the train in time, and land on the back of a horse, which was aimlessly watching the train go by. Yet Rosalie the "Flower of the Wild West" is still being pursued. She sets her horse at a gallop, and at the same time scribbles a note to her fiancé and fires several revolver shots at the villains who are on her track. "Ah! les canailles," exclaims a poilu seated near me. "Mais, Monsieur Henri, soyez sage," whispers a girl's voice with a pronounced English accent, while a discontented gentleman in the neighbourhood growls, "J'en ai assez de cette sale histoire; tu ne me rattraperas plus ici, peux y compter!"

Evidently there are storms brewing amongst the audience, and an attendant chooses this moment to use his vaporiser and spray the hall, with a view to cooling down any rising passions due to the heat of a Colorado climate. However, Rosalie continues her flight. Her horse has vanished, but she—wonderful girl—is racing along on foot, visibly distancing an automobile going at the moderate pace of a hundred kilometres an hour. Alas! the effort is too much for even HER extraordinary powers, she stumbles—she falls. The spectators utter a gasp—the villain, "L'homme au bras mort," reaches the spot,—jumps from the car—and flings himself upon the prostrate girl, preparing to drag her into the auto—when, clic! the film rolls off, and the drop scene invites you to return next evening to see episode 19, and the continuation of this most sensational and heart-rending play

The lights go up, and Monsieur X., would-be Conseiller Municipal, seizes the occasion to bow and smile affably to all and sundry electors who may be within eyeshot. In the middle of his amiable efforts the lights go out and "des Actualité" appear on the sheet. Monsieur Clemenceau, hale and hearty, receiving the Big Five, and talking vivaciously with Lloyd George. Monsieur Poincaré, who continues to visit Alsace, and kiss the pretty Alsacians, who offer him innumerable bunches of flowers tied with streamers as immense as their own bows. A View of Cologne Bridge with German policemen saluting British officers, another of Ludwigshafen, showing French soldiers guarding buildings likely to be attacked by Spartacists or other such kittle-cattle. Views of the "pays envahis," an abomination of desolation, with groups of more or less sympathetic tourists painfully endeavouring to follow their French guide, and then—clic! the lights go up once more. Interval. Darkness, and—Charlot appears, amidst a roar of approval from the audience. Charlot (the immortal Charlie Chaplin Gallicised) is on the go the whole time—never still—always innocent and guileless—playing the most absurd tricks with never a smile on his face, while the house rocks with laughter—laughs till it cries. Then, with his little stick, and ridiculous little hat and still more ridiculous little waddle—Charlot disappears, the lights go up—the audience follow his example, and melt away into the unknown. Through the dimly-lit, badly-paved streets of the little French town, in two and threes, the habitués of the cinema take their way, homewards.

PRIMARY SCHOOL NOTES.

By OUR OWN CORRESPONDENT.

The Burnham Committee's Report.

It is safe to assume that the full text of the report of the Standing Joint Committee in respect of "the first stage of its work" is now fairly well known by every reader of this journal. I propose, therefore, to direct attention to the main features of the report as these indicate the lines on which the "orderly and progressive solution" of the salaries problem will be reached. Too much stress cannot be laid on the important fact that the work of the Committee is not finished. This is emphasized in Lord Burnham's letter to Mr. Fisher by the words "the first stage of its work," and by Mr. Fisher in his reply where he says "I congratulate you and them most heartily on the accomplishment of the first stage." If teachers in the primary schools will but recognise this, much misconception of the purpose of the recommendations will disappear. The agreed scale is but a beginning. It does not pretend to assess the real value of the teacher's services, it merely establishes a standard of pay below which no self-respecting authority may employ men and women to teach in their schools. It is a *minimum* scale. Not only so: it is a *provisional* minimum scale. The Committee remains in being to address itself in due course to the bigger task which awaits it. The provisional minimum scale is but the foundation of the fair building to be erected in the not distant future. There is another point on which misapprehension has arisen. It is this: I have seen the Burnham scale referred to and described as the "Provisional NATIONAL Minimum Scale." It is not right to describe it as "National." It is not intended for adoption by EVERY authority in England and Wales. There are at least 31 local authorities whose salary scales are better than the Burnham scale, and not a single member of the Joint Standing Committee has ever dreamed that any one of these authorities will attempt to substitute the agreed minimum for its own better scale. I am quite sure the National Union of Teachers would not tolerate such substitution. It would at once declare the authority outside the pale of the compact and act accordingly. In this sense then the Provisional Minimum Scale is certainly not NATIONAL.

Equal Pay not Granted.

Much has been made of the failure of the N.U.T. representatives to secure what is known as "Equal Pay" for men and women teachers. It has been asserted the failure is due to the preponderance of men on the teachers' side of the Committee. Also, some have gone so far as to say the teacher representatives failed to voice the policy of the Union. Neither of these statements is true. With regard to the first it is quite certain that had the twenty-two teachers been twenty-two women "equal pay" would not have been conceded. The representatives of education authorities were not prepared to discuss it. Their faces were granite set against it. Sir James Yoxall put forward the claim, and the claim is duly recorded. The answer was of such a nature as to make it plain that if "equal pay" were insisted on the work of the Committee must there and then come to an end.

The Union representatives would in my opinion have been guilty of gross neglect towards the interests of the whole profession had they broken off negotiations rather than give way on this much disputed point. They decided it was better to go forward. That their decision was wise is proved by the publication of the agreed scale, which if put into force—as no one doubts it will be—will put £4,500,000 into the pockets of primary school teachers

between now and the 31st March, 1921. On one point equality between the sexes is secured—the annual increments are the same.

Evidence of the Union's Handiwork.

There is ample evidence throughout the scale of the activity and insistence of the N.U.T. representatives during the process of its building. The following points, for instance, have long been points of Union policy: The non-collegiate certificated teacher, although his (and her) commencing salary is below that of the college-trained teacher, proceeds to the same maximum. The scale for head teachers is based on the scale for assistants, promotion carrying what is known as a promotion increment whether the promotion be that of an assistant to a headship, or that of a head to a school in the next higher grade. The scale for uncertificated teachers allows a higher maximum salary to the pre-1st April, 1914, teacher than to the teacher appointed after that date. Teachers of domestic subjects are placed on the scale for certificated class mistresses whether they hold the old one-diploma qualification or the new three-diploma qualification. Handicraft teachers holding the Board of Education's certificate for teachers are placed on the scale for certificated masters. Head teachers are not to suffer in salary owing to a fall in average attendance due to circumstances outside their control. Unsatisfactory service is not to be visited by the cumulative effect of a stopped increment—pecuniary loss is to be limited to the period of unsatisfactory service. The greatest triumph of N.U.T. policy, however, is conceded in the "Carry over."

The Union's Big Score.

For many years past one of the gravest defects in the introduction of new scales of salaries has been the limited recognition of a teacher's service if not rendered with the authority concerned. This grave disadvantage has been swept away by the Burnham Committee. In the application of the Burnham scale the following principle, hitherto advocated in vain—except in a few isolated cases—by the N.U.T., must be embodied, "The correct position of the teacher on the Provisional Minimum Scale shall be the position which that teacher would have reached on 31st March, 1920, had the scale been in force throughout his or her term of service, WHEREVER RENDERED." The significance of this important provision is not perhaps fully realised. I do not mean each teacher will not realise it in connection with his, or her, present appointment. I mean it is not fully realised in respect of its bearing on the prospects of teachers serving in areas having scales above the provisional minimum scale. It will operate inevitably to their improvement. It must be remembered it brings salary scales and superannuation allowances into line. Services "wherever rendered" will be recognised in each case, and the mobility of the teacher's services thus secured cannot fail to produce an upward movement in salaries in those districts where environment is unattractive and teaching conditions are especially exacting.

The Period of Peace.

As I indicated in the December notes the adoption of the Burnham scale is subject to its acceptance by the N.U.T. Special Conference. By the time these Notes appear it is probable the decision of the Conference will be known. I have very little doubt of its acceptance. Teachers will not lightly regard an offer which improves salaries in 286 of the 319 areas of local education administration. I anticipate, however, there will be much criticism, and especially do I think there will be criticism on that part of the agreement which stipulates that "The N.U.T. will not, except as provided for in paragraph 6 (e) of the Resolutions of 12th August, 1919, during the respective

periods undermentioned, press or countenance any pressure for salary arrangements in advance of the Committee's scale upon Local Education Authorities which have adopted or adopt the Committee's scale or an equivalent or better scale." The periods agreed on are two years from 1st October, 1919, in the case of Authorities who have scales "at least equivalent to the Committee's scale," three years from the same date where Authorities "have to bring their scales up to the Committee's scale," and four years from the same date "in the case of certain Authorities seriously affected financially by the operation of the scale."

Two criticisms of the N.U.T. representatives are made in respect of the above. (1) They have stultified the Union by surrendering its most effective weapon. (2) They have prevented teachers on scales better than the Burnham scale from making any effort for further improvement. I will take the first criticism. The answer is that where two sides agree to go into conference on agreed terms of reference each side is honourably bound to stick by its bargain. The Joint Standing Committee was formed on the distinct understanding—vide resolutions adopted on 12th August, 1919—that if a scale was agreed on it should operate during a period without pressure being brought, *i.e.*, by means of strikes, for a further improvement during the agreed period. The Union's representatives were, therefore, bound to accept a period of peace. So much for the first criticism. As to the second: There is nothing in the Burnham agreement to prevent teachers approaching their authority for an improvement in their scale. Paragraph 6 (e) of the resolutions of 12th August, 1919, is, "The Committee may entertain references from ANY constituent body represented on the Committee in respect of any area in which the local scale is above the Committee's scale and in which local or other conditions appear to call for special consideration, with a view to conciliation, and, if the Committee think fit, to the making of a recommendation as to the remuneration of the teachers." This answers criticism number two. It is evident any body of teachers may approach the Committee if the L.E.A. is deaf to their application, and, in effect, the Committee will arbitrate.

In conclusion the Burnham report marks an epoch in the history of the primary school teaching service. It raises the poorest teachers from the borderland of absolute poverty and in raising them renders invaluable service to the profession as a whole. The new scale is an instalment of justice.

A Successful Fund.

I am delighted to notice the increasing success of the "Thank-offering Fund" established by the National Union of Teachers. The substantial sum of £25,000 has already been subscribed, and a first distribution made to the poorest of those pensioned teachers who are outside the benefits of Mr. Fisher's School Teachers' Superannuation Act. That the need for the Fund was urgent will be gathered from the following: Of those already helped 552 were in receipt of incomes of £50 or less, 277 had incomes ranging between £50 and £69, 195 were living on sums between £70 and £89 a year, and 155 had incomes of from £90 to £129 a year. When teachers now enjoying the prospect of increased benefits of the new Act are in possession of the above information it is scarcely possible to think they will begrudge the comparatively small sum asked of them for brightening the lives of their less fortunate but equally deserving brothers and sisters. Owing to the large number of pensioners eligible for help the amount sent to each as a first instalment did not exceed £10, and even this meant the disbursement of £11,015. As more money comes in further sums will be sent. It should not be impossible to raise £250,000 for distribution. One

year's contribution from each teacher equal to the amount annually deducted on account of the old 1898 Act, and now no longer deducted, would do all the Executive of the Union hoped. It would brighten the lives of many retired teachers who are now on the verge of starvation.

Honours for Teachers.

The bestowal of public honours on teachers is so rare that to record the honouring of three primary schoolmasters in one week is a peculiar experience. Great satisfaction and pleasure have been expressed on all sides at the election of Mr. J. T. Francombe, M.A., J.P., as Lord Mayor of Bristol. I congratulate him most heartily and wish him all the success his ability and popularity deserve. Also, Mr. T. G. Ball, late headmaster of a London central school, and Mr. Walter D. Bentliff, Hon. Treasurer of the N.U.T., are to be congratulated on their appointment as Justices of the Peace for the County of London. Teachers in primary schools have noted these appointments with pleasure. They regard them as a recognition of the claims of teachers generally to a share in civic honours.

Open-air School for Tuberculous Children.

An army hut has been acquired at Todmorden, to be used as an open-air school for tuberculous children, under a scheme sanctioned by the Local Government Board.

Changes at Hamilton House.

The Executive of the N.U.T. has undergone quite an unusual change in its membership since Easter last. Owing to the death of Mr. Sykes a bye-election became necessary in Yorkshire, and Mr. Conway, well known for his public work in education in Bradford, was elected to fill the vacancy. Mr. W. Harris, elected last Easter, had scarcely begun his national work for the Union when death cut short a life of the brightest promise and caused one of the Welsh seats to be vacant. To fill this Mr. Cave, who took such a prominent part in the Rhondda teachers' strike, was returned by a large majority. The death of Mr. George Sharples, whose loss to the Union was so staggering a blow, made it necessary to choose another representative from Lancashire. Lancashire has sent Mr. Brickhill to Hamilton House, and much is expected of him. Again, the appointment of Mr. George Bell, one of London's five members, as an official of the Union, necessitated a bye-election in the Metropolitan area. The choice of his fellow teachers has fallen on Mr. Wolstenholme, a man of sound judgment, with an excellent record of work in the London Teachers' Association. Also, there is a bye-election pending in the North Midlands to fill the place of Mr. Cheshire, who has now become a Union official. These changes in the personnel of the Executive should strengthen the hands of the forward group of members and make for progress all along the line. I am looking forward to many keen debates on policy. Men like Mr. Conway and Mr. Cave are not likely to remain silent, and if they still hold and advocate the advanced views expressed by them when speaking as members of the annual conference, the Executive are in for lively times.

Mr. Richard Aldington's new volume of Poems, "Images of War," published early in December by Messrs. George Allen and Unwin is to hand. L'Art Libre recently devoted two columns to an article on Mr. Aldington and his Imagist Poetry, and the October number of "To-day" contains a critical essay by Alec Waugh on the same subject. It is not often that a young poet arrives so quickly on both sides of the Channel.

SUBJECTS AND METHODS.

Notes on School Mathematics.

By H. McKAY.

Rules in Arithmetic.

Arithmetic as usually taught is cursed with many rules. Every type of problem has its own set rule, very often expressed in uncouth language. The following is quoted from a well-known text-book.—“Case III. Given the PERCENTAGE and also the RATE PER CENT., to find the original quantity. We multiply the percentage by the inverse of the vulgar fraction which the rate per cent. denotes.”

But suppose one forgets this rigmarole, what then?

The truth is that reasoning cannot be adequately replaced by “rules.” Addition, subtraction, multiplication, and division one must be able to do by rule, though even here reasoning is important and pupils should be able for example to work multiplications in various ways. [$597 \times 690 = 690 \times 597 = 597 \times (700 - 10) = 690 \cdot (600 - 3)$ etc.]. In other words, they should know what they are doing.

The rest of the arithmetic is best treated as applications of the four simple rules. Percentages are simply two-place decimals—8 per cent. is .08. To find a percentage of a quantity is to multiply by the rate per cent. in decimal form, e.g., 12 per cent. of 286 is $286 \times .12 = 34.32$. To find the original quantity involves the inverse process of division. The process is, of course, the same as that suggested by the rule, but it is arrived at by a more common-sense method.

No rules are necessary for finding interest. To find the interest at 5 per cent. is to multiply by .05. To find the amount is to add this to the original quantity, or more usefully to multiply by 1.05. The amount at 5 per cent. compound interest is then simply a series of multiplications by 1.05.

Rules do not replace reasoning, but they have an important place in lightening labour where many calculations of the same kind have to be made. Who is to supply the rule required? The rules given in arithmetic books may meet some cases, they may suggest modifications which help in other cases, but a training of the inventive faculty is clearly necessary.

Employers complain bitterly that pupils are not taught the rules for working out simple commercial problems. The complaint is undeserved. The trouble is that pupils are taught these things. They are taught rules instead of being trained to invent them. If the rule is forgotten—and how many rules is the student of arithmetic asked to remember?—there is no means provided for restoring it.

Exercises requiring invention need not be difficult, but they should be introduced at every point. Indeed the whole subject may be approached from the inductive standpoint. It then becomes alive and full of interest. Here are a few examples which may suggest others:—

1. Find an easy method of finding 5 per cent. of a quantity [5 per cent. is .05 or half of .1; hence, move the decimal point one place to the left and divide by 2. Or, 5 per cent. is 1s. in the £1; hence count the pounds, shillings, 10s. sixpence, 5s., threepence, and add $\frac{1}{2}$ of any smaller part.]
2. Find an easy way of multiplying by 99.
3. Find an easy way of dividing by $9\frac{1}{2}$ [$9\frac{1}{2} = 10 - \frac{1}{2}$; hence divide by 10, add the remainder and half the quotient, divide this again if necessary.]
4. Find a multiplier that will turn miles per hour into feet per second.
5. Find a multiplier that will increase the number by $\frac{1}{5}$.
6. Find rules for adding and subtracting fractions with the numerator unity (reciprocals).
7. Given the square of a number find a rule for finding the square of the number next above it by addition. (Experiment with squares till the rule is suggested to you.)

The Metric System and its Rivals.

THE TIMES TRADE SUPPLEMENT published recently two maps dealing with the metric system. The first is sent out by the World Trade Club of San Francisco. It shows, in black, countries said to be using the whole metric system of weights, measures and coins. The whole world is shown black except the United Kingdom, Australia, and New Zealand. Canada and the United States are shaded to show that they use a decimal coinage, metric units for electrical and scientific work, and are on the eve of adopting the complete metric system.

The second map is published by the Federation of British Industries. It is intended to show that about 70 per cent. of the world's trade is carried on with the English measures. “A more striking illustration,” comments the TIMES, “of the ease with which figures can be utilised apparently to support antagonistic theses we have never seen.”

The inferiority of the decimal system to the duo-decimal is open and admitted, but it is infinitely preferable to chaos. The predominance of the English as a colonizing people, and of the English and Americans in world commerce, has introduced the English measures in most parts of the world. But that is nothing in their favour. If the whole world used them they would be still what they are. So far as school work is concerned the English measures are a nuisance and a waste of time. The time has come when exercises on the English measures should be reduced to the bare minimum that necessity compels. Here are three examples from a book published last year: “Reduce to inches 1.43 ml. 9 ch. 18yd. 1ft. 9 in.” “Reduce to miles, etc., 8961354 in.” “Multiply 546 ml. 8 ch. 19 yd. 1 ft. 7 in. by 6487.” Neither commonsense nor commercial necessity have anything to do with this sort of rubbish. The fact is that it is easier to write down masses of meaningless exercises than to think out sensible problems. But the protests of teachers are not sufficiently vigorous.

The Degree of Approximation.

Returning to sane mathematics, is it correct to say that $4.375 \div .025 = 53.1 = 57.500$, or that $304 - 15.43 = 288.57$? The example's are taken from Sir Oliver Lodge's “Easy Mathematics,” and I criticise with the utmost deference anything in that admirable book. The point I wish to make is that the degree of approximation should always be expressed. If the numbers represent sums of money the answers would be as stated, but even then it would be better to state, say, £53.1 as £53.100. If the numbers represent lengths, areas, volumes, etc., it is not correct to subtract a number apparently true to the second decimal place from one true to the nearest unit and give us the result a number true to the second decimal place.

Much worse examples than those given above will be found in almost any text-book on arithmetic, e.g. “Add together 50.03, 18.00024, .0001, 240.003, and 330.” This is from the book of examples quoted before, but every teacher is familiar with exercises of this kind. Mathematically they are wrong because $330 + 18.00024 = 348$. Exercises of this kind bewilder children when they come to consider the true meaning of approximation.

It would be well to state in every case what the quantities are which are being added or subtracted.

The Decimal Association.

All concerned in British export trade, more particularly with South America, should read an illuminating article, “The Weights and Measures of Latin America,” in the December number of “The Decimal Educator,” issued by the Decimal Association, which includes a number of letters from Consular representatives of South American States, all testifying to the success of the metric system in their respective countries.

Examiners Examined.

BY WILFRID VICKERS.

The traditional infallibility of examinations is beginning to be suspect. Many a pupil at the next Terminal Examination will, in all seriousness, be assessed as having obtained such a figure as 65.3 per cent. as his average mark in languages. Most teachers will agree that the digit 3 has no meaning whatever and that the 5 has very doubtful value. The more dubious will wonder if the 6 even has any real significance.

In this connection the writer tried an unpretentious experiment, which serves at any rate to raise a question. After a lecture on the topic of systems of marking, eleven different specimens of students' handwriting were given out successively to seven university students in their third year. These students are in training as intending teachers, but have had little experience of schools or the marking of examination papers. They were requested to mark the specimens for quality of handwriting, and for the sake of uniformity to take as the highest possible mark obtainable the number twenty. Seven independent lists of marks were thus obtained.

The results were surprising. The seven students placed six different specimens at the head of the lists and five different specimens at the foot. This cannot be explained on the ground that the specimens were nearly all of the same quality, for this was obviously not the case, since one student marked the best 15 and the worst 4. A specimen that was placed at the head of one list was actually found at the foot of another. This happened in two separate instances. Some students were half as generous again as others in their standard of marking. One specimen was awarded 4 marks by one examiner and 16 by another.

Another way of estimating the reliability of the examiners is to correlate their lists with the list obtained by averaging all the lists. The average of these correlations was found to be 46—one examiner's list correlating as low as $.3 \times 13$. If an examinee is to have a three to one chance of being correctly placed the examiners must not attempt to grade any finer than 20, 16, 12, 8, etc. If an examinee has to take his chance of being marked by any of the examiners, he had only an 11 to 8 chance of being correctly placed.

It might be urged that these astonishing results only go to prove that the students were inefficient markers. So the experiment was repeated with the aid of seven qualified teachers of long experience. They included two head masters and one local inspector. These awarded marks on the same basis as the students. The following results were seen on a study of this second set.

Seven different specimens were found at the head of the lists and four different ones at the foot. One examiner's lowest mark was only one less than the highest mark of another examiner teaching in the same school. Some examiners were half as generous again as others. If an examinee was to have even a three to one chance of being correctly placed, the examiners must not mark any finer than 20, 17, 14, 11, etc. The teachers marked only slightly more reliably than the students, for the average correlation of their lists with their average list, was found to be $.58 \div 13$. If the examinee took his chance of being marked by any of the seven examiners, then he had only an 11 to 6 chance of being correctly placed.

If these results were obtained with the marking of handwriting, what must one expect from an investigation concerned with the marking of, say, Composition? Certainly in the case described above the extra trouble of an examination over a lottery does not seem to be justified by the higher reliability of the examination.

A Northern Summer School.

BY ONE WHO WAS PRESENT.

The holiday season is long over, and routine holds sway in the classroom, but ere the memory grows fainter, perhaps your readers—who have heard about the Oxford summer school—would care to hear about the summer courses held for teachers, during Peace Summer, at St. Andrew's. I do not think any notice has appeared about them in any educational paper. The memory of them is as fragrant as lavender these winter days.

Over 600 teachers—in two detachments—from all parts of Scotland, from England, and from over-seas, gathered in that city by the Northern Sea to study the ever-challenging problem of education.

There must have been many occasions in that seat of learning when, in the University classroom, the Ancient Past had been the dominant spirit of the place, but this year the Recent Past, grand and awful, the Urgent Present, and the Calling Future filled our minds to the exclusion of all else.

Everything that could be done to put a fresh edge on our professional interest, to revive to bright colours fading truth or zeal, to give new knowledge and artist joy in work, to re-equip with new faith in the promise and possibilities of our human material, had been done by the Provincial Committee. Expert lecturers delivered a message worthy of the hour when a nation is confronted with hard tasks after a great war. The reverent and scientific spirit in child-culture was the theme of one lecturer, a specially talented exponent of the Montessori method)—what great dreams and hopes and efforts go in to the preparation for life—why should it in the end not turn out always very grand and fruitful? The ascent of, not only the individual, but of society from the level of instinctive to that of intelligent life was the confident prophecy of another. American educational zeal and plans for young citizenship were touched on by others. Physical culture results in grace, beauty, and happiness were given living illustration by young students in the hall and by little children on the University lawn. Surely that ancient place of learning had never seen a lovelier sight than those airy dances on its sacred grass. Why should not every University have a kindergarten attached where the beginning and end of the long process of education could be studied side by side—the educational system being made one complete national whole?

The needs of the poor children of the cities in their evening play-hours were remembered, and a magician, wonderfully skilled in child lore, showed us how beautiful things could be made for their joy on winter evenings.

John Drinkwater gave us lectures on poetry, and finished up his course by reading to us himself his noble play of "Abraham Lincoln."

The wonders of the sea got into "our marvellous course," too (as the chairman at the concert put it), and it was as if Kingsley himself told us true fairy stories of its charm.

Peace was celebrated one sunny morning when we sang "Land of Hope and Glory" and stood (anticipating the King's suggestion) in reverent silence in memory of our glorious dead.

St. Andrew's excelled itself that day in one beautiful floral design in a shop window—

"Victory" was spelt out in scarlet geraniums;
 "Peace" in white sweet peas;
 and, in white heather on a velvet background, was outlined
 "Our Glorious Dead";
 while over all drooped a large vase of red, white, and blue flowers.

Altogether, the school was worthy of the great occasion—of the year of Peace and Reconstruction after the great strife.

SCOTLAND.

Salaries and Finance.

Discussion on salaries and educational finance shows no signs of abatement. The Parish Councils of several places in Lanarkshire have replied to Provost Keith's (Hamilton) statement (summarised in this column last month). The consensus of opinion is evidently that the anomalies of our rating system must receive attention soon; the Education Authorities must carry out their duties according to law, and parochial protests are in this respect futile. It is for Parliament to take steps to remedy matters. Authorities are now producing their salary scales and it is gratifying to record that in most instances the claims of existing non-graduate teachers are being generously dealt with, although recent happenings raise a position of some little difficulty. With reference to the scheme of salaries forwarded by the Ayrshire Authority for approval, the Department wrote pointing out that owing to the variety of scales proposed in schemes which had already been submitted, the Department were of opinion that it might be necessary to ensure in respect of salaries an equitable allocation of the funds available as between one authority and another. The Department were at present unable to guarantee that any sum in excess of payment on the national scales basis could be regarded as approved expenditure for the purposes of grants. The scale of salaries proposed by a number of Authorities are in some cases considerably beyond the national minimum scale, and it is presumed that in such cases a similar attitude will be adopted by the Department. The effect of this will be most seriously felt by existing non-graduate teachers, many of over thirty years' service, for in the meantime authorities cannot, without the Department's approval, pay these teachers on the proposed higher scales.

Rural Education.

An address delivered by Mr. J. Will, a well-known north of Scotland teacher, on the future organization of rural schools, has brought once more into the limelight the question of rural schools generally. Existing conditions require pupils who wish even a smattering of secondary work, say a little French, to travel to a central institution, while there may be a teacher or teachers in the village school quite capable of giving such instruction. By the fiat of the Department teachers in village schools are discouraged to undertake such work; they are not actually prohibited, but the Department has ignored such teaching until now it is practically extinct. The Merit Certificate—the Leaving Certificate of the primary school—must not include any mark in respect to a foreign language, and naturally enough teachers concentrate on the subjects to be examined, and are not inclined to risk having Merit Certificate work proper criticised adversely by paying attention to French or any other foreign language. The consequence is that we find pupils of 12 and upwards in many cases making long railway journeys, walking considerable distances along bleak country roads, having to endure long waits at railway stations, and running risks mentally, morally, and physically, so that instruction that might quite well be given in the village school may be imparted at a properly recognised centre. Under the 1918 Act, with the raising of the leaving age to 15, there must be a large increase in the number of pupils for whom some form of higher work must be provided, and this again will necessitate an increase in the number of central institutions—probably one such in every parish. This would tend to a reversion to the old Scottish type of education—which admittedly yielded excellent results—under which the Scottish rural school taught ordinary subjects to pupils until they could proceed to a university. The new curriculum, while providing a common basis in English, mathematics, science, etc., must also give rise to more distinctive courses—literary, commercial, rural, domestic.

Unpaid School Grants.

The Association of Education Authorities has taken up the cudgels on behalf of the School Boards and Districts whose grants for the school year ending before May 15th last have not yet been paid. In a memorial to the Department the Association points out that heavy burdens have fallen on certain parishes, inasmuch as Authorities were not allowed to take these unpaid grants into consideration in fixing the rate to be levied for the current year, as all accounts had to be made up and balanced as at 15th May, 1919. The sum in dispute is considerable, about £900,000, and its non-payment has naturally given rise to much discontent and irritation, besides raising the rates. The work to be undertaken by the new Authorities is not lightened, and that there is a distinct grievance is undoubted, and it is hoped that the Scottish Education Department will see their way speedily to implement their bargain, and remove the injustice complained of.

Departmental Minutes.

Minutes of the Scottish Education Department, dated November 20th and 21st, concerning the training of teachers, have been issued. The first deals with the constitution of the Committees for the training of teachers, while the second amends the regulations for the preliminary education, training, and certification of teachers for various grades of schools by modifying certain Articles in these regulations. The effect is to set up a central body to take charge of general policy and will convert the provincial committees into local managers. This change follows upon the creation of the new Education Authorities, and is intended to extend the system of unification which is the note of present-day educational reform. It should standardise methods of training and salaries at the training centres where there has been acute discomfort. It may help, too, to improve the teaching profession by exacting a higher test for admission to training, by improving the curriculum, especially on the practical side, and by safeguarding the interests of young teachers. It might thus improve the status of teaching and stimulate the supply of candidates.

There has also been issued a Minute of the Committee of Council on Education in Scotland, dated August 18th, 1919, with reference to the payment from the Education (Scotland) Fund, of maintenance grants to special institutions.

The Burnham Scale.

The new English Scales have been studied with much interest by Scottish teachers. For teachers with equal qualifications, men and women, the advantage is wholly on the side of England, and this fact will no doubt encourage Scottish teachers to persevere in their efforts to have terms at least equal to those obtained by English members of the profession, and certainly in advance of the figures laid down in the Minimum National Scales of August last.

University News.

Mr. John T. Cargill, a well-known Glasgow business man, has offered the sum of £20,000 to the University of Glasgow for the foundation of a Cargill Chair of Applied Physics.

Dr. John Cruickshank, of the Crichton Royal Institution, Dumfries, a distinguished graduate of Glasgow University, has been appointed to the new Georgina McRobert lectureship in pathology at Aberdeen. The field of the lectureship is primarily cancer and other malignant diseases.

Appointments.

Mr. Stewart A. Robertson, Inspector at Croydon, has been appointed Director of Education under the Dundee Education Authority.

Dr. A. W. Falconer, Aberdeen, has been appointed Professor of Medicine in the University of South Africa, Cape Town. Dr. Falconer belongs to Stonehaven, and was awarded the D.S.O. in the war, while in service with the R.A.M.C.

IRELAND.

The new Education Bill for Ireland has not yet been read a second time in the House of Commons. With other important Government measures it has been placed in cold storage until the next session of Parliament. In certain well-informed quarters it is believed that the Bill will never become an Act. Certainly one needs to be a politician to understand why the Government should legislate on Irish education at the same time that it is trying to pass a measure of Home Rule for Ireland. There is already a strong current of opinion in Ireland against the Bill, which is criticised as being bureaucratic in purpose, centralising administration, destroying self-government, and establishing Treasury supremacy over all questions of educational finance.

Education Department.

The Bill proposes to abolish the existing Board of Commissioners of National Education, the Intermediate Education Board, and Department of Agriculture and Technical Instruction. In place of these it establishes a Department of Education consisting of the Chief Secretary as President, the present Vice-President of the Department of Agriculture and Technical Instruction as Vice-President, and one other member, to be styled the permanent member and to be nominated by the Lord Lieutenant. The Vice-President of the Department will act as its real head, relieving the Chief Secretary of administrative duties in connection with educational matters.

Advisory Board.

This department is to have an Advisory Board of Education consisting of the three members of the Department, sixteen local representatives from Counties and County Boroughs, six managers of National Schools, three National School teachers, five managers or teachers from Secondary Schools, two teachers from Technical Schools, and sixteen other persons appointed by the Department with the approval of the Lord Lieutenant. There are to be Local Education Committees, one half of each being representatives of Local Authorities, the other half being nominated by the Department for the purpose of securing that at least one half of the total number of members of the Committee shall be persons who are managers or patrons of National Schools, or managers, patrons, or headmasters of Secondary or Technical Schools. These proposals are interesting as suggesting a method for creating a real Board of Education in England and for strengthening the composition of our Local Education Committees.

Finance and Attendance.

For the purpose of the Act there is to be established a fund to be under the control of the Education Department. This fund is to be made up by transferring sums hitherto paid to the various National Boards and by adding money raised from local rates. Each Local Committee is to submit a financial scheme, and the Department will state the contribution they propose to make, and the balance is to be raised locally, with a rate limit of threepence in the pound for Secondary or Technical Education. School attendance is to be compulsory for all up to 13, and the Local Committees have power to provide books, conveyance, special schools, or continuation schools.

Teachers.

Provision is made for the superannuation of teachers on lines similar to those of the English scheme. There is no provision for a scale of salaries, and the pension may be refused, reduced, or suspended in the case of any teacher who, in the opinion of the Department, has been guilty of misconduct.

EDUCATION ABROAD.

Finland—The University of Abo.

Whatever may be the fate of the League of Nations, it is significant of a new orientation in the world's thought that the States of Central and Eastern Europe are building in rapid succession intellectual bridges to unite them with their western neighbours, and that nations and national minorities are beginning to place their trust in schools and universities as the surest shield of their political and cultural liberties.

On Saturday, October 11th, the Swedes of Finland, who number about 12 per cent. of the Finnish population, inaugurated at Abo, the ancient capital of Finland, an Academy or University, Swedish in speech and culture; the State University at Helsingfors, the modern capital, having become in recent years predominantly Finnish in composition and atmosphere. The ceremony took place in the venerable and beautiful hall (Aula) of the old Academy, an institution founded in 1640 and transferred to Helsingfors in 1827, when Abo had ceased to be the Finnish metropolis. Though Abo itself was gay with bunting the interior of the Aula was unadorned except for a few academic bays in front of the dais. Towards twelve o'clock the academic staff and students, preceded by two bevels carrying silver maces and the Rector Magnificus in the traditional robe, a red gown with white velvet collar, entered the Aula, which was thronged with the University's guests, Finnish and Scandinavian. The audience included many great names in scholarship and science, and formed perhaps the most representative and brilliant gathering that has for long assembled anywhere in northern Europe.

The ceremony of inauguration was prefaced by an admirable rendering of Beethoven's *Egmont Overture*, executed by the Musical Society's orchestra under the direction of Carl Ekman, after which the Chancellor of the University, Baron R. A. Wrede, ascended the tribune.

"It is," said the Chancellor, "with feelings of lively satisfaction and thankfulness that we to-day solemnly dedicate the new Academy of Abo to its high mission. We rejoice that the patriotic work has been so speedily achieved, and further, that the Academy should begin its work in a free and independent Finland, which, in spite of the dangers that still threaten its freedom and social order, can yet look with trust to the future."

The Chancellor paid a high tribute to the zeal and public spirit of those citizens who, inspired by a prescient courage and a firm faith in the future of Finland and its Swedish population, had laboured and made sacrifices for the establishment of the Academy in a period of war and social upheavals. So in the troubled *unionstider* had the learned Jakob Ulfsson and the elder Sten Sture founded Uppsala, the most ancient of the northern Universities, and so in the midst of the Thirty Years' War Per Brahe had established the former Academy of Abo. In each case the University was the outcome of an awakening of the soul of a nation.

The founders of Abo Academy desired to establish a higher educational institution for Finland's Swedes, a home of spiritual culture in Swedish speech. Finland had had committed to her in the course of world-evolution the responsible duty of serving as an extreme outpost of Western civilisation and as a bulwark against Eastern barbarism. "Her future really depends on the fidelity and success with which her people perform their duty. To be able to do so Finland must maintain her connection, a community of culture, with the Scandinavian North, and particularly with Sweden. And the bridge which alone can maintain this connection is the Swedish speech, and therefore the preservation and progress of the Swedish

form of culture in Finland is a condition of life, not only for the Swedish nationality, but for the whole Finnish people in its quality as a Western Culture State."

The Chancellor next pleaded for deep-reaching reforms in the scope and aims of education.

"Knowledge and the education of the intellect cannot alone make a people good and happy. There was a time when people thought that for the progress of humanity to ever greater perfection nothing more was needed than that enlightenment should be spread as generally and as liberally as possible. We of the twentieth century have ceased to cherish this belief. We know that the tree of knowledge bears fruits of good and evil and that the education of the intellect cannot alone satisfy the human spirit"

"Modern civilization presents in truth a highly imposing appearance, but if we ask whether spiritual values have increased as much as material values, whether culture in the deeper sense, the cultivation of the soul and formation of character, has progressed to the same extent, the answer must be negative. The immense development of Technology has already brought about a mechanisation of work which is in itself soul-deadening. Even spiritual work is, through excessive specialisation, in danger of being overtaken by the same fate. We have a civilisation built on scientific progress which in technical and material respects is magnificent, but is withal characterised by mechanisation and soullessness and cannot satisfy the deeper needs of the human spirit, cannot develop true and harmonious personalities."

"Our civilisation has aimed too exclusively at the education of the intellect and has left the will and emotions without sustenance or education. And so the deeper needs of the human spirit have been unsatisfied and its highest and noblest powers have been allowed to wither. And for all that has been done for outward freedom it has been in ill case with the inner spiritual freedom."

"What," asked the Chancellor, "can the Academy do to promote a deeper, more comprehensive culture, which will educate not only the intellect but also the will to good, the love of humanity, and which will form free and strong personalities?"

The Chancellor spoke of the educational value of scientific research, and added: "It is a condition for the success of scientific research that it should be unconditionally free, that it should be guided only by the love of truth. A spirit of enquiry that is free, profound, and withal conscious of its limitations, and instruction founded thereon and informed by an ideal philosophy of life, that is what we expect of the Academy."

The Chancellor's speech concluded with a graceful homage to the Academy's founders and benefactors and a word of salutation to staff and students.

"Earth's Song," a cantata by Jarl Hemmer, was next executed under the inspiring direction of its composer, Professor Jean Sibelius.

The Rector Magnificus, Professor Ed. Westermarck, then mounted the tribune and delivered an address which was rich in thought and eloquent in expression. The Rector alluded to the trials through which Finland had passed and from which she had emerged as an independent and sovereign state. He laid stress upon the responsibilities that accompany the rights and privileges of nationhood, and reminded his hearers that the best defence a nation possessed of its political independence lies in its cultural progress and in its achievements in the cause and service of humanity. He sketched the historical evolution of the idea of a League of Nations and referred to what had already actually been accomplished at the Peace Congress for the small nations and national minorities. He even spoke hopefully of a future when Europe, in willing submission to the reign of international justice, would enjoy an era of unbroken peace.

"Such," proceeded the Rector, "is the world in which Abo Academy now makes its appearance as the youngest of the Universities of the North. No one will dispute the fact that it has important duties to fulfil. Nor will it be denied that as a support for Swedish culture and the Swedish language it has a patriotic duty to fulfil. If Swedish is the bridge which unites us with our neighbours in the West, the University is the bridge-ward who will see to it that under no circumstances shall the bridge fall into decay."

The Academy's Aims.

"The educational institution which we dedicate to-day to the service of 'the light' will, to the best of its ability, fulfil its purpose of spreading enlightenment through Finland. Through its existing Technico-Chemical Faculty which inspires the best expectations for the future, it will contribute to promote material well-being, the necessary foundation of all culture. But the theoretical sciences occupy a not less conspicuous place in the Academy's programme. This is of especial import in these times when war and greed have made the disinterested pursuit of truth, which does not serve material utility, a despised pauper who is in danger of dying of starvation if a compassionate hand is not stretched out to save her."

A University's Aims.

"One hears various views expressed about a University's objects and aims. Some consider that it should before all else impart professional knowledge which will make the students efficient in occupations useful to the community. Others are of opinion that its most important aims are to impart a general education and to develop character, a conception which is held particularly in England and is realised in its most typical form at Oxford. But I venture to think that, important as these aims are, there is yet another which in its general and fundamental character should have precedence of the rest. The University should train its students in methodical and scientific thinking. The possession of professional knowledge is not in itself any guarantee of its proper or most beneficial employment. General education can be acquired from books, and the character is probably developed more in the home and in life than at the University, and more through association with comrades than through the instruction of teachers. But methodical thinking which avoids hasty conclusions and sees events in their connection—that requires training and schooling. There are instances indeed of gifted individuals who without having had the advantage of any higher education have yet by the exercise of their own powers developed into scientists and thinkers, but for most people it holds true as a rule that their intellect is in need of a teacher's discipline. And a trained thinking-power is not only necessary for the investigator and professional man, but is also of importance to the ordinary citizen whatever his occupation may be. It is true that it is not the reason which in the last resort determines a person's acts: the real motive-power is constituted by his feelings and impulses. These dispose him to good or evil. They spur him to the noblest deeds, they inveigle him into the most horrible crimes. They sit in judgment over truth itself: we have an ineradicable tendency to believe that which we wish to believe. But still feelings and impulses are also dependent upon our ideas, and therefore the education of the reason has an influence upon conduct. The insane acts of which an uneducated mob can be guilty show us the unbridled dominion of the passions in men who have never learned to think."

The Rector finally greeted the University's benefactors and guests, and the formal ceremony of inauguration closed with gratulatory speeches by ministers and diplomats, and with the presentation of addresses from learned societies in Finland and Scandinavia.

EDUCATION AT WESTMINSTER.

In this column Parliamentary questions and answers which are of interest to educationists, but which are not published in the daily press, will find a place.

GRANTS TO EX-SERVICE STUDENTS.

Sir Park Goff asked the President of the Board of Education whether he is aware that several ex-Service students have not yet received their grants for the summer term of this year; and what is being done to expedite it owing to the great hardship to the students?

Mr. Fisher: As soon as a decision to make an award to any student has been arrived at by the Board under the scheme for the assisted higher education for ex-Service students, payment has been immediately made to that student of any sum due to him for maintenance grant under the award in respect of the period ended the 30th September last. In some cases, however, applications for assistance from students who were pursuing their courses of higher education during the summer term of this year have only recently been received by the Board from the local committees, through whose hands they have to pass, and decisions upon some of these cases have been delayed in consequence. In these cases also, as soon as the award is decided, payment of any sum due for maintenance grant in respect of the summer term will be made at the earliest possible moment. If the hon. Member will furnish me with details of the cases which he has in mind, I will cause inquiry to be made with a view to expediting a settlement.

GRACE RAMSDEN SCHOOL, ELLAND.

Mr. Ramsden asked the President of the Board of Education why the West Riding County Council have refused to recognise the Grace Ramsden endowed school in Elland, which has sixty-two scholars, with the result that it can get no help from the Government so far as certain Grants are concerned; and whether it can be made compulsory that the County Council should recognise any secondary school, even if it gives definite religious instruction, so long as there is a proper conscience clause?

Mr. Fisher: I am not aware of the circumstances to which the hon. Member refers. The headmaster of the school applied to the Board some months ago for information as to the conditions on which the school could obtain Grants from the Board, and was supplied with a copy of the Board's Regulations for secondary schools. The Board have not heard further from the school in the matter. The suggestion in the last part of the question ignores such important considerations as cost, efficiency, and necessity.

Lord Haldane on Relativity.

Viscount Haldane, as President of the College, was in the chair at the Founder's Day celebration at the Birkbeck College. Fifty-eight of the graduates of the College who have taken their degrees at the University of London since 1914, totalling 138, were presented to the President. The Principal (Dr. George Senter), in his report, said that 600 Birkbeck men were known to have been on active service. Of these 331 obtained commissions, and 87 names were on the roll of honour. During the war the chemistry department of the College provided certain drugs needed for war purposes, and the physics department tested over two thousand optical instruments. Four-fifths of the students in normal times were evening students.

Lord Haldane gave an address on "What is Truth?" He said this was a topic on which he had been reflecting for 45 years—ever since he first entered a University. This question was bound up with another, the same thing in another form—the relativity of knowledge, of which we had heard a great deal just lately. Einstein had told them about it, but he had dealt only with a fragment of the whole problem of relativity, which covered the whole field of knowledge.

The problem of relativity went far beyond the mathematics of astronomy. What was it that Einstein had been trying to tell the World? Even when you could put truth into a nutshell it was not always possible to keep it there. The problem which Einstein had raised was not new. People had thought of time and space as something they knew all about, of a straight line as the shortest distance between two points. He then explained that to answer the question, "What is Truth?" we must realise that the principle of relativity had shown us that the reality and our conception of it are not wholly separate. The observer and the observed could not be separated, and account must be taken of the observer.

BLUE BOOK SUMMARY.

Physical Welfare.

The annual Report of the Chief Medical Officer of the Board of Education is always one of the most interesting and vigorous of official publications, and we are glad to note, in passing, that the medical services of the Board are not to be taken over by the new Ministry of Health, so far as immediate direction and control are concerned, but are to remain as a branch of educational work, subject only to the formal approval of the Minister of Health. This is a wise arrangement, for it would prove impossible in practice to separate considerations of health from those of ordinary schooling. All too tardily it has been recognised that compulsory state education means as a corollary that the state must concern itself with the bodily welfare of those whom it compels to attend school.

Progress.

Under Sir George Newman's active and humane guidance, ably seconded by his colleagues at the Board, a great advance has been made during recent years. The work is not yet complete, nor will its full results be evident during this generation. The aims are to secure healthy surroundings in home and school, to mark down disease in the early stages and to provide suitable treatment, to detect and deal with physical defects, to give opportunities for suitable bodily exercise, and to implant sound ideas and habits so that the child may grow up with some control of its own body. To be captain of one's nerves and master of one's stomach is perhaps the way to be "the master of my fate and the captain of my soul."

Conditions.

How far we have still to travel is revealed in the Report. We are told that about one-half of the twelve-year-old children have defective vision, that about 8 per cent. of infants admitted to school had some degree of lung trouble, that at seven years old seven per cent. had rheumatism, and that at thirteen years the percentage rose to thirteen, an ominous statement indeed for those who intend to be centenarians, for at this rate they will ultimately be wholly rheumatoid bipeds.

Beginnings of Disease.

Section III. of the Report is the most important. It shows the need for early investigation of bodily condition and warns against any tendency to treat the ailments of childhood as trifles. Mental defect is seen to be closely allied to physical defect. Thus, mouth breathing and adenoids are known to be a common cause of "backwardness" in schools. The Report lays stress on the importance of regular breathing exercises, and examples are given.

The Open Air.

Schooling in the open is gradually being recognised as an important factor in physical welfare. It is too often regarded as a fad or as a device which calls for special buildings and heavy expense. The Report suggests that classes may be held in open spaces or playgrounds, school journeys undertaken, or holiday camps arranged pending the general adoption of open-air classrooms. These last are easily obtained by making one side of the room open to the fresh air, and we are told that in some cases light structures have been erected on the roof or in the playground with completely satisfactory results.

Formal Instruction.

The teaching of hygiene as a school subject is of less importance than the making of every school into a healthy environment, where hygiene laws can be practised. This wise counsel should be kept in mind, for it is very easy to teach a boy about the pores of the skin but it is not easy to teach him the habit of washing himself properly. The unwashed hygienist is the converse of the whitened sepulchre.

ASSOCIATION NEWS.

The Teachers Council.

Up to the middle of December the total number of applicants for admission to the Official Register of Teachers was 32,500. On several days of the month the applications numbered over a hundred. It is important that unregistered teachers should not wait too long before making application, since the transitional conditions cease to be in force at the end of 1920 and the full conditions, which are more stringent, will come into operation. From the first day of 1921 a course of professional training in teaching will be a condition of registration, but this does not apply to those who register during the present year. It should be noted that the fee for registration is to be increased after the end of June, 1920.

College of Preceptors.

On the evening of Wednesday, the 7th January, there will be a reception in the rooms of the College, Bloomsbury Square, to which all teachers and others attending educational conferences in London are cordially invited. In the unavoidable absence of Sir Philip Magnus, President of the College, guests will be received by the Vice-President and Dean at 8 p.m. Morning dress. Music and light refreshments will be provided.

Conference of Educational Associations, 1920.

The eighth Conference will be held at University College, Gower Street, W.C.1, from Wednesday, December 31st, to Saturday, January 10th. It will be inaugurated by an address by the Rt. Hon. Mr. Fisher, the Minister of Education. Thirty-six societies have already signified their intention of holding meetings at the Conference—a considerable advance on last year's record. There are to be two Joint Conferences of all the Associations on January 3rd and 9th respectively. At the first the work of continuation schools will be discussed under the chairmanship of Sir Wm. Ashley, of Birmingham University. The speakers are to be Mr. Spurley Hey, of Manchester, Miss Enright, Principal of Selfridge's Continuation School, and Mr. Rokesby, of Harrod's Ltd. The subject of the second conference is Adult Education. Canon Masterman will preside, and Mr. Tawney, Fellow of Balliol, will introduce the subject.

The usual Educational Exhibition is to take place in connection with the Conference.

The Uplands Association.

The Uplands Association is again participating in the January Conference of Educational Associations. There will be a meeting for members and their friends at University College, Gower Street, W.C., on Wednesday, January 7th, 1920, at 4 p.m. Tea (1s. each) will be provided. Members wishing to be present should communicate with the Secretary, Miss T. M. Pugh, 3, Talbot Road, Highgate, N. 6, before January 1st. This will be followed, at 5 p.m., by a public meeting in the Physics Theatre, at which the chair will be taken by Mr. Claude Montefiore. The subject will be "New Projects of Educational and Social Reform," and the speakers Professor J. J. Findlay, University of Manchester, and Mr. W. R. Hughes, of the "New Town Council."

The Committee of the Association has during the past year been making a survey of Open Air Education in this country. A large amount of interesting matter has been collated by Miss A. G. Fox, University College, Southampton, who will be most grateful for further reports of experiments in this field. The results of the survey will appear in instalments in the columns of the "Educational Times" during the present year.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Birmingham University. New Principal.

It is reported that the new Principal of Birmingham University, in succession to Sir Oliver Lodge, will be Mr. Charles Grant Robertson, C.V.O., Fellow of All Souls' College, Oxford.

Mr. Grant Robertson was born in 1869, and is the son of the late Mr. J. G. Robertson, of the Bengal Civil Service. He was educated at Highgate School and Hertford College, Oxford, where he took a first-class in Lit. Hum. in 1892, and in the following year a first-class in Modern History. He has been an extensive contributor to modern historical literature, his publications including "The Rise of the English Nation," "A History of All Souls' College," "Select Statutes and Constitutional Documents, 1688-1832," "England under the Hanoverians," "The Evolution of Prussia," and "Bismarck."

In view of the later activities of Sir Oliver Lodge in Psychological Research it may be appropriate that he should now become a Fellow of All Souls in place of Mr. Robertson.

New Headmaster of Alleyn's School.

Mr. R. B. Henderson, headmaster of the Strand School, Brixton Hill, has been appointed headmaster of Alleyn's School, Dulwich. Mr. Henderson was educated at Bristol Grammar School and New College, Oxford, and has been headmaster at the Strand School since 1911.

Professor of Metallurgy, Sheffield.

Dr. Cecil H. Desch, of the Royal Technical College, Glasgow, has been appointed Professor of Metallurgy at Sheffield University in succession to Dr. Arnold, who recently resigned and has been elected Emeritus Professor.

Dr. Desch, who is 45 years of age, received his scientific training in Finsbury Technical College, the University of Wurzburg, and University College, London, and obtained the degrees of D.Sc. (London) and Ph.D. (Wurzburg). In January, 1909, he became Graham Young Lecturer in Metallurgical Chemistry in the University of Glasgow, and in the autumn of 1918 was appointed Professor of Metallurgy in the Royal Technical College, Glasgow.

Commerce at Liverpool University.

The Council of the University of Liverpool has appointed Professor E. R. Dewsnup, M.A., to the Chair of Commerce, recently endowed by the trustees of the late Mrs. A. W. Chaddock.

Mr. John Montgomery, M.A., Lecturer in Commerce, has been appointed Associate-Professor in that subject. Mr. Montgomery has held the former appointment for many years, and the development of the School of Commerce has been due entirely to his work.

Pitman's School.

Speaking at the Pitman's School annual prize-giving festival at the Royal Albert Hall, Lord Asquith, who distributed the awards, spoke of the great necessity for shorthand in relation to the commercial effort which this country had now to exert, and predicted that it would play an even more important part in the future than it had done in the past. He also paid a fitting tribute to the lifework of Sir Isaac Pitman.

Sir Robert A. Hadfield, who presided, made reference to the advantage which shorthand had been to him in the course of his own career. A number of interesting details concerning the school were given. Opened in 1870, when only the one subject of shorthand was taught, there were now no less than 12,000 students, and since January 1st, 1919, over 10,000 young men and women had joined the school and its London branches. The employment bureau had also placed over 100,000 students.

PERSONAL NOTES.

Mr. P. S. J. Bovey.

Mr. P. S. J. Bovey, a student of engineering at University College, was presented by Sir James Crichton-Browne with the Chadwick Gold Medal and Prize for excellence in municipal engineering and hygiene.

Mr. W. Prydderch Williams.

Mr. W. P. Williams, who has been an officer of the British and Foreign School Society for nearly fifty years, has received an illuminated address in recognition of his work.

Councillor W. F. Piper.

Mr. Piper, headmaster of St. Clement's School, Kensington, has been elected Chairman of the Ealing Education Committee.

Sir George Kenrick.

Since 1903, Sir G. Kenrick has been chairman of the Birmingham Education Committee, and although he expressed a wish to retire, he was earnestly requested and eventually persuaded to continue in office.

Mr. Henry Farrands.

The new Director of Education for Southend is Mr. H. Farrands, assistant to the Secretary of the Middlesex Education Committee.

Although not yet forty Mr. Farrands has educational experience of a most varied character, having served in elementary, secondary, trade, and technical schools, and as an official having been connected with the administration of primary and higher education.

Mr. Farrands is an Oxford M.A., with honours in Natural Science.

Councillor J. A. Williams, J.P.

Mr. Williams is a London teacher who has filled the office of Mayor of East Ham with distinguished success and personal honour. In recognition of his service he has been elected Chairman of the East Ham Education Committee.

Mr. Thomas Kingdom, M.A.

Mr. T. Kingdom has been appointed to succeed the Rev. Thomas Went, M.A., as headmaster of the Wyggeston Boys' School.

An exhibitor at King's College, Cambridge, Mr. Kingdom gained a first class both in part 1 and part 2 of the Classical Tripos, and has distinguished himself as an archaeologist, a swimmer, and a master at St. Olave's School, Southwark.

Mr. A. N. Tynemouth, B.A., B.Sc.

London and Liverpool teachers congratulate Mr. Tynemouth upon becoming Mayor of Woolwich after serving the borough for many years as Councillor, chairman of the Finance Committee, and Alderman.

Mr. Tynemouth has taught in Liverpool, Birmingham, and Woolwich, and is now a headmaster in Greenwich.

Mr. J. Stogdon.

Mr. John Stogdon, late Senior Assistant Master at Harrow School, died at Harrow at the age of 76 years.

He went to Harrow in 1869 and retired in 1903. For many years he had charge of the house called West Acre.

Mr. W. R. Dykes.

Mr. W. R. Dykes, of Charterhouse School, a Licentiate of Letters of Paris University, has been appointed Secretary of the Royal Horticultural Society in place of the Rev. W. Wilks, who is retiring after 31 years' service.

Mr. John Arthur Ruskin Munro.

Mr. Munro, Lecturer in Ancient History at Lincoln College, has been elected Rector in succession to the late Mr. W. W. Merry.

Mr. Munro was educated at Charterhouse and Exeter College, Oxford, and obtained a first class in Greats.

He has been connected with Lincoln College as fellow, tutor, or bursar since 1888.

NEWS ITEMS.

A Voice from Wales.

Here is a resolution passed by the governors of the Bethesda County Schools.

"That in the interests of economy and educational efficiency the religious leaders in Wales should compose their differences, and the present system of provided and non-provided schools should be abolished and replaced by a unified system of primary schools under public control."

Married Women Teachers.

The vexed question of the appointment of married women teachers is again being discussed by various education authorities, and different conclusions are being reached.

The Barking Education Committee will in future as a rule appoint only unmarried women or widows, but they are retaining all the present permanent staff.

The Glamorgan Education Committee passed a resolution to dismiss sixteen married mistresses. Mr. Davies complained about double incomes; Alderman Hopkins, the Chairman of the County Council, was of opinion that a married woman's place was at home; on the other hand Dr. W. E. Thomas and the Rev. W. Saunders championed the cause of the ladies.

A Harrow Scholarship.

Evelyn de Rothschild, who died of wounds in 1917, bequeathed a Scholarship for Harrow boys; its value has been increased by Anthony, his brother, to £600.

The requirements of the qualifying examination will be met by the writing of a paper on some subject approved by the headmaster by boys allowed to enter.

From the writers a tribunal of boys will select the successful candidate for his character and good influence on his House and School rather than for his intellectual prowess. The intention is to cultivate among the boys devotion to duty, truthfulness, unselfishness and loyalty, and to give opportunities to boys of character who possess ability above the average but are not necessarily excellent in examinations.

The Necessitous Scholar.

The Willesden Education Authority has increased the maintenance grant of a junior scholar from £5 to £15 for two years owing to the lad's special home circumstances. He was insufficiently clad and fed, and was obliged to leave the secondary school; his father was in an asylum and his mother had eight children under 15 years of age.

Windfalls for Universities.

The Universities of Glasgow, Manchester, and Oxford all acknowledge the receipt of special gifts.

John T. Cargill, East India merchant, of Glasgow, has given £20,000 to found a Cargill Chair of Applied Physics.

The late Mr. W. Kirtley, of Manchester, bequeathed £4,000 to found "The William Kirtley Scholarship" for the promotion of the study of mechanical engineering.

Oxford has accepted a grant of £20,000 from the Rhodes Trustees to establish a Professorship of Roman Dutch Law.

The common law of British Dominions in South Africa is derived from that system then in use in the Dutch Colonies.

Scholarships for Burnley.

Mr. E. S. Massey, a brewer, bequeathed a considerable sum to the Town Council of Burnley for educational purposes; the amount available ultimately will be about £6,000 annually, and is to be used for increasing present scholarships and for providing others.

CHRONICLE OF EDUCATION.

- Nov. 28.—Opening meeting of Conference of teachers and others interested in education at the Guildhall. The principal speakers were: Alderman Bush, Professor G. E. Leonard, Captain H. A. Wooten and Mrs. J. M. Ealand. The subjects dealt with included the teaching of English, manual training, organised games and domestic training for girls.
- Dec. 5.—Meeting of School Nature Study Union at London Day Training College.
- Dec. 8.—Public Lecture on "Speech as Convention" at University College, London, by F. W. Thomas, M.A., Ph.D., at 5 p.m.
- Dec. 12.—Reception and address on "What is Truth?" by Lord Haldane, President of Birkbeck College, on the anniversary of Founder's Day.
- Dec. 12.—Meeting of the English Association. Address by Sir Arthur Quiller-Couch, on "Byron," at University College.
- Dec. 17.—Reception in honour of Dr. Montessori at the Mansion House by the Lord Mayor of London and the Lady Mayoress.
- Dec. 31.—Opening Meeting of Conference of Educational Associations at University College, London. Address by Mr. Fisher on "Our Ignorance."
- Jan. 1.—Meeting of National Home Reading Union, Mr. Fisher presiding.
- Jan. 1.—Sir Philip Magnus on "The Superannuation Act and its effects on Private Schools," at University College.
- Jan. 2.—Mr. A. Clutton Brock on "Animism."
- Jan. 3.—Mr. Spurley Hey and Mr. Beresford Ingram on "Continuation Schools."

Some Appointments.

Miss Dorothy Winifred Sprules, headmistress of the Tonbridge County School for girls, as headmistress of the Haberdashers', Aske's Acton Girls' School.

Miss C. R. Ash, B.A., third mistress of St. Paul's Girls' School, as headmistress of the Godolphin School, Salisbury.

Miss E. F. Bolton, H.M.I. of Domestic Subjects for West Suffolk.

Dr. Claude E. Tangye, Medical Officer of Health for Warwickshire, as Chief School Medical Officer and Medical Officer of Health for Wiltshire.

Mr. D. H. Spilsbury, Lecturer on Morbid Anatomy and Histology, to the Medical School of St. Bartholomew's Hospital.

Mr. F. R. Dale, assistant master of Leeds Grammar School, as headmaster of Plymouth College.

Mr. Frederick James Kemp, Physics Master of Clifton College, as headmaster of the Haberdashers', Aske's Hampstead Boys' School.

Professor E. R. Dewsnup, M.A., to the Chair of Commerce in the University of Liverpool.

Mr. F. A. Halliday, M.A., and Mr. D. J. Lloyd, M.A., as Lecturers in German at Manchester University.

The Rev. C. S. Wallis, M.A., Principal of St. John's College in the University of Durham.

Captain L. L. Burchnall, M.A., Lecturer in Mathematics.

Dr. J. O. Arnold, Emeritus Professor of Metallurgy at Sheffield University.

Mr. J. R. Thompson, M.C., M.Sc., Lecturer in Education and Master of Method at Sheffield.

TRANSLATION PRIZE.

In the December issue we offered prizes for the best translations, with notes, of the following letter, taken 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 the 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 dekkko 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.

Of the translations received the best is adjudged to be the one sent by Mr. Frank H. Doughty, 68, Bellamy Street, London, S.W. 12. His notes are especially good. The First Prize of ten shillings has accordingly been sent to him. The Second Prize of five shillings goes to Mr. L. J. Buisseret, St. Joseph's, Totland Bay, Isle of Wight, and a Consolation Prize of half-a-crown to Mr. Wm. H. White, "Reddiford," Cecil Park, Pinner.

We reprint the winner's effort below:—

"My Dear Friend,

I am sorry not to have seen you last Saturday, but I was at a dance at Hornsey—a really fine one, ever so many ladies, and plenty of amusement. An old friend whom I knew in Egypt under the *nom de guerre* of Ponko happened to call later. We danced all the latest dances, until 4 a.m. and eventually completed our entertainment by sleeping on the floor!

I hope you are quite fit, old chap, and not feeling too keenly the change from martial to civilian life. Have you received promotion? The thing is to interview your chief immediately. It is no good being afraid to speak for yourself if you want more money! If he is inclined to refuse, bully him. Those old men do not count with me, and you may be quite sure that I am not in the slightest afraid of them. I have been daily expecting a substantial promotion for three months now, and I am sick with hope deferred. I shall resign and seek fortune abroad if my hopes finally fail. I hear that some excellent appointments are to be had out East. London has a depressing effect on me and I really do feel like giving it up. You may therefore be sure that London will not see me much longer.

Don't forget your appointment of Tuesday. Can you manage to procure any money; the obligation rests upon you. Shall expect you at the Trocadero at 7 p.m. I mean to get two bottles of Champagne. I quite expect to get

censured by my respected father if I arrive home inebriated early in the morning, but never mind, it will be my first real night out for years.

By the way Tuesday is not a ceremonial affair—I wouldn't impose anything like that on you. Now do come, old chap, or I shall be most disappointed in you. My friend Ponko is coming and will invite us to partake of his hospitality, so don't fail. Good-bye,

Yours sincerely,

PERCY.

Annotations.

Dear old thing A phrase brought into popularity by George Robey, Esq., C.B.E.
 Stunt Origin—any project or R.A.F. plan.
 Pukka Real, thorough (Hindoo).
 Umpteen Expressive of an indefinite and large number. Origin obscure, but certainly post 1914.
 Doings Denotation wide, connotation extremely elusive. Anything from money to boot-laces. Best translated by "Thingummy Bob." Only used when the object is clear to the person addressed.
 Blew in Came in unexpectedly—as things do when blown by the wind.
 Jazz An extremely modern dance.
 Ack Emma Certain letters of the alphabet were given names by Army signallers to prevent confusion, as for example—Emma, M Enna, N.
 Kipp (to) To sleep—origin obscure.
 In the pink In the pink of condition. A well-authenticated piece of argot. Refers to colour of flesh.
 Old Bean George Robey—see "Dear old thing."
 Onion Fool. One imposed upon or "out of it." Origin obscure.
 Click (to) To experience a piece of good fortune. To "fall into" anything.
 Gadget Navy—gadgets are originally pieces of machinery, taken over by Army to express the same as "doings" (*q.v.*)
 Barge in Break in—implying an absence of ceremony, and therefore lack of awe. From barge—denoting something irresistible and forceful.
 At Double Military Drill.
 Cold feet Cowardice. Implying an excuse for inaction.
 Dough Money—well established argot.
 To jib From cavalry—horse refuses to go.
 Sock (to put a— in it). *i.e.*, in his mouth—to cease talking.
 Buffer Of old origin. Obscure. Probably something stolid and immovable.
 Cut no ice Do not count. American—anything which is irrelevant to the business in hand.
 Put your buttons Bet—to the last halfpenny.
 Wind up Fear. Probably a reference to the shaking of knees which is by the person attributed to wind blowing in his trousers.
 Sweating on the top line Reference to the Army game "House" or "Lotto"—to be very near and hence in an excited or heated condition.
 Fed up (to the back teeth) When one has eaten to repletion one is disgusted with food. So in a metaphorical sense.
 Grease A development of the term "slip off"—grease presumably assisting in the slipping.

Dekko Hindoo for "look."
 Napoo From French "Il n'y a plus."
 Bonza From Spanish "Bonanza."
 Getting me down Overpowering.
 Cutting it out Removing, erasing.
 "Old" town, and "old" how The adjective "old" was applied to anything and is, of course, of ancient origin.
 Scrounge Procure by hook or by crook—by fair means or foul. Origin quite obscure.
 Up to you Origin obscure, but there is a hint of metaphorical flavour about the phrase.
 Pip Emma P.M., see "Ack Emma."
 Knock off A reference to a certain method of stealing, *i.e.*, to knock a bottle, etc., from the counter and quickly purloin it. A suggestion of foul means, but not invariably so.
 Raspberry An offensive noise expressive of disapproval or contempt.
 Oojah In full "Oojah Kapiv." One of the several words of pure nonsense and universal application rife in Army. *i.e.*, early in the morning.
 To arrive with the milk Blotted out—*i.e.*, unconscious.
 Blotto Egyptian. Origin: a tip "for the goat."
 Buckshee Later anything extra.
 Binge Spree.
 Posh Ceremonial—full dress.
 To swing Probably from "Swing the lead"—to delude. Nautical—when the lead is swung a false sounding is given.
 Blow along See "Blow in."
 Turn you down Possibly from "thumbs down"; possibly official origin—turning an application "over" or "down."
 Wash out A Musketry term—a miss. Hence anything useless or a failure.
 To push the boat out To indulge in treating on a large scale. Origin: nautical, of course, but otherwise obscure.
 Chin Chin Of old origin—good-bye. Probably from the attitude assumed on taking a parting drink—china raised to a common level.

General Notes on Neologisms.

The greater part are of very recent origin.

Some are of older origin. Civilian: "chin chin," "with the milk," "in the pink." Army: "pukka," "buckshee," "dekko." Navy: "gadget."

Of the newer ones we may observe the following classification:—

1. Words meaningless in themselves, and capable of extensive application.—"Oojah," "doings," "umpteen."
2. Words with a definite meaning, but no derivation.—"kipp," "scrounge," "onion," "posh," "binge."
3. From foreign languages.—"Napoo," "Bonza," and also "dekko," "buckshee," etc.
4. Words with a definite derivation, and conveying a definite meaning.—"swing," "knock off," "cold feet," "blotto." Includes words from drill, etc., "wash out," "double."
5. Descriptive or metaphorical phrases.—"fed up," "getting me down," "barge in."
6. Habits of speech.—"Old."

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

Montessori and Music.—A Reply.

Sir,—We can quite imagine Mrs. Percy A. Scholes playing a little game with her family in order to prove that Dr. Montessori's taste in food is not good. She might place on the table for hungry adults the diet which Dr. Montessori advises in her "Montessori Method" as suitable for very young children. The criticism of the inmates of Mr. Scholes' household would doubtless be outspoken, but it would prove nothing, for infant diet is not prescribed by Dr. Montessori's "taste," but by physiological facts; and the little pieces given in Dr. Montessori's chapter on music in "The Advanced Method" have been chosen by the children themselves because they do develop the power, after the children have heard them a sufficient number of times, of bodily response to musical rhythm.

Judging from Mr. Scholes' article he has no idea of the way education proceeds in a Montessori School. If you accept Dr. Montessori's principle of "auto-education" in other branches, you have an earnest desire to accept it in music. I have not heard that any of the well-known musicians whom Mr. Scholes rightly reverences as teachers have adopted this principle of auto-education, and put music on an equal footing with the other branches of learning as something children can work at when, and as long as, they choose.

It would probably surprise many people to find how in the free atmosphere of a Montessori School even children of three or four years of age will show a passionate predilection for certain airs. In my experience the liking for the "Eagle March," which, until proof to the contrary is brought, we shall continue to regard as a production of Richard Wagner, is very general, and it evokes more enthusiasm than a simple and charming Gavotte by Handel which I play. The latter, however, set the boys whistling in a way in which the Eagle March had never done. Only the other day I played a couple of lines of a polka by Tchaikowsky, which so took the fancy of a little girl very little over four that I was obliged to play it twenty or thirty times in response to her "again, again." Five or six days elapsed before I took "the new book" to school with me again, but no sooner had she learnt that it was there than she eagerly found it and constrained me not only to play the polka but repeat it as before.

It is a passionate interest that the Montessori Method makes use of in the other branches of study, and Dr. Montessori's problem was to provide for its utilisation in music. As in all the branches, sense-training with discrimination of differences and judgments of likenesses comes first, it was not a little likely to be overlooked in the sphere of music. It was for the sake of ear-training that she introduced the bells so that the child of three, long before he learns the names of the notes, might make musical sounds for himself again and again, discriminate the unlike, pair the like, and continue at the exercise with that interest and assiduity which he displays when provided with suitable material and protected from adult interference. Scales, arpeggios, melodies, all become possible for him. Mr. Scholes can feel quite satisfied that the Montessori child's interest in music as revealed to the ear.

But when this is developed he wants to know how it is that the directress can play the melodies that he loves from the musical text. Then the green board with the grooved lines and the numbered discs becomes interesting, and in a short time he masters the names of the notes and can sing the scale from the written page just as he used to sing it or still sings it to the accompaniment of the bells.

Mr. Scholes evidently overlooked the important sentence in which, after her brief exposition of sense-training, Dr. Montessori, before going on to explain how auto-education is continued, says of what follows, "but this is not music."

"Staves, crotchets and quavers" are only taught when the child's sensibility to rhythm, intensity, and pitch have been developed. The child utilises at once his knowledge of notes and the signs of time-differences by writing down from memory airs with which he has become familiar. One of Signorina Maccheroni's contentions is that there is no need to teach the child to count, because his sensibility to the duration of notes and his feeling for the phrase develop better without it.

As regards absolute pitch and the fixed doh, Dr. Montessori is in accord with Dr. Yorke Trotter, whose work as a teacher of music in England is so warmly appreciated. It may be easier to teach relative pitch, but the highest discrimination is only attained where absolute pitch has been aimed at. For this, at any rate, I have the authority of the writer of the article on Music in the Encyclopædia Britannica. My own impression is that in giving children the tonic sol-fa with relative pitch, we are giving them something which is, we think, good enough for them, not something which is, as Dr. Montessori desires, the key to all music. Surely all of us who cannot read printed music as we read a printed book, as the Yorke-Trotter children do, feel that we have missed much.

Signorina Maccheroni would certainly be pleased to talk with any of our leading teachers of music, and they would find that "material" is only the means for the music and for auto-education in music.

Lastly, with regard to mistranslations and incorrect printing, we are indebted to Mr. Scholes for his frank criticism. We have to complain of mistranslations in all sections of the book, which was translated in America. As regards the language section, collaboration with English experts is just as desirable as Mr. Scholes regards it in the music section. We hope that in future editions the more glaring mistakes, such as the wrong use of the term "tone," will be corrected.

Yours, etc.,
J.W.

To the Editor of THE EDUCATIONAL TIMES.

London University Site.

THE UNIVERSITY OF LONDON GRADUATES' ASSOCIATION.

25, Victoria Street, S.W. 1.

Dear Sir,—I shall be obliged if you will publish in your paper the following letter which has recently been sent by the Association to the President of the Board of Education:—

"Sir,—At the last meeting of the Council of the University of London Graduates' Association attention was called to misleading statements which had appeared in the Press as to the future of the University of London and in particular as to the site of its headquarters, also to the fact that private negotiations had been taking place as to the organisation of the University, and its constituent Colleges and its schools. I was directed to communicate with you and to express the hope of the Council that any proposals which H.M. Government might make as to the future of the organisation of the University or the site of its headquarters might be communicated to the Senate and Convocation in order that the graduates and their representatives might be in a position fully to consider any such proposals and to express their opinion thereon."

ALFRED S. E. ACKERMANN,
Hon. Gen. Secretary.

English Boys in America.

Mr. H. S. Perris, secretary of the British branch of the Sulgrave Institution, writes:—An opportunity is offered, through the kindness of the Sulgrave Institution and of the Lafayette Memorial Committee of New York, for six English boys to have a course of one year's free education at Morrisville High School, New York State, followed by two years' free education in agriculture at the State Agricultural College at Morrisville. The expenses of transportation of the boys to New York will have to be defrayed, but their entire maintenance and education for the three years' course mentioned above will be met by the Lafayette Memorial Fund. Boys of from 15 to 17 years old are required, and a splendid opportunity is thus offered to sons of farmers, or others interested in agriculture, to equip themselves and obtain a thorough knowledge of American methods and agricultural science. The proposal has been heartily approved by Lord Lee, President of the Board of Agriculture. It is required that the boys chosen should return to England at the end of their course. In addition to this generous offer from American friends of this country, the Colgate University, of New York State, offers three free scholarships for a four years' course at that excellent seat of learning, to young Britishers, who will be maintained and educated free of cost from the time of their landing in America. All applications, with references and testimonials, should be addressed to the Secretary, Sulgrave Institution, Central Buildings, Westminster, London, S.W. 1.

PENSIONS.

The Editor will be pleased to answer questions relating to pensions, both here and through the post. In all cases inquirers must enclose the coupon from the inside page of the back cover. If a reply through the post is desired, a stamped, addressed envelope must also be sent. Replies of general interest only will be printed in this column, and when no *nom de plume* has been chosen by the inquirer, the latter will be indicated by the initials for his name. But all correspondents must communicate their names and addresses.

QUALIFYING AND RECOGNISED SERVICE.

Q.—Will you explain the difference between "Qualifying Service" and "Recognised Service" as these terms were used in the School Teachers (Superannuation) Act, 1918?—"Hopeful."

A.—Recognised Service is service for which a pension is actually paid; that is, we may call it Pensionable Service, and the amount of pension varies according to the length of this kind of service. In most cases a teacher must serve for 30 years before a pension is earned. Of this period of 30 years at least 10 years must be pensionable or Recognised Service, and the remainder may be qualifying service. Qualifying Service is service of any kind—whether as a teacher or not—which enables the teacher to make up this required period of 30 years in accordance with the Act and the Rules pertaining to it. Thus a teacher who has served 18 years in a state-aided secondary school (Recognised Service) is allowed to complete the required total of 30 years in other ways; for example, if he has worked for 12 or more years in an approved private school such service (Qualifying Service) enables him to claim a pension for his 18 years of Recognised Service.

NON-GOVERNMENT PENSION SCHEMES.

Q.—Is there any scheme by which a teacher in a private school, who is unable to qualify under the Government Act, may obtain a pension?—G. R. N.

A.—Yes, there are at least two reputable schemes in existence. One is that of the Federated Schools Pensions Association (36-37, Old Jewry, E.C. 2.) and the other that of the Friends' Provident Institution (42, Kingsway, W.C. 2). The latter also makes special proposals for the consideration of teachers who are eligible under the Government scheme, but who wish to retire earlier than age 60.

AVERAGE SALARY AND EMOLUMENTS.

Q.—In calculating Average Salary under the School Teachers (Superannuation) Act, 1918, is any consideration given to teachers who receive part of their remuneration in the form of board and lodging?—"Private School."

A.—Yes, they are allowed to include equivalent sums in their Average Salary. They must inform the Board of Education how they arrive at these amounts, and the decision of the Board is, of course, final should there be any disagreement on the point.

USEFUL INFORMATION.

Q.—How can I obtain a copy of the School Teachers (Superannuation) Act, 1918, and the Superannuation Rules?—K. D.

A.—By ordering from H.M. Stationery Office through your bookseller the "School Teachers (Superannuation) Act, 1918" (price 2l. net) and "Statutory Rules and Orders, 1919, No. 289" (price 1d. net).

Q.—Should correspondence relating to government pensions be addressed to South Kensington or Whitehall?—"Quid pro quo."

A.—The address of the Board of Education is still, at the time of writing, Victoria and Albert Museum, South Kensington, London, S.W. 7. The permanent address to which it is hoped the Board will before long return is, of course, Whitehall, London, S.W. 1.

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LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

Nurseries or Schools.

Miss Margaret McMillan has often proclaimed her creed in speech and in writing. Now comes a substantial volume, published by J. M. Dent and Sons at 7s. 6d. net, which may be regarded as a compendium of her views. It must be understood that Miss McMillan is concerned less with systematic education than with social reform, and her method of securing reform is to take babies and young children out of unwholesome conditions and to place them, for as long a time as possible, amid surroundings which are wholesome. It happens that our national system of education was set up on the assumption that all babies and young children were reasonably well-tended at home before and during their schooldays. Our state teachers were trained to give instruction and their efforts were examined without any regard to the antecedents and home circumstances of their pupils.

To-day we are in some danger of delivering our schools into the hands of zealous philanthropists, kindly sympathisers with the poor, who are eager to try their hands at reforming society, and find in the schools some nicely apportioned fields of experiment. It is becoming more and more difficult to say precisely what a teacher is expected to do. Earnest theologians would turn him into a conduit pipe of dogmatic religion. Temperance advocates seek to transform him into a pale reflection of the late Mr. J. B. Gough or a Sir Wilfrid Lawson *sans* humour. Stalwart Imperialists would have him copy the late Sir Howard Vincent standing before the Union Jack and delivering orations about "the Empire on which the sun never sets." While the Social Purity crusaders enjoin him to prepare coy lessons on the biology of sex, and the apostles of Civics demand that he shall conduct mock elections, Sir Robert Baden Powell would dress him in picturesque raiment and set him to teach Indian scout lore, including the art of lighting a fire with only one match—or is it two?

Meanwhile the public expects him to teach reading, writing, and arithmetic, including decimals, as being useful in foreign trade. It may be that the teacher's real job is to give instruction in these arts, and some others as well. It may be that he is not paid to be a social reformer at all but to be a teacher, although if he is a good teacher he cannot help being a social reformer as well, since social reform is a by-product of good schools as it is of good churches, good houses, good drainage, or a good water supply. Better social conditions will result from widespread knowledge and intelligence properly applied. It is an excellent thing to show people a better way of living, but it is a still more excellent thing to train them to make the better way for themselves. Instead of seeking to remove children from bad surroundings we ought rather to remove the bad surroundings from the children and enlist their help in the removal. To be conscious of the badness of one's surroundings is not enough. It may lead to nothing more than a brooding spirit of resentment. What we need is trained intelligence to enable us to construe into action the desire for better things. Teachers may be well and fully occupied in their appointed task of training the mind of youth, while the social reformers—of whom some may be teachers by profession and others grocers—will be properly engaged in marshalling the intelligence of the community and directing it to the abolition of social evils of every kind.

The nursery school is not a school. Neither is it a nursery in any practical degree. As an experiment in philanthropy it merits praise, but it cannot be grafted on our school system for the reason that a nursery is run on a family basis, and a school is not.

SILAS BIRCH.

English.

CINDERELLA: by C. S. Evans, with illustrations by Arthur Rackham. William Heinemann. 7s. 6d. net.

Here is a splendid gift-book which will delight the children. The story has been generously retold in eleven chapters and plentifully illustrated by Mr. Rackham. Perhaps the language is somewhat colloquial at times, but the illustrations, mostly in silhouette, are clever and unique, though just occasionally Mr. Rackham verges on farce. Yet children, to judge from our own small critic, are entranced.

SINGING GAMES FOR CHILDREN: Written by Eleanor Farjeon, with illustrations by J. Littlejohns, R.B.A. J. M. Dent and Sons. 6s. net.

This dainty volume includes twelve games for children and is splendidly illustrated in colour. We presume the music is to be provided by the games mistress, for no melodies are included.

OUTLINES OF THE ENGLISH LANGUAGE: by E. Classen. Macmillan and Co. 5s. net.

Language books are apt to be dull and even depressing, but Dr. Classen has succeeded in producing one which is neither. Philologists may perhaps be inclined to dispute some of the theories here set forth, yet to those who are seeking a book which is more than an introduction, if less than a treatise, we strongly recommend this book. It reads with ease and interest, which is more than can be said for some similar books.

RECONSTRUCTION: A play in three acts: by Gordon Lea. Cambridge: W. Heffer and Sons, Ltd. 3s. 6d. net.

The theme of this play is the perennial one of the reform of the Divorce Laws. The author has produced a daring and well-balanced little play, but frankly we doubt the efficacy of this kind of stage presentation in achieving what may be possibly a desirable reform, and, in spite of the examples of Shaw and Ibsen, we think the author might well direct his efforts and undoubted ability to more pleasing subject matter.

ENGLISH NARRATIVE POEMS: sketched by A. W. Bain, with notes by H. A. Treble, and an introduction by Sir Henry Newbolt. Edwin Arnold. 2s. 6d.

Books of narrative poems abound, and it may be questioned if there is a real place for yet another. Yet the selection of eleven longer narrative poems is very well done, and with the aid of Sir Henry Newbolt's excellent introduction, the book should have a real value to students of literature.

DAYS OF HISTORY: by C. V. Calvert and B. L. K. Henderson. Methuen and Co.

This is a novel and successful attempt to realise the past in vivid form. The authors have selected the direct dramatic method of portraying well-known incidents in British History. The result is admirable and the illusion of first hand information is complete. Some of the scenes are indeed fascinating and arresting. We like in particular "Wayland Smith," "The Shadow of Death," "London Bridge is Broken Down," but there are a goodly array of others to select from. Let those teachers who are apt to vote the History Lesson dull, try the effect of some of these pages. We hope the authors will give us more and yet more, and would suggest European history in general as a good virgin field for their efforts.

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Previous books of this series have already been noticed in these columns, and Book IV. maintains the excellent standard of its predecessors. Mr. Glover follows faithfully his primary plan of teaching English through standard writers, and has produced a set of little books of more than average merit.

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The first book of this series has already been noticed in these columns, and this second book has all the defects of its predecessor. The same air of fictitious jollity and pseudo-gaiety pervades the pages. Again we have poems masquerading as "Pleasant Thoughts worth remembering" with "Thought-Gems" (for transcription). Intermingled with this we have the usual hotch-potch of grammar, in spite of the author's attempts to disguise it in such jolly (!) phrases as "word-clothes." The chapter "Heads and Tails" may be taken as typical of the book. The author begins with the usual so-called "science" of the rabbit's tail, the monkey's tail, the lamb's tail, and others. All the information, true and false, is given in the book, and then the pupil is asked to "write an essay about Tails of Animals." A more excellent example of how *not* to teach English could hardly be found. All the chapters are written in what to most readers would appear to be a rather familiar tone and in the first person. We think most teachers will resent this insidious attempt to show that they are incapable of making their own direct appeal to their own scholars.

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This we venture to think is the best book of this growing series which has yet appeared. It is written with the loving hand and glow of the enthusiast who is also the successful teacher. The earlier chapters are excellent, and young teachers and beginners will find these particularly helpful. Perhaps some of the later chapters lack the earlier verve, as though the author were tired by his own zest, yet all are good, and the author has produced a book of undoubted value.

Mathematics.

EASY NUMERICAL TRIGONOMETRY : by H. S. Carslaw. Angus and Robertson and Oxford University Press. 2s. 6d. net.

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Geography.

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THE HUMAN GEOGRAPHIES : by J. Fairgrieve and E. Young. Book IV. In the New World. George Philip and Son. 1s. 9d.

In this book the authors appear to be getting into their stride, and to have improved greatly upon the earlier books of the series. This book is certainly "newer" and more homogeneous than its predecessors and will live when the average compendium of fact is forgotten. At times indeed we feel that "fact" has been sacrificed to so-called "reason" and geological hypothesis. Again, as in Book III. we think the exercises are frequently too hard for children, for whom the book is apparently intended. Possibly in requiring the drawing of graphs and sections the authors have been misled by their experience of secondary schools. Our own experience in elementary schools hardly confirms their optimism. Maps are numerous though frequently too small to be of much value, but some of the other so-called illustrations are unworthy of the excellent matter of the book. Yet of the book as a whole the conception is good and the execution sound. We shall look with interest to the appearance of remaining volumes of this series.

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History.

SEVENTEENTH CENTURY LIFE IN THE COUNTRY PARISH : by Eleanor Trotter, M.A. Cambridge University Press. 10s. net.

Instead of moulding students of history into social reformers the teaching of history too often tends, according to Mr. Arnold Bennett, to produce narrow-minded Imperialists, or, according to Mr. G. K. Chesterton, Protestant bigots. Sounder corrective of these tendencies than the present volume would be far to seek. Drawn largely from North Riding Quarter Sessions Records, Surtees Society Publications, and Churchwardens' Accounts or Vestry Books, Miss Trotter's scholarly researches present to the sociologist a graphic picture of the growth of English local government, and with access to such contemporary records the outlook of the more advanced historical student gains actuality and perspective.

The break-up of the Monastic System, and disappearance of the Guilds, left social and industrial problems which nearly four centuries of experiment have failed to determine. The part played by our seventeenth century forefathers in the progressive solution of these problems, as depicted in the present masterly study, forms neither dry-as-dust record nor tale that is told ; it is, indeed, a living link with present day administration. Those were rough times and civil virtues sprang from dour and inhospitable soil. Pauperism and drunkenness were chronic. Compulsory regulation of wages and "Settlement" left labour in a position still akin to serfdom. Punishments were brutal and exemption was made neither for age nor sex. Pillory, stocks, whipping-post, and occasionally the ducking-stool, stand out in sombre prominence against an otherwise fair picture of healthy rural self-government. Undoubtedly the instinct and will for public service were wonderful, and if men thought little of their rights as individuals they were very much alive to their public duties as Englishmen.

Of great antiquity if of no great dignity, and entailing onerous and often disagreeable duties, was the office of Petty Constable, who was elected annually, and was unpaid, as were the Churchwardens, Overseers, and Surveyor. Little relished were the duties of the Watch, incumbent on all, and diligently kept under the direction of the Petty Constable by night and by day. Certain paid services were rendered by minor officials appointed annually, to wit : the well-maker, ale-conner, alnager or searcher of broad-cloth, hog-ringer, neatherd, and scavenger. The parish clerk, sexton and beadle, and select vestry, complete the village organisation, with parson and, last but not least, Resident Justice—*liaison* officer, as it were, between parish and county. Manifold were their duties, including preservation of peace

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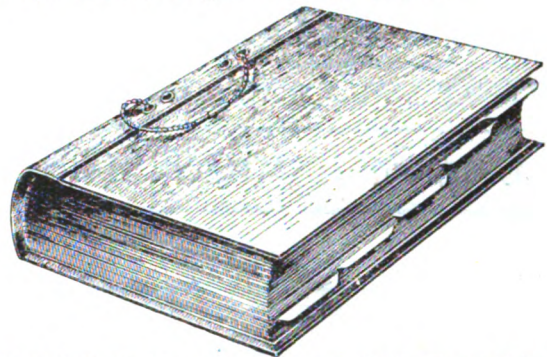
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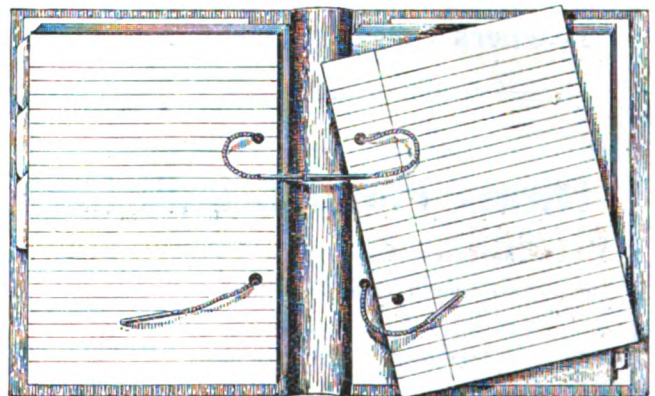
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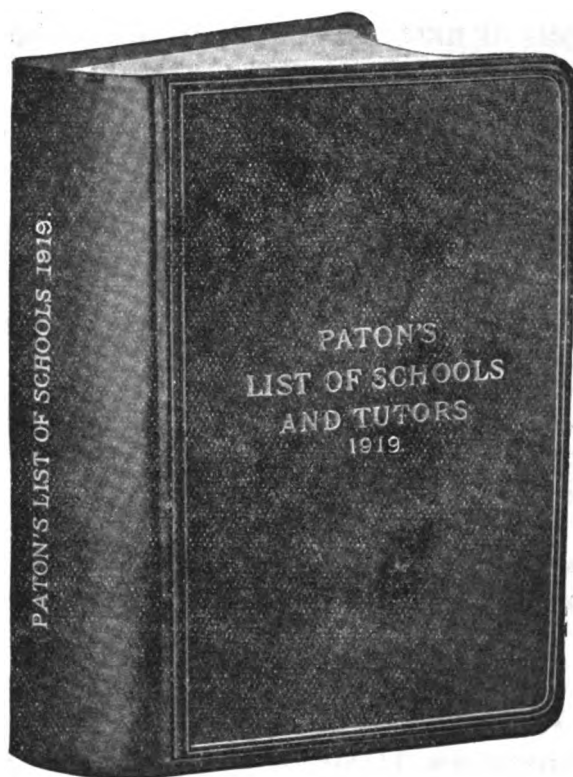
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FEBRUARY, 1920.

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With SUPPLEMENT—THE JANUARY CONFERENCES.

NOTICE TO READERS.

The March Number of the Educational Times will contain an important article by Prof. Stewart Macpherson, F.R.A.M., on The Teaching of Music.

The series of translations from Meleager will be continued, and the Scheme of Organisation adopted by the Kent Education Committee will be described.

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NOTICE TO WRITERS.

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NOTES AND COMMENTS.

Conferences.

The opening of the year was marked as usual by a series of meetings held under the general banner of the Teachers' Guild and under the particular pennons of some three dozen associations. These gatherings were held at the University College, Gower Street, and in addition there were meetings at the Guildhall, the London Day Training College, and elsewhere. A complete chronicle of all that was said would fill many numbers of THE EDUCATIONAL TIMES without enhancing, to any great extent, its reputation for originality and cheerfulness. Somebody has remarked that on the day when the secrets of the human heart are revealed we shall discover why people wear tight boots. On the same enlightening occasion we may learn why people attend conferences. The eighth annual conference of Educational Associations, like its predecessors, seems to us to have been far too sectional. It is not enough to have different bodies, however numerous, holding their meetings under one roof. Physical contiguity is an imperfect substitute for brotherly love. Of itself it does little to foster intellectual understanding, and where each association forms its own programme and insists on having its own hour of meeting, there must result a bewildering state of things.

Concentration.

The diffusion of interest and waste of energy which result from the present arrangement are in no way the fault of the Teachers' Guild. This body and its officials, led with tireless energy by Miss Henrietta Busk, have now established an annual conference in London where broad educational questions may be discussed in an atmosphere which is free from sectional politics. It remains for the associations to make proper use of the opportunity. Hitherto some of the largest and most important bodies have remained outside. To them we venture to suggest that they should co-operate in the January meetings while retaining their own special conferences. These gatherings can hardly be merged in the united meetings at Gower Street. Some of them, such as the annual conference of the National Union of Teachers, are of the nature of demonstrations, held for the purpose of bringing the aims and demands of one section of teachers prominently before the public. Their proceedings are political rather than educational, and their purpose is advertisement rather than the advancement of education. Accepting the proposition that each association is bound to make itself known and to hold meetings for its own members, we suggest that the associations should combine to frame a programme of joint conferences, bringing their educational ideas into the general stock, instead of remaining outside or competing against each other to secure attractive speakers and topics.

A National Council.

It is not to be expected that the movement in favour of joint councils in industry will be ignored by teachers. The general scheme set forth in the Report of the Committee on Industrial Councils provides for establishing in each industry a National Council representing employers and employed. There are also to be District Councils and Works Committees. The avowed aims are to provide machinery for settling disputes as to wages, and also for bringing to the aid of the industry the experience and practical knowledge of the workers, evoking their interest and encouraging a spirit of craftsmanship. It is important that every teacher should consider whether the principles of the scheme can be applied in educational administration. The obvious difficulty, at first sight, is that education is not a commercial undertaking worked for dividends. The employers, too, are not a coherent body, making it their chief business to employ and pay teachers. They have other business to attend to, and with the exception of those who engage private tutors the parents in the community delegate their function as employers of teachers to representatives, either to local authorities controlling state schools, or to governors and heads of non-state schools. The public, however, are the employers of teachers, and, so far as state schools are concerned, the public include not only parents but all who pay rates or taxes. In this regard the ordinary citizen is in a position similar to that of a shareholder in a company. He may take part in appointing "directors," who are the Local Authority and Parliament, but he leaves these bodies to act on his behalf as employers and immediate paymasters of the teachers. Now it is evident that industrial companies will take part in forming Industrial Councils, and it would seem to be possible to form National and District Councils for Education.

A Practical Scheme.

For a National Council we should need representative employers on one side and representative teachers on the other. For the former we should look to Parliament and urge the establishment of a Board of Education or a Standing Parliamentary Committee which would replace the present Board, a body which has never met. Many people are unaware that the Board of Education consists of the President, the Lord President of the Council, the Principal Secretaries of State, the First Lord of the Treasury, and the Chancellor of the Exchequer. The vision of these august personages meeting to discuss education has probably been too splendid to allow of any attempt to make it a reality, and in consequence the decisions of the Board are in practice the outcome of the wisdom of a body of officials, acting under the immediate supervision of the President of the Board, who is technically responsible to Parliament and conveniently available—when qualified for the part—to serve as a kind of megaphone for conveying to the public the intentions of its servants. This method of dealing with education affords a sharp contrast to that adopted for national defence. The Army Council includes distinguished soldiers, and at the Admiralty there are distinguished sailors. These Boards have reality and responsibility. The officials are not expected to bear the double burden of initiating and of carrying out the schemes for national defence. They are left free to do the work for which they were appointed.

District Councils and School Committees.

Local education should develop on a similar plan. The Local Education Authority and governors of independent schools might appoint the employers' side, while the united body of teachers in the district appointed the teachers' side. Thus we should have a Local Education Council under the control of the representatives of the ratepayers. In the schools we need Schools Committees where the parents of children could meet the teachers. Formerly there was a body of managers attached to every elementary school, but this plan did not call for the help of the teachers. The principle underlying the whole scheme of Industrial Councils is that of giving to the workers full opportunity to express their views and to contribute to the progress of the undertaking in a co-operative rather than a subordinate capacity. It is true that this principle will be grasped very slowly, and its application will be resisted by those who do not understand or believe the statement made at the last Church Congress that "the age of mastership is giving place to the age of leadership." Bright young journalists have been inspired to describe the scheme for Education Councils as a plan for establishing "Soviets," trading on that fear of nicknames which paralyses the average Englishman almost as much as his fear of ideas. Epithets are no offset to thought, and the idea of Education Councils must be worked at until a satisfactory scheme is evolved. The plan outlined above is open to criticism, but the principle of bringing teachers into the work of directing our educational system cannot be brushed aside as absurd. Teachers have their contribution to make, and they must be given a right to make it.

Public Interest in Education.

Lest we should be misunderstood, it may be well to say that a scheme for Educational Councils does not involve any disparagement of officials or ignore the importance of skilled administrative work. We are fortunate in having at the Board of Education and in many local areas a body of officials who are zealous for educational progress and in close touch with the work of the schools. It is a paradox, however, that their skill and zeal may work harmfully by leading the public to hand over to them functions and powers which are not properly transferable. The result is a loss of public interest in education, which means a loss to education itself. Gas and water may be distributed mysteriously into our houses through municipal pipes while we remain in contented ignorance of the process; but ideas cannot be distributed in this mechanical fashion. We are prone to think of instruction as something which is to be handed out to children "of school age" in assorted parcels neatly tied up. Mr. Fisher has been reminding us that education, even formal education, should be a consciously continued process lasting throughout life. This cannot be unless adults are encouraged to think about schools and other educational agencies, and are invited to take an active part in working them. As for the teachers, it is wasteful to neglect the opportunity of engaging their help in determining the conditions under which they work. If a bricklayer is thought to work better when he is given a voice in deciding the terms on which his labour is to be used, we can surely agree that teachers will find new inspiration and fresh incentives when they are enabled to carry out plans which they have helped to devise.

Medical Inspection in Secondary Schools.

It is announced that on April 1st next the medical inspection of pupils in State Secondary Schools will begin under the terms of the Education Act. This further development of the admirable work of Sir George Newman and his colleagues is to be welcomed, but we note that the new arrangement will take no cognisance of the existence of independent schools. The purpose of medical inspection has been described as being "to furnish a complete health record and to offer medical advice which may prove of the greatest possible value to the individual and to the nation." It is difficult to see why this boon should be withheld from pupils in schools outside the control of the State. These young people are part of the nation and the schools in which they are taught should be treated as part of the national system of education. For this it is not necessary or desirable to embark on the vast expenditure which would be involved in extinguishing them and replacing them by Council Schools. What is needed is that the State should impose a standard of efficiency and then accept in a generous and broad-minded spirit the acknowledged services of independent schools. The work of the teachers should be recognised by admitting them to the benefits of superannuation and the schools themselves should be encouraged to develop on sound educational lines while maintaining all reasonable freedom. It is best for us to recognise that the independent school is a fact and that it cannot be removed by merely pretending that it does not exist. We hope that all independent schools will apply to be brought under the scheme for medical inspection, and that their request will be granted.

EVERYTHING RETURNS.

(A translation from the Italian.)

Maiden, what dost thou here at the door,
 Looking distantly over the countryside?
 "Ah! if you knew! The people bore
 My mother over there when she died;
 She will return, they said, to stay my tears,
 And I have watched for four long years."
 Alas, poor child! thou knowest not
 That the dead are buried—and then forgot!
 "The little flowers in my vase come back to me,
 So do the stars . . . and so will she!"

SIDNEY W. WELLS.

EDUCATION AND THE NEW LEISURE.

BY J. LEWIS PATON, M.A.

(High Master, Manchester Grammar School).

As to many results of the war we still preserve an open mind. But as to the demand of the wage-earning classes for increased leisure there can be no doubt; it is not peculiar to this country—it is universal, and the curtailment of working hours will remain, unless Lord Leverhulme succeeds in curtailing them still further. No one grudges the manual worker his leisure; the crucial thing both for the worker himself and the community is the way he spends it. To *spend* time is not difficult, but to *use* it needs both judgment and taste. In nothing does a man discover his real inward self as in the way he acts when he is master of his own time. During his work hours he conforms inevitably to type. When work is over, as the Latin phrase has it, he gives play to his genius, he reveals his spontaneous self.

It is this urgency of the leisure problem which gives significance to the reports, recently published, of the Adult Education Committee of which the Master of Balliol was chairman, and to the National Conference on the Leisure of the People recently held in Manchester. The first of these takes stock of the intellectual needs of our society, and the agencies at work to supply them. It shows what the possibilities are and where they lie. The conference at Manchester brought together folk from all parts of the United Kingdom, who had been working in an isolated way at this problem, and gave for the first time a demonstration of the manysidedness and hopefulness of such work.

It was interesting to note how at every session of the conference speakers fell back on the experience of the war. Before Sir Henry Hadow began his work of formal education, the Y.M.C.A. had already been at work organising lectures, concerts, classes, study circles, and amateur handicrafts. It had not forgotten sport—sport springs eternal in the British breast; but it struck out a new line when Mr. Cecil Sharp went over and started his old folk dances, and Miss Penelope Wheeler not only gave recitals of Greek plays but got the men to form dramatic troupes among themselves and even to write their own plays. It is not hard to see how participation in such activities will have opened up the mind of many a village lad whose only idea of spending the evening hitherto has been discussing his neighbour's affairs and doings over a can of ale in the village tavern. It is not too much to say that both in village and town the experience at the front has called into being a new demand and trained a new and better taste.

There are some who see in this new movement a mere "craze for amusement." This view is narrow and purblind. The new demand represents a revolt against the sordidness which people hitherto have been stupid enough to think necessary. It is a vision of the finer possibilities of pleasure, and in this new vision lie the seeds of a new renaissance. "Genuine art," said William Morris, "is not possible without the help of the useful classes." Now that we have this widespread aspiration among the common folk for the true beauty and true pleasure of life, we have also, as we have never had before, the basis on which a popular revival of art may be built.

These are considerations which must govern the curriculum of the new Continuation Schools. A whole session of the conference was devoted to clause 17. The feeling was strongly expressed that in the working out of this new system of "physical and social education" there was room for all to co-operate and all would be needed. The Local Education Authority in devising its scheme for carrying out clause 17 must make its framework large enough to include them all, and by including them it will secure that element of self-government and that personal touch which are all-important in the right guidance of adolescence. It is not an easy matter for administrators to co-ordinate voluntary helpers with the professional staff, but it must be done.

All teachers in Continuation Schools and in the upper standards of Elementary Schools will welcome the new children's rooms sketched out in Mr. Stanley Jast's paper, and newly established in Manchester. Such experiments in self-determination as that in Mr. O'Neill's school will find invaluable support in such a development of the Public Libraries, and Mr. Fisher's Public Libraries Act of last session removes any financial barrier.

Miss Alice Buckton gave an account of what had been done at Glastonbury. It is not every village which has such a rich local tradition as Glastonbury, but there is no village without some distinctive historical association or folk-lore. And no village need wait for a dramatist. If Mr. Caldwell Cook's boys can write their own plays, and the Glastonbury villagers can do the same, so can other villages. Meanwhile there are many simple plays at hand with which to start. Tolstoy's peasant stories have been dramatised and taken up by the Adult Schools; there are several simple mystery plays which are equally suitable, and it is encouraging to note that "Eager Heart" has been performed this Christmas in 59 different places by local companies.

Of the holidays there is no room to speak. There is perhaps no sight more discouraging to the idealist than Tripper-town in August. It is an outward and visible sign of an inward lack of imagination in our people. But as a set-off we have the two growing holiday organisations which have set before themselves an ideal of true education—and fellowship. One hesitates to use the word "educational" because it has a medicinal flavour, but no institution has done more to broaden the word, to set it in its right context, and rid it of all "medicinal" associations than Mr. T. A. Leonard, the founder of both the Co-operative Holidays Association and the Holiday Fellowship. Few workers now lack the holiday week in summer. On the lines of the Holiday Association there are untold possibilities of extending the spirit and the method of Toynbee Hall.

It is clear that Labour will now have a large share in the control of our municipal administration. The problem of the people's leisure will be placed, as it should be, in the hands of the people themselves to work out; but it will need the co-operation of all classes of the community to solve the problem successfully. More especially does it call for the co-operation of those who have had the privilege of higher education, hitherto denied to the great majority. If that education has been an education of the heart as well as the head, their co-operation will not be lacking.

QUESTIONS OF THE FUTURE.

The League of Nations.

BY PROFESSOR EDWARD WESTERMARCK
(*Rektor of the Academy of Aabo, Finland*).

THE idea of a League of Nations is not new. Two hundred years ago it was projected by Bernardin de Saint-Pierre, but it then excited universal derision; even Voltaire spoke of its author as "a person half philosopher and half fool." But the idea of a federation of the European States came up again with Rousseau, Bentham, and Kant. It was now made much of even by governments and statesmen, and the expression "League of Nations" was on everyone's lips. In many quarters it was, it is true, considered as a specious phrase to further the special political interests of certain states, nor is it to be wondered at that people were distrustful of such a radical change in the international relations of sovereign states as a "League of Nations" implies. The moral laws which are valid for individuals have hitherto been considered as hardly binding upon states. Egoism has been the principle of international right; wholesale slaughter has been regarded as a legitimate means of settling disputes between states. Is it then possible for impartial justice to step suddenly into the place of selfish interest? Can wolves be transformed into lambs? The future must show how far these misgivings are justified. But as far as one can draw inferences for the future from the past we may reasonably assume that the idea of a "League of Nations" will sooner or later be realised, and that war will one day cease to exist in our continent, at least in any other form than as a police measure conditioned by exceptional circumstances.

The history of morals shows in one important respect a never-ceasing and steady progress in one and the same direction. Moral laws have come to embrace ever-widening circles of men. The primitive prescripts of tribal morality have gradually become valid for whole peoples, and even in reference to individuals belonging to alien races. This evolution has been brought about chiefly by the growth of intercourse between different racial groups which made them more dependent one upon the other, created common interests between them, made them better acquainted with one another and ground off many peculiarities which had had a repelling and estranging effect. Buckle maintained that "ignorance is the principal cause of racial hatred," and as intercourse between different nations increases ignorance diminishes, and consequently racial hatred subsides. Now there cannot be any doubt that this process will go on in the future as hitherto, and indeed to an extent previously unthought of. Let us bear in mind that the railways are not yet a hundred years old, that space is but now opening its boundless tracts to international communication. Is it not then absurd to suppose that the international relations which in a great measure were the result of the earlier isolation of nations, will endure for ever? They arose under certain definite conditions and they must gradually change as the circumstances which conditioned them undergo change.

In the middle ages, when the various parts of one realm were loosely connected and had but little intercourse with one another, one feudal lord or city was

deemed to have a right to wage war with another, and probably no one ever thought of a time when these small wars would cease. People have an inveterate tendency to assume that what is now will continue to be in the future. This perhaps explains why the idea of a league of nations seems to many a naive Utopia, and I admit that in these times of passion and hatred it requires a more than ordinary effort of the imagination to evoke a picture of Europe as a domain of perpetual peace.

A league of nations founded not upon brute strength but upon the principle of strict equity should give the small nations a security which they have never before known, and even irrespective of the awakened idea of such a league, it must be considered as a gain derived from the war that the right of the small nations to live their own life should have been laid down by the Great Powers with an emphasis that makes every infringement a breach of a binding rule of international law. It is not only the right of the small nations that has been solemnly proclaimed. Nationalities also which constitute a minority in a country inhabited by different races, speaking different languages, have had expressly assigned to them the same right to preserve and develop their own individuality as that which the small nations enjoy as against their more powerful neighbours. The safeguarding of minorities against oppression by national majorities was, as we know, a subject of discussion at the Peace Conference, and will be one of the objects of the League of Nations. It is true that practical politics are not hide-bound by theories and generalisations; it has been pointed out that even now in this hour of the great settlement the principle of the self-determination of small nations and nationalities has been far from consistently applied. But something is nevertheless gained from the fact that the nationalistic theory of the state has at last been superseded by the principle of different nationalities within the state. The twentieth century inherited from the nineteenth a policy which not only in practice but also in theory proclaimed that the race or nationality which is predominant in the state cannot permit other numerically inferior nationalities living within the confines of the state to enjoy the same rights as itself, particularly in the use of their mother-tongues. In order to gain equality with the predominant nationality the weaker nationality must be merged in it and accept its language, for, it was said, there must be but one language and one heart in a State. Let us hope that the war has given a death-blow to this doctrine and that in countries inhabited by different races the one race shall not be considered less patriotic than the other simply because it loves with equal warmth its mother-tongue. *From the Swedish.*

Cambridge Local Examinations.

The Class-lists of the Cambridge Local Examinations held in December last have been issued, showing that the total number of candidates entered was 5,993, exclusive of 6,202 candidates who were examined at Colonial Centres. In the Senior Examination 441 boys and 624 girls satisfied the Examiners, 20 boys and 15 girls being placed in the First Class; 277 boys and 243 girls showed sufficient merit to entitle them to exemption from one or both parts of the previous examination. Of the Junior candidates 775 boys and 678 girls passed, the numbers of those placed in the First Class being 22 and 2 respectively. In the Preliminary Examination 719 boys and 524 girls passed.

THE FAILURE OF OUR CLASS-TEACHING.

BY J. H. SIMPSON,

Author of "An Adventure in Education."

(Concluded.)

Having now discussed at some length the nature of the problem which faces us as teachers, we may proceed to consider the conditions in which we have to try to solve it. Clearly these conditions impose upon us severe limitations. We may believe, as I most certainly do believe, that if children were educated freely from the beginning, and allowed to satisfy their own thirst for knowledge, choosing with advice what they would learn, subject leading naturally to subject, there would be no problem before us at all. We may further believe that if boys, brought up as I have described, were given a like freedom of choice, not always necessarily for the individual but for the group, their natural curiosity and impulse to corporate action would enable them to become responsible for "work," which would then be spontaneous and not imposed by adult authority. But those are not the conditions as we know them to-day. Our task is to discover how we can arouse a sense of responsibility for their work :—

1. In boys to whom earlier repressive education has given a positive distaste for work, or at least a feeling that it is external to them, boys, in fact, suffering from what I have called a "defensive" attitude.
2. In the case of subjects which are not always suited to the boy's taste or capacity, but imposed from without by adult standards to meet the needs of some examination system.

If we are to be successful in creating a new attitude of boys to their work, it is important that all teachers who are interested in the attempt should contribute from their experience to the common stock of methods and ideas. For that reason, and not because I assume that they contain anything new or original, I put forward the following suggestions.

In the first place, I believe that there is a useful field for experiment with methods similar to that which I have described elsewhere under the name of the "collective reward." Briefly stated it is a system of marking, by which it can be seen whether the work of the form as a whole has or has not reached a certain standard. If the standard has been reached the whole form receive some kind of reward. Each boy's contribution to the total is shown as a percentage of his possible maximum mark. I am well aware that this system has its dangers, and that it may sound quite inconsistent with what I have said before. For example, it is probable, or perhaps certain, that much of the collective interest will be mis-directed from the work to the reward. But so long as marks exist at all I am not sure that this defect can be avoided. I am not recommending this system, remember, as an ideal one, but as a kind of palliative, or compromise. Only, to those who are thinking of trying some such a device may I offer three suggestions? First, the boys themselves in free discussion should be able to criticise the fairness of the standard, and, if possible, to help in

deciding whether or not it has been attained. Second, there should be no competition with other forms; apart from the fact that no standard of marking means the same thing for different teachers, competition with other forms is only an additional way of diverting interest from the work. Third, it is of the essence of the system that the "slacker" shares in the reward as well as the worker. There must be no arbitrary exceptions made to this rule.

Leaving this particular expedient, and returning to more general methods, I should like to emphasize the value of free *discussion* between teacher and class in all matters of organisation. There are many things in the management of a class which may make no difference to the teacher's convenience, but matter a great deal to the pupil's. There are also many things, though the teacher does not always seem to recognise the fact, about which he would find the advice of the class, if it were asked in the proper spirit, very useful. To ask a boy for his opinion, and at the same time to show him that you don't in the least mind if it differs widely from your own, is one of the best ways of breaking down his sense of inferiority.

This open discussion and settlement by agreement of questions of discipline and routine may be developed to any extent, even, if the demand comes, to a fairly complete class self-government. But it must always depend upon the actual organisation of any school of the orthodox type whether the scope of a class is wide enough to make the experiment worth while.

It follows from what I have said before that I would strongly urge the teacher to emphasize as little as possible all marks, orders, competitive prizes, and penalties, when he is obliged to retain them. I have said enough about the principle which underlies them. But, granted that their influence is evil, few realise its strength. The extent to which a boy's mind can be dominated by the thought of a "week's order" is astonishing. The extent to which a teacher's mind can be demoralised by marks is almost appalling. Competition of some kind or other is, perhaps, inevitable, but it should be the natural desire of one boy to measure himself successfully with another as a means of realising his own growth, not as an artificially excited rivalry for an externally awarded prize. And, if marks must be retained, they should so far as possible be awarded by the boy himself, who will thus be able to measure for himself his own failure or success.

When the subject is already enlisting the interest of the class, and individual competition is clearly not required as a spur to industry, the teacher can easily find opportunities for making use of the team-spirit. Any kind of dramatic work is highly suitable for the purpose. So are History and Geography studied in groups. Of all the lessons which I have ever given, few are pleasanter to recall than some in which my form worked in groups under self-appointed leaders at making a play out of their English book. Each group was responsible for the planning, writing, and acting of one scene. My own part was that of general adviser merely. One anecdote of that time will illustrate the spirit which work of this kind will produce. Public School boys are not usually hungry for their work, nor are they fond of displaying emotion in public.

But I remember one day when a boy joined us who was promoted some time after the beginning of term. The leader of the group to which he was assigned, thinking that he would not be of much use to them until he had gone through the work of the past few weeks, quite sensibly told him that for the present he had better read by himself what he had missed. This was all right for the first lesson, and the second. But at the beginning of the third I noticed as I was casually walking about the room that he was still working by himself, and asked him laughingly if he was not yet allowed to work with the others. "No," he replied, and to my horror burst into tears. Fortunately he was sitting in a corner of the room, and by timely manipulation of my gown I was able to hide his distress from the eyes of the form. The incident has, I think, some interest. At any rate it is the only time I have ever seen a Public School boy cry because he was not allowed to work.

If there was any truth in my earlier remarks, it is clear that in order to allow the co-operative spirit to develop, we must be prepared to alter radically the old conception of discipline. Let us express it in this way—there must be no discipline *for the sake of discipline*. So many school-masters, as it seems to me, confuse the value of discipline as a means, that is to say a way of promoting the best conditions of learning and teaching, with a value which they attach to discipline as an end in itself. The latter kind of discipline they would define, I suppose, as the power of ordered movement, obedience to command, collective self-control. Well, there are admirable exercises for practising these excellent qualities. A daily period of steady Company Drill, for instance, which if carried out intelligently, need not be altogether uninteresting. And, of course, the same lessons can be partly learnt in games, dancing, and physical training. But inside the class-room the only discipline should be that which promotes the work of the particular lesson.

This principle may lead us far. Think, for example, of the conditions in which we often ask a boy to write an essay. How many of us would care to sit down to write anything which was intended to show our intelligence or imagination, if we knew that in no circumstances should we be allowed to yawn, or light a pipe, or stroll about the room, and look out of the window or poke the fire? How much of the world's intellectual work is, in fact, performed in conditions like these? It is not that we necessarily want to do these things, but we want to be able to do them if the impulse takes us. Bodily restriction is a strong bar to mental creation. If I may give what may seem to some a trivial example, I have found it an admirable plan to allow boys who are writing an essay or doing an exercise to eat sweets if they want to do so. A boy of fifteen will very likely do his best work if he is holding a piece of toffee in his mouth, just as I very likely do mine if I am smoking a cigarette. That is only one small example of an important psychological principle. Eating sweets is unconsciously associated not with form discipline but with free out-of-school life. The sense of fear is dissipated and the boy's mental energy set free for creative work.

And it is the duty of the progressive teacher, even if he is not prepared to make any revolutionary change,

to discover the greatest possible number of such devices for removing the tension of authority, so that the boy no longer feels that he is being every moment watched and regulated. Often the teacher will find that quite small changes in his ways will help to produce a feeling of greater freedom. I am sure, for instance, that many of us would do well to walk more about the room in an informal way, and spend less time at the magisterial desk. Personally I hold that some lessons or part of lessons, are best conducted from the midst of or even from behind the form. Each to his own method. But do not let us ignore the value of apparently trivial devices for creating the atmosphere we require.

My final suggestion will, perhaps, appear to be quite irrelevant to my subject, namely co-operative work *inside the class-room*. For it is just this, that we should spare no effort in encouraging the formation of voluntary groups of all kinds *out of school hours*. But I am convinced that the suggestion is indeed closely allied to our subject. Not a little of the most truly educative work of our Secondary Schools to-day is being done in Natural History Societies, Debating Societies, and voluntary clubs of all kinds. The class-teacher has in many subjects a great deal to learn from the methods of these bodies at their best. The more we encourage boys to take an active share in their management, finding there an outlet for their enthusiasm, leadership, and corporate sense, the more readily will they help us to introduce less repressive and competitive methods into the class-room. In many schools, where revolutionary changes are impossible, the best hope of immediate progress may well lie in attempts to blend gradually the aims, functions, and finally the methods of the compulsory and voluntary group.

With that reflection it is appropriate that I should end my remarks. For I should not be wholly honest if, in discussing the future of class-teaching, I did not admit that I look forward to the class being increasingly a group of boys voluntarily banded together for a common purpose. Perhaps the perfect school (which, we must always remember, implies the existence of perfect fathers, mothers, and early influences) would consist, so far as teaching is concerned, of a number of such groups, following each its own path to knowledge. And the function of authority would be merely to provide a field for their enterprise, to decide between competing claims upon teachers and material, and to proffer when asked the counsel of experience.

Proposed University for Canterbury.

Referring in an educational lecture to the great traditions of the city, Mr. J. E. G. de Montmorency specially pleaded for a University.

The Archbishop of Canterbury was in complete agreement with the proposal, and said that a small place like St. Andrews had had a University for centuries, that the idea was not a mere vision; that there would be new opportunities for knowledge and new occasions for using knowledge among a better educated people in a few years to come: that as the holder of a venerable office, which for thirteen centuries had its centre in Canterbury, it would be a source of great hope and satisfaction to him to be identified with a new University in English life. If endowments were asked for in America for a place with the great traditions of Canterbury, the result would be achieved in a week.

CHRONICLE OF EDUCATION.

- Jan. 1—The Teachers' Guild. Canon Masterman retired from the position of President in favour of Sir H. Hadow.
- Jan. 1, 2—The 28th annual meeting of the Incorporated Association of Headmasters at the Guildhall, E.C., the Rev. C. J. Smith, Latymer Upper School, Hammersmith, presiding.
- Jan. 1—Mr. Fisher presided at a meeting of the National Home Reading Union. Subject: Historical Novels.
- Jan. 1—Eugenics Education Society. Professor E. W. McBride, F.R.S., presided.
- Jan. 1—Civic Education League. Mr. Frank Roscoe presided.
- Jan. 1—The Historical Association at Leeds University. President, Professor T. F. Tont, of Manchester University.
- Jan. 1—National Association of Art Masters at Birmingham. Mr. R. T. Mumford, president.
- Jan. 2—The annual meeting of the Incorporated Association of Assistant Masters at the London Day Training College, Southampton Row; Mr. A. Forster, Normanton Grammar School, presiding.
- Jan. 2—Joint meeting of the College of Preceptors and the Private Schools Association.
- Jan. 2—The Training College Association. Address by the Master of Balliol.
- Jan. 5—The British Psychological Society. Professor Nunn presided.
- Jan. 6, 7—Annual meeting of Association of Directors and Secretaries of Education at the County Hall, London. Mr. James Graham, president.
- Jan. 9, 10—North of England Educational Conference at Southport. The Mayor, Councillor R. Wright, presided at the first meeting. Mr. Fisher gave the inaugural address.

Some Appointments.

Mr. A. A. Cock, Lecturer on Education in the University of London, as Professor of Philosophy and Education in the University College of Southampton.

Mr. Frank Watts, M.A., as Lecturer in Psychology in the University of Manchester College of Technology.

Cambridge University.

Mr. K. J. J. Mackenzie, M.A., Christ's College, Reader in Agriculture.

Mr. W. J. Harrison, M.A., Clare, Lecturer in Mathematics.

Mr. A. Wood, M.A., Emmanuel, Lecturer in Experimental Physics.

Mr. A. G. Tansley, M.A., Trinity, Lecturer in Botany.

Mr. F. Balfour Browne, M.A., Caius, Lecturer in Zoology.

Liverpool University.

Mr. T. E. Peet, as Brunner Professor of Egyptology.

Dr. J. Share Jones, as Professor of Veterinary Anatomy.

London University.

Dr. Sidney Russell Wells, M.D., B.Sc., as Vice-Chancellor, vice Sir Cooper Perry, resigned.

Dr. Arthur Percival Newton, M.A., D.Litt., B.Sc., as first occupant of the Rhodes Chair of Imperial History, tenable at King's College.

Professor William Bullock, M.D., C.M., as first occupant of the Goldsmiths' Company's Chair of Bacteriology, tenable at the London Hospital Medical College.

Mr. Thomas Raymont, M.A., as Warden of Goldsmiths' College.

Miss Muriel Davies as headmistress of Nuneaton High School.

Rev. C. P. Hines, as headmaster of the Hutton Grammar School.

MELEAGER OF GADARA.**The Last of the Greek Poets.**

To fix a beginning and an end for Greek poetry is a task almost as difficult as to say where the Thames begins and where it ceases to be a river. But if a definite boundary line is to be drawn for both these great streams, then certainly Meleager will correspond to the last quiet reaches above Lechlade. There are Byzantine brooks and rivulets—Rufinus, Agathias, and Paul the Silentiary; there are those lonely upland pools which we call Nonnus and Quintus Smyrnaeus; but with Meleager the main stream of song ends.

Yet while he is an end he is also a beginning, the first of modern as he is the last of ancient poets. Born in Syria towards the end of the second century B.C., and living to an advanced old age, he saw the final crumbling away of the old Greek State system and the rise and establishment of a world empire. He is a Greek, but he does not look on life after the fashion of Aeschylus and Sophocles. For him it is the individual and not the State that matters, and the sorrows of his own heart are more important than the fall of nations. He is one of the first begetters of romance; women and flowers are the chief subject of his verse, and with Herrick he might say

I sing of books, of blossoms, buds, and bowers,
Of April, May, of June, and July flowers;
I sing of maypoles, hock-carts, wassails, wakes,
Of bridegrooms, brides, and of their bridal-cakes.
I write of Youth, of Love.

The Roman elegiac poets and the English lyrists, Elizabethan and Caroline alike, all betray his influence, and it is not too much to claim that he, more than any other one man, turned the current of poetical imagination into its present channels. Moreover, to him, as the first editor of the Anthology, we are ultimately indebted for the great collection of verse which approaches so much closer to modern feeling than any other volume in Greek.

Still, in spite of an eloquent appreciation by J. A. Symonds and a translation, afterwards withdrawn, by Walter Headlam of fifty of his poems, Meleager is comparatively unknown to English readers. There is a French prose version by Pierre Louys of a fairly large selection of his verse, an essay by Saint Beuve, and an excellent monograph by M. Ouvre. But full justice has not yet been done to his importance in the history of literature and thought. I have now attempted, I think for the first time, to translate into English all the genuine epigrams. Some few pieces commonly attributed to Meleager I discard, for the attributions of the Palatine MS. are notoriously unreliable, and these particular poems have already aroused the suspicion of scholars. Some few others doubtfully attributed to him I accept; so that the final total, one hundred and thirty-one, corresponds to that which is generally received. They may be divided into three sections—Poems of Youth, Manhood, and Age, written respectively at Gadara, Tyre, and Cos, and it will be convenient here to follow the chronological order. The Spring Song I place first, for those differences in style and versification which in the Greek distinguish it from the other poems are best explained on the supposition that this was one of Meleager's earliest essays in verse.

The Spring Song.

Bright spring time smiles with flowery sheen,
Foul winter's winds have flown,
Dark earth is clothed in herbage green,
The leaves her fresh made gown.
The meadows laugh and drink the dew,
Each morn is bright with roses new.

Now goat herds flute upon the lea,
And with their younglings play;
Unharm'd the ships sail on the sea
As zephyrs give them way.
With ivy leaves their hair men twine,
And sing the god who gave the vine.

The ox-born bees pursue their toil,
While with the wax they strive,
And labouring shape the golden spoil
In myriad chambered hive.
The swan his winter fastness leaves,
The swallow darts among the eaves.

Now woolly sheep together throng
And in their lambs rejoice;
The wine god leads the dance and song,
Earth opens at spring's voice.
The halcyons skim the waves above,
And nightingales fill all the grove.

When trees with tender leaves are gay,
And sailors sail the seas;
When shepherds pipe a roundelay,
And swarm the clustering bees;
When every bird is on the wing,
Then how can poets help but sing?

ANTH. PAL, ix. 363.

The Cricket.

O, cricket dear, beguile my pain
With music of the fields;
Give me with thy shrill wing again
The comfort slumber yields.

Sing me a strain of passion sweet—
For nature made thee sing;
A harp self-wrought with cunning feet
To strike thy tuneful wing.

O save me from this sleepless grief
And never resting care;
Dear cricket, send for my relief
Some love-beguiling air.

And then I'll give thee, every dawn,
Fair groundsel fresh and new,
And moisten all thy tiny lawn
With fine sprayed drops of dew.

ANTH. PAL. vii. 195.

F. A. WRIGHT.

SUBJECTS AND METHODS.

Tests of Intelligence.

BY PROFESSOR JOHN ADAMS.

ASKED by the editor to deal with this matter from the beginning in a plain practical way, I start by mentioning that intelligence-tests are merely an extension of the examinations with which we are all so painfully familiar. But while examinations are intended primarily to gauge attainment and skill, and only in a subordinate way ability, the intelligence-tests concern themselves with ability alone—that is to say, with ability in general, apart from any particular matter to which it may be applied. For it is getting to be generally believed among psychologists that there is a factor of general ability in our mental make-up that remains constant, no matter what the subject to which it is applied. It is the purpose of the intelligence-test to determine the amount of this constant factor in each person. When the plain man asks what is precisely meant by INTELLIGENCE in connection with these tests, he is told that it signifies the power of adapting oneself to circumstances as they arise, without any rule of thumb on the one hand or on the other any experience in dealing with just such circumstances as have arisen at the time in question. It corresponds to what the learned call *nous*, the plain man calls *common sense*, and the vulgar call *gumption*. The assumption is that we have each a certain fixed quantity of this variously named quality, and that the business of intelligence-tests is to determine what that amount is. Another assumption, for I can hardly recognise it yet as an established fact, is that this fixed quantity is reached somewhere about the fifteenth year, and there stops—any future apparent improvement of intelligence being merely the result of greater experience, greater knowledge, and therefore increased skill in manipulating the fixed quantity of intelligence. Most people do not like this notion of an intelligence that comes of age about fifteen, and must ever after give up all hope of increase in quantity. Still general experience is in favour of recognising the intelligence as a constant quantity; at any rate it may be conceded that it is constant enough to make it worth while to determine it once for all in school life, and accept the result as a datum in dealing with the problem of the general development of the pupil.

Obviously these tests involve a comparison of intelligences and the moment we begin to compare, we feel the lack of some sort of standard that will be generally accepted. Too often the estimate of the intelligence of a person is a matter of individual impression. Is it possible to discover a standard sufficiently independent of mere opinion to be regarded as what is technically called an objective standard? There are no quarrels about what is or is not a yard, for in a certain Government building there is laid up a certain concrete measure that is the objective standard for all yards. We cannot hope to attain in matters of mind an objective standard of this degree of definiteness, but we can at least get some sort of standard to which general acceptance may be secured. Such a standard has been found by a French Professor, Alfred Binet, in what is called *age-performance*. By careful and wide observation he discovered what ordinary practical things can be done and understood by children of various ages, on the average. If, for example, the vast majority of children of three years of age can just, but only just, do the following things, they are regarded as normal: "Point to his nose, his eye, his mouth; repeat two numbers said to him; enumerate the people and things in a simple picture; give his surname; repeat six syllables." Obviously a child who can do a little more of this sort of thing is above the average, and one who cannot do all the above is below the average. Thus we have really two kinds of age for a child: his mental age and his chronological age. If a child of four can do only the things

expected of a child of three in the above list, that child has a mental age of only three, while his chronological age is naturally four. From a comparison of the two ages we get what is known as the intelligence quotient: this is obtained by making the mental age the numerator of a fraction and the chronological age the denominator. The child above would therefore have an intelligence quotient of $\frac{3}{4}$, and would probably be only dull. But if the mental age differs from the chronological by two whole years there is danger of something more than mere dullness, while a difference of three years almost certainly indicates actual defect.

If we accept the principle of age-performance it is of the utmost importance to assure ourselves that the actual tests to be applied to the children are exactly what the vast majority of children of the given age can do—no more and no less. Here Binet's scheme, which I find on page 126 of my edition of his *Les Idées Modernes sur les Enfants* (published 1910), has come in for very severe criticism. Practical teachers do not find the tests satisfactory; the general opinion being that they are too easy. Now elementary teachers in the past in England and Scotland had a bitter experience of a sort of governmental Binet test, before the professor had ever considered the matter. In his book just referred to, Professor Binet has what he calls a *Barème d'Instruction*, which is really a means of testing attainment, just as his *Echelle métrique de l'intelligence* is a means of testing general ability. Now the *Barème* has a certain resemblance to the requirements of the different standards as they used to be prescribed in the educational Codes of the bad old days of payment by the results of individual examination. But the Binet requirements for the different ages of school children are marked by much vagueness compared with the definite and detailed demands of the old Government Codes. It will be seen, in fact, that Binet's idea of age-performance, though entirely original on his part, is not really a new one. He deserves the credit, however, of popularising it, and bringing it to clear consciousness. The Government Education Code, of unhappy memory, originated in no scientific investigation, but was based upon more or less intelligent guess work. The framers of the Code laid down a rigid sort of requirements for each year of school attendance. This corresponded roughly with the age scale even at the beginning of the examination scheme, and as the system was developed this correspondence between age and possible attainment became closer. Standard I dealt with the work of children between the ages of seven and eight, and by some means or other the drafters of the Code came to the conclusion that after a year's instruction, beginning at seven, children should be able to do sums of three lines, each line containing not more than three figures, and that they should be able to subtract a line of three figures from another line of three figures—and so on throughout the three R's in each of the six standards. Complaints by the teachers about the difficulties at certain stages, and recommendations by the inspectors as the result of their experience of the examinations, gradually caused modifications to be made, in such a way that towards the end of the nefarious system, the requirements of the Code represented a fairly satisfactory correlation between the possibilities of an average child of a given age and the demands made upon him at the annual examination. As the workings of the Code became common knowledge, the people began to understand with a fair degree of accuracy what the passing of a given standard implied. In Scotland at any rate—I cannot speak of the England at that period—fathers when asked the age of their children were, after the manner of fathers all the world over, unable to answer accurately, but could generally tell in which standard each child was working; and it was found that this information was commonly accepted as a sufficiently accurate substitute for an age limit. But while it is thus evident that the notion of age-performance has developed spontaneously, it was left for Professor Binet

and his successors to work out the testing of ability apart from attainment. It is true that the passing of a given standard was popularly recognised as indicating a certain amount of ability, but it was realised that after all this was only a bookish ability, and many cases were adduced by the man in the street to show that a boy who ignominiously failed in his appropriate standard yet gave indisputable evidence of high ability in other directions.

It is to meet this difficulty and to measure the elusive general intelligence that appears throughout all our activities that Binet sought out tests that were not confined to school work. To be perfect, such tests perhaps ought to have nothing whatever to do with our store of acquired knowledge, but as we cannot test *in vacuo*, we must accept what material is available, taking care to select what has been reduced to its greatest degree of simplicity, and is separated as far as possible from peculiarities that make one environment essentially different from another. It has to be admitted that our mental make-up is such that we can all act more easily in relation to one kind of material than in relation to another, and that where one person does his best work another will do his worst. Allowance must therefore be made for the material upon which the intelligence is exercised in the process of testing. The skilful tester will use by preference, as the material for testing, those activities that are common to all human beings, but where comparisons have to be made between children tested under different conditions precautions will be taken to secure that the material used in the two cases, though different in kind, presents an essential equality in the difficulty it presents to the particular children tested.

* For detailed accounts of the various tests, the best book at present available is Lewis M. Terman's *The Measurement of Intelligence* (Harrap & Co. 6/- net.).

A Nativity Play.

Accident took us to the County Secondary School for Girls, Eltham, one day during the last week of the Christmas term. It is a moot point whether accident does not, after all, bring us most of the really joyous moments of life. Certainly we do not always enjoy most of the pleasures which we have planned. For instance, not long before this, urged by Public Opinion, as expressed by our friends, we had saved up our pennies to go to see the Russian Ballet, and had come away with a disappointed impression that scientific precision was here masquerading as Art, and that the joyous dancing of little children was the real thing, while this too pretentious Ballet was not even a satisfactory substitute. And then by the merest chance we happened to be at this Eltham School in time to witness, unexpectedly, a truly perfect thing, a thing so quietly beautiful that we feel we must write an account of it that will help to store it for our memories, and perhaps also to spread some of its benign influence to others.

"Nativity Scenes and Carols" was the title of the play. It was performed in the Hall of the School; it has now been played, unostentatiously, several years running, at Christmas time, always bringing in a little money for local charities. The background, painted by one of the mistresses, showed a lovely night scene, with a blue distance; in the foreground, the symbolical tree of Christmas. There is a little gallery overlooking the stage, and this was put to good account; here the same loving hand had painted as a background the starry heavens with glittering silver orbs.

As a fitting opening, the audience was asked to join in one of the Nativity hymns ("Hark, the glad sound"), and then a little girl came forward, and with clear sweet voice uttered the old-time mystery, as expressed by St. John, "In the beginning was the Word . . ." This was followed by another hymn and a brief recitation from St. Luke, and then the curtain rose on "The Ascent to Bethlehem," the gentle Joseph and the devout Mary in a scene as simple as it was beautiful, appropriate and expressive.

Hymns and carols, and reciting of scripture, ushered in the second scene—that of the Shepherds. The old man standing watching, staff in hand, his two young companions still sleeping on the ground, made a charming and natural group, endowed with a certain rugged dignity that anticipated and made logical the entrance of the Angel of the Glad Tidings. Then in a burst of joyous singing we became aware of the angels in the starry balcony, sweet and graceful figures reminiscent of the loveliest creations of the imagination of Rafael.

The same simple logic as before ushered in the third and last scene—that of the Manger. Mary, arrayed in blue and white, kneels before the Holy Babe; Joseph stands by her side. Shepherds enter, and children; then the Wise Men with their gifts; then to the strains of the triumphant old tune "Adeste Fideles," there enters an eager crowd symbolical of the Faithful. Angels above swell the overmastering chorus; sweet young voices proclaim the eternal victory of Christmas, the inevitable triumph of light and right. Then to the grand tones of the "Sevenfold" Amen the curtain falls.

It is ended, you may say; but no! We answer that it is anything but ended. We have noted the devotion and reverence of the children, their rapt faces and beautiful voices, the loving care that went to the preparation and representation of each scene; the exquisite harmony of the whole is a thing unforbidden, unforgettable; we realise the fruition of the word quietly given by the headmistress to the children that they could not consider themselves fit to enter into such a drama unless they brought to it their very highest; nothing is more obvious than that such a beautiful experience will mean something to these children all their life long. Religious exposition, ethical teaching, moral instruction, all are here, and in their purest form, made alive by spiritual imagination and the beauty that comes from the deep, simple sincerities of the human heart.

S. and W. PLATT.

Evils of the Cinema.

There is an impression in the minds of some people that the Cinema is educational in its character, and it is difficult to combat this idea when it is maintained that knowledge is imparted thereby which would not have been given save through the film. But we must look a little deeper. The present writer has, within the last few hours, been assured by the proprietor of a large cinema that one of the pictures he had lately seen had revealed to him the fact that there is a certain fish which has only one eye, and he gave this as an illustration of the value of such knowledge to a child!

It is not to be denied that cinemas can teach many things which would not otherwise come within the scope of the ordinary school curriculum, but that it is an important educational asset we do not grant for one moment. That, however, by the way. Let us observe the psychological effect on a child's mind. In very early life the senses are extremely sensitive and develop with extraordinary rapidity. Impressions, even when not understood, are indelibly imprinted upon the vision, and much of what has been seen is never entirely effaced. When, therefore, the pictures are such that no well-ordered person would desire to place before children, the result is deplorable. It may be urged that only "pictures" with a good moral and intellectual character should be shown, but up to the present this has, unfortunately, been unattainable. Even then, however, it is not well that the sense of sight alone should give satisfaction to the injury of the mind; for is not the capacity for serious thinking considerably weakened? On the other hand, we observe a constant craving for something new; the child becomes restless, and unable to enjoy the more enduring pleasures of childhood. At an early age simple individuality is marred by the fascination

of the cinema, and any additional knowledge that may be acquired by such artificial stimulation retards both natural and mental growth.

There are minor considerations that must be noted in connection with the cinema. In many such houses of entertainment the shows are continuous from morning until evening—frequently 2-30 to 10-30 at night. This means that when boys and girls have a holiday they take the opportunity—often unknown to their parents—to visit the picture palace, and, provided with a bun or two, will pass hours in the place. Naturally, the air becomes foul, and though the question of ventilation receives more attention than it did, thanks to the efforts of the sanitary authority, the situation in this respect is often serious.

The indirect evil influences of the cinema are—be lieve—far reaching. At a time when habits are being formed the life of a child is morally and intellectually weakened, and good influences are undermined. We think educationists should show how fallacious are the statements frequently made that the cinema is not a source of danger, and that it can take the place of the schoolmaster in some branches of education. Even when knowledge is gained, it is gained at the sacrifice of much that is best in life; and, let us remember, knowledge is not the chief desideratum of a child. Said a Roman teacher long ago: "A child's mind is not a vessel to be filled, but a hearth to be kindled."

J. C. WRIGHT.

Concerning "Cram."

WHEN any muscle of the body is used poison is produced in and round that muscle. The poison is carried off while the body is at rest. Thought—brain work—produces poison in the muscular walls of the nerves of the brain. If these poisons collect and are added to at a great rate, almost without cessation, the result is ill-health, *i.e.*, ill-health of the brain—either lunacy or criminality (peevishness, in the first stages). So "cramming" is highly injurious, besides being a great waste of energy.

The poser has been put to me, now and again, and doubtless to most other folks, "Why have the German people, with their culture, turned to barbarism?" Personally I think this may be one of the reasons—just the cramming, cramming, in the schools. One's own experience tells the result of contact with beautiful literature, with art, with science. These things direct to God and Beauty—yet what has happened in the case of this "educated" people? Well, their crimes are those of lunacy. They have crammed, crammed, nearly choked—no time for digestion. It is the lunacy of a nation instead of that of an individual. The children have not been free enough. Some will say impatiently, that this "freedom for children" is a hackneyed subject. Well, it is not yet a hackneyed fact, and it seems we need much talk before we get any practice, so we must put up with it.

A child's environment should, of course, be rich, wonderfully full of beautiful things, if he is to become a richly good man, but we need not produce mental and moral indigestion by over-feeding. Russia suggests an example of **underfeeding**, unlimited freedom, license, insufficient good material for the mind to work upon, *i.e.*, among the peasants; the result is lawlessness. For sanity, self-restraint, the brain needs **some** stimulation, but again, not an overdose. Nearly the whole of a teacher's art lies in providing just the requisite amount of stimulation for the child's mind. We do not want intensive culture, we do not want wilderness.

Perhaps you will ask, where in England does such cramming go on? I am sure in a few schools of nearly every kind, **some** Grammar schools, **some** High Schools, **some** Private Schools; **some** County Schools, where girls and boys must do two or more hours' evening preparation, besides music practice, and little home duties; the poor teacher is "sorry for them, but how is the work to be got

in?" Well, it must be left out. Supposing a mother insisted upon her children finishing the pies and puddings when they were already well satisfied just because she had prepared a certain amount for the meal.

Cramming is not, perhaps, a great evil among us, yet, in England. Frankly, we do far less of it than do our various neighbours over the Channel, but I write in defence of those who are unashamed that English children do not begin work at eight o'clock in the morning and become unfit by the end of the term. Occasionally we hear little derisive remarks about English school hours; from the Belgians, the French, the Germans. Well, let us put up with the ridicule and in this case go on as we are. Do not cram. See what a nasty pill one nation has had to swallow for its indigestion, and even that may not prove a cure.

ELSIE A. FIELDER.

Leadership and Class Discipline.

WHEN human beings form into a crowd they become modified. The qualities which all men and women share in common are retained; those other qualities which are more or less peculiar to individuals become suppressed. Hence, as emotions are the common property and thoughts the differing one, a crowd is relatively emotional and also relatively unreasonable. It is for this reason that in a "mafficking" crowd the usually dignified city merchant throws up his hat and behaves very much as the most junior of office boys.

And the pedagogic application of this is, that an ordinary class, although it starts as a collection of units, a psychological "mob," very rapidly becomes a psychological "crowd." The "mob" becomes a "crowd" when some common aim is suggested and accepted, and this connotes a leader. In any collection of individuals some forceful personality will soon step out of the ranks to assume the leadership—and the whole problem of class discipline in school is the attainment by the teacher of that leadership. In the words of Professor Nunn, "the degree of discipline in a class consists in the degree of willingness to which the pupils give their interest to the teacher." It should never be forgotten that, etymologically, "discipline" means "discipleship," and that disciples connote a leader.

As aids to the teacher for acquiring leadership certain rules may be given. He should cultivate simplicity and definiteness of purpose; these are necessary that the crowd may understand him and understanding is necessary to discipleship. He should lose himself in his subjects, or in as many of them as he can. Enthusiasm is a very contagious and a very inspiring quality and a great welder; and boys appreciate enthusiasm to the full. If a subject seem worth while to the teacher, the class will think it worth while to them. The teacher should also be one who does not readily change. Capriciousness is a powerful destroyer of leadership. If he has a fixed routine, he should honour that routine, allowing himself no lapses; for example, exercises should be corrected and returned promptly and punctually so that exercises may be respected; or again, the same type of offence should not be punished heavily one day and lightly the next. And finally, the class should realise a bigger personality than themselves in the teacher, for this introduces the likelihood of hero-worship, a real essential of leadership. His interest should not be limited entirely to the things which interest the class, but should go far beyond even though it must include them. Boys do not find following unpleasant, especially following ideas recognised as bigger than those they themselves possess.

Discipline as discipleship with the teacher as the arch leader seems the ideal state, giving results of initiative, happiness, and work that the old martinet order keeping could never attain.

WILLIAM H. PICK.

BLUE BOOK SUMMARY.

Report of the Secondary Schools Examinations Council for the years 1917-18 and 1918-19.

The Secondary Schools Examinations Council submit to the Board of Education, in accordance with instructions, the following report of their proceedings since their constitution on 12th September, 1917.

The Council have met on 16 occasions.

At an early date they set up two committees, a Regulations Committee, to scrutinise the Regulations of Examining Bodies seeking recognition, and a Fundamentals Committee, to consider more general questions.

Both of these committees report to the Council and have no power of independent action. The Regulations Committee has held 15 and the Fundamentals Committee 13 meetings. It is now proposed to combine these committees in a single standing committee, empowered to deal with questions of both kinds.

In the first months of their existence the Council were mainly occupied in surveying the field of their operations and in a detailed scrutiny, through the Regulations Committee, of the Regulations of the seven Examining Bodies applying for recognition. On the result of this scrutiny they were able to recommend to the Board the provisional recognition for the years 1918 and 1919 of all seven bodies.

This recommendation was accepted by the Board, and was followed by the issue of Circular 1034. The provisional recognition was subsequently extended by the Board on the recommendation of the Council, to the end of the year 1921, in view of the facts that the Regulations of the Examining Bodies are issued in all cases several months, and in some as much as two years, before the examination to which they apply, and that the schemes for a Second Examination contemplate a full two years' course. Forms of certificate have been approved for issue during the same period.

The Council are able to report that all the seven approved bodies have accepted the three conditions for recognition laid down in Circular 1002, viz., co-operation with teachers, the provision for the examination of schools on their own syllabus, and the requirement of the submission of a school record, to be taken into account in the award of certificates. In some cases the statutes of the University concerned do not admit of co-operation taking the form of actual representation of teachers on the Examining Body.

After full consideration the Council determined that they could make no recommendation for the permanent recognition of any examination until they were in a position to judge of the standards adopted and the method of award by an actual scrutiny of the papers worked and the awards made upon them. They accordingly determined to hold such a scrutiny, but to limit it on the first occasion to the seven first examinations.

For this purpose they called in, with the concurrence of the Board, the assistance of 63 persons expert, whether as teachers or examiners or both, in all the main subjects of the examinations.

These investigators, assisted by nine of His Majesty's Inspectors, visited the various Universities in December, 1918, and January and February, 1919. Their reports, which deal not merely with the seven examinations but with each of the principal subjects included in the examinations, were presented to the Council in June, 1919, and were forwarded to the Board for their information. During the progress of the investigations the meetings of the Council and the Committees were suspended.

The Council hope, after full consideration of the reports, to submit to the Board recommendations as to the further recognition of the Examinations, and also to deal with other matters arising out of the reports. The most important of these is the question of the recognition of examination certificates by the universities and professional bodies, a

question which could not be dealt with until the actual standard of the several examinations had been ascertained.

Negotiations of an informal kind have, however, been conducted by the Secretary of the Council with sixteen of the principal professional bodies, and there is reason to think that most of them will approach the matter with every desire to co-operate with the Council and the Board in the task of simplifying the examination system.

The question of a similar scrutiny of the seven second examinations and their relation to the intermediate examinations of the universities has been before the minds of the Council, but as in two cases a second examination is being held for the first time only in 1919, action in the matter has been postponed.

All the members of the Council retiring by rotation have so far been re-nominated by their constituent bodies.

Loans from Victoria and Albert Museum to Training Colleges and Secondary Schools.

The Board of Education regard the effective teaching and the intelligent appreciation of Art as a matter of national importance, and they desire to promote both these ends in Training Colleges and Secondary Schools. For this purpose they have arranged that loans of objects from the collections of the Victoria and Albert Museum shall be made available in Training Colleges and Secondary Schools recognised by the Board, under suitable conditions, so far as the supply will permit. It is contemplated that objects so lent should be used both in direct connection with the teaching of Art and Handicraft, and as illustrations to lectures, classes, etc., which do not form part of the regular course of training or instruction.

The material at the disposal of the Museum for this purpose includes:—

1. Original etchings and drawings.
2. Original examples of design in textiles, lace, embroideries, etc.
3. Reproductions and large photographs of objects of industrial art.
4. Sets of lantern slides, under the heads of—
 - (a) Architecture, ancient and modern;
 - (b) Paintings and drawings;
 - (c) Sculpture, furniture, and other branches of artistic craftsmanship.

No detailed list of this material is at present available except as regards the lantern slides, but it can be seen on application in the Circulation Department of the Museum. There is a typed catalogue of the lantern slides, and photographic prints of any particular set of slides can be lent for inspection.

Further information may be sought, and forms of application for loans obtained, from the Museum by personal call or by letter. The official form of application sets forth the conditions under which loans are issued.

Any application or inquiry should be addressed to The Secretary of the Circulation Collections, Victoria and Albert Museum, South Kensington, London, S.W. 7.

Appointed Day.

The Board of Education, on 14th January, 1920, made an Order fixing 1st April, 1920, as the Appointed Day for Sections 13, 18, and 20 of the Education Act, 1918, so far as these sections are not already in operation and with the exception of paragraph (iii) of sub-section (2) of Section 13. The 8th August, 1921, is fixed as the Appointed Day for that paragraph. Section 13 relates to the employment of children, street trading, and the licensing of children for the purpose of theatrical employment. Section 18 relates to the medical inspection and treatment of children and young persons attending places of higher education, and Section 20 relates to the education of physically defective and epileptic children.

SUPPLEMENT.

THE JANUARY CONFERENCES.

• MR. FISHER'S NEW YEAR.

The President of the Board of Education turned aside for the first few days of 1920 from the miscellaneous duties of a handyman to a Coalition Cabinet. He addressed four meetings of teachers, and displayed on each occasion a freshness of mind and a command of the stimulating phrase such as are given only to those who have nourished their minds by deep study and meditation. In his address at the opening of the Conference of Educational Associations at University College, Mr. Fisher dealt with the vast theme of "Our Ignorance" in an exhilarating fashion. He reminded us that the main battle array against the forces of ignorance is always to be found in the educational institutions of the country; and he added that the strength of these institutions depends on the quality of the men and women who work them. He urged that teachers must maintain close contact with higher studies, and that the Universities must be abreast of the times. This points directly to a University training for all teachers, and it is for Mr. Fisher to help in securing this. In an address to the Assistant Masters' Association Mr. Fisher dealt with several matters of administration, and said that a process of fusion or of assimilation was going forward between the endowed "public schools" and secondary schools of other types. He spoke of the need for reform in school examinations, and said that the Board aimed at securing for teachers a recognised place in the examining system, and that he felt that good results would follow from the increasing use by the Board of assistant masters as assistant inspectors. Concerning salaries, Mr. Fisher made a slip by declaring that the average salary of teachers in secondary schools had risen by 80 per cent. since he came to the Board. It has since been explained that this increase is not in salaries but in the total outlay on secondary schools—a very different matter. By way of interlude to his talks on education Mr. Fisher attended the meeting of the National Home Reading Union and discoursed on Historical Novels, suggesting that a romantic and imaginative view of the past dated farther back than Scott's novels and was to be found in Shakespeare. He referred to some errors made by historical novelists, reminding us that Mrs. Humphry Ward brings a pair of lovers to Kensington Gardens in the early days of October, and tells us that they sat on park chairs, whereas by the providence of the Office of Works chairs are removed from the gardens on September 30th. The degree of romantic quality in this illustration may be held to support Mr. Fisher's saying that French history is more dramatic than English, that we have been prosperous and pedestrian, never soaring into high romance.

At Southport, on Jan. 9, Mr. Fisher spoke of 1920 as a critical year for education. It would be the testing time for our education proposals and the Government had no intention of abating the requirements of the Act of 1918. There was much leeway to be made up, and economic conditions were adverse, but experience might be gained now and used later when circumstances became more favourable. The first condition of educational progress was peace and content among teachers, and he hoped that these might be secured by improved salaries and conditions. Teachers, however, must keep their intellectual interests alive. In elementary schools, he said, the most difficult problem was to deal satisfactorily with the more intelligent pupils who passed through the ordinary course rapidly. He thought that the practice of handwork and the reading of well-chosen books should be encouraged. Class suspicion was the most obvious national danger just now, and for this the remedy was better education, especially during adolescence.

THE JOINT CONFERENCES.

On Saturday, Jan. 3, and Friday, Jan. 9, there were held joint conferences of the bodies taking part in the Conference at University College. Both were concerned with post-school training, the first being on The Work in Continuation Schools, the second on Adult Education. At the former the chair was taken by Sir William Ashley, Vice-Principal of Birmingham University, who gave an address which is full of matter for thought, pointing out the uncertainty of extending vocational training in view of the difficulty in forecasting the labour demand of the several occupations. He hoped to see purely physical toil lessened, but this meant an increased use of machinery and the employment of a relatively small number of persons who needed high skill and judgment in their work. He suggested that we should think of the pupils as future citizens and fall back on humanistic training, making the teaching interesting, because we could not coerce young people into real study. Mr. Spurley Hey, Director of Education, Manchester, dealt with administrative difficulties, and said that delay in appointing the day for starting Continuation Schools meant that about 100,000 children a month would escape all obligation to attend them. The delay made authorities inclined to defer voluntary action, especially in view of the difficulty of obtaining buildings and teachers. He spoke against Works Schools on the ground that they do not provide for the pupil any break from industrial surroundings such as is needed for true education. Mr. Beresford Ingram, Director of Continuation Education in London, dwelt on the special difficulties in the metropolitan area, and mentioned that young people attending Works Schools in London are sometimes under the supervision of outside authorities, in whose area their homes are situated. In one works employees came from eight different areas. Mr. Ingram seemed to be impressed by the difficulties of carrying on Continuation Schools in London, but from Selfridge's and Harrod's came accounts of actual doings which were encouraging.

At the second joint conference Canon J. H. B. Masterman presided, and Mr. R. H. Tawney, Fellow of Balliol, opened the discussion. He said that two roads to higher education are needed, and that it was a mistake to demand the very highest quality in all intellectual work. Extension Lectures and the Tutorial Classes of the W.E.A. were encouragements to further study. He suggested that local Education Authorities should take more interest in these forms of adult education, giving scholarships to institutions such as Ruskin College and trying to arrange with the University to keep a resident University tutor in their area. Every University should have a department of adult education, with vacation and week-end schools available throughout the year for those who were able to attend, and among those attending should be professional men and women as well as other workers. Mrs. R. W. Ensor, of the Theosophical Fraternity of Education, deplored the public ignorance on educational matters. She said that women need education no less than men, but their household cares prevent them from obtaining it. She suggested a plan of day-nurseries where children might be left while their mothers attend lectures, and she wishes to have less domestic science taught in the schools in order that there may be more consideration of the problems of home life. This sounds somewhat vague, and although we have no wish to see women treated as domestic serfs we have to remember that we are still on a plane where the problems of home life do not exclude such crafts as cooking and mending. Mr. Courthope Vaughan announced that Crosby Hall is to be used as a college for colonial students in London.

Headmasters' Conference.

At the Guildhall, on Jan. 1, under the presidency of Mr. Frank Fletcher (Charterhouse), the conference discussed the position arising from the Teachers' Superannuation Act. Resolutions were passed urging the Board to define more clearly the conditions of recognition for pension purposes and asking that permission to increase fees should be given more readily. The conference also asked that schools recognised and aided by the Board but not maintained by a Local Authority should receive an equivalent to the 50 per cent. grant in aid of expenditure on higher education which the Board offer to Local Authorities. It was urged that this grant is necessary to cover salary increases.

Incorporated Association of Headmasters.

In his presidential address at the Guildhall, on Jan. 1, the Rev. C. J. Smith (Latymer School, Hammersmith) said that the unification of the teaching profession demanded efficient teachers and efficient schools. Private schools should be inspected and the inefficient ones closed. All teachers should be registered and their profession should be as united as were the doctors.

It was decided that the Association should consider the application of the Whitley Scheme to educational work. Mixed secondary schools were declared, by another resolution, to have established a claim to be regarded as an important part of the educational system of the country, and it was urged that those who inspect them should be in sympathy with their aims. It was further resolved that Local Authorities ought to grant aid to an approved secondary school without imposing drastic conditions likely to change the character of the school. The form of grant suggested was a deficiency grant based on an approved estimate.

In joint session with the Headmasters' Conference the members discussed the report of a Committee on State Control. This report was not accepted, but its terms are full of interest, since they include the suggestion that while a secondary school should not receive state aid unless it offers free places, these free places ought not to be restricted to elementary school pupils. Another part of the report seemed to foreshadow a division of secondary schools into two distinct classes, one for boys leaving at 16, the other for boys remaining beyond that age. Resolutions were passed in favour of professional training for teachers and against professional training and exploitation of boys in school athletics.

Head Mistresses' Association.

The Association held a very successful meeting in connexion with the conference. Mr. H. Barrett Carpenter, Rochdale School of Art, spoke of "The Place of Art in Education," urging that art training had important and valuable reactions on conduct by reason of its effect in cultivating powers of observation and judgment. He dwelt on the importance of our everyday surroundings as affecting life, and also as expressing the temper of mind of those who lived among them. His conclusion was that the place of art in the curriculum is justified by its value as a humanistic training.

Mr. Stewart Macpherson, F.R.A.M., read an interesting address on "The Place of Music in Education." This will be given in full in the March number of THE EDUCATIONAL TIMES. The lecturer urged the importance of training children to listen to music with intelligence as distinct from teaching them to perform at local bazaars, and he added that the development of music might well be associated with the history lessons.

Association of University Women Teachers.

Miss Alice Woods presided at an address by Professor Adams, London University, on Jan. 8. The lecturer explained the method of Professor Binet in making "Tests of Intelligence," and uttered a timely warning against an over-rigid interpretation of the results. "Probably," he said, "the proposition that is least acceptable is that intelligence can be isolated from other spiritual processes." A paper on this subject has been written by Professor Adams for this issue of THE EDUCATIONAL TIMES. It will be found on page 67.

Incorporated Association of Assistant Masters in Secondary Schools.

The annual general meeting of members of the Incorporated Association of Assistant Masters in Secondary Schools was held at the London Day Training College, London, W.C., on Friday, January 2, at 12 noon and 2 p.m. Mr. A. Forster, of Normanton Grammar School, the newly elected chairman for 1920, presided.

The annual statement of accounts was presented by Mr. J. Hart-Smith, hon. treasurer of the association during 1919.

Mr. G. H. Heath, the senior representative of the Association on the Committee of the Joint Scholastic Agency, made a report on the working of the Agency during the past year.

The adoption of the annual report of the Executive Committee was moved by the retiring chairman, Mr. S. B. Lucas, of Whitechapel Foundation School. It showed that the membership is at present over 5,600.

The members were addressed in the afternoon by the Right Hon. H. A. L. Fisher, President of the Board of Education.

The following resolutions were submitted to the meeting and carried:—

1.—SALARIES.

That this Association is of opinion that the best interests of education can be adequately secured only by the adoption of a national salary scale for assistant masters in secondary schools of £300, rising by £30 to £800; and that the first step towards this should be the immediate institution of a minimum scale of £300, rising by £20 to £600, and the placing of all registered teachers at the position on the scale which they would have reached had it applied to the whole of their teaching career.

2.—WHITLEY COUNCILS.

(1) That a National Whitley Council for Education should be established, consisting of representatives of the State (the majority of such representatives to be Members of Parliament), Local Education Authorities, Governing Bodies, and Teachers, the number of teachers being equal to the total number of the others.

(2) That teachers should be represented on the Council by the Teachers Registration Council, with others appointed in the same way, and in the same proportion, as the members of the Teachers Registration Council.

(3) That District Whitley Councils should also be established, in direct relation with the National Council, the election of the representatives of secondary teachers being carried out by the four major secondary associations.

3.—TEACHERS' SUPERANNUATION ACT.

That the Superannuation Act, 1918, should be so amended that all teachers who have served in schools certified as efficient by the Board of Education, by a University, or by a Local Education Authority, or whose service prior to April 1, 1919, is "qualifying" service under the present

Regulations of the Board, shall be eligible for benefits under the Act, such benefits to include (a) a minimum pension at 60, after 30 years' service, of £300 per annum, or of as many thirtieths of £300 as the teachers have served years in such schools; (b) a minimum breakdown allowance, in the case of permanent disability, of as many thirtieths of £300 as the teachers have served years in such schools.

4.—IRISH EDUCATION BILL.

(1) That this Association heartily approves of the general provisions of the Education (Ireland) Bill, believing that it will bring about a much needed improvement in Irish education.

(2) That this Association demands the immediate allocation of the sum of £64,000 which is due to Irish secondary education as an equivalent of the grant to secondary education in England, and in addition a sum of £30,000 due in respect of the administration expenses of the Intermediate Board, and that the total sum be used for the purpose of providing an immediate bonus for teachers in secondary schools, quite independently of the passage of the Education Bill.

(3) That this Association demands a salary scale at least equal to that adopted in the Report of the Viceregal Committee of Inquiry, on the grounds that no lower scale will prevent the continued migration of secondary teachers in England; and that in placing teachers on the new scale full allowance should be made for all service in approved secondary schools.

(4) That this Association urges the immediate production of a scheme of pensions for Irish secondary teachers at least as favourable as that now in operation in England.

Assistant Mistresses' Association.

Two very interesting and well-attended public meetings were held on Jan. 1 and 2, Miss Laurie presiding. At the first Dr. Olive Wheeler, Lecturer on Education in Manchester University, gave an admirable address on "New Views of Human Personality and their Bearing on Educational Practice." She spoke of the change of view between the 19th century, when Huxley declared that "man is a combination of carbon compounds, ammonia, and soluble salts," and the present day, when the common intellectual and spiritual inheritance of the whole human race is seen to be a powerful factor in early training. The instincts and appetites can neither be ignored nor suppressed. Natural impulses do not cease to exist by being curbed, but influence behaviour in unconscious ways. The right method was to take note of these impulses and replace repression by exercise of them towards good ends. Opportunity for self-discipline and for creative work would bring satisfaction to the pupil and foster that power of initiative which our present system of discipline and instruction seemed to hamper rather than increase.

At the second meeting, Mr. Evan Hughes, tutor to the W.E.A., urged the importance of a wider knowledge of economic principles, especially in the conditions of modern civilised life. He gave illustrations of the true nature of wealth, and emphasized the importance of teaching children what money is and what it is not.

The College of Preceptors.

Sir Philip Magnus, M.P., presided at a meeting on Jan. 2, and opened a discussion on the School Teachers Superannuation Act, which he described as a welcome measure, but criticised as excluding many efficient and deserving teachers from the benefit of a pension. He said that combined agitation and protest would be needed to obtain an amending Act

which would recognise the essential unity of the teaching profession and the claims of duly qualified teachers giving full time service. Mr. Stanley Maxwell moved a resolution urging that the Act should be referred to a Select Committee with a view to its being modified. This was supported by Miss Malim, of the Froebel Society, and was carried unanimously, with a further one asking the Teachers Registration Council to arrange for a deputation to the Prime Minister and Mr. Fisher in support of the appointment of a Select Committee.

The Teachers' Guild.

In addition to undertaking responsibility for the conference as a whole, the Teachers' Guild held meetings on the 1st and 2nd of January. At the former, Canon J. H. B. Masterman delivered his valedictory presidential address, taking as his theme "Whitley Councils in Education," and suggesting means by which the principle of co-operation could be applied in school administration, central and local. He pointed out that one of the hindrances to the application of the scheme was the failure of some teachers to recognise the unity of their calling.

Sir Henry Hadow, who succeeds Canon Masterman as president, took the chair for an address on "The New Discipline," delivered by Mr. E. A. Craddock, Polytechnic Day School, Holloway. The speaker described his own efforts to apply "free" discipline to his own form by forming a committee of five to exercise "control," thus leaving himself free to teach. Sides were formed for competitions in French verbs as in games. The weaker members of the teams were helped by their fellows, enthusiasm grew, and although noise and disorder were not avoided, the work was done thoroughly and well.

On Jan. 2 Mr. G. F. Daniell, of the Kent Education Department, opened a discussion on "The Selection of Elementary School Children for higher forms of Education." He declared that there is nothing in the Education Act which limits free education in secondary schools to pupils from elementary schools, and urged that we must have some method of selection based on fitness alone. The best age for selection was 10 to 12, and the test should be a preliminary examination in the earlier school, followed by a final examination in the form of a written test and an interview. Mr. Daniell wishes to see schools of an intermediate kind coming between the elementary school and the secondary school. His paper was a valuable contribution to a difficult question.

Private Schools Association.

Mr. Stanley Maxwell presided at a discussion on "The Parents' Right of Choice," the speakers being Mr. F. Roscoe, Mr. Dymond, Miss Bailly, and Mr. Hume. It was urged that the characteristic features of British education would be lost if parents are compelled to send their children to particular schools chosen for them by the State, and it was suggested that flank attacks upon independent schools could best be countered by maintaining a high degree of efficiency in their work and by pressing for their recognition as a real part of the State system. Mr. Hume dwelt on the financial difficulties arising out of the Education Act and the pensions scheme.

Association of Preparatory Schools.

The 28th annual conference was held at the Midland Grand Hotel on Jan. 7th and 8th. The Association decided against proceeding with a pension scheme immediately on a private basis, but agreed to gather data on the subject. A unanimous resolution was passed against any lowering of the age of transference from preparatory to public schools. It was urged that 13½ should be the minimum age of transfer.

Friends' Guild of Teachers.

Dr. Mary O. B. Harris presided at a meeting of the Guild on Jan. 7th, when Mr. Norman McMunn gave his address on "Unfettered Childhood," and talked of the achievements of the Tiptree Hall Community. Some of our most zealous advocates of educational reform are prone to forget that a successful laboratory experiment is often impossible in wholesale practice.

The Training College Association.

On January 8th the Master of Balliol, Mr. A. L. Smith, gave an inspiring address on "The Training of the Citizen," urging the definite teaching of patriotism and the extension of adult education. "We have to learn to combine freedom and individual initiative with elaborate organisation."

British Psychological Society.

At a meeting of the Education Section on January 5th, Dr. P. B. Ballard lectured on "The Development of Mental Tests." After an interesting historical survey, he affirmed that the testing of bodily movements gave no valid results beyond their own sphere. The new quest was to discover means of testing specific mental powers and to find out how these furnished an index to general intelligence. Vocational tests and educational tests were quite different from tests of intelligence.

Froebel Society and Junior Schools Association.

Professor James Shelley, president, addressed the members on January 6th on "The Play Spirit." He emphasized the seriousness of play, describing it as the sign of the upward leap of life. Work and play had become severed instead of being linked together as in the Middle Ages.

The Montessori Society.

On January 2nd Signorina Maccheroni gave an account of Dr. Montessori's work during the war. Dr. Crichton Miller said that our present mode of bringing up small children was extremely artificial. Dr. Montessori had based her method on a large choice of interests and freedom for the child to choose. Spontaneous emotion in the child is wholly different from the hot-house emotions we have fostered hitherto.

The Child Study Association held a meeting on Jan. 6. The proceedings were open only to members.

Modern Languages Association.

Department of Educational Experiment.

A small but very influential audience of teachers and psychologists assembled at the College of Preceptors on the evening of January 8th to hear the inaugural lecture of the Department of Educational Experiment, recently founded by the Modern Languages Association under the directorship of Mr. E. Allison Peers. The Director first emphasized the need for pedagogical research, and the advantages which it conferred upon teacher and pupil alike, and afterwards outlined an ideal Institute of Research which might well be subsidised by the State or endowed by individual generosity. The Modern Language Association propose to take the first practical step towards this ideal by enrolling

members and others genuinely interested in method as workers in the department. It is hoped to make a start by Easter. Meanwhile those interested are urged to communicate with the Director at 24, Beaufort Road, Kingston-on-Thames, marking envelopes "Department of Experiment." Copies of the inaugural lecture (1s. 2d. post free) will be available from the same source in a few weeks time.

The Historical Association at Leeds.

It will be difficult to entice the Historical Association back to London. There are doubtless great advantages in having an educational festival in London in January when you can flit from the headmasters' meeting to the Geographers, from the Teachers' Guild to the Montessorians; but you are only an insignificant item, while the historian at Leeds was an important person. The University entertained him at one of the hostels, the City Council feted him in the Art Gallery, large audiences assembled in the great hall of the University to hear Lord Robert Cecil, or Sir Michael Sadler, or Dr. Maud Sellars; you felt that history was being brought to the doors of the people, and so with the experience of excellent provincial meetings at Manchester and Bristol in the past, now crowned by the success at Leeds, it will be no surprise if, instead of London, Cambridge is chosen for next year. An informal invitation came from a young Cambridge Don at the annual business meeting. So it may be Cambridge next year, then of course Oxford, and perhaps after that we shall be ready for London again.

It is always interesting to the teacher of history to know how much history has "stuck" to the pupil in later years, so we were very pleased to hear the Lord Mayor talk of the history he learnt at school. In quantity it was insignificant. He told us how the Scottish dominie described the Battle of Bannockburn. He had a stiff leg, and as he warmed up with patriotic fervour the other leg got stiff, and then the whole body, till "we felt that if we could only follow him we could sweep the world before us." The quality of this instruction appealed to the chairman, Professor Tout. In a happy little speech he told us that his lordship's early tuition had been on approved lines. We began with national history; it was then customary to proceed to imperial history, or in other words the building up of the British Empire by the Scots; and then to study universal history, which was the story of the widespread permeation of the deeds and principles of the same intrepid race. However satisfied Professor Tout may profess himself to be with the history which has stuck to the Lord Mayor of Leeds, Professor Grant, of Leeds University, the new President of the Historical Association, made us rather uneasy about the history which sticks to English visitors to our famous Yorkshire abbeys. The ruins of Kirkstall Abbey are perhaps the chief attraction Leeds can offer to those interested in history. Many members were glad to visit Leeds, if only to see Kirkstall. Professor Grant told us it was not at all uncommon to find visitors to Kirkstall leaving it with sorrowful indignation at yet another piece of desecration by that villain, Oliver Cromwell.

The Association has at present only 1,500 members; but we learnt from the report that new branches are continually springing into existence. There is a special propaganda department, with Mr. F. S. Marvin as chairman of committee. I don't know whether Mr. H. G. Wells is a member of the Association, but we were reminded that he was doing excellent propaganda work for us, "especially in girls' schools." I enquired at one of the Leeds bookstalls, and found they had sold over 200 copies of Part 3 of his Universal History. What with H. G. Wells and his Universal History, our new President and his European History, and the author of *The Living Past* and *The Century of Hope*, there is little fear that teachers

of history in English schools will confine themselves to a narrow and national teaching in the future. And indeed the Leeds meeting should do something to widen our conception of the duty of a teacher of history. The inspiring address of Lord Robert Cecil on The League of Nations convinced us that the teacher of history must know what is going on in America at the present moment, and in order to judge wisely of American opinion must remember our own attitude in past efforts to form a League of Nations. The address of Sir Michael Sadler enlightened us on the formidable problem of Indian education, and included a fascinating account of the effects of Western education on Hindu and Moslem education. "Broadly speaking, Western education has galvanised India." The address of Professor Paul Mantoux, read in his absence by Professor Grant, brought before us the industrial problems which face European nations after the great conflict. "France is contemplating great schemes for the exploitation of her streams and waterfalls which would give her millions of horse power. If the coal crisis lasts we shall see the renewal, and probably the successful renewal, of efforts to utilise the winds and the tides." The League of Nations, India, Industrial Changes in Europe—these give the teacher of history furiously to think. The Leeds meeting reminded us that the teacher of history is concerned not with the dead past but with the future. Of course there is no dead past.

I must very briefly deal with the final meeting, when Dr. Maud Sellars, the hon. curator of the Merchants' Hall at York, discussed "The use and abuse of ancient monuments and civic documents in education." Dr. Sellars is a great expert, and the judicious visitor to York goes to the Merchants' Hall almost before visiting the Minster. "The expert is the root of all evil," she told us, in showing pupils through museums and such things we must be very simple, and at times very silent. But those of us who have been conducted through the Merchants' Hall by Dr. Sellars know she is right in saying that perhaps the most important quality of a conductor is to show that he is himself intensely interested in what he shows. No wonder that the visitors to the Merchants' Hall are now 4,000 per annum instead of 400. But where are cities to find honorary curators like Dr. Sellars?

It may not be out of place to say that Leeds itself furnishes an instance of the need of a little simple instruction about its monuments. The figure of the Black Prince on horseback adorns the City Square, but I think not one citizen in a hundred knows any reason for his presence in Leeds. I am told that a few days back the following conversation was overheard near the statue. Young man to girl: "See, Polly, there's Black Prince." Polly: "Yes I know; but who's that on his back?"

The Mathematical Association.

Members of the Mathematical Association met at the London Day Training College, Southampton Row, on Wednesday evening, January 7th, and both in the morning and afternoon of January 8th. The president of the Association, Professor E. T. Whittaker, M.A., D.Sc., F.R.S., presided. On Wednesday evening he contributed the paper connected with advanced mathematics. The subject selected, namely, "A Survey of the Numerical Methods of the Solution of Equations," was especially appropriate to the period of Horner's centenary. The subject discussed is one which has claimed much attention at various epochs in the history of mathematics, European research dating back to the time of the Renaissance. At that period the methods used were those of the East, and consisted in the laborious process of obtaining digit by digit the roots sought; they are in keeping with the characteristic patience of the oriental nations. A great

advance was made when Michael Thierry, a governor of the Tower, suggested what is generally known as an ITERATIVE process, or, in other words, when he adopted for his instrument a method of successive approximation. Algebra and geometry have both lent themselves to the framing of ITERATIVE processes. The latter furnished the principles of homography and provided the analytical methods of co-ordinate geometry, in connection with which rectangular co-ordinates were the first to be employed. Some interesting illustrations were shown on the blackboard by Professor Whittaker. When later Newton applied oblique co-ordinates to the solution of equations, he may be regarded as having rediscovered the ITERATIVE method. His mode of procedure had the advantage of securing more rapid approximations in that he moved along a series of tangents to the curve employed. No fresh advance of importance marked the period from the time of Newton to that of Horner (1819). Into the methods of the latter we need not enter; they are familiar to all students of the subject. We have to go to the Continent rather than to English mathematicians to follow up the developments of the more recent researches initiated by the Russian mathematician, Lobachefsky, and by Graeffe. To them are due powerful instruments for reaching the desired end, and their work is based on the well known relations existing between the co-efficients of any equation and the sums of the powers of its roots. Lord Rayleigh has applied these recent developments of the subject to finding the roots for Bessel's functions.

On Thursday morning the routine business of the Association was first transacted; the reports of the Council, of the treasurer, and of the various teaching committees being presented and approved. Certain changes were made in the rules, amongst which were two rendered necessary unfortunately by the financial stress due to the great war. These were the raising of the member's subscription from 10s. 6d. to 15s., and (2) the restriction of the numbers to whom reports should be sent free. The usual vote of thanks was passed to Mr. W. J. Greenstreet for his services as editor of the "Mathematical Gazette." Vacancies which had to be filled on the Council were two in number, caused by the death of Mr. G. W. Palmer and the resignation of Miss M. R. Baldwin. The new members elected are Mr. R. C. Fawdry and Dr. W. F. Sheppard. Further, Dr. G. H. Bryan and Dr. Levett were added to the number of honorary members of the Association. On the initiative of Dr. W. P. Milne a discussion took place as to the advantages that would follow from the holding of a peripatetic meeting in the summer in addition to the winter meeting in London. Dr. Milne's contention is that such meetings would be very valuable as a means of revealing the local relations between mathematics and the industries carried on in various parts of the country. The suggestion to hold such meetings in the provinces was approved, and it is likely that the first of them will be held at Leeds next Whitsuntide. After the transaction of business various papers connected with the general section of the work of the Association were contributed, and each was followed by a suitable and more or less important discussion.

Mr. C. Godfrey spoke on "The Use of Symmetry in the Teaching of Geometry." This paper was more general in its scope than the title suggested, and outlined the nature of a school course in the subject such as the author of the address believes would be valuable. Mr. Godfrey was followed by Professor E. H. Neville, whose subject was the part that should be played by SENSE in the theory of directed quantities. The last item in the morning's programme was Miss H. M. Cook's introductory address on the place of common logarithms in mathematical teaching; it was purposely brief in order to allow of subsequent discussion. The afternoon session was occupied by two interesting papers. In his presidential address Professor Whittaker, dealing with "Some Mathematical Problems awaiting

Solution," sought to indicate some of the directions in which a mathematician, even when he has not at his disposal special facilities for research, may still render very valuable aid in furthering the interests of mathematical science. The second afternoon paper was given by Mr. R. C. Fawdry on the Teaching of Mechanics to Beginners.

The Science Masters' Association.

The annual meeting was held at the London Day Training College on January 6th, when Mr. W. W. Vaughan, Wellington College, delivered his presidential address, urging the importance of science as a factor in true education—the liberation of man's soul. Professor Hickson said that science teaching was incomplete if it did not include the study of animal life. Dr. Crommelin spoke of the results of observations of the eclipse in Brazil, and said that the Einstein theory would be further developed in future observations.

The Geographical Association.

The annual meetings of the Geographical Association were held in London on January 9th and 10th, and the report showed an increase of 1,100 members and of several branches and new links with the Colonies. Sir C. P. Lucas, in his presidential address, opened out fresh lines of thought concerning islands as centres of preservation of human diversities and their relations to peninsulas, all in connection with the development and fate of empires and commonwealths. He suggested that the giving of self-government to British Colonies and Dependencies might be due to home experience of diversities within the British Isles, and of the need for giving each group opportunities of development in its own way.

Dr. R. N. Rudmose Brown emphasized the development of the coal export trade from Spitzbergen, and estimated that next year 250,000 tons of coal would be shipped. He referred to the extra territorial rights of British, Swedish, and Russian estates within the new Norwegian dominion of Spitzbergen created by the Paris Conference.

The educational side was dealt with by Mr. T. W. F. Parkinson, who urged that the Board of Education should do more to encourage geography in the Higher Forms of Secondary Schools, and that more scholarships should be opened to students of geography. The discussions brought out references to the creation of a Geographical Tripos at Cambridge and the full recognition of Geography in the faculties both of Arts and of Science by the University of Wales, as well as to the new creation of an arts degree in Geography (Pass and Honours) at Leeds and London.

An important demonstration of the value of the cinema in geographical teaching was given to a large audience by Capt. C. E. Hodges.

Mr. M. de Carle S. Salter, Superintendent of the British Rainfall Organisation, gave a valuable original paper on "Rainfall considered as a geographic function."

(NOTE.—The address of the Geographical Association is 1, Marine Drive, Aberystwyth.)

School Nature Study Union.

On January 2nd Mr. Clutton Brock addressed the members on "Animism," basing his remarks on a chapter in Mr. W. H. Hudson's writings. Many of our present-day attempts to account for things were only a statement of the higher in terms of the lower. We should be careful not to empty life of value by explanations of our most valued feelings which may not be true.

National Association of Manual Training Teachers and Educational Handwork Association.

On January 3rd Dr. P. B. Ballard addressed the members of these bodies on "The Measurement of Practical Ability," giving an account of the efforts to measure the common factor in different forms of manual dexterity and constructive skill. He exhibited some of the apparatus used. Mr. Stewart Taylor, of Coventry, read a paper on "Handwork and Science," and urged that handwork should form an organic part of the school course instead of being taught in a separate "centre" as a subject in itself. He sketched a scheme for connecting handwork with the teaching of physics. One lady who spoke during the discussion affirmed that thoughts have definite and ascertainable shapes. The statement was received calmly.

Association of Teachers of Domestic Subjects.

The Association met on January 8th to hear an address by Dr. E. Webb, who was unfortunately prevented from attending. Lady Nott Bower spoke on "Home Making as the Basis of Citizenship," and said that our infant welfare centres and such remedial agencies would be unnecessary if homecraft were properly taught. She urged the importance of labour-saving devices.

National Society of Art Masters.

The Society held its annual conference at Birmingham on January 1st and 2nd. The members were received by the Lord Mayor. In his presidential address Mr. R. T. Mumford, Willesden, welcomed the Burnham Report, and said that art teachers ought to be represented on any future committee on salaries. He feared that art occupied only a minor place in the curriculum, and this showed the need for bringing its true importance before school authorities, and even before some headmasters. It was decided by the conference to address a memorial to Mr. Fisher on the question of art teachers' salaries. This decision followed a discussion which showed that Head Masters of Schools of Art received, in the majority of cases, under £500 a year and that Assistants rarely obtained more than £300, while some were paid at the rate of two shillings an hour.

The Art Teachers' Guild.

On January 6th the members heard an address by Sir Cecil Smith on the "Use of Museums," when the speaker referred to the loan collections now available for schools. Afterwards there was a most interesting and attractive exhibition of specimens of work done by school children and including examples of pottery, basket work, leather work, etc.

Royal Drawing Society.

On December 31st Mr. T. R. Ablett gave an illustrated lecture on "Snap-shot Drawing," showing its value in training children to gather rapid impressions. The lantern pictures were extremely interesting.

Union of Directors of Music.

A meeting, open to members only, was held on Jan. 7th, when the position of the music teacher was discussed.

Girls' School Music Union.

Dr. Arthur Somervell gave an address on January 6th. He said our aim should be to produce a musical nation by making education musical rather than making a musical education. Municipal orchestras and other forms of public music were necessary to train the national taste and raise the standard of performance.

The Dalcroze Society.

The annual meeting took place on January 9th. Dr. Lyttelton presided, and Dr. Allen, Principal of the Royal College of Music, addressed the members. He affirmed his profound belief in the importance of developing the rhythmic sense from the very beginning of musical training, and said that the Dalcroze method taught the pupils to be natural, to be responsive to the feeling of the music. M. Jaques-Dalcroze gave an exposition of his method, which was full of interest. He claimed that it taught pupils the art of listening to music, with rhythmic feeling rather than metric feeling, and with an understanding ear and mind. Music is not heard by the ear alone. It is perceived by the whole body.

The Civic Education League.

On January 1st an interesting meeting was held when Mr. Fleming, British Westinghouse Co., and Mr. J. M. Mactavish, Secretary to the Workers' Educational Association, debated against each other on the question of "Works Schools." The two points of view were far apart, and it is clear that the question will demand careful attention. The League co-operated with the National Association for the Prevention of Infant Mortality in arranging a special course of twelve lectures dealing with the Board's new syllabus in Hygiene. These were held during the two weeks of the Conference.

Eugenics Education Society.

On January 2nd Dr. R. Douglas Laurie, University of Wales, addressed the Society on "Eugenics Instruction in Schools." He said that the normal citizen should take the eugenic point of view and, without rushing into schemes for imprisoning the feeble-minded, he should consider the best method of dealing with the problem. Biological teaching should be given to all boys and girls at school, and this would lead naturally to instruction in sex matters. The familiar note was struck in the subsequent discussion, speakers arguing for and against sex-teaching in school.

The Folk Dance Society.

On January 3rd Mr. Cecil Sharp lectured on the place of dancing in education, which, he said, was essential as a form of expression. He described how he had discovered folk-songs and dances in America among a group of people who had remained almost isolated since their ancestors left England in the days of Elizabeth. A demonstration of folk-dancing followed the address.

King Alfred School Society.

On January 8th Professor Findlay spoke on "Independent Enterprise in Education: its Appeal to Surplus Wealth," urging the importance of maintaining independent

schools and giving examples of the value of private and unofficial efforts. On these he based a plea for gifts towards the Society's work. The address has been reprinted by the Society as an attractive booklet.

League of Nations Union.

On January 8th Professor Gilbert Murray addressed a large meeting under the presidency of Sir James Yoxall. He said he did not wish to add another subject to the school syllabus, but he showed how, in teaching the usual subjects, the youthful tendency to "hate the foreigner" could be counteracted.

National Home Reading Union.

Mr. Fisher presided at a meeting on January 1st, when Mr. G. P. Gooch lectured on "Historical Novels." The lecturer outlined the history of the development of the novel, giving a lengthy list of works and claiming that much real instruction might be gathered from fiction of a well-chosen variety. Miss Innes gave a brief address on the use of the imagination, and Mr. Fisher followed with some remarks that we have recorded elsewhere.

Parents' National Education Union.

Mr. H. W. Household, Director of Education for Gloucestershire, presided at a meeting on January 7th, and described a method of conducting schools which is in operation in his district. The children are led to acquire information from books, the teacher simply controlling and directing their efforts. Miss B. Millar gave further details.

Simplified Spelling Society.

The Society held a meeting on January 1st, under the chairmanship of Dr. Gilbert Murray, when Dr. Macan, Master of University College, Oxford, Professor Percy Nunn, Mr. Walter Ripman, Miss Louisa Walsh, and Mr. Alfred Hayes spoke on "Spelling Reform."

Uplands Association.

The Uplands meeting was held on January 7th, at University College. Members and friends met for tea in the Mocatta Library, and then adjourned to the Physics Theatre to hear Prof. Findlay and Mr. Hughes on "New Projects of Educational and Social Reform." Mr. C. Montefiore was in the chair. Prof. Findlay described the Uplands Association as a clearing-house for ideas on educational reform, and gave a brief outline of its activities. He said that it belonged to the group of educational reformers which seeks to reconstruct the lives of children by providing a new type of institution for their education. Not merely freedom and self-expression are desired for the child, but a life in which may be found things felt to be of value to the adult—the open air, the country side, simple handicrafts, the community spirit, drama, music, and the fine arts. The lecturer emphasized the importance of a study of economics by teachers in order that they might better understand the simpler needs of children. The Uplands Farm affords opportunity for teachers to learn a little of the conditions underlying industrial society. Teachers and other social workers may resort there for this purpose. Ultimately it is hoped to start a pioneer school there.

Mr. Hughes, of the New Town Council, endorsed the opinion that educational and social reform are inseparable. He claimed to advance a step beyond the first speaker. Not the school system only shall try to deal with the whole interests in life, but the whole town shall do so, and the school (including all types and departments) shall be an essential feature of the town. Attempts will be made to give full play to the individual interests of differing personalities, and workshops, as in the Gary system, will be available for entry by the child. The communal spirit will be found there, and other reformed ideas, but the essential feature will be that the school will belong to the town and the town to the school. [A full account of the New Town and its proposed activities will be found in a volume entitled "The New Town," which is edited by Mr. W. R. Hughes and published for the New Town Council by Messrs. Dent—price, 2s. net.—EDITOR.]

The number of questions put at the close of the meeting showed that both papers had excited considerable interest, and new members of the Uplands Association were enrolled.

The Summer Meeting of the Association will be held at Uplands Farm, Werneth Low. Particulars will be announced in our March number.

Women's International League.

The members met on January 9th, when Mr. Victor Russell, and Mr. Harold E. Palmer spoke on "The Teaching of Languages and the Growth of Internationalism."

Continuative Teachers' Association.

The annual general meeting was held at the London Day Training College. Miss A. Maude, the retiring president, introduced her successor, Mr. J. B. Hart, who gave an address on "Educational Demands in the Near Future." He said that the changes due to the war must be allowed for, and that for young people the new education must

include civic and economic teaching and also subjects related to the pupils' avocations. Purely vocational subjects should be left to evening institutes. The Rev. Stewart Headlam, L.C.C., spoke on "The Relation between the Day and Evening Continuation School," commending the work done hitherto in voluntary continuation schools, and saying that 800 teachers a year would be needed during the first two years of the compulsory continuation schools. He said some shrewd things about officialism, and expressed a hope that the new schools would not be put in the charge of inexperienced teachers.

Association of Directors and Secretaries for Education.

The annual meeting was held at the London County Hall on January 6th and 7th. The retiring chairman, Mr. W. A. Brockington, introduced Mr. James Graham, Leeds, as his successor, and the new chairman gave an address on the future of Education. He said physical training was an inseparable part of education, and that it must not be relegated to another Ministry. He welcomed many parts of the new Act, especially the coming supervision over young wage-earners. His experience as Director of Training for Yorkshire had convinced him that the unemployment question could be settled by goodwill between employers and employed. Many a worker was unskilled to-day merely through lack of opportunity.

Mr. J. F. Young, Devonshire, spoke on the supply of teachers, and said that the Board ought to obtain accurate statistics on the subject. He deplored the practice of dismissing women teachers on marriage. Mr. Toyne, Brighton, urged that the various branches of the Board should co-operate more closely. He felt that the Secondary Branch hardly realised the position in the elementary schools.

Mr. J. L. Holland, Northants, dealt with the Burnham Report on Salaries

REVIEWS.

Economics.

THE NATURAL WEALTH OF BRITAIN: by S. J. Duly. (Hodder and Stoughton: New Teaching Series. 6s. net.)

We have every sympathy with the old preacher who mourned "of making of many books there is no end." We wonder what he would say to relieve his feelings nowadays. Were he as truly wise as we have been led to think, he would first proceed to enquire if there were any justification for this avalanche before wringing his hands with that disconsolate conclusion of his. Perhaps he would take another text and discourse on "When and why authors might be allowed to afflict us"; at any rate we can conceive of his urging scribes to be well assured they had something to offer not merely new, but above all something calculated to present a new outlook, even upon the commonplace things about us.

What would we by all this preamble? Merely this: In reading this book (and goodness only knows how many we have read on the Elements of Geology, Physical Geography, Physiography, and what not, all professing to show old mother Ge as the basis of all human happiness!)—in reading this book we have been much impressed by the enthusiasm of the teacher who is able not merely to exhibit to us the old dry bodies, but has the inspiration to infuse into them a vitality which makes them living facts to his readers. Book geology must always, we suppose, be dull and rather uninteresting. We have seen several attempts to get it out of this rut, but none has given us such pleasure as this, and particularly the chapter dealing with Norton quarry, perhaps because we remembered something of the circumstances under which the Liverpool Water Tower was built there.

The message of the book naturally divides itself into Geological, Industrial, and Geographical, or, if we might take a liberty and use commonplace terms, the wealth of provision made by Nature

in this country, how our people get possession of it, and what we subsequently do with it. This is the essence of the book: just a commonsense way of treating those old, old subjects. We rejoice that our senior scholars have fallen upon such happy days—days which were denied to us—and here have a text-book not too difficult for them to read for pleasure and to understand, neither dull in its facts nor repellent in its form (for the book is a credit to the publishers), but, what is more to our point, the teaching is absolutely reliable as a basis for further scientific pursuit upon either or all of its natural subdivisions.

We hear much to-day about adult education. If we had the organising of it, we would put this book, together with one dealing with Literature, into the hands of every man as a beginning, and feel confident as to the result.

We have only one flaw to complain of. On page 3 it seems as if the phrase—that artificial silk is made from cotton waste—is a general statement of fact. As fact it is correct, but it is not universally true. We know that cotton waste is only used in a very minor way, as a softening of the cellulose, and that wood-pulp is otherwise used exclusively in the artificial silk manufacture.

S. T.

General.

THE ROMANCE OF MODERN COMMERCE: H. O. Newland. (Seeley, Service and Co. 292 pp. Price 6s. net.)

This is a fascinating book, giving an account of the production, history, and uses of most of the articles of modern commerce. The story of the discovery of saccharin is especially illuminating in the light of modern scientific progress. We have read the book with great pleasure, and can warmly recommend it as an indispensable adjunct to every school and college library. It is illustrated by a number of excellent and most instructive photographs.

PRIMARY SCHOOL NOTES.

The Special Conference—and after.

The most noteworthy event in the primary school world since the last issue of these notes is the acceptance of the Provisional Minimum Scale by the special conference of the National Union of Teachers. It was no half-hearted acceptance. The vote taken showed an overwhelming majority in favour of adopting the scale together with the conditions attaching thereto. A small body of teachers representing the South Wales area and a few representatives from the Midlands and Yorkshire opposed the adoption on the ground that it was the "negation of trade union principles" to surrender the strike weapon. The few followers of these speakers made much noise, but when the vote was taken it was apparent they numbered not more than fifty of the two thousand present.

The year 1920 thus opens with great promise for the too long underpaid members of the teaching profession. The question now naturally agitating the minds of teachers in the poorly paid areas is: What will be the attitude of the local education authorities to whom the adoption of the Burnham Scale will mean a very large addition to the local rates? It is early to predict this attitude exactly. It may, however, be assumed that generally the L.E.A.'s will recognise the futility of refusing to grant a scale which has been hammered out of the hard facts as presented by the representatives of local education authorities on the one hand and the teachers' representatives on the other. One unexpected result of the Burnham Committee's scale has been furnished by the action of the Canterbury authority. This authority's scale was above the P.M. scale, as indeed are the scales of several of the more progressive authorities. It is scarcely credible, but nevertheless true, that the Canterbury authority have resolved to reduce their existing scale to the level of the P.M.S.! Naturally this has astonished the teachers. Equally it has astonished the members of the Burnham Committee, for it was distinctly understood by each side of that committee that in no case would the committee approve of any such action.

In acting as it has, Canterbury places itself outside the agreement on which the "period of peace" is based, and the N.U.T. has taken the usual action necessary to safeguard the rights of the teachers. The teachers under the authority are, with few exceptions, serving in non-provided schools, and the managers of the schools are recommending the authority to refer the matter to the Joint Standing Committee and to suspend the operation of the notices to reduce salary until a decision has been obtained from that body. This, failing a reversal of present policy, is the best possible solution, and the Executive of the N.U.T. will no doubt agree that its members shall continue in the schools if the authority agree and adopt the recommendation of the representative managers.

Developments in and around London.

Some day perhaps—but not yet—the minds of teachers in and around London will be set free from consideration of the ever present salary position to ponder the many and various problems arising from the 1918 Act. Just now the metropolitan and extra-metropolitan teachers are concerned as to their future pay having regard to the P.M.S. The scale just adopted by the Wood Green authority appears to have caused quite a flutter of excitement among the authorities in and around London. I understand a conference of the authorities has been convened at the instance of the L.C.C., and that the object of the conference is to endeavour to secure a uniform scale for teachers in and around London. That there should be a desire to establish uniformity is easily understandable. At present the action of the Wood Green authority has established a scale much in advance of that for London or any other

authority. The teachers have been admirably served by such action, but not so the authorities. The competition among them has been stimulated, and their desire is, we suppose, to put an end to such competition. Common sense should instruct the authorities that a uniform scale of salaries arrived at by the Local Education Authorities without reference to the wishes and proposals of the teachers is not likely to be acceptable. The only acceptable scale is an agreed scale, *i.e.*, a scale arrived at in the manner adopted by the Burnham Committee. It will be interesting to watch developments in connection with this proposed conference.

Staffing Continuation Schools.

London is taking time by the forelock in the difficult problem of finding teachers for the day continuation schools. The anticipated need for the metropolis is 800 teachers, and it is recognised that these must be trained for the work. The Council state they anticipate among the applicants two distinct types: (i) Men and women with technical knowledge but no teaching experience, and (ii) men and women with teaching experience but no technical knowledge. Training will therefore be necessary in each case, and to provide for this, classes are to be organised. The classes will be held in the evening in order that candidates will not find it necessary to resign present appointments to train. Advertisements inviting applications make it plain there is to be no consideration extended to teaching as a profession. All and sundry are invited—teachers, business men, and SOCIAL WORKERS. A few months of intensive training is quite all that is necessary to make a teacher!

The terms of the advertisement, the salaries offered, and the rigid grading of the teachers have been severely criticised in the primary schools. The salary scale adopted is a combination of three existing scales—the primary, secondary, and technical. Nothing could be worse than thus to divide a service at the start. There should be one scale, and that the secondary school scale. There can be no unification of a profession or a service until invidious distinctions such as these now being set up by the L.C.C. are made impossible. They will be made impossible when the Teachers Registration Council can command the situation, and such command depends entirely on the teachers themselves. The Register must contain the name of every qualified teacher. When that is an accomplished fact, action by the T.R.C. will be as certain and as effective as that of other professional Councils.

No Fees of any kind.

Section 26 (1) of the Education Act, 1918, lays it down that "No fees shall be charged or other charges of any kind made in any public elementary school, except as provided by the Education (Provision of Meals) Act, 1906, and the Local Education Authorities (Medical Treatment) Act, 1909." This, of course, is as it should be, but the scope of its legal interpretation is somewhat wider than many teachers imagined. Mr. Macmorran, K.C., having been asked whether it prohibits education authorities from asking parents to pay the cost of visits to theatres for Shakespearean performances and to other places of educational interest, has given the opinion that such payments are illegal. All such payments must in future be made by the authority. Bearing in mind the restrictions, the necessary book-keeping, and other hampering conditions usually accompanying official payments, it is more than probable educational visits in the future will be less frequent than in the past. Parents generally are willing and able to pay these small charges, and it is rather to be regretted they may no longer do so. It may be, too, that school sports will suffer from the same cause. Teachers will have to advance the money and wait for recoupment by the authority.

SCOTLAND.

The Educational Institute Congress.

After having been suspended since 1913 the Educational Institute of Scotland resumed, on the 26th and 27th December, their annual two-days' congress. It was held at St. Andrew's, and a large attendance of members received both a civic and a university welcome. Mr. T. S. Glover, North Berwick, presided, and in his presidential address referred to the new Education Act, the importance of the primary school in a national system of education, and the present position as regards the salary question. In the afternoon the honorary Fellowship of the Institute was conferred on Professor Burnet, St. Andrew's, and on Mr. Munro, the Secretary for Scotland. The latter took advantage of the occasion to announce the possibility of the introduction of a comprehensive scheme of rating reform, which he believed was long overdue and would solve some of the difficulties which beset them. At the second day's sederunt "The Training of Teachers" was the subject of addresses by Dr. Boyd, Glasgow, and Dr. Morgan, Edinburgh. Dr. Boyd criticised severely the existing system and characterised it as the worst piece of educational work in Scotland at the present time. He found fault with the multiplicity of subjects, the apparently fixed policy to turn down no students, however stupid or bad, the shortness of the courses, the total lack of traditions and ideals. He advocated the handing over to the Universities the training of teachers. Dr. Morgan dealt with the further training of teachers, and favoured the institution of summer courses for existing non-graduate teachers. Other subjects dealt with were: Research in Education, by Mr. D. Kennedy Fraser (lecturer in education at Edinburgh University), who advocated the establishment of psychological clinics as an integral part of the school system in order to eliminate the waste of time involved in the attempt to classify children without taking into account each child's mental age or the stage of its general mental development; Labour and Education, by Mr. Thos. Henderson; Primary Education, by Mr. D. J. Young.

Educational Expenditure as a National Charge.

In an address delivered to the Renfrewshire Branch of the Institute, Mr. D. M. Cowan, M.P., pleaded for a much larger contribution towards educational expenditure from the Imperial Treasury. Education was a national—he might say an imperial—service, but so long as education was locally controlled some portion of the expenditure must be borne by the locality. Mr. Cowan also referred to teachers' salaries, and pointed out that if educational authorities failed to take a responsible view of the matter, they would find a steady diminution of supply. Mention was made, too, of the accommodation for school children in many districts being not only inadequate but so miserable that the buildings ought to be swept out of existence. An interesting discussion followed.

University News.

The annual report of the University of Edinburgh for 1918-19 shows that 3,554 students were enrolled, 835 of whom were women. 1,019 took the Arts course, and 1,683 Medicine. A special feature of the spring and summer terms was the attendance of a large number of overseas soldier students at special courses of instruction. At Edinburgh the following appointments have been made: Mr. G. M. Robertson, M.D., to be Professor of Psychiatry; Mr. J. H. Ainsworth, D.Sc., F.R.S., to be Professor of Zoology; Mr. T. P. Laird, C.A., to be Professor of Accounting and Business Method. At Aberdeen, Mr. H. J. Butchart, Advocate, has been appointed Secretary to the University. At Glasgow, Mrs. Buchan has offered 100 guineas to found an annual prize for a poem in memory of Alastair Buchan, brother of Col. John Buchan, who fell at Arras in 1917. A memorial to Sir William Ramsay

in the shape of a bronze medallion, inserted in the Bute Hall, was unveiled by Principal Sir Donald Macalister, and due tribute paid to the memory of the famous scientist.

Further Training of Teachers.

Professor Darroch, Edinburgh University, has prepared a memorandum for the Edinburgh Provincial Committee on a proposal to institute University Extension Courses, mainly for teachers in actual service. He suggests the formation of a combined committee, consisting of representatives of the University, the Provincial Committee, the Education Authorities, and the Educational Institute, and that the classes be conducted by University professors or lecturers. It is pointed out that the scales of salaries show a distinct preference to teachers who are graduates, and it is desirable that some scheme should be formulated by which non-graduates might, without ceasing to teach, carry on their studies and receive higher qualifications.

In this connection an interesting scheme has been put forward by Professor Burnet, St. Andrew's. In this scheme provision is made for more effective co-ordination between the University and the Training College, and it is proposed to resuscitate the old B.A. degree. This would involve the taking of five subjects at the University, while purely professional studies would be taken at the Training Centre. Further study would qualify for the M.A. degree. The matter is at present under consideration by the University authorities.

Education Finance.

On 9th January, Mr. Munro, Secretary for Scotland, received in Edinburgh a deputation from the Association of Education Authorities on the subject of finance. Sir Hugh Arthur Rose, Edinburgh, president of the Association, headed the deputation, and Mr. Munro on this occasion spoke before the deputation and a short discussion followed. Mr. Munro told the deputation that the Department had made it quite clear from the outset that if the whole of the accrued grants were paid it might have a serious effect upon the general percentage of relief which it would be possible to give. To pay the whole sum of these grants—about £900,000—from the Education (Scotland) Fund within the limits of a single year would throw the finances of the authorities into hopeless confusion. The effect of increased salaries raised the question of the relationship between the Education Funds of England and Scotland—the sum paid to Scotland being to some extent regulated by the increase in educational expenditure in England. In England no additional outlay for teachers' salaries will fall upon the Exchequer until the financial year 1920-21. In Scotland the new salaries took effect as from May 16, 1919, and "proper-placing" was granted also as from that date, so that with the "carry-over" in England not being completed until 1923, it must be some years before the balance can be redressed. Mr. Munro could give no pledge that the Department would pay 50 per cent., but that body would do its utmost to see that the authorities were not disappointed. The problem of overhauling the machinery for rating purposes was now being carefully considered by him.

Reader or Regent.

At a meeting of Glasgow University Court, an ordinance relating to the regulations as to Readers, Senior Lecturers, etc., was considered. Principal Macalister said it was proposed that certain lecturers might be promoted to the title of "Reader," and others to "Senior Lecturer." Mr. D. Murray, LL.D., objected to the title "Reader," a word which had no connection with Scotland at all. He thought they should revert to an old word, "Regent," a word common to all the universities, and which was in use in Glasgow University until quite recently. The Principal pointed out that "Reader" was being used in an increasing number of universities, and was the recognised title for a higher grade of lecturer. Eventually it was decided to retain the title "Reader."

EDUCATION ABROAD.

ASSOCIATION NEWS.

The Re-opening of the University of Dorpat.

The eyes of the world have been for some time anxiously fixed upon Dorpat, the ancient and picturesque town in the gallant little Republic of Esthonia, and it may be hoped that in spite of political preoccupations they will not have failed to have taken notice of the proceedings in the University buildings there on December 1st last.

It may be said in parentheses that the Esthonians are a Southern branch of the Finnish race, and that like their Finnish kin they have an ancient and advanced civilisation, though circumstances in recent centuries have not been so propitious to the development of a high and progressive civilisation in Esthonia as they have been on the Northern side of the "Vik," in Finland.

The University of Dorpat was originally a Swedish foundation, established in 1632 by Gustavus Adolphus, but was later thoroughly Russianised during the period of Russian domination. It has now within the last few months been reorganised on Finnish and Swedish models, and was formally re-opened on December 1st as the national University of Esthonia.

The ceremony, which took place in a building richly decorated for the occasion, within and without, with flags and garlands of pine, was opened with a symphony by the famous Vanemuine Orchestra. The Prime Minister, M. Jaan Tõnnesson, then formally on behalf of the Government, declared the University to be officially opened. M. Tõnnesson recalled memories of many distinguished scholars of Esthonian nationality—as Fählmann, Kreutzwald, and Jakob Hurt—who had in the past shed lustre upon the University. These men had had, as it were, to force the door of the University, but they had succeeded in keeping alive the spirit of Esthonian nationality and had prepared for it a path to light and freedom. Esthonians, M. Tõnnesson continued, must now exchange a passive for an active role. It would be their task not only to receive but to create and to give; to enrich, in short, the world's culture as well as that of their own nation. No citizen, M. Tõnnesson declared, would be excluded from the benefits of education, and therefore he commended the University to the love of the whole nation.

The Rektor, Mr. Peter Pold, rendered an interesting account of the present conditions and governance of the University. Many scientific treasures which the University had formerly possessed, and its fine library containing hundreds of thousands of volumes, had perished in the war, and but a few volumes survived to form the nucleus of a new library. When the Esthonian authorities took over the University from the German Army of Occupation the treasure chest and accounts of the University had vanished. The occupation of the town by the Bolsheviks followed, and the work of academic reorganisation had been consequently hampered and delayed.

The University will be governed by a Board consisting of the Rektor and the Senior Deans of Faculties. The budget of the University amounts to over six million marks yearly, and provides for, over and above the general maintenance of the University, a number of scientific institutes, such as the Pasteur Institute and the Vaccination Lymph Laboratory. There will be in all seventy Chairs, and the staff comprises, besides Esthonians, Scandinavians, Russians, Germans, and Balts. At present there are 351 registered students, of whom 154 are women and 52 foreigners.

Speeches were also delivered by the Minister of Education, M. Treffner, Prof. Piip, and representatives of the Universities of Edinburgh, Geneva, and Göteborg. The singing of the National Anthem was the occasion of a great demonstration of patriotic feeling. A telegram of thanks was despatched to the Army in recognition of its valour and of its inestimable services to the Esthonian nation.

The Teachers Council.

The flow of applications for admission to the Register continues to increase. The total is now over 34,000. The Council has decided to seek an interview with the President of the Board of Education regarding the operation of the Teachers' Superannuation Act, with special reference to the service of teachers in non-state schools.

Mr. H. T. Gerrams, M.A., Fellow of Worcester College, and Secretary to the Local Examinations Delegacy, has been appointed a member of the Council in place of the Dean of Christ Church, who has resigned owing to pressure of University work.

The Council is now proceeding to consider the examinations in special subjects which shall be regarded as representing a standard of attainment high enough to satisfy the conditions of registration. Up to the end of the present year satisfactory experience will qualify for admission, but the period of grace is now rapidly expiring, and qualified teachers who are not already registered should make application without delay.

The College of Preceptors.

A most successful social evening was held at the College during Conference Week. A general invitation was issued to all who were attending the Conference, and the response was very gratifying, the College rooms being well-filled throughout the evening. In the unavoidable absence of Sir Philip Magnus, M.P., the President of the College, the guests were received by the Senior Vice-President (Mr. R. F. Charles), the Dean (Mr. W. G. Rushbrooke), and the Treasurer (Dr. Armitage-Smith). Light refreshments were provided and an excellent musical programme had been arranged, including some unaccompanied choral singing by a company of boys, who acquitted themselves admirably. As will be seen in the Conference Supplement, the College held a meeting at Gower Street, where the position of teachers in independent schools with regard to pensions was explained by Sir Philip Magnus.

The Dalcroze Society.

The Dalcroze Society entertained M. Jaques Dalcroze to luncheon at the Holborn Restaurant on Saturday, December 10, following the demonstration at the Lyceum Theatre. The luncheon was presided over by Dr. Edward Lyttelton, and among others present were Dr. Arthur Somervell, Inspector of Music for the Board of Education; Mr. Lowes Dickinson, Mr. M. T. H. Sadler, Mrs. Eckhard, and Mr. P. B. Ingham, Director of the London School of Dalcroze Eurhythmics.

Theosophical Fraternity in Education.

Mrs. R. W. Ensor, President of this Association, sends us an interesting booklet describing its aims. These are stated briefly thus: To further the ideal in all branches of education and to secure conditions which will give freedom for its expression. The Fraternity seeks to "draw together in fellowship members of all branches of the teaching profession who endeavour to embody in their work the new spirit which is abroad. It is not the exponent of any one school of pedagogy, but seeks to learn from each the truths which are common to all." The address of the Fraternity is 11, Tavistock Square, London, W.C. 1.

The Geographical Association.

We are asked to call special attention to the fact that the address of the Geographical Association is 1, Marine Terrace, Aberystwyth. Letters should be addressed to "The Clerk."

SCHOOLS, COLLEGES, AND UNIVERSITIES.

A University Link.

The American University Union in Europe, organised as a war emergency measure to aid collegemen in the American Expeditionary Forces, has been reorganised "to serve as a bond between the Universities of the United States and those of European nations, especially by encouraging the attendance and advancing the welfare of American students at the Universities of France, Great Britain, and Italy." Naturally, as a war emergency organisation, the Union was for men; as re-constituted it serves equally men and women. Its Board of Trustees has been made representative of the leading universities, colleges, and institutions of technology in the United States, of the Association of American Colleges, of the American Association of University Professors, of the American Council on Education and of the Institute of International Education. There has been a co-ordination of the Union with the American Council on Education and the Institute of International Education, by which it represents the latter bodies in Great Britain, France, and Italy, and in turn these bodies in conjunction with the Home Office in the States serve the European Offices of the Union in America.

The major activities of the Council lie in the field of American education. The Council is recognised by the State Department and the Bureau of Education as officially representing American higher education. The Council undertakes to interpret to educational officials of foreign countries prevailing standards of accredited or approved institutions and appropriate academic rating at American institutions of graduates of foreign degree-granting institutions. The Institute and Union will in turn circulate this information abroad through their respective foreign offices and correspondents.

The object of the Institute is to develop international goodwill by means of educational agencies. It seeks, therefore, to be a bureau of information and advice for Americans concerning things educational in all foreign countries and for foreigners concerning things educational in the United States, and accepts the Union officers in France and Great Britain as its representatives in those countries.

The Union undertakes to obtain and disseminate information as to opportunities for graduate study, regulations for degrees, and scholarships and fellowships open to Americans in the Universities and other institutions of higher education of France, Great Britain, and Italy. The Union, by means of a questionnaire, hopes to obtain information with regard to British, French, and Italian professors willing to accept temporary teaching posts or to give lectures in the colleges and universities of the United States.

The British Division of the Union is in co-operation with the Universities Bureau of the British Empire and the Office National des Universités et Ecoles Françaises, the latter under the auspices of the French Government. The Universities Bureau was established by the first congress of the Universities of the Empire in 1912. The British Government and the Universities have provided a house for the Bureau at 50, Russell Square. The Union and the French office have already been received under the same roof. A library common to the three organisations and containing the latest catalogues, calendars, and literature of the universities on both sides of the Atlantic has been opened, and there is a common conference room. Thus is established a university headquarters and clearing house of information with advisers from the respective nations for the institutions of higher education.

The office hours of the Union are from 9-30 to 5-30: on Saturdays from 9-30 to 1. Professors, graduates, and students of both sexes from American universities, colleges, and technical schools (as well as of British colleges, seeking advice concerning American institutions) are registered,

and a card index kept by institutions as well as by persons. Members of the Union may have their mail addressed and forwarded through the office and make appointments to meet their friends. The office has made arrangements to introduce to British universities, learned societies, and libraries, those seeking introductions for purposes of study or research.

In short, at this University Bureau House, there is a beginning of the realisation of the vision of a university international clearing-house of information and advice, and a headquarters for visiting scholars and conferences.

Manchester College of Technology.

An appeal for £150,000 is being made for this important institution. The Principal, Mr. Maxwell Garnett, points out that during a single month the Massachusetts Institute of Technology has lately collected ten million dollars for extension purposes, in addition to twelve millions which have been contributed to Harvard University during the last three months. Thus Massachusetts has raised some four and a half million sterling for higher education. Manchester University, of which the Manchester College of Technology forms part, is asking for half a million and the College for £150,000, this latter for building additions which will practically double its present accommodation. The appeal is supported by the leaders of industry in Lancashire. Having in mind the present prosperity of the textile trades we should have thought that there would be no difficulty in raising double the amount which is now asked.

The Y.M.C.A. University Committee.

In accordance with their policy of furthering good music and entertainments throughout the country, the Music Section of the Universities Committee of the Y.M.C.A. have arranged a series of four Chamber Music Concerts at Berkhamsted, two of which took place with great success before Christmas, the other two following in January and February.

The programmes have been framed so as to appeal to every taste, and it is hoped that concerts of a similar nature will be asked for and appreciated in Y.M.C.A. centres elsewhere.

Major J. T. Bavin and Mme. Lily Henkel, of the Y.M.C.A. Music Section, are the organisers of the scheme, in which the following are generously helping: Vocalists: Miss Dora Arnell, Mrs. F. G. Hawdon, Miss Clytie Hine, Mr. Frederic Keel. Instrumentalists: Messrs. Howard Bliss, Charles A. Crabbe, Charles Draper, Desire Defauw, Frederick Holding, Raymond Jeremy, Miss Marjorie Hayward, Mme. Lily Henkel.

Art Exhibition at Halifax Council Secondary School.

In connection with the work of the Art Department a loan exhibition of pottery was recently held in the Art Room for one week, under the direction of Mr. Roxby Hall, the Art Master.

Some 280 pieces were contributed by the scholars. In addition to such modern ware as Ruskin, Royal Worcester, Crown Derby, Satsuma, etc., were some really good examples of old Staffs, lustre, Worcester, Lowestoft, Wedgwood, Spode, and Dresden. The exhibition is the first of a series of five arranged for the school year, the others being:—Book Binding, Book Illustration, Japanese Art, and Old Prints. In each case the examples will be supplied by the scholars.

The various classes were given a simple and brief outline of the history of porcelain, the process of manufacture, and the nature of ceramic colours; outstanding examples were explained, and then the scholars were free to study the exhibition.

Some simple overglaze pottery painting is being done, and useful comparisons and criticisms were made.

The purpose of these exhibitions is to quicken interest and to teach taste and discrimination and appreciation of good workmanship.

PERSONAL NOTES.

Mr. George Cole.

Mr. G. Cole was for many years master of the Shenfield Schools, Essex, and retired at sixty-five, but at once became instructor in manual training at Brentwood Technical School; a presentation was made to him recently on his final retirement at the advanced age of eighty-one.

Dr. Keeble, F.R.S., Sc.D., C.B.E.

Dr. Frederic William Keeble, on the resignation of Prof. S. H. Vines, was elected Sherardian Professor of Botany at Oxford. Throughout his career Dr. Keeble has been closely associated with the study of botany. A mere statement of his activities as a student, lecturer, and author would fill a column. His work is well known in Cambridge, Manchester, and Reading. In 1914 he was made Director of the Royal Horticultural Society's Gardens at Wisley, and is now both assistant secretary of the Board of Agriculture and editor of the "Gardeners' Chronicle."

Miss M. S. Lilley.

The West Riding Education Committee has appointed Miss Lilley as the Principal of Bingley Training College in succession to Miss Wodehouse, now Professor of Education at Bristol. Miss Lilley was educated at Arbroath, London, Oxford, and New York. She is an honorary fellow of University College, London. She graduated with first class honours in classics at London, took a second class in the Honours School of Literæ Humaniores at Oxford, and has been head of the training department for women at Birmingham University since 1913.

Mr. A. L. F. Smith.

Mr. Smith, Fellow and Tutor in Modern History, Magdalen College, Oxford, son of the Master of Balliol, is Deputy Director of Education in Mesopotamia. Mr. Smith was Political Officer of the Forces in Mesopotamia, and has served also in India.

Professor L. Oppenheim, M.A., LL.D.

Professor Oppenheim, of Whewell House, Cambridge, left estate to the gross value of £16,765. He directed that some of his manuscripts should be destroyed and others should be offered to the Cambridge University Library. He left all his books to his wife, with the request that she should hand such as they may wish to have to the Squire Law Library, Cambridge, The University Library, Cambridge, and the London School of Economics.

Mr. J. R. Clark, C.B., R.N.

Mr. James Robert Clark, who died at Brighton recently, was for a long time Chief Naval Instructor at the Royal Naval College, Greenwich. He was an excellent and enthusiastic teacher, exceedingly popular with his pupils.

Mr. J. A. L. Robson.

Compensation is to be paid to Mr. Robson, late Secretary for Higher Education under the Durham County Education Committee, for the abolition of his office. The amount fixed was: a single payment of £1,863 6s. 8d., together with £433 6s. 8d. annually.

Miss F. M. G. Micklethwait, A.R.C.S., F.I.C.

Miss Micklethwait has been appointed Principal of the Horticultural College, Swanley. She holds the diploma of Swanley College, was a Beit Research Fellow, and has published numerous papers on chemical research.

Mr. A. B. Walley.

Mr. Walley has resigned the post of Principal of the Oswestry School of Art.

NEWS ITEMS.

Special Conference of the N.U.T.

Two sessions were attended by representatives of local associations from every part of England and Wales, in order to accept the National Provisional Minimum Scale. The only alternative was total rejection, and not a single voice was raised to advocate this course; indeed, the effective work of the Conference could have been accomplished in about a quarter of an hour, because the scale is provisional subject to alteration by agreement in the future, and it is also a minimum scale dealing with the remuneration of the worst-paid teachers other than supplementary.

The majority was very large. Some impressions of the gathering were: the lucid exposition of Sir James Yoxall, the impatience of the audience in respect to speakers voicing an unpopular view, the excellent efforts of Mr. J. S. Dogherty (Executive), who seconded the adoption of the report in a racy and humorous speech in the morning, and of Alderman Conway (of Bradford) who pleaded in the afternoon that the N.U.T. should be allowed to settle its own affairs without outside interference.

A Question of Policy.

Mr. D. McKay-Ohm, M.A., headmaster of Colyton Secondary School, Devonshire, was appointed as headmaster of a new central school at Carlisle. The Board of Education declined to recognise the appointment because Mr. McKay-Ohm does not possess an elementary school teacher's certificate. The Education Authority will pay him half-salary for twelve months, or less, during the time taken for him to acquire the qualification required by the Board of Education.

Prizes for Drawing at Eton.

Captain the Hon. H. A. V. St. G. Harmsworth, M.C., Irish Guards, was wounded at Cambrai, and died two years ago; in remembrance of his eldest son, Lord Rothermere has established a fund to provide prizes for drawing at Eton.

A Munificent Gift.

Mr. John D. Rockefeller has given fifty million dollars for the purpose of increasing the salaries of the teachers in the colleges and universities of the United States, where the janitor is often paid better than the teacher, and a further fifty millions for the well-being of mankind throughout the world: under this head five million dollars will be devoted to promote medical education in Canada.

An Extraordinary Speech.

The "Leicester Daily Post" reported the speech of Mr. J. G. Shields at a Rural District Council meeting at Castle Donington. Some of his dicta have an old-time flavour. Boys ought to be released from school at twelve years of age. By this time a boy had received all he needed of education so far as schooling was concerned. Boys stayed at school till they were 14; they knew nothing about farm work, and they never would know anything. They grew up in ignorance and in ignorance they would remain. Education was ruining the country.

Admiralty Cypher School.

Dr. Macnamara's estimate of the cost of the new code and cypher school attached to the Admiralty was £21,000 a year. The school is established so that the valuable experience in secret service work of certain officers employed by the Naval and Military Intelligence Department might not be lost.

Conducted Tours for Children.

During the holidays children between the ages of eight and fourteen were conducted round the Victoria and Albert Museum by the Art Teachers' Guild, and explanations were given of some of the objects viewed.

PENSIONS.

Bridging the Years.

A Pension at Sixty.

The School Teachers' (Superannuation) Act of 1918 is a great boon to teachers in State schools, and the pity is that its benefits are not extended to qualified and efficient teachers outside the immediate purview of the Board of Education. Let us, however, consider the case of the beneficiaries, and especially that of the woman teacher who enters upon school work at the age of twenty PLUS and has completed her necessary minimum period of thirty years' service soon after reaching the age of fifty. She has taught for three decades under the watchful eyes of inspectors, and has spent herself unstintingly in the work of training some hundreds of children. Before her lies another period of nearly ten years during which she must wait or serve before she can receive a pension. Weary, it may be, and conscious of a certain loss of youthful elasticity, she would be glad to give up teaching; but unless she is able to convince the authorities, on good medical grounds, that she ought to retire on a "breakdown allowance," giving up work means a loss of income until she comes to the pension age. It is hardly to be supposed that she will have saved enough to provide for her needs, and the problem of bridging the years seems to be insurmountable. She may be driven thus to keep on, in spite of her failing energy and her longing for rest. Then may happen the grimly ironic sequel which has marked so often the destiny of the hard-working and zealous teacher. She may die before reaching the age of sixty, a victim to the continued strain, prolonged, in her case, when it should have been eased.

Earlier Optional Retirement.

It is no matter for surprise that the leaders among our women teachers have urged, for years past, the importance of making provision for "earlier optional retirement," offering to accept a smaller pension if only it could be obtained at an earlier age. In a State pension scheme such a boon is very costly, and it involves a sacrifice all round. Under the new Act it is not contemplated, and therefore the problem of bridging the years is left to be solved by individuals, using for this purpose the experience and methods of a trustworthy Insurance Company. Most fortunately, as it seems to us, such a Company has come forward with a scheme which offers to teachers, both men and women, a simple and inexpensive means of purchasing a terminable annuity, to be paid during the years between retirement from school work and the first instalment of the pension from the State.

How it may be obtained.

The Company referred to is the Friends' Provident and Century Life Office, which is a union of two highly reputable offices, the Friends' Provident Institution and the Century Life Assurance Company. These are now installed under one management at 42, Kingsway, London, W.C. 2, and from this address may be obtained full particulars of the scheme, which we have examined with care and are able to recommend without reserve. We do so the more readily because we are led to believe, by the enquiries we have received, that many of our readers will be glad to have the opportunity of retiring at the end of thirty years' service, if they should wish to do so when the time comes. We are also fully conscious of the great nervous and physical strain which is involved in teaching, a strain far too seldom recognised either by the outside public or by teachers themselves.

Some Examples.

A few examples of the working of the Scheme may be useful. A teacher aged 21 may secure, by an annual payment of about £7, an annuity of £100 a year, payable from age 55 to age 60, or an alternative cash payment of about £440. Beginning at the age of 31, the annual premium to obtain the same benefit is about £12, and even beginning at 41 it may be secured for a yearly payment of about £25. In no case is there any loss of capital involved, since in the event of death before age 55, all the premiums paid will be returned with 2½ per cent. compound interest. The same holds good if the policy is discontinued, provided only that it has been in force for two years, while after three years a paid up policy may be obtained proportionate to the number of premiums paid and giving either a cash payment or annuity. Finally, arrangements may be made for beginning the annuity at a later age than 55. Enough has been said to show that the scheme is worthy of the attention of every teacher, and we recommend our readers to write for full particulars without delay.

The Editor will be pleased to answer questions relating to pensions, both here and through the post. In all cases inquirers must enclose the coupon from the inside page of the back cover. If a reply through the post is desired, a stamped, addressed envelope must also be sent. Replies of general interest only will be printed in this column, and when no nom de plume has been chosen by the inquirer, the latter will be indicated by the initials for his name. But all correspondents must communicate their names and addresses.

RECOGNISED OR QUALIFYING SERVICE ?

Q.—Am I entitled now to apply for a pension?—*E.C.M.*

A.—We cannot answer your question without further information regarding the schools included in your list. Service in any grant-aided school (*i.e.*, that was grant-aided on April 1, 1919, or becomes so before April 1, 1924) is Recognised Service. Service in a non-grant-aided school, *not conducted for private profit* (no service in a school conducted for private profit can be Recognised Service) may be Recognised Service in certain circumstances. The facts are too complicated to give here, but see Section 18 of Act and Rules pertaining thereto. Teaching Service which has been declared to be Qualifying Service is defined in the memorandum referred to in our reply to W.E.D. If you send us additional information we may be able to help you further. In any case though you may retire before age 60 you cannot—under the School Teachers (Superannuation) Act, 1918—draw a pension until you attain that age.

GRANT-AIDED SCHOOLS.

Q.—Will my service in a school not grant-aided at the time but which has become grant-aided since, be Recognised Service?—*H.H.B.*

A.—Yes; Section 18 of the School Teachers (Superannuation) Act, 1918, says service is Recognised Service if rendered in a school "which though not grant-aided at the date of the service, was grant-aided at the commencement of the Act, or becomes grant-aided within five years after that date."

PRIVATE SCHOOL SERVICE.

Q.—Have I yet qualified by service for a pension?—*W.E.D.*

A.—Yes; you should be entitled to a pension at age 60 for, probably, 19 years of Recognised Service, providing that the "non-profit" school you mention is otherwise eligible under the Act and Rules, as apparently it is. We are assuming that your 15 years' service in private schools was accepted by the Teachers Registration Council as experience qualifying for registration. If so, they are "Approved" schools. See the memorandum on Teaching Service declared to be Qualifying Service. This was issued in typescript form by the Board and has been printed in the educational papers. You could doubtless obtain a copy on application to the Board of Education.

QUALIFYING SERVICE ONLY.

Q.—I am a Registered Teacher and a Private School Master with 40 years' experience. Am I entitled to a Pension under the School Teachers (Superannuation) Act, 1918?—*M.C.P., F.E.I.S.*

A.—We are sorry to say—No. Your service is Qualifying Service only, as it has been in a school carried on for private profit. See information *re* non-Government Pensions Schemes in last month's *E.T.*

"FULL-TIME" SERVICE.

Q.—I am a specialist teacher in a county secondary school, engaged for a certain number of hours per week. Will the Board accept my service as Recognised Service?—*J.T.S.*

A.—Probably all the service you mention will be so accepted. The decision of the Board as to whether certain service comes within the definition of "full-time" is final. All the indications point to the fact that your service will be Recognised. You must complete 30 years' service—Recognised and Qualifying—to be eligible for pension at 60. The amount of the pension is based on Recognised Service only.

NOTE.

TEACHING SERVICE DECLARED TO BE QUALIFYING SERVICE.

A copy of the Board's Memorandum defining what Teaching Service is Qualifying Service under the School Teachers (Superannuation) Act, 1918, will be forwarded to any regular reader of the *EDUCATIONAL TIMES* who sends the coupon on page 99 and a stamped addressed envelope.

LETTERS TO THE EDITOR.

Montessori and Music.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—I am sorry J.W. tries to defend Dr. Montessori's choice of music. It is deplorable that anyone interested in education should maintain that the pieces in the "Advanced Method" are valuable as "developing the power, after the children have heard them a certain number of times, of bodily response to musical rhythm." Rhythmically the pieces have no characteristics whatever that are not shared by thousands of other pieces. It is absurd to claim for them any special qualities. In musical value they represent the depth of vulgarity.

As for the "Eagle March," let us admit for the sake of argument that all the lists of Wagner's works (such as that in Grove's Dictionary and the index to Ashton Ellis' big 6-volume "Life of Wagner") are incomplete, and that all internal evidence is to be discarded. Even then the thing is still rubbish—whenever wrote it!

It is quite useless to discuss with J.W. any of his, or her, contentions. As well discuss English literature with one who defended the use for school purposes of the "Family Herald," Charles Garvice, "Comic Cuts," and the "Police News"—to offer a varied assortment.

Why not admit candidly that there is just one subject of which Dr. Montessori knows little or nothing? I do not presume to oppose Montessori principles in general. I write here of the subject I understand, and of that only.

It is a point, I see, with J.W. that the pieces have been "chosen by the children themselves." Let me put two questions: (a) Out of what selection put before them did they choose these pieces? Did it contain anything but such twaddle? (b) Will J.W. take his children to a pastrycook's and let them choose their dinner? If Montessori music means children's choice, let us also try Montessori meals. The children would agree—although the meals might not.—Yours, etc.,

PERCY A. SCHOLES,

Editor—*The Music Student*.

Montague House, Russell Square, W.C. 1.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—As a practical and theoretical musician, I cannot consider that the reply of "J.W." to Mr. Percy Scholes is at all convincing. Children very early develop a taste for music, as I have often proved, it being quite easy to train even young pianists on a musical diet consisting chiefly of Beethoven; so that when Mr. Scholes points out that the pieces in the "Advanced Method" are essentially poor, it is useless to answer, as "J.W." does, that "the pieces were chosen by the children themselves." Which children? The musical ones or the unmusical ones? That phrase, "the children themselves," has to me no meaning whatever.

As regards the respective merits of the absolute pitch (with the fixed Doh) or relative pitch (with the movable Doh), I am again in agreement with Mr. Scholes and in disagreement with "J.W." The latter says: "My own impression is that in giving children the tonic sol-fa with relative pitch we are giving them something which we think good enough for them, not something which is, as Dr. Montessori desires, the key to all music." This contention seems to me absurd. The whole effect of music lies in the relation of the parts to the whole. If absolute pitch is "the key to all music," how is it that we never hear the great classic compositions in the pitch at which they were written, pitch having altered since the great classic period? Does "J.W." seriously contend that the "Appassionata" sonata can only be understood if the pianoforte be first tuned to the pitch of Beethoven's day? Such a contention would be too ridiculous. The plain fact of the matter is that it is relative pitch that matters in music, and not absolute pitch; it is tone relationships that are the key to all music. When we learn harmony we learn to class musical sounds by their relationships, we speak of tonic, dominant, sub-dominant, super-tonic: this is a counterpart of the relative Doh system. I admit that there are still a few musicians who cling to the fixed Doh, just as a few geologists clung as long as they could to a belief in the permanence of continents and oceans; but I consider that the weight of the argument and the overwhelming balance of educated opinion is in favour of the movable Doh.

Yours faithfully,

WILLIAM PLATT

(Author of *Child-Music*, etc.).

A Children's City.

To the Editor of THE EDUCATIONAL TIMES.

Dear Sir,—In connection with the end of the world-war and with the establishment of the League of Nations the thought of a monument of the past war appears.

I call your attention to the enormous number of orphan children in different countries which have taken part in this war, who have to suffer the hard and terrible consequences of the conflict. No doubt every country, according to its power and means, is taking steps to help the orphans of the fallen soldiers, but it would be worth while for the countries and their representatives to create a "Children's City" as a memorial of this war.

I presume that if it were possible in some neutral country (e.g., Switzerland) to find a piece of land for the building of the "Children's City" for all nations who wish to place their children there, then this would result in such an international city as would, better than anything else, unite the different nations and draw them closer to each other.

I imagine such a "Children's City" as follows:—

- (1) Every country or nation wishing to take part in this scheme receives a piece of ground sufficient for a certain number of orphan children.
- (2) Every piece of ground should be divided into a number of quarters, according to the age of the children to be placed there.
- (3) Every piece of ground has to be worked out by the country at its own expense, either by Government or through public charity.

All new inventions and modern architectural devices, the latest methods of education, and care of health would be taken into consideration

- (4) The children are kept and educated at the cost of the Government which places them there, but for the organisation, improvement, and management of the town there will be a separate fund of world-donations to which, I hope, humanity will be willing to contribute.

Lastly, I beg to call your attention to the deep social importance of such an international city, which will in the future furnish the world with the educated preachers of love and peace. Having been acquainted with each other, these children, growing up amongst the children of different nations, will no doubt be able to bring these nations near to each other.

The city should be under the protection of the League of Nations.—Yours truly, BARON B. A. NOLDE.

27, Bouverie Square, Folkestone.

OBITUARY.

The late Mr. H. Holman.

A correspondent writes:—On December 23rd, at the age of sixty, there passed away, in the person of Henry Holman, a distinguished educator with a unique record. A pupil teacher at Hurstpierpoint, a student at Battersea Training College, he served later as an assistant master in elementary and secondary schools before entering Caius College, Cambridge. He had thoughts of becoming a clergyman, but he returned to education, first as lecturer, afterwards as Professor of Education, at Aberystwyth. From there he was appointed Inspector of Schools under the Education Department, serving in East Lancashire, Leeds, and London, and retiring in 1910.

He was widely known for his lectures, often delivered at the College of Preceptors, and reported in the EDUCATIONAL TIMES, and for his many articles and books. He wrote an Introduction to Education, works on Pestalozzi and Sequin, and on Hand and Eye Training; edited the Book of School Handwork, and for nine years Child Study—the organ of the Child Study Association—of which he was one of the earliest and most valued members. He had a wide circle of interests and a wider circle of friends. By nature a fighter, he fought for his cause with little self regard, and those who worked and fought most closely with him will most regret that so fine and forceful a character has been so early lost to education.

LITERARY SECTION.

BOOKS AND THE MAN.



A SCHOOLMASTER, 1631.

Everyday Things.

Last year there appeared the first part of "A History of Everyday Things in England," written and illustrated by Marjorie and C. H. B. Quennell, and published in an attractive form by Messrs. Batsford. This first volume carries the record down to the year 1500. We have now received the second part, which brings us down to the end of the 18th century and finishes the present enterprise. It is not without significance that Mr. and Mrs. Quennell should end before the 19th century, for their story has dealt chiefly with men and women who were engaged in handicraft. The nature, production and use of household utensils, fabrics, vehicles, houses, ships, corn mills, and the rest furnish matter for a fascinating story which makes a special appeal to certain temperaments. Doubtless the development of mechanical production and the "romance of science" make an equally strong appeal to other temperaments, but these are less articulate and their theme is more recondite. It is not given to many of us to see, like Mr. Kipling's engineer, "Predestination in the slide of yon connecting-rod," nor do our minor poets on their journeys between garden suburbs and Theobalds Road compose sonnets on the white-tiled splendours of the Tube stations.

We surmise that Mr. and Mrs. Quennell would compose a duet of denunciation or a comprehensive interdict on the everyday things which now issue from factories. They have produced a charming book, full of sound knowledge and embellished by beautiful drawings and pictures. Teachers will find it a treasure-house of suggestions, not only in the teaching of history but also in the teaching of drawing and handicraft and the preparation of costumes for school plays. Great care has been taken to obtain accuracy in the story, and in the illustrations. On this page will be found a reproduction of the drawing of a Schoolmaster, apparently armed for his task as it was understood in those days. On other pages we are able to reproduce, also through the kindness of the publishers, two interesting pictures of Berkhamsted School. It remains only to urge our readers to obtain "The History of Everyday Things in England" without delay, and proceed to show their pupils that history is something more than dates and events, that men and women of the past were not mere figures on a blurred canvas but were human beings, happily busy about their affairs.

SILAS BIRCH.

REVIEWS.

Education.

EDUCATIONAL PRINCIPLES AND MISSIONARY METHODS: Roland Allen. (Robert Scott. 7s. 6d. net.)

This is a notable book, not so much from its contribution to education as from the thoroughness with which educational principles are applied to the methods of foreign missionary enterprise. Mr. Allen has caught the true spirit of education and applies it fearlessly and remorselessly. A striking characteristic of the author is the unerring skill with which he seizes the root principle in every case, and the tenacity with which he keeps this principle before him in working out details. He is all for essentials, and once these have been secured he is extremely tolerant in matters of detailed working out. The one point that counts in conversion is a genuine change of heart. Forms and ceremonies have their place, but must be kept in strict subordination to the one thing needful. Accordingly, Mr. Allen lays enormous stress on the individuality of the educands, and pleads vehemently for their freedom. He maintains the wholesome doctrine that a knowledge of the pupil is the beginning of all true education, and insists on the missionary considering carefully at the beginning of his work what the end of the educative process is to be. Then follow chapters on Development, on Teaching, on Imitation, on Activity, on Experiment, on the Spirit of the Educator—all very familiar to the readers of the literature of education, who, however, will find their old subjects presented against fresh backgrounds in such a way as to give new points of view and new stimulus. The chapters on Imitation and on Activity cannot but exercise an important influence on thoughtful missionaries, and even hardened professional teachers will find here something to their advantage. When Mr. Allen deals with Experiment and Liberty, he writes in a fashion that rather takes the breath away from those of us who have been accustomed to just the opposite views from religious teachers. Indeed Dr. Gore, who honours the book with an introduction, is not comfortable about all this modernity. With natural caution the ex-Bishop of Oxford gives "his opinion for what it is worth" that "the 'modern school' of educationists seriously underrate the importance of the dogmatic element in education. I have no doubt that the older school greatly overrated it; but I think 'the modern school' is in excessive reaction." Mr. Allen is not in the least intimidated by his episcopal introduction, but boldly states that "religious authorities dread the very name of experiment," and proceeds to show how essential experiment is in religious as in all other forms of education, and gives his timid brethren the comfort that "only he who is certain dares to proceed by experiment in his teaching." The whole book reads like a broadminded and warmhearted plea for the rights of the convert. Our author actually urges his fellows to "overcome the temptation to lay all the blame on our converts." It is not to be supposed that Mr. Allen is in any sense a rebel in the Church: one has only to read his chapter on the Spirit of the Educator to see that. His great merit is that he reverently and convincingly shows that the success of missionary work depends upon the wise use of the recognised principles of education that he has himself studied to such good purpose. Mr. Allen justly claims to be doing pioneer work in this book, but he must not lose sight of two rather important books that he does not mention—Professor Stalker's *Christian Psychology* and Dr. George Steven's *Psychology of the Christian Soul*.

THE NURSERY SCHOOL: by Margaret Macmillan. (Dent. Price not given.)

The title of this book is misleading. It conveys the impression of a general treatment of the new type of school, but is in reality an account of a particular school, as is indeed admitted by the opening sentence of the last chapter: "Here is the book of the Open-air School." Justification may be found in two considerations. First, Miss Macmillan practically claims that the Rachel Macmillan Open-air Centre is the real origin of the idea of the Nursery School of Mr. Fisher's Education Act. In the second place it may be fairly contended that the principle of the nursery school could not be better expounded than by exemplifying its realisation in an individual case. For this much can be said: No one can read this book without learning

a very great deal about the nature and the possibilities of this new type of institution. To begin with, Miss Macmillan is able to look at the subject apart from the prejudices that naturally cling to the minds of those who have been brought up as professional teachers of the conventional type. These latter are inclined to suggest a clear separation between the new institution and the old, and accordingly would like the new to be called *nurseries* without the addition of the term "school." The professional teachers who are willing to retain the term Nursery Schools are inclined to insist on their being placed under the control of the head of the nearest Infant School—which is exactly what Miss Macmillan would resent with the greatest vehemence. Indeed, it is amusing to note how true to type Miss Macmillan shows herself to be in this matter. We are all aware how every teacher fights for his "top" in the school, and resents the drafting off of his best pupils to a higher grade of school. So we are not surprised when Miss Macmillan resents as impracticable and intolerable the proposal to limit the Nursery School period to from two to five, and regards it as fatal to send her pupils to the junior school before the age of seven. "The seven-year-old is the flower of the Nursery School. This flower should be allowed to bloom." Miss Macmillan, in fact, makes the age of seven the boundary line between two totally different kinds of training of the young. The first period she loves to call nurture, reserving education for the later—paying no attention to the fact that etymologically education means precisely the sort of thing that she wishes to mark off as nurture.

Like Dr. Montessori, Miss Macmillan makes much of the scientific side of education, and again, like the Italian educationist, she somewhat spoils her scientific atmosphere by an excessive use of exclamation points. Yet while the somewhat ecstatic style of the book rather repels the balanced critical mind, that same mind cannot but be impressed by what underlies the enthusiasm—the genuine love of humanity of all sorts and ages, the spirit of self-sacrifice exemplified in almost every fact adduced in connection with the Rachel Macmillan Centre, the strong common sense that guides the authoress throughout. The book is not written for the benefit of poised critics, but for sympathetic and open-minded readers who may be induced to take a practical part in furthering the objects for which our author pleads.

Her record of the health conditions of her centre is startling, and supplies material that will warm the hearts of welfare-workers. The financial problem is faced with a directness and an intellectual honesty that compensates for many exclamation points on other pages. Above all, the provision of teachers for the new schools is dealt with in a way that will greatly encourage those who have seen in the dearth of teachers an all but fatal bar to the success of the Nursery Schools. Briefly, Miss Macmillan's solution is a liberal use of probationers after the pattern of the organisation of hospital nurses. Training they must have, but this training must be acquired in the actual schools. Miss Macmillan has a great deal to say about the folly of the Board of Education in not recognising the three years of training at her own institution. The Board, it appears, is willing to pay a grant to her centre for a final one year of training to any student who has taken a regular two years' course at one of the ordinary recognised training colleges. No reader of this book is left in the least doubt about the unfairness of this arrangement. Miss Macmillan's own three-year students—whom she lovingly calls her "free-lances"—are held to be better trained for the special kind of new work required than are those who have had the conventional two years' ordinary training capped by just one year at nursery school work. Miss Macmillan has as little use as the rest of us for the "nice motherly girl." Training of a very practical kind is required, and in maintaining that this training can be obtained only in the class of institution for which the young teachers are being prepared, she lays down a principle that will receive much popular support, but that must not be too widely applied without further investigation and experiment.

The book deserves, and will receive, very careful consideration. Not only does it present a great deal of first hand information not available elsewhere, but it gives a series of interesting studies of individual child reactions that teachers and parents will find both attractive and instructive.

THE HEART OF A SCHOOLBOY: by Jack Hood. (Longman's. 3s. 6d. net).

This little book represents another wave of the backwash of *The Loom of Youth*. Jack Hood is the *nom de plume* of a schoolboy still attending an unmentioned public school. On the whole he takes sides with Mr. Martin Browne, the Etonian protagonist for the schools, as against Mr. Waugh's attack.

The one point on which he is willing to concede serious defect in the public school is on charges "relative to its teaching." The only value of a book like this lies in the evidence it supplies of how the whole school system strikes those who are being subjected to it. It has been seriously suggested at meetings of teachers that it would be an excellent thing if the honest opinions of the pupils about education could be collected and examined. The difficulty of securing a perfectly sincere expression of opinion is probably insuperable when an investigation is started by the teachers themselves. But here we have the pupil criticising on his own initiative, and the style of the book gives unequivocal evidence of its genuinely schoolboy origin. It is accordingly comforting to the new teachers to find that the new schoolboys are solidly behind them. For if Jack Hood is to be believed, "There is only one way to teach and one way to learn that will ever succeed, and that is through interest." On the side of athletics Mr. Hood maintains that the usual charges of excess are unjustified, and in so doing he claims to be unbiassed, since he has no school colours, though he has played for the First Fifteen, and is in the House football and running teams. This claim need hardly have been made, for a striking characteristic of the whole book is its manifest fairness. One of the best arguments in favour of the public schools is the desire for fair play in all the books written in their defence.

HAPPINESS IN THE SCHOOL: C. W. Bailey. (Blackie and Son. 2s. net.)

This is the latest addition to Blackie's *Library of Pedagogics*. Its value lies mainly in its cheery appeal to the enthusiasm of young teachers. Mr. Bailey treats them as the 'happy warriors' of education, and gives valuable advice in the girding on of armour and the use of weapons. The nature of the book may be gathered from the headings of the eight chapters: Happiness in the Classroom; Discipline; Attention and Interest; A Teacher at Work (here we have some really excellent stuff); Teaching Devices; Freedom in Education; Vocation in Teaching; The Courage of the Teacher. It will be seen that there is nothing strikingly new in all this, but we must remember the readers Mr. Bailey has in view, and it will be found that he meets their needs in the most satisfactory way.

A NEW EDUCATIONAL ERA: Alexander Devine. (Burrow and Co., Cheltenham. 3d.)

This pamphlet expresses vigorously the views of the Headmaster of one of our most progressive schools. It is divided up into paragraphs under headlines, of which the following are samples: New Education in the air; Reform will not come from the Schoolmaster; Reform not the Public School boy but the Public School master; Hidebound tradition; The fault lies with the Public Schools, not with the preparatory schools, or even the universities; The Base Scholarship System; Excess of Games; Hopeful signs at last; The profession must attract men.

BORSTAL IN 1919.

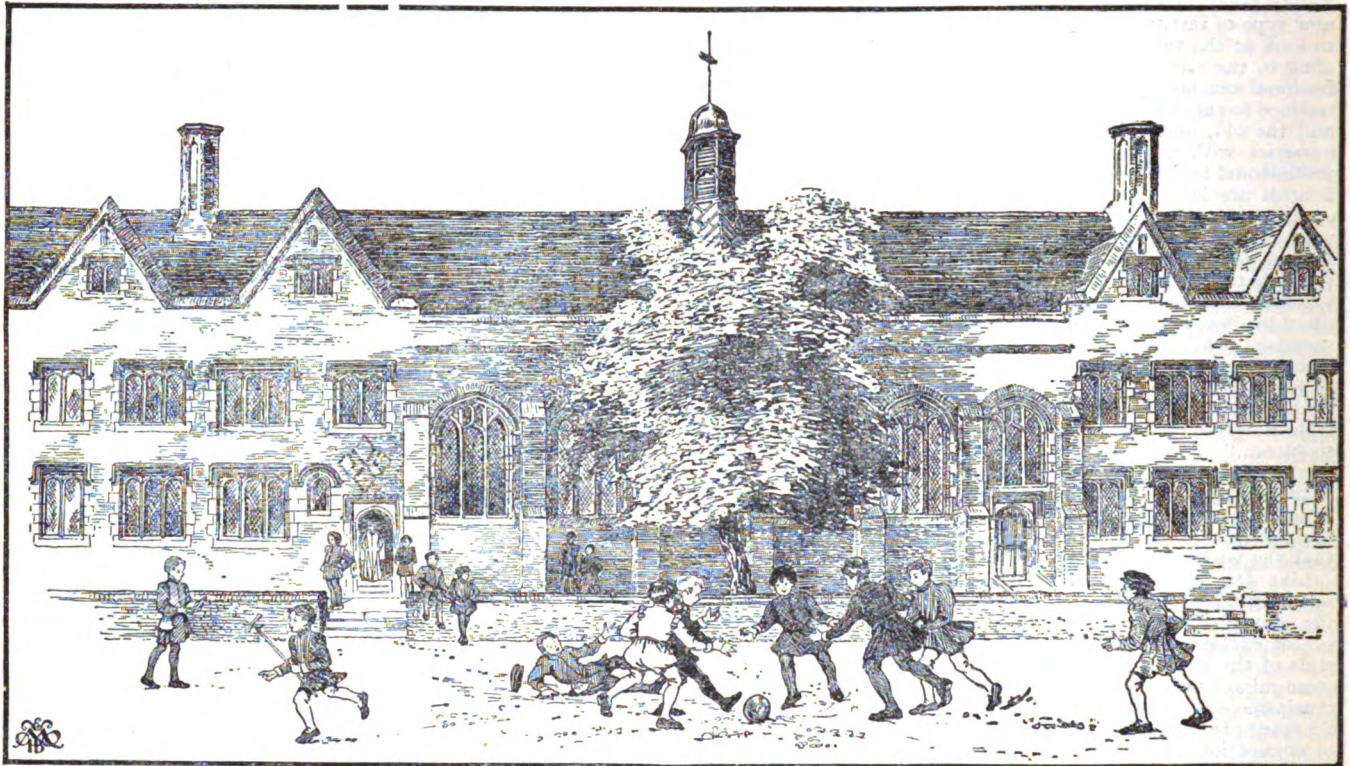
Borstal is the State system of indeterminate sentences for young offenders, followed by an authoritative method of after-care—and this pamphlet contains the report of the Borstal Association for 1919. It is issued from 15, Buckingham Street, W.C. 2.

REPORT ON THE UNITED STATES NATIONAL MUSEUM FOR YEAR ENDING JUNE, 1919.

Coming from the Washington Government Printing Office, this well-printed bound volume of 175 pages gives an interesting account of the history and present state of this important museum of science, industry, and art. The Americans want people to know what opportunities are available for students and other persons interested in useful collections. When are we likely to have a similar volume expounding the resources of the British Museum?

THE MANCHESTER GRAMMAR SCHOOL: Alfred A. Mumford. (Longman's. 21s. net.)

It is not often that a medical man finds time to produce a volume of 563 large pages on a subject outside of his professional range, but the reader will readily admit that though Dr. Mumford is not a trained historian he has been eminently successful in this venture. Indeed, there is a certain advantage in having a technical subject like education treated now and again from a non-professional point of view. We get a fresher presentation than we could hope for from a person steeped in the same sort



"FREE SCOLE WITHIN THE TOWNE OF BERKHAMPSTEDDE."

of matter for a lifetime. It is not surprising that Dr. Mumford takes what may be called the natural history method of treating his subject, and we have here the equivalent of Huxley's *Crayfish*. The older fashioned way of treating biology was to deal with the various creatures under their classes. The newer way is to take typical cases—the frog, the leech, the crayfish—and expound general principles from particular cases. So, with Manchester Grammar School as his typical specimen, our author proceeds to treat of the history of education in England for the past four hundred years. He tells us that his problem has been "to consider the way in which a collegiated ecclesiastical body established in the time of the Plantagenets; a Grammar School founded 'for godliness and good learning' in the time of the early Tudors; a town library established and well endowed during the Commonwealth; and a succession of Nonconformist academies ultimately giving place to a Provincial University in the latter half of the nineteenth century, have acted and reacted on each other." It gives the reader confidence when he finds that the MS. has been read by no less redoubtable specialists than Professor Foster Watson and Professor Tout. The other helpers named add to the sense of security with which one can turn to these pages for instruction and inspiration, without fear of encountering technical defects. There is a refreshing modernity in many of the incidents dealt with in the text, and the very title of the chapters is an indication of how many of our present-day problems had already presented themselves under but slightly different forms to the schoolmasters and school governors of long ago. *Oligarchy on its Trial* has many lessons for to-day, and the *Fable of the Phoenix* may revive some drooping twentieth century spirits.

Though full of antiquarian interest, the book is not a mere archaeological annal. More than half of the work is given up to the nineteenth century and after, and one feels that the Education Authority of Manchester, and other education authorities as well, will find in these pages much that is to their interest to know. Though the volume owes its financial backing to the Old Mancunians' Association, its appeal extends far beyond the circle of those who have had the good fortune to be trained at the old school. The book is well illustrated by both drawings and photographs, is thoroughly well got up, and is a work of which all the living old boys of the school may well be proud. They could not have a more worthy monument to the past and present of their *alma mater*.

C. C. C.

A SHORT HISTORY OF EDUCATION: John William Adamson (Cambridge University Press. 12s. 6d. net.)

Not so very short either, for we have here 354 large pages of close though very clear print. Yet one does not feel the matter long drawn out as one reads. Indeed the book comes perilously near that bugbear of the critic on the lookout for effects, not to say defects, a golden mean that all but perfectly hits the exact distance between excess and defect. Reading through these pages the critic who knows the subject fairly well feels that the whole has been envisaged in a way that makes it easier for the expert to understand the inter-relations of baffling elements, while for the beginner an opportunity is provided for getting a grasp of the subject as a whole. Between the mere biographer on the one hand and the doctrinaire on the other, there has long been room for just such a book as this. Quick was admirable in his way, and Monroe is nearly, though not quite, as admirable in his, but in these pages we have the best of both. Besides, it has been not altogether pleasant to have the standard book on this subject in our colleges written by an American. Our English historians of education, true to the national tradition, were very thorough in their work, but their works were a little too specialised to be put into the hands of students who desired a view of the whole ground, and those who have to teach this subject will hold up their heads again now that Professor Adamson has given them a text that is at once scholarly and readable, that makes no sacrifice of thoroughness and yet presents matters in such a way that the plain man can get at the underlying meaning. One cannot read this book without feeling convinced that there is some sort of evolution in the passage from our earliest English education to what is going on in our schools and colleges to-day. Professor Adamson draws mainly on English materials, but one great excellence of the book is that he accurately correlates English progress with world progress, and demonstrates in the most convincing way the common origin of many phenomena that appear to be quite independent of each other.

Professor Adamson is so strong on the practical side that one is apt to miss the skill with which he treats the more philosophical aspects. He deals with the Schoolmen as sympathetically as he does with the grim realists of the eighteenth century. He is as much at home among the pansophists as he is among the pioneers of popular elementary education. For myself the subject that makes the strongest appeal is the place of the Academy in the development of the educational ideal. After reading Professor Adamson's treatment of this peculiar institution

one understands better what it stood for than if one were limited to the somewhat scrappy treatment that is elsewhere available. Remarks like that correlating the educational work of the Inns of Court with the failure of the English Academies mean much for the reader, and are generously supplied. In a thorny subject like the history of education it is impossible to get unanimity, and Professor Adamson is not the man to seek peace by smooth words that do not express his convictions; but no one can read the book without realising how amazingly fair he is to those with whom he has little sympathy. Indeed, he usually makes out a better case for his opponents than they could have made out for themselves, and on the few occasions when he wants to point a disagreeable moral he hits upon the excellent plan of quoting from the person or school he wishes to condemn, and lets them condemn themselves out of their own mouths, leaving the reader to pass sentence. The book is indeed excellently documented. Wherever possible, Professor Adamson makes facts speak for themselves, and particularly at the earlier periods he increases the value of his work by the copious and admirably selected illustrative passages that he provides. Perhaps a special word of praise should be given to the treatment of school text-books. From the Donat—of which it is clear that our author is almost inordinately fond—down to the latest triumphs of printing and advertising, he sees the importance and significance of them all. The book is a notable contribution to the subject, full of research and wisdom, and will undoubtedly add to the distinction its author has already earned.

J.A.

THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL:
Gilbert H. Trafton. (Houghton Mifflin Coy. 6s. 6d. net.)

We have here a valuable addition to the useful series of *Riverside Textbooks in Education*. The title might suggest that in the American elementary school better provision is made for the teaching of science than is the case in England, but an ominous sentence in Professor Cubberley's *Introduction* corrects this impression. He holds the book to be "a simple and helpful volume for the teacher who is called upon to teach elementary science lessons, and yet has *neither scientific training nor apparatus for the work*." We feel entitled to put the final words in italics, for they recall just such a state of science instruction as roused the indignation of Huxley when he used to write his uncompromising reports to the old Science and Art Department. The book is much more encouraging than the introduction would suggest. Mr. Trafton divides his book into six parts, the first dealing with the Pedagogy of science instruction, the next four dealing each with one branch of science—biological, agricultural, hygienic, and physical—while the final section is taken up with an Outline of Science Instruction that takes somewhat the form of our schemes of work. The book is very American, but not hopelessly so. It is true that one cannot read any part of it without realising all the time that one is in an American atmosphere, but it is only in the sections dealing with what is specifically Nature Study in the technical sense of that term that one feels that difficulties and confusions are apt to arise. On the other hand, there is a certain advantage in dealing with a book that makes us, willy nilly, realise that the illustrations to which we are accustomed do not exhaust the subject. The first part is naturally applicable to any environment. The same cannot be said for the last part, but no English teacher can read over the final outline without learning something to his advantage. The matter is put in an extremely interesting form. Many ingenious problems are suggested. Some of our English teachers rather resent problems of this kind, since they not unfrequently puzzle the teachers themselves, and there is nothing more irritating than to have a pupil come clamouring for an explanation for which we ourselves are hunting. Mr. Trafton meets this difficulty by merciful references to the relevant sections in the text, where the grateful teacher will not meet with disappointment. A sound book by a competent craftsman.

History.

A BRIEF HISTORY OF THE WORLD: G. W. and J. B. Botsford.
xv + 518 pp. (Macmillan. 8s. net.)

MODERN EUROPEAN CIVILISATION: R. L. Ashley. xxii + 910 pp.
(Macmillan. 8s. net.)

The pioneer volumes by Messrs. Breasted, Robinson, and Beard now extensively used in English schools, have accustomed us to the excellence of the American text-books on European history. We have no English books at once so readable, scholarly, and adapted to school use. American schools have, no doubt,

more time than we have for the study both of recent history and of the great movements and civilisations of the past; the history of their own country is comparatively short and easy to master. But, if the League of Nations is to have a chance we have got to make room somehow (the French have done it) for world-history and contemporary history, and these two attractive volumes should set English teachers thinking of the possibilities of a broader history syllabus in our schools, if once we can get out of the traditional ruts.

Professor Botsford covers the whole of European history—150 pages take us up to the Fall of the Roman Empire, 120 to the end of the Middle Ages, and the remainder (230 pages) to the present day, though only 75 pages are given to the period since 1815. The book, which would not be too hard for boys of about 14, is meant for one year's work—either, when this is the maximum time which can be given to European history, or when a general survey is needed as a basis for more detailed work.

Mr. Ashley's aim is to treat those topics "of permanent value which are also most vital to a comprehension of problems likely to arise during the next five or ten years." He covers the last 300 years, and devotes as much space to the last 50 years as to the two preceding centuries. As the book is planned for the third year course in the American High School, it is more advanced than Professor Botsford's; it could be used equally well at the age of 16 or 18. There are well balanced chapters on the War and on the formation of the Great Alliances which led up to it. Despite the rather absurd remark in the Preface that it has been necessary "to retain some material on the youngest and most aggressive of nations which most of us would have preferred to omit," the history of Germany is well told, and the criticism of her policy is mostly temperate.

Both of these volumes lay stress on social and economic conditions—Mr. Ashley's concludes with a section describing the political, social, and economic state of Europe in the twentieth century. Both are well and fully illustrated and supplied with maps; the illustrations to the History of the World are particularly delightful. Both books also contain at the end of each chapter, a review, or simple questions on the text, which Prof. Botsford believes may train "ability to discriminate between relevant and irrelevant" (we doubt if this is the best method). There are also Topics for Reading, with detailed references to books, in addition to a general bibliography. Prof. Botsford, however, refers often to books not easily obtainable in England. Finally, there are additional studies, or problems and subjects for essays, for the American text-book is not intended to take the place of further reading, but involves the use of a good school library and of source-books.

C.H.C.O.

THE MAKING OF MODERN ENGLAND: by Gilbert Slater, Principal of Ruskin College, Oxford. (Constable. 308 pp. 7s. 6d. net.)

Twenty-three chapters, crowded with concrete and vital facts of social evolution, tell the tale of England from 1815 to about 1912, the present volume, marked 1919, being a fresh impression of a pre-war book. There is a certain advantage in having a historical review which is innocent of any attempt to mould the narrative by way of prophetic explanation of the War of 1914-1918. For example, Dr. Slater said, before the war:

At the moment of writing the naval competition between our country and Germany is a dominating and most sinister feature. . . . At the present time the policy adopted by responsible statesmen, whether Liberal or Conservative, is that expressed by Lord Haldane in the House of Lords on July 23, 1912—"Whatever efforts Germany may make, she must reckon upon our making efforts which will be still greater, because sea-power is our life, and in sea-power we intend to remain superior." On the other hand the Labour Party and a section of the Radicals are bitterly opposed to the policy of increased naval estimates."

The fact that Dr. Slater takes the trouble to refer (as few historians did in 1912) to the Labour Party denotes his particular point of view. His sympathies are with what our fathers used to call "the industrial classes." Hence we get a history that stresses, with ample point and illustrative comment, such subjects as agricultural distress, factory-system, suffrage, Chartism, municipal reform, Free Trade, sanitation, education, and industrial life and changes from the Distress of 1815 to the rise of the Labour Party, the Osborn Judgment, and the railway strike of 1911. All is quietly and methodically told, and the book is a valuable complement to the ordinary political and parliamentary history.

F.J.G.

THE BOOK OF GREAT LIVES. (Evans Brothers. 190 pp. 3s. 6d. net.)

In calendar order, from January to December, according to birth-dates, about sixty biographies of soldiers, sailors, scientists, statesmen, artists, explorers, writers, inventors, and reformers are mapped out in notes, as the bases of addresses to young people, in this style:—

Kitchener knew men—white men and Orientals. He knew what they could do and demanded, as a matter of course, that they should do it. In this he set the example: he could not be turned from his purpose by danger, bribery, or wiliness; he spared himself nothing: he acted on the belief that nothing was impossible, and that duty must be done always, no matter what the difficulty or the cost. If a man dared say, "I cannot," or "It is impossible," to Kitchener, the straight brows frowned, and a pair of steely eyes withered the speaker.

Subjects out of the common in such collections are Luther Burbank, George Bass, Hans Andersen, Cervantes, and Valentine Haüy. It is easy to pick holes in such schemes, but we prefer to commend an attempt in a very important field. F. J. G.

AN OUTLINE SKETCH OF THE POLITICAL HISTORY OF EUROPE IN THE NINETEENTH CENTURY: by F. J. C. Hearnshaw. (Macmillan. 180 pp. 3s. 6d. net.)

It is a happy sign of the literary times that, whereas writers used to call any sort of constitutional or gossip record a "History," authors now use discreet qualifications—"Industrial History," "Political History," and so on. Professor Hearnshaw's volume is merely political, and he straightforwardly says so. He has here abridged and re-written his excellent lectures on *Main Currents of European History, 1815-1915*. Chief things are made clear. Things that do not matter are shelved. We get the political clues to the state of Europe in 1914. For instance, Dr. Hearnshaw reminds us that—

The English people had, perhaps, been the first to become conscious of their nationality. It was especially during the course of the Hundred Years' War (1337-1453) that all classes had become united in defence of this island.

At that period, also, "Germany was still the home of the titular Roman Empire, the claimant to the secular headship of the Christian world." The passion for asserting the communal self went on developing till it reached the "Era of the Triumph of Nationality, 1848-1871." Then ensued a singular pause in the European situation, preparatory to the World-war. How would the nationalities—some very new, some merely colonial—group themselves? As Professor Hearnshaw significantly tells:

Until far on in Victoria's reign, Britain regarded the Russians and the French as her inevitable enemies, the Germans and the Austrians as her natural friends. At the same time, she looked upon overseas dominions as a nuisance and a source of danger, and contemplated without alarm the prospect of their ultimate separation from the Motherland. "These wretched colonies," said Disraeli in 1852, "will all be independent in a few years, and they are a millstone round our necks."

We may well rub our eyes and re-read this startling note from our political history; but it is perfectly correct. The Professor carries us forward, in plain and lucid narrative, to a further stage, at which we see William Hohenzollern figuring as the friend of Allah and receiving Turkish consent "to his prosecution of vast schemes of Oriental exploitation and dominion, towards the realisation of which the Bagdad Railway was to be the main material means." After that, the new grouping of nationalities shaped itself, sternly and surely enough, in the Great War. It is the special merit of Prof. Hearnshaw's story that it traces, intelligibly and instructively, the movements through a century which culminated in the Versailles Conference. F. J. G.

Modern Languages

A SCHOOL GRAMMAR OF PRESENT-DAY FRENCH: J. E. Mansion. (Harrap.)

Goodwin, in the preface to an enlarged edition of his *School Greek Grammar*, remarks that the enlargement indicates not a higher estimate on his part of the importance of the grammar book in language teaching, but the very opposite. So long as the learning of the grammar by heart was regarded as the necessary preliminary to the study of a language, it was natural that the compiler should aim, above all things, at brevity. But exhaustiveness will be the aim where the grammar is regarded rather as a companion-work for purposes of reference. And we

are glad to have been able to commend, as reasonably exhaustive, several grammars that have come recently under our notice. We extend this commendation to the present work.

In weighing the merits of conciseness and completeness one should bear in mind that not every rule adds to the student's labour. Rules which explain apparent contradictions, or resolve complexities, can hardly be said to require learning at all. They merely require reading. Thus to one who has memorised such sentences as *Elle lui a lavé les mains. Il s'est lavé les mains. Elle les lui a lavées. Il se les est lavées*, and marvelled at their inconsistencies, the rules about auxiliaries, agreement of participles and order of pronouns will come as a relief—especially where the rule merely confirms what an alert student would probably guess, as, for example, that the 17th century idiom, *Il se veut pendre*, for the present-day *Il veut se pendre* carries with it the corresponding difference of auxiliary in *Il s'est voulu pendre*, for *Il a voulu se pendre*.

Mr. Mansion makes a praiseworthy effort to distinguish the various strata of speech. As far as school grammars are concerned, he is a pioneer in this direction, and naturally his terms and distinctions will be criticised. We believe, with Sweet, that the main line of division is between the written and the spoken language. It is true that extremely formal and ceremonious speech admits expressions of a literary order, while a friendly letter will be full of colloquial forms. There is in short a cross-division; that, namely, between the formal and the familiar. But apart from these extreme cases, the spoken-written dividing-line is evident. What a man writes is always on a different stratum from what he speaks in a similar case. Compare the letter a man would write to an archbishop asking for an interview with the language he would use in conversation when the interview was obtained. The conversation would be stiff enough in all conscience, but its stiffness would not compare for a moment with that of the letter. Compare Mr. Mansion's reasonings in this book, and the wording of the present article, with the remarks Mr. Mansion and the present writer would make if they were discussing the matter face to face. Our language would not be familiar, till we were better acquainted, but Mr. Mansion would not address me in this style (natural enough in the written language): "He will acquire the habit of observation, and convictions of his own, founded on an abundant store of facts, and confidence in his own knowledge." (He would probably say: "In that way he'll get into the way of noticing things for himself," and so on). Any Englishman can find sentences in this article which no Englishman would utter in conversation on the same subject. And so we cannot quite accept Mr. Mansion's division into "affective" and "normal." Several of the "affective" expressions he mentions are far more normal in the spoken language of conversation than some he calls normal. *Tiens! s'est vous* cannot be called non-normal, but it would be indeed abnormal to hear a man in conversation reel off: *Dans la nature, c'est de l'eau que les végétaux et les animaux tirent la plupart des principes minéraux qui leur sont nécessaires*.

The strata of a language may be divided roughly as follows:—

Poetical written	roughly equivalent to	
Literary written	" "	Rhetorical spoken.
Ordinary written	" "	Ceremonious spoken.
Familiar written	" "	Ordinary spoken.
	" "	Familiar spoken.

The two which should be acquired in a school course are: first, *ordinary spoken*, and second, *ordinary written*. The word "ordinary" then falls away, as being understood, and we are back at Sweet's division into *spoken* and *written*.

We cannot speak too highly of Mr. Mansion's gallant attempt to distinguish, among the uses of the subjunctive, those which are actually used in conversation from those which are merely the pet-lambs of the Académie. When a grammarian is writing for his own countrymen, by all means let him go the whole Lindlay Murray hog; let him advocate his personal preferences and pedantries. But this is grossly dishonest in dealing with the foreigner. What the foreigner wants are facts* and nothing but facts: what such and such a class of people in such and such a nation actually say, what they actually write.

To attend for a moment to details, we notice one serious error. We are told that *temps surcomposés* occur only with the auxiliary *avoir*. This is not the case. *Quand elles ont été parties* is perfectly good conversational French.

Again *avant que . . . ne* is given as a literary usage ignored in conversation. As a matter of fact it is a forbidden usage (forbidden by the Académie) which is not infrequent in

(Continued on page 92.)

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Those who approach the subject with an open mind will, it is believed, find in this work a consistent and natural theory of the imaginary. The theory set forth in it may be regarded from the analytical point of view as an exposition of the oft-quoted but seldom explained "Principle of Continuity."

The Elements of Analytical Conics. By C. DAVISON, Sc.D. Crown 8vo. 10s net.

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The editor has aimed at representing as many sides as possible of the life of our forefathers, and at choosing material of greater variety and of more intrinsic interest than that to be found in previous books. The notes are intended to hit the happy mean between the needs of the private student and those of the more fortunate class-student. The glossary is adapted to ready use, and is intended to give the learner all legitimate aid.

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conversation. (Whether or no the fact is attributable to the influence of schoolmasters, our impression is that the superfluous *ne* is fully alive now, whatever was the case in the last generation. It is only the *ne* of *ne . . . pas* which is so frequently dropped.)

We dislike the word "of course" in language rules. Mr. Mansion remarks, "The verbs *monter*, *descendre*, of course take *avoir* when they have a cognate accusative." There is, of course, no "of course" about it. It simply is so, and there's an end of it.

Lastly, we find just one example of the "historical fallacy." The fact that the intransitive verbs *obéir* and *pardonner* can be turned into the passive is, we are told, only an *apparent* exception to the general rule, because, forsooth, "the passive of these verbs dates from a time when they were directly transitive." The exceptions are none the less real, for all that, to a student of present-day French, nor can we see in what way the historical tit-bit will aid such a student.

We are glad to see *recevoir* relegated to the company of the irregular verbs and hope this practice will become universal.

* The fact that such a body as the Académie condemns a usage is also a fact. The foreigner wants to know that, too, in due course; but he does not want to know *only* that.

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* This remark applies only to languages, such as most European languages, where the distinction between colloquial and literary idiom is not so definite as to entitle one to be regarded as a distinct language from the other. Where this clear distinction does exist, one might conceivably study both concurrently with no greater risk of confusion than in beginning Latin and Greek at the same time, but with two languages so similar as Colloquial French and Literary French it is absolutely necessary thoroughly to master one before venturing on the other if the learner is to avoid a baboo result. And as conversation demands reader recall than the leisurely process of writing, and as first associations tend to be strongest, the colloquial should be the first mastered—for all but those who definitely disclaim any intention of speaking the language.

† The only exception arises from the appalling badness of our bilingual dictionaries, which will naturally lead the advanced learner to make a note of words and phrases which he has found himself in need of, and been unable to find in his dictionaries. The fact that one has largely to make one's own dictionaries is an accident that has no bearing on a permanent and ideal method of language learning.

‡ We should be inclined to make an exception in favour of pronunciation notes (as it is difficult to read with enjoyment, if one does not know how one should pronounce what one reads, particularly in the case of a word that frequently recurs). However, such notes will be needless when every dictionary gives a phonetic presentation of every word, as every dictionary soon will.

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SCIENCE PROGRESS, October 1919. (6s. net.)

Besides the usual review of recent advances in Science, this issue contains articles on "Optical Activity," "Impact testing of metals," and "The capillary circulation." The article on optical activity is of unusual interest. It begins with a brief but very clear summary of researches and discoveries, beginning with the original discovery of double refraction by Iceland spar. The main part of the article deals with the work of Werner on the structure of atoms and molecules. Teachers will find the following suggestions useful: Models may be made "by cutting from large corks octahedra of about 2cm. edge. Small pins with glass heads or ordinary pins with heads covered with sealing-wax variously coloured may be used to represent atoms or groups, while chains may be represented by thin strips of stiff paper carried by pins stuck into corks at the angles."

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Verse.

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Masks of the lads who once were keen and kind and gay?
Have you forgotten yet? . . .
Look up, and swear by the green of the Spring that you'll never forget."

Occasionally sense is somewhat strained to the exigencies of rhyme, as in "Battalion Relief," and "Return of the Heroes." Very merciless in its cynicism is "Atrocities":

"And you? I know your record. You went sick
When orders looked unwholesome; then, with trick
And lie, you wangled home. And here you are,
Still talking big and boozing in a bar."

Scripture.

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A SIMPLE HISTORY OF THE ENGLISH CHURCH : by A. A. Parker. (Robert Scott. 198+xxviii. pp. 3s. 6d. net.)

A more apt title for this book would be "A Synopsis of English Church History," for it contains a vast amount of information in a small space. This fact alone would recommend it as an acceptable small book of reference, and would warrant its inclusion in every school library.

The Rev. N. Green-Armytage contributes a Foreword, ably expounding (with a diagram) the full meaning of "Via Media."

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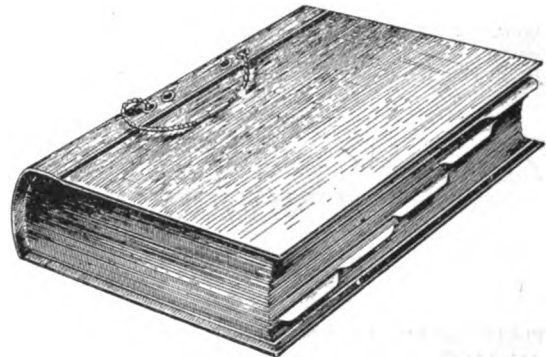
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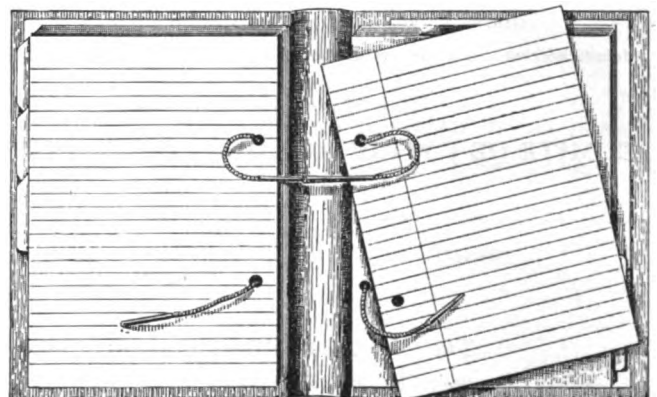
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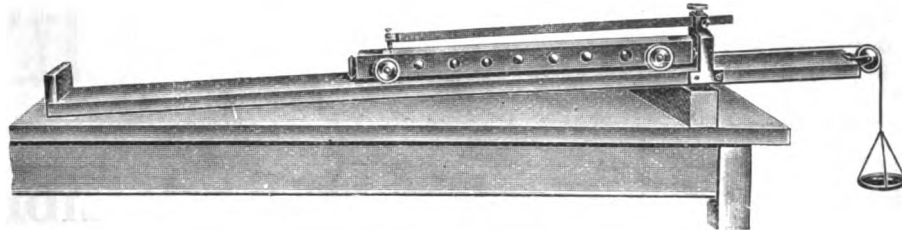
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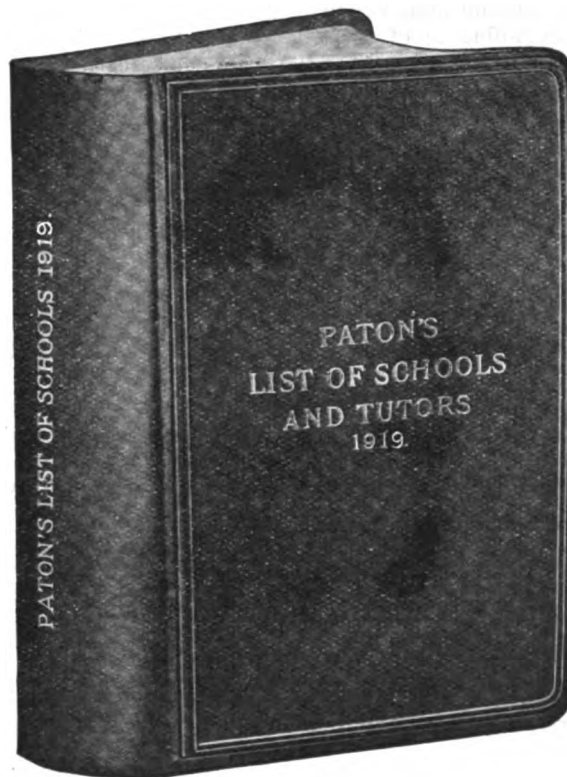
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REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

THE Teachers Council was formed at the express desire of the teachers of the country. This desire was expressed through the various Associations and Societies of Teachers. It is clearly formulated in the following extracts from the Objects of the National Union of Teachers :—

- “ To secure the compilation of a comprehensive Register of Teachers.”
- “ To secure the solidarity and extend the influence of the Teaching Profession.”

The aims thus set forth are sought by teachers of all types. Solidarity can be attained only by the unification of the teaching profession, and of this unification the Official Register of Teachers is the outward symbol. Teachers who are qualified for Registration should therefore become Registered without delay in order to show that they are loyal to the best interests of their calling and prepared to do their share in extending the influence of their profession.

The Teachers Council is a representative body composed entirely of teachers who are chosen by Associations and Societies of Teachers. No fewer than 42 such bodies are represented on the Council.

It began the compilation of an Official Register of Teachers early in 1914, and in spite of the grave handicap imposed by the War, the number of applicants for Registration is now

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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.

Teachers who are not already Registered should complete the form below and post it without delay to the offices of the Council.

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THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

MARCH, 1920.

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NOTICE TO READERS.

This month's issue of the Educational Times contains a new feature in the essay on Art in London, the first of a series of monthly criticisms of modern art.

In the April Number Professor Stewart Macpherson's article on The Place of Music in the School Curriculum will be concluded. Other features will include a discussion of Works Schools.

For Order Form and Business Notice see inside page of back cover.

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.

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NOTES AND COMMENTS.

State Text-Books.

It is now some years since the Board issued an official Syllabus of Physical Training and enforced its adoption in all State training colleges and public elementary schools. In taking this step the Board were probably unaware that there is a considerable body of opinion against formal drill for children. One distinguished medical man has recently set forth his views in these words: "It may be stated without any doubt that the true method of physical training is muscular exertion in the form of games, sport, or work in the open air, for this is the one based on biological principles."

There is doubtless much to be said in favour of remedial or corrective exercises of a formal kind, but there are few spectacles more lugubrious than that of a middle-aged class teacher—"fat and scant of breath"—as some of us must be—taking a class of boys through the quaint ritual of "necks upward bend" and the rest of it. As a form of physical expression the whole business aptly matches the asphalt-covered playground and protective fence of iron bars which are our modern substitute for the palæstra. For decrepit city men the exercises are a wholesome adjunct to the morning bath, but for small boys they are often a mere inexplicable addition to the tedium of other grammar lessons. For wooden and rigid minded people there is always satisfaction in knowing that children are being made to do exactly what they are told to do.

Official Prescriptions.

There is an amazing rumour to the effect that our authorities are now contemplating the possibility of adding new text-books to the Syllabus of Physical Training. By a natural extension the new enterprise is to cover the field of intellectual development, and we may presently find ourselves supplied with official text-books on mathematics, history, geography, economics and the rest, each conveying the right amount of truth for our consumption and issued by the Government Stationery Office, like Blue Books, at so much per ounce avoirdupois. Our minds are to be drilled in a Government barrack-yard, and it may be surmised that the command "Eyes Right!" will direct us to look only towards the official fountain of truth. This thing, if it happens, will be a strange sequel to the war, which, as we are told, was intended to destroy the Prussian system. We recall the memorable words of Burke in his speech at Bristol in 1780: "It is but too true," he said, "that the love, and even the very idea of genuine liberty is extremely rare. It is but too true that there are many whose whole scheme of freedom is made up of pride, perverseness, and insolence. They feel themselves in a state of thralldom, they imagine that their souls are cooped and cabined in, unless they have some man, or some body of men, dependent on their mercy." Unless we are greatly mistaken the main body of opinion in this country is unlikely to be dependent on the mercy of a government department for text books.

The Case for Standardisation.

There are many drawbacks in our present method of supplying text-books to schools. The chief is that a pupil leaving one school for another will almost certainly find himself handicapped by having to learn from an unfamiliar set of books. His studies in the grammar of Latin or French may be impeded needlessly owing to the type-words being different from those to which he is accustomed. In modern subjects, such as geography, he may find that the new book treats the whole subject on a plan entirely different from the one which he followed in his former school. There seems to be a case for some attempt to standardise the outlines of our school subjects, but this, if undertaken at all, should be done by representative and experienced teachers, and not by any department of State. Experience in certain branches of the Workers' Educational Association has shown how attractive is the attempt to shape truth to political or social ends. The last thing to be desired is a set of state text-books presenting the official view of what is good for us to know. Of late years the various Government Departments of propaganda have shown us what this may mean in practice in regard to current events. Applied to history or economics it would be disastrous.

A Costly Scheme.

The London County Council is proposing to erect three training colleges, one for women at Hammersmith, one for men at St. Pancras, and, later, one for women on another site. Each of these institutions is to provide for 260 students who will be resident. In addition, 100 new places are to be provided at Streatham. A very vague estimate puts the building cost for these schemes at £450 per student, which gives a total outlay of nearly four hundred thousand pounds to provide for 880 students. The working costs are not estimated, but they will be at least £70 a year for each student in residence, say sixty thousand pounds a year. These enormous sums are to be spent in providing a secluded and out-of-date form of training for teachers. Meanwhile we have in London a University Department of Education, furnishing the framework into which might be built the equipment of a magnificent Teachers' College rivalling, if not excelling, the one which is connected with the Columbia University in New York. It is stated that the Board of Education is to be asked to provide 75 per cent. of the capital outlay on the L.C.C. scheme. We hope that the Board will suggest instead that the money should be spent on developing the School of Education in the University of London and that the Council should recognise that the elementary teacher of the future should be educated in a University and trained for his work in a University institution.

Cloistered Seminaries.

In the debate on the proposal to erect the new training colleges, Mr. Ernest Gray rightly said that we ought to abandon the practice of training our teachers in "cloistered seminaries." Those who have had experience of the old type of training college will endorse his view. The method is a mere anachronism, dating from the time when young men and women came up to London for a short course of training in the "monitorial system" of Joseph Lancaster, of the British School Society, or in the rival method of Dr. Bell, of the National School Society. Originally these students came to learn the system and nothing more. Presently it was found that they were often unfitted to understand the system or to teach by its rules because they were not properly educated. So the training colleges began to offer the elements of general education, the Government set up a special Certificate Examination for Teachers in Public Elementary Schools, and thus a large and growing body of young men and women were segregated from those preparing for other professions. The Anglican Church authorities established diocesan training colleges, often in remote places, where the students had every opportunity to vegetate, but little chance of becoming alert-minded or aware that there was any domain of human knowledge outside their Certificate syllabus. They were forbidden to read for a degree and were kept grinding at studies which were fragmentary and unsatisfying to any man or woman of intelligence.

Prizes for the Worst Boys.

A benevolent—but perhaps maleficent—Bristolian proposes to offer a prize to be awarded to the worst boy in a school. The resulting competition ought to be an interesting matter for investigation by the Child Study Society. *A priori* one may suppose that the struggle to gain the greatest possible number of bad marks will appeal to many boys by reason of the two-fold attraction of competition and adventure. The effort to obtain good marks is a comparatively prosaic business, abandoned very early by many boys. The would-be donor of the prize affirms that boys who are among the worst behaved in school often turn out well, and the Lord Mayor of Bristol, himself a former schoolmaster, has been dwelling in fond memory over his own youthful pranks. Let us admit that a boy may be troublesome at school and still become a Lord Mayor. Let us not, however, fall victims to the fallacy of false cause and conclude that it is necessary to win a prize as the worst boy before the dizzy eminence of a Lord Mayor's throne, or whatever form of seat is appropriate to such dignitaries, becomes attainable. We are a little weary of the eminent man who claims that his own case proves education to be useless or our schools to be mistaken. The chief merit of the man who makes a boast of being self-made in any particular is that he is willing to absolve Providence of a great responsibility.

Music in Schools.

The work done by Professor Stewart Macpherson, Mr. Percy Scholes, and others is at last showing signs of bearing fruit in the schools. Instead of treating music as a matter of individual skill and confining the teaching to young pianists or fiddlers, school authorities are beginning to see that music should be an integral part of the school course because it is an indispensable element in education. The recognition of this fact involves two things. First the pupils must have frequent opportunities of hearing good music; second, they must practise choral singing. This latter has been a feature of the course in public elementary schools for many years, but for the most part it has failed to bring the best possible result, chiefly because of the poor choice of pieces, and because, too, the exercise has not been supported by giving the children the chance of hearing music of first-rate quality, adequately rendered. The work done at the Glengall Road L.C.C. School, Poplar, shows how boys and girls may be led to appreciate what is good and even to reproduce it with intelligent artistry. The bearing of such work on our national music is important since it may help us to understand that the individual performer will receive due recognition only when we have a public properly educated in music. Such a public will be ready to applaud and encourage real talent, and it will also be able to furnish many recruits from its own ranks.

THE VISIONARY.

Show me a mission to compare with mine !
 Prophet nor priest has half so keen a joy
 As that which fills me in the " great employ,"
 And makes the future glorious on me shine.
 Mine is the lonely path : I must resign,
 With true discoverer's joy, friend, kin, or mate ;
 But then, what need, when miracles await,
 And mysteries of healing may be mine ?
 I dwell for ever with the spring, the dawn :
 Young lives for ever burgeon at my side ;
 A keener travail mine than mother-borne—
 I must bring souls to birth, that shall abide,
 Full-fruited harvest of my doubts and fears,
 When this poor faultful body disappears.

EMMA CAPON.

**EDUCATIONAL ADMINISTRATION
IN KENT.****ESTABLISHMENT OF DISTRICT EDUCATION BOARDS.**

THE Education Act, 1918, requires neighbouring Education Authorities to consult and co-operate with one another in regard to their local schemes.

In view of the fact that there are no less than 318 Education Authorities in the country, it is clear that provision of this nature is essential if the new Act is to be administered in such a way as to provide " for the progressive development and comprehensive organisation of education " in the country.

The danger is that the general provisions of Sections 2, 3, 4 and 6 of the Education Act may prove insufficient to break down the local jealousies of neighbouring Education Authorities and that no machinery will be created for ensuring that the consultation and co-operation required under the Act are really effective.

The condition of things which the Kent Education Committee has to face in preparing any schemes for the general administration and co-ordination of Education under the Education Act, 1918, may be said to be that of a wide Rural Area varying very considerably in different parts in its character, population, and industries, studded irregularly with a number of towns, which are autonomous for the purposes of Elementary Education. Of these there are no fewer than 16, most of which are the natural centres of a considerable rural area under the educational administration of the County. A further complication is introduced by the fact that one of the Centres to which the County naturally looks is a County Borough, entirely independent of the County for purposes of all forms of Education.

Each of the autonomous areas in the past has necessarily had its own Education Committee, and in addition the County has had to establish for purposes of Higher Education a local Committee dealing with Secondary and Technical Schools and Classes for Further Education. In some instances the spheres of these Local Committees had been extended beyond the boundaries of the Borough or Urban District for which they were originally appointed.

As regards Higher Education a considerable amount of detail was devolved upon these Local Committees by the County Committee, the general principle being to leave the Local Committee to act with regard to all details which were covered by the local scheme and estimate.

As regards Elementary Education in the County area, the practice has been in the past for the Committee to deal directly with the various bodies of Managers with regard to ordinary school matters, but the area was divided up into Local School Attendance Districts, corresponding roughly to the areas of the old Union Committees, each with a Local Committee entrusted with the enforcement of compulsory School Attendance, subject to the general supervision of the County Committee.

The aim of the Committee in their new proposals is to provide for every part of the area a co-ordinating Board or Committee with a Local Education Officer to harmonise the administration of the County with that of the Borough and Urban Districts, and to provide one and the same local organisation for all forms of education in the area of the Board. It is recognised that the Borough and Urban Authorities would not, any more than the County Authority, be willing to abandon their control of Education in their area, and therefore the Committee's Scheme sets out a method of co-operation by agreement that can be modified or extended at any time and will leave each education authority untrammelled in dealing with what it rightly supposes to be its vital interests.

The method proposed for meeting this object is to re-divide the County into a number of Districts, of sufficient size to eliminate the danger of parochialism, but small enough for the local Board and its Officers to maintain an effective supervision of the whole. In making the proposed division local circumstances and the existence of one or more autonomous areas have been borne in mind, and, whilst in some cases wide areas have been grouped under one local Committee or Board, in others the aim of the Committee has been to promote co-ordination between contiguous districts rather by means of a common administrative staff than by the establishment of a single Board.

In those areas where there are no towns autonomous for purposes of Elementary Education the Committee have had a free hand, and are establishing the Education Boards after meeting representatives of the different interests concerned. In other cases preliminary negotiations have to be carried on and an agreement arrived at between the County and the autonomous authority, before any steps can be taken to form a Board. Whenever possible the autonomous authority has been asked to agree to a scheme which provides for their Education Committee to sit as a whole upon the new Board, and in some instances the Authority has agreed to reduce the number of members of its Education Committee in order that the Board, when fully constituted, should not be unwieldy. When it is not possible to make these arrangements the autonomous authority is represented on the Board by an agreed number of members who are either members of the Education Committee or appointed for the purpose by the Borough or Urban District Council.

The three Boards which have already been established may be taken as illustrating the difficult problem which the Committee has had to solve and the different methods they have adopted of solving it.

In what is known as the Medway District there were four local authorities concerned, the County Council as the authority for Higher Education in the whole area and for Elementary in the rural part of it, and the three Borough Councils of Rochester, Chatham and Gillingham. In this case the rural area is not a large one, and as regards Elementary Education the Boroughs have a predominant stake. The Board in this instance is made up of Representatives of Elementary Education from the three Borough Education Committees and from the

County Committee, together with Representatives of Higher Education appointed by the County Committee. In addition, in this and in all other cases every scheme adopted provides for the representation of District Councils, Managers and Governors of Schools, Teachers, Employers and Labour.

In the Maidstone area the Board had to deal only with the Council of the Borough of Maidstone, which from its situation forms an admirable Centre for a wide rural district. Here the Borough Authority obtained a new scheme from the Board of Education for the constitution of an Education Committee, and the whole of this Committee sits as part of the new Board. The County Committee again appoints members to look after the interests of Higher Education in the whole of the area and of Elementary Education in the rural part. All the work of the Maidstone Education Committee comes before the Board, and the Board performs so far as possible similar duties with regard to the County work, in both cases the Local Education Authority reserving to itself all necessary executive rights.

In the case of Ashford, the Committee had again a town suitably situated as a Centre for a wide area, but as the town did not possess autonomous powers in respect of Elementary Education the whole of the Board is appointed by the County Committee.

The Bowland Scheme.

Further details have now been settled regarding the education scheme in Bowland, originated and financed by Mr. W. Pollard, of Edgend, Nelson, who recently acquired the Sawley estate, and is now one of the largest landowners in Bowland. Mr. Pollard has appointed Dr. Wilmore, of Burnley, and of Manchester Grammar School, as his adviser under the scheme. Children's libraries are to be installed in the schools in March, and the district will be divided into three sections, each section receiving a different set of books, which will be interchanged. A library for teachers is to be set up at Gisburne, and the scheme includes lantern lectures for children, lectures on poultry, bee-keeping, etc., for the general public, and also lectures to teachers and school managers, the first of which is to be given by Dr. Paton, head of the Manchester Grammar School. A number of Bowland children are already benefiting from the scholarship scheme which Mr. Pollard has set up. Children are being selected by the head masters, and there are no competitive examinations. All children sent to the secondary schools will be given every help to proceed with their educational career, even to the University, if their capabilities carry them so far. The scheme includes provision for school fees, travelling expenses, a book allowance, and a maintenance allowance, and grants are also to be made to teachers desirous of taking up courses in various subjects.

A Montessori Critic.

Professor William H. Kilpatrick, Professor of Educational Philosophy in Teachers College, Columbia University, is visiting this country. He is the author of a monograph entitled "The Montessori System Examined," which contains a shrewd criticism of the method which has recently been so assiduously "boomed" in this country.

THE PLACE OF MUSIC IN THE SCHOOL CURRICULUM.

Address to members of the Association of Head Mistresses at the Conference of Educational Associations, University College, January, 1920.

BY STEWART MACPHERSON.

(Fellow, Professor and Lecturer, Royal Academy of Music).

It is a great pleasure to me to address you upon the place of music in the school curriculum, and this pleasure is the deeper from the realisation that your invitation is a testimony to the growing belief in the value of music-study in any comprehensive scheme of general education. I am not optimist enough to regard the battle as already won, for I am aware that there are still many who are either unable or unwilling to admit that music can play any significant part in the task of educating the child. That the number of these sceptics is rapidly diminishing is, however, a hopeful and encouraging fact, and to-day I should like to take as the starting-point of my remarks a paragraph that occurs in your own proceedings of last year, in which I find these words :—

“We submit that nothing is more urgently needed in modern education than a wider dissemination of musical and artistic taste and appreciation among the rising generation of our people.

It is therefore, in our view, lamentable that the Board of Education, which rightly desires that pupils leaving secondary schools shall be tested as regards the educational standard they have attained, should assign to music and art in that test an inferior place as compared with mathematics and science, languages or history, and consequently foster the impression still current among us that they are trifling in importance, frivolous and superficial in character.”

Now I wish you clearly to understand that, in anything I shall say this afternoon, I shall be dealing not with musical education in its special and vocational sense, but solely in its bearing upon the upbringing of the average child of school age, in relation to the other subjects of the school curriculum. The first questions that we have to ask are, therefore, “What value (if any) has the study of music in that child’s development? What part does music play in human life? and is it worthy of an honoured place in any sound educational scheme?” There may be some in this room to-day who will be inclined to answer the last of these questions with a direct negative—wrongly, as I hold, but perhaps not unnaturally, from possible experiences in the past. And I may add here that if music were to be represented by what obtains in too many schools—even to-day—I should (if I were a Headmaster or a Headmistress) be found among those who should say “Out with it from the school time-table, as a factor in school life creating the greatest amount of disturbance for a minimum of result.”

I even go further and confess that in the bringing about of such a condition of things the musician has not been without blame. Too often he has concerned himself little, and sympathised less, with the broader views of education necessary to appraise the whole situation satisfactorily, and to arrive at a working solution of the problem. He has been prone to regard

the child’s music as a fact in isolation, without relating it in his thoughts to the many other subjects that go to form the necessary material of that child’s whole mental development. Hence, until comparatively recently, music in the average school has represented little more than an attempt—under adverse conditions to teach pupils to play; with what results all the world knows. It has too frequently been regarded as a harmless amusement, one of the unconsidered trifles of life. Are we therefore to be brought to the comfortless conclusion that music-study has no educational purpose or value? No! a thousand times, No! But it must be pursued along lines different from these. It is clear that, if it is to be accorded an honoured place in the school curriculum, it must provide a true educational stimulus, a stimulus not provided in the same way by other subjects. As I see the matter, the study of music, rightly presented, should have four great objects :—

- (i) The stimulating of the imagination (a point too little considered in many educational schemes and ill-provided for by most other subjects).
- (ii) The strengthening of the pupil’s powers of mental concentration.
- (iii) The provision of another (and very attractive) means of self-expression.
- (iv) The opening up of a whole range of new experiences through the coming into contact (not through the pupil’s own struggles at the keyboard) with great music.

Music, in its broadest sense, should surely be the heritage of every normal child; “his natural and healthy development requires sound and rhythm, as it does exercise, language, and toy-play.” I take it that the best educational thought of to-day is in accord with the idea that young children should have all their latent faculties developed on a broad principle, that in the early stages the imaginative, the pictorial, and the rhythmic sides of their nature are capable of such development at a time when the purely intellectual side cannot as yet be called upon to any appreciable extent. It is *then* that we wish the child—the average child, not that peculiar figment of our preconceived ideas, the so-called “musical” child (which usually is taken to mean the child who learns the piano); it is then, I say, that we wish the normal, healthy child to have the joy of music, that beautiful God-given thing of which we should all be missionaries. It is then that R. L. Stevenson’s lines should have real meaning to the child :—

“The world is so full of a number of things,

I’m sure we should all be as happy as kings.”

But we know that even to-day so-called “music” teaching is too often directed towards making the pupil little more than a feeble copy of the teacher; in other words, the teacher tries to train him first and foremost as an executant, upon lines that would perhaps be applicable to the training of a concert artist, but little else. “You are trying to make that boy another *you*,” once said Emerson to an unwise teacher, “one’s enough.” The fact is that in countless instances the pupil is not being attracted music-wards, but only urged piano-wards; and when “music” is connected in his thoughts merely with a cold room, a bad piano, and the riotous excitement of a Clementi sonatina, instead of being presented to him in the raiment of an

angel of light, is it to be wondered at that he is repelled, choked-off and disgusted, ending by considering his music the greatest of all possible bores? Is this a true picture, or is it not?

And yet, only recently, Mr. H. A. L. Fisher (the Minister of Education) said, and said truly: "In no way can the general refinement of life in this country be more effectively furthered than by the restoration of music to its proper place in the scheme of our common education." You will notice that Mr. Fisher speaks of the "restoration" of music to a place from which it has for some reason or another been ousted. "In Elizabethan times music was part of every educated person's career." Why did it disappear? Well, of course there are the usual historical reasons—all of them true—Puritan influences, the deadening effect of the early Hanoverian dynasty, with its patronage of foreign art killing all native aspirations—and so forth. But, coming down to more recent times, I say with a sense of conviction that may not be palatable to some, that I consider another potent and direful cause of the slump to have been the schoolroom piano in the days of our mothers and grandmothers, and all that it meant to them—I mean the idea of the "genteel accomplishment," with its reduction of our glorious art to the level of a kind of social deportment connected with the "young ladies' seminary" and with what Dickens graphically described under Mrs. General's well-known expression—"Papa, potatoes, poultry, prunes and prism." Music is not, to use Sir Henry Hadow's telling phrase, mere "audible confectionery," but (as he goes on to say) "the best analogue of all that is finest in literature and the other arts," and we've got to do all in our power to place it once more in its rightful position as one of the "humanities," and to help the children to come into touch with it as something comparable in dignity and worth with the great achievements of men in the language of words, the colours of the palette, or the chiselled designs of the sculptor.

I think, however, that this idea has rarely operated with regard to music in our schools: nay, I go further, and say that in my opinion music has usually been taught to us and to our children absolutely *from the wrong end*. Such teaching has been based upon a curious (and indeed absurd) assumption, namely, that before a child can be brought into communion with beauty in sound he must be compelled to learn the technique of some instrument—in ninety-nine cases out of a hundred, the long-suffering piano. Why? Is being condemned to recite endless poems the one and only gateway to the appreciation of great literature? Let us, then, see one thing: music is greater than the pianoforte, the violin—or what you will—and what we need to do is first to teach *Music*, and then, as a result of that, to teach the piano, or whatever it may be, where the desire and the ability seem to be forthcoming. The reversal of this order, I am bold enough to think, has been responsible for a greater set-back to the general love and appreciation of the art of music than we can well conceive. Now my feeling very strongly is that it is not the *first* province of the schools to train instrumental executants; whatever work is done on those lines (and it is desirable that it should be done) must, in most cases probably, be carried on as an "extra" subject in the time-table. But, although this is true, I most emphatically consider

that the school should be the "nursery" of music, as of other studies; everything, however, lies in the connotation of the word music. What the schools can do for music—and here she will make her richest and amplest return to the schools—is to deal with the absolute fundamentals of the art itself, with the training of the child's ear and the sensitizing of his aural and rhythmic faculties, and so to present the whole subject that he may ultimately envisage music as one of the many means by which the great minds all down the centuries have got themselves out into the world. Why—as Canon Lyttelton asked in my hearing some time ago—should it be considered something to be ashamed of, in the case of a cultured man or woman, to confess a total ignorance of (say) a single play of Shakespeare, when a similar ignorance of a Beethoven symphony would bring no such reproach? Surely the duty of the schools is to help the child to appreciate and love the great things of life, whether these come to us through words or through the more subtle medium of tone and rhythm. The art of music needs *listeners trained to listen*: the artist, be he creative or executive, longs for what Ruskin has called "the gracious sympathy of the understanding" in his hearers, for he can do no mighty work where there is unbelief. Is it not worth while trying to provide the atmosphere necessary for the production of great art? Sir Hubert Parry has well said: "The trivial and unintelligent crowd" (at either end of the social scale) "and the composers who supply them with what they want mutually react upon one another. But so do the choicer spirits. . . . If there is a part of a general audience which is always making for deterioration, there is also another and a more steadfast part that is always making for betterment. It is the sympathy of the higher type of mind and temperament which feeds the higher artistic natures and sustains them in the independent exercise of their imagination and their artistic intelligence by the higher standard of their enlightenment and vitality."* We shall probably produce our great national genius when we are fit as a people to receive him with that degree of sympathy of which I have spoken.

* C. H. H. Parry, "Style in Musical Art."—Macmillan.

(To be continued.)

Performers or Listeners.

Mr. Ernest Newman writes in *The Manchester Guardian*: "A worried fellow-critic put it to me the other day, after a particularly boring concert, that people ought to be compelled to get permits before they give recitals. He suggested as the authorising body a committee made up from the teaching boards of the various conservatoires. I had to disagree with him on this point. Recitals are bad enough; but from the censorship exercised by the academies, good Lord deliver us. The academies are as bad sinners as anyone in the matter. The root of the trouble is that 90 per cent. of the people who are now taught music have no right to be taught it—at least not as it is now taught, and for the present purposes. It is really very difficult to play or sing well; not one person in five thousand can ever have any hope of doing so. Our whole system of musical education is at fault. We devote no end of time and money, public and private, to training people to be unintelligent performers, when what we ought to do is to train them to be intelligent listeners. Now, with the academies music is necessarily less an art than a business; they teach young people to manufacture standardised goods for the home market; and to expect *them* to make the road to the Æolian or the Wigmore Hall more difficult is like expecting the Stock Exchange to pass a resolution against gambling.

MELEAGER OF GADARA.**Poems of Youth.**

THE poems written by Meleager to his youthful companions were composed at Gadara rather than at Tyre. They are the records of a series of passionate friendships, and although in our MSS. they form part of Straton's "Musa Puerilis," they have nothing in common with the coarse animalism of that collection. Meleager's Eros is not ours, and in his passion there is always something sensual. But if he never succeeds in detaching himself from material realities, he ennobles them by his fervent worship of beauty.

Dositheus.

Again and then again I cry —
 "How fair, how fair is he."
 To my own words I make reply —
 "How fair, how fair to see ;
 How gracious to my longing eye,
 'God's-gift' indeed to me."

I did not grave his name on stone
 Nor on the oak bark bare ;
 I did not carve the pine tree lone
 Standing in forest fair ;
 But love has made my heart his throne,
 And you will find him there.

A.P.12.130.

Dion.

No more shall Daphnis on the lonely leas
 Be sung by goatherds' pipes goat Pan to please,
 No more shall Phæbus' lyre resound the praise
 Of tender Hyacinth with his virgin bays.
 Daphnis and Hyacinth were erstwhile fair ;
 To-day my Dion claims Love's crown to wear.

A.P.12.128.

Diodorus.

My love is tossed by changing seas
 And buffeted by April storm ;
 Now I am chilled by wintry breeze,
 Now back in summer's radiance warm.
 As from my Diodorus' eyes
 Now sunshine laughs, now lightning flies.
 Give me some sign that I may know
 If Love or Hate shall guide my way ;
 Whether on placid seas I go,
 Or tossed by tempest blindly stray.
 Give me a sign, that so my mind
 May shipwreck make or haven find.

A.P.12.156.

Andragathus.

"The wind blows fair," the sailors cried —
 "Fond lovers now must weep and part !"
 They took my love across the tide
 And with him half my heart.
 Thrice happy waves, thrice lucky ships,
 Andragathus on you doth rest.
 The sea breeze now may touch his lips,
 Wind beyond all things blest.
 Oh would that on my shoulders borne
 As dolphins took the bard of yore,
 So now to Rhodes he might return
 And see that smiling shore.

A.P.12.52.

Diophantus.

Once more poor heart begin
 To throb with mad desire ;
 For Love has entered in
 And touched me with new fire.

With smiling lips he spoke—
 "Poor Amoret, again
 You'll feel my pleasant stroke,
 And burn with honied pain."

So Diophantus now,
 Like some young poplar tall,
 Doth make my breast to glow
 And all my heart enthrall.

I look with loving eye,
 I look—and shrink away.
 I have no strength to fly ;
 No strength, alas, to stay.

A.P.12.126.

Theocles.

'Twas beauty's queen who gave me your soft charms,
 When love, soft-sandalled, brought you to my arms.
 You came a stranger to a stranger's land
 And quick, Theocles, took me in Love's band.
 But now to win your heart in vain I try,
 For you refuse my prayers to satisfy.
 Time is of no avail, my toil I waste,
 And all the tokens of my passion chaste.
 Have mercy, mercy, Lord ; for fate's decree
 Has given you a god's own mastery.
 On you, on you alone I all depend
 To live in triumph or in death to end.

A.P.12.158.

Myiscus.

In dear Myiscus' face the world I see
 And he is all things beautiful to me,
 My eager gaze on him alone is set,
 The rest my eyes would willingly forget.
 Is it that eyes, too, flatter and are blind
 To all save that which charms the inner mind ?

A.P.12.106.

The Lads of Tyre, by Love I swear,
 With their soft charm and beauty rare
 Surpass comparison.
 But when Myiscus shows his face,
 They fade before that radiant grace
 As stars before the sun.

A.P.12.59.

The wind blows fierce, Myiscus, but to thee
 Love softly weeping sends me o'er his sea,
 Passion's high waves uplift me on their crest,
 Do thou receive me to my haven's rest.

A.P.12.167.

Bright shines his beauty's grace,
 His radiance blinds the sight,
 Young Cupid made his face
 To outshine the lightning bright.
 Myiscus brings desire
 To men from heaven above,
 O may that burning fire
 For me be flame of love.

A.P.12.110.

F. A. WRIGHT.

THE VALUE OF THE EPHEMERAL.

BY W. C. BUNCHER.

Give a word a bad meaning and it may take centuries for it to regain its reputation and to re-establish its true significance. There are perhaps few words in our language which have been given a more emphatically unfavourable sense than the word "ephemeral." It is an epithet that is intended to express, if not worthlessness, at least the idea of something that will not last because it lacks the value that gives a permanent title to renown. In criticising books we separate the "master pieces" from those which we say are only ephemeral; the former will remain the heritage and receive the homage of all ages, the latter will enjoy but a brief existence: their destiny and their desert is oblivion because they appeal only to a passing fancy or reflect only a passing vogue.

If we content ourselves with recognising the fact that some of the works of men remain for all time while others perish, we shall be guilty of no injustice to the dead, and we shall avoid discouraging the living. The fact is patent; what is to be condemned is the unjustifiable conclusion that is drawn too freely from it. We seem to take it for granted that whatever is forgotten had no claim to remembrance; we suggest that it is useless to make efforts to produce useful works unless they can be assured of immortality. We depreciate the service rendered by men and women of less than superlative genius. This attitude springs from a false ideal of work and worth and is calculated to restrain those whose talents are of a lower order from using to the full the powers with which they have been entrusted and endowed. "Aut Cæsar aut nullus" may sound magnificently ambitious; it is really the outcome of ignoble pride; it is the repudiation of duty; it is the expression of a selfish determination to refuse the honour of usefulness because it is not accompanied by the offer of fame.

We also forget that in all human undertakings, even those of men of genius, there is a risk of being ignored. We must reckon with it. We must also recklessly disregard it. If all men are to wait for a guarantee of undying renown nothing will be attempted, nothing will be done. The judgment of posterity may deny a genius his reward, but he must not forego his duty for fear of not receiving his due.

The universal practice of using "ephemeral" in one sense alone is much to be regretted. We apply it to that which lives for a day; it dies with the setting sun; it goes out with the tide. This use of the word makes us forget the usefulness of the thing. Because a human work expires with the generation that begets it, we take it for granted that its early death was due to its inherent weakness or worthlessness. Yet nothing is less fair or less true. There are many productions of the human mind which perish from sheer lack of vitality and value. They deserve, as they receive, no mourner's tears. But there are others which pass away because their work is done. They are ephemeral in a noble sense; they do more than reflect the spirit of the age; they supply its needs; they are addressed to its circumstances; they answer its questions; they resolve its doubts; they heal its wounds. They pass away with the age, not because they are worthless, but because they are no longer needed—their task is accomplished. They were required for their own generation, not for another. Each age as it comes receives the teachers it needs; the man who can inspire or correct his own contemporaries cannot always do the like for those who come after him. It is enough if he girds himself to the duty of the day. It is for that he is raised up. If he can also be a prophet to posterity he is doubly blessed, but he has not lived in vain if he has so ministered to his own age as to make a different ministry necessary to the age that follows. Ephemeral work may be done so well

that it does not need to be repeated; it may be forgotten, but its effect lives on. New weapons are needed as age succeeds to age. The bowmen of Crecy would be a hindrance not a help if they stood in our ranks to-day, but in their own generation they were invincible. If any of their bows and arrows survive they are looked upon with reverence and with interest as the terrible munitions that won a famous victory in an age of long ago. They were ephemeral but they were up-to-date; they met the needs of the time, they led to the progress in military science that our own age has seen.

We need not therefore let ourselves be kept from attempting any task for fear its result may be called ephemeral. We must not be frightened by a sneer. The world is full of ephemeral work. It needs it and we are called to do it. It is perhaps all that most of us are capable of doing. We are wise if we recognise our own limitations and use them as a guide to our proper sphere. If we cannot do something monumental for succeeding ages to admire, we can do something momentary for the strengthening and uplifting of the age in which we live. We can study the needs of the time and seek to supply them. And in so doing we shall minister to the ages that are to come. We can give an impulse that will be felt, we can start a movement that will continue when our names are forgotten. Each age is the heir of the ages and inherits from them more than it knows, often more than it will acknowledge. The mighty river owes the broadness of its bosom to the tiny rivulets that have brought their waters one by one to swell its size. So the passing merges into the lasting. Those who serve faithfully their own generation are the benefactors, whether recognised or not, of all the generations that follow. The ephemeral does not perish; it is absorbed in the eternal.

Musical Notes.—New British Works.

Two important new works by British composers were heard at the Queen's Hall Symphony Concert on Saturday, 21st February. The first of these is a Hebridean Sea-Poem, "The Sea-Reivers," by Professor Granville Bantock, who conducted his own composition. The second is a double concerto by Delius for violin, 'cello, and orchestra, in which the solo parts were taken by the Misses May and Beatrice Harrison. Dr. Vaughan Williams's Norfolk Rhapsody, No. 1. was also included in the programme, so that the concert was strongly representative of British music.

The Philharmonic Choir.

In the last week of February some interesting concerts were given. The British Symphony Orchestra was heard on Monday, when the programme included Three Dances by Dorothy Howell, who made such a success before Christmas, with a symphonic poem, while at the Philharmonic Concert, on Thursday, the new Philharmonic Choir was heard for the first time in the Choral Symphony, and other things, including a new "Song of the High Hills," by Delius.

Blow at Glastonbury.

The Glastonbury Festival School announces an attractive series of performances at Easter, including a revival of John Blow's Masque, "Venus and Adonis." This was first performed at the Court of Charles II, between 1680 and 1687, and there is no record of its having been done since. Mr. Rutland Boughton writes enthusiastically concerning its music, which is to be given at Glastonbury with an accompaniment of viols and harpsichord only.

A Revival of "Everyman."

Other performances which have been arranged include concerts of Old English music, Old English dances, and a revival of "Everyman." Subscribers must apply for their tickets to Mr. F. J. Gilbert, Goodall's Library, High Street, Glastonbury; while enquiries regarding hotels and lodgings may be addressed to Miss Edith Percy, 86, High Street.

SUBJECTS AND METHODS.

Open Air Education.

I. INTRODUCTORY.

During the year 1919 the Committee of the Uplands Association undertook an inquiry into the amount and kind of Open-air Education in England and Wales.

A questionnaire was sent to the Education Authorities in England and Wales with a view to obtaining statistics of existing schools in which some form of open-air education is carried on. The following table shows the results:

AUTHORITY.	Schools or Places provided by.	Plans under consideration or stopped by the war.	No provision.	No reply from.	Organized classes in parks, etc., for normal children.
ENGLAND.					
County	9	2	35	3	0
County Boro'	18	15	23	12	8
Borough	4	10	62	52	1
Urban District	2	5	24	20	0
WALES.					
County	0	1	2	9	0
County Boro'	0	1	1	1	1
Borough	1	1	2	1	0
Urban District	1	2	4	0	0
TOTAL ..	35	37	153	98	10

The table does not include schools at which classes are taken in the playgrounds at the discretion of the Head Teachers, as such are not an integral part of the educational system. The first column includes those authorities which, while not financing a school themselves, provide for their physically defective children in schools maintained by other bodies. Assuming that the authorities from whom no replies were received have established no open-air schools or classes of any kind, the above figures show that only 10½% of the Local Education Authorities are alive to the importance of education in the open air.

The replies to the questionnaire make it clear that in all cases the schools are remedial in character, *i.e.*, the "organiser" has undertaken to carry out the doctor's prescription. This interpretation of open-air education as curative in aim is, in the majority of cases, the ONLY interpretation. A few authorities have advanced a step further and have organised classes for normal children in the public parks and open spaces of the towns, *e.g.*, Nottingham. In these cases the aim appears to be preventive; fresh air is recognised as necessary for health. No provision for open-air education of either curative or preventive type for children attending secondary schools is recorded. It is noticeable that the education carried on in these open-air schools and classes is in almost every case the indoor education of the classroom transferred to the open-air. No appreciation of the open-air as other than a physical educator is evident. That the open air and the country side are the natural environment of children, that their mental education may be carried on there to greater advantage and with more suitable material than in the classroom, does not appear to have occurred to those responsible for the administration of education. Except in so far as physical exercise and handwork occupy a more prominent place in the time-table, the curriculum is still one that deals with book knowledge rather than with experiences. That this is true is shown by the replies received from the Urban District Authorities, many of which point out that as their schools are not situated in crowded districts no provision for open-air education is necessary beyond that of gardening. Up to the present open-air education as a thing of the mind as well as a matter of the body is seen only in a few schools of the "pioneer" type. These will be dealt with later.

(To be continued.)

Notes on Practical Methods.

BY WILLIAM PLATT

(Late Principal of The Home School, Grindleford).

In this article I am dealing only with methods that I have myself tried; it will therefore not cover the whole range of subjects. It will be noticed that I taught rather more subjects than is usual in these days of specialisation. This, I think, helped to keep my teaching fresh. There is such a thing as over-specialisation. In a medium-sized country school, where a new member of staff might not have the same qualifications as one who has just left, there had to be someone who could fill gaps.

ARITHMETIC AND ALGEBRA.

I thoroughly believe in individual teaching in these subjects. To keep the whole class at one medium pace is to disgust the quick ones and bewilder the slow ones. I divide the classes into groups according to arithmetical ability. Sometimes the group is of two pupils, sometimes of three, sometimes of four. A class numbering 15 might be grouped as 4, 3, 3, 2, 2, 1. A good text-book with answers is provided, and the pupils are expected to see that they get the sums right, or appeal for help.

New pupils (used, I suppose, to being scolded) have sometimes pretended to be right when they were not. They soon got over that. I walk round the class asking, "Any difficulties?" But I also keep a keen eye on the work—to improve methods, to ensure neat work, to be thoroughly conversant with the progress of the class. This is a far more rational method than that of turning one's back to the class to write figures on a black board, during which time the boys pinch each other and the girls exchange notes. I aim above all things at making the subject real, and here I think there is need for a more original and imaginative text-book than any that I have yet seen. The children take special interest in sums connected with their daily life, which I write from time to time on the board (in my leisure before the class begins) and put to all alike. Such sums would be to calculate the average age of each class, or of the football, hockey or cricket teams; to find how many gallons of water there were in the swimming bath, and its weight; to reckon the value of the school furniture in the class room; and so on. Into the stock and share classes I brought newspaper quotations and company balance sheets. Then again, an occasional arithmetical puzzle has distinct value. I sometimes give them one of my own, as follows: If it takes 3 men 1½ hours to build a wall 5 feet high and 16 feet long, what time will 270 men take to build a wall 4 feet high and 2 feet long? The answer, by the accepted suppositions of arithmetic, is 6 seconds, and is clearly impossible, which gives the teacher a fine chance of showing that the rule of proportion, however valuable, has to be applied with common sense. This of course is only fit for elder children; but to every child one must teach that arithmetic deals with real things, and that the imaginative child can make it easier to himself by imagining the transactions to be real ones.

The Algebra class was arranged on the same method of individual work in small co-operative groups. Every child has his own difficulties, and this method is the best in my opinion for finding them and solving them.

GEOMETRY.

In Geometry I sought to make the pupil quick sighted for necessary proportions, and I feel sure that if we linger proving the obvious we tend to make the child slow-sighted.

In almost every Geometry we soon meet the theorem "The angles at the base of an isosceles triangle are equal." This is untrue, for they are only equal if the odd side is chosen as the base. If either of the equal sides is chosen

as the base, the angles at the base are unequal. However, put the isosceles in its usual but not invariable position and any child can see that the figure can be folded in half down a line from the vortex to the middle of the base—or if he cannot see it for himself I would not pin the least faith on the proof to convince him. Such theorems should be viewed in passing, taken as axioms, and valuable time saved and quicker progress made. Geometry in school seems to me to consist, on the whole, of a simple set of proportions on which occasional difficult proportions are built, quite interesting to the child if it were not made needlessly cumbersome and obscure. It is only the fault of geometers that this interesting subject is generally made the bugbear of the class. And the very men who thus spoil their subject do so in the name of logic!

Take Euclid I., 27, 28, 29, parallels and angles. This important, simple, and quite interesting trio of theorems is made needlessly hard for the child to grasp by reason of the absurd nomenclature. All that we really need to say is that if a straight line cuts two parallel straight lines it either makes (a) all the angles right angles, or (b) a series of obtuse and acute angles, all the obtuse being equal and all the acute being equal. A child can grasp this; but "an exterior angle equal to the interior opposite angle on the same side of the cutting line"—preserve us!

"The three angles of any and every triangle are together equal to two right angles." The proof of this is well worth studying and learning, and as the theorem is by no means self-evident, the intelligent pupil, by now thoroughly interested, is quite ready to learn it. To this I add a proof of my own: I ask each pupil to cut out any triangle in thin card; to mark the angles a, b and c: to draw a straight line with a chosen point in the middle of it. He then takes the card triangle and draws the angles a, b and c to converge at the point and all on the upper side of the line. Then he can see for himself that the three angles together equal a straight angle.

Practical work should be well varied, and should include an occasional architectural plan. Some of our girls have done really beautiful ones. The teacher needs to explain a few simple, common-sense principles such as the lighting of rooms and the best use of space, etc., all of which enlarges the vision of the pupils.

When the time comes for calculation of areas by triangulation, I ask the pupils to reckon the areas of Continents in this way. They naturally (and wisely) find this far more interesting than working on an abstract figure. Results are checked by Geography statistics, and have come out surprisingly accurate. One boy was so pleased with our class work on Africa and South America that he reckoned up all the others in his spare time.

The War has provided geometrical problems as to the avoidance of the field of fire of machine guns and the finding of the location of snipers. Cricket provides a study of the angles between the batsman and the fieldsmen. Geometry as a real thing: geometrical accuracy of vision: these seem to me of more value to the child than proofs which he too often learns by rote because he despairs of ever understanding them.

HISTORY.

History is a most important subject. It is highly humanistic; if properly taught it is intensely logical. It is the gateway to the understanding of our institutions, problems, aspirations—that is to say, all our national life. Every properly educated boy on leaving school should know:—

In very general terms the history of our European civilisation, from ancient Greece to to-day, with a glimpse at earlier civilisation.

In rather more detail, British history from the landing of Cæsar to the end of the Wars of the Roses.

The salient points of continental history from the Thirty Years war until to-day.

The salient points, in greater detail, of British history from the Battle of Bosworth till to-day.

To carry out such a programme we need a keen eye for important details and for history as a logical sequence of events. And we must relegate to a back shelf every examiner who frames his questions on isolated happenings, torn from their sequence, or on negligible details which have neither deep human interest nor vital national import.

My personal method of teaching history is to expound it to a class busy taking notes. I enjoyed it immensely, and so, I am certain, did the class. Many of the note-books were excellent.

GEOGRAPHY.

A many-sided subject, and therefore a difficult one. The teacher's motto should be "When in doubt, be human." Geography should aim at teaching us what we as human beings want and need to know about this wonderful world of ours; but as there are too many details for the pupil to have time to grasp, we can best leave out those that he can easily find for himself in a gazetteer. The broad relation between man and the earth, how the world influences and alters him, and how he in turn alters the world, this is the great drama of Geography.

The scientific side of this subject is valuable, and can be made very interesting by any teacher who is himself keen.

The geological side is very important, and is very popular with children. A few specimens of basalt, granite, quartz crystals, and a few simple fossils will rivet the attention of the class. The study of soil and climate leads naturally to the study of man's occupations. The logic of the subject is thus developed.

LITERATURE AND COMPOSITION.

To teach Literature you need to realise that the great poets and writers are finer teachers than you are, and while they are speaking to the children you must be careful not to interrupt and spoil the effect of their splendid lessons.

For instance, in "Paradise Lost," book 3, lines 213 to 271, there is a passage that in wondrous beauty moves children most deeply. The usual school edition has 32 notes on that passage. To interrupt the high ecstasy of the children to call attention to those 32 notes would be an act of blundering barbarism. Milton speaks, and to him the children want to listen.

In Composition we come to a similar rule, with a difference. This time it is the child who has something to say, as every child has, and our business is to help him to express himself. Again those teachers go wrong who interfere foolishly, who want the child not to express himself but to utter in a clumsy, stale manner a mere version of the teacher's own material. I say emphatically that the more freedom the child has in his Composition the better will be the result. I have been asked often why our pupils write such vivid letters: it is because they have been encouraged to express themselves. We have all got something to say if we know how to say it; wise encouragement will bring it out, but arbitrary rules, programmes, suggestions that are commands, supposed props that are only hindrances, all these common mistakes of interference do harm rather than good.

Of course encourage the child to self-criticise what he has written in freedom—that is an inevitable process, but it is also one that needs the finest judgment and the most catholic taste and sympathy. Don't run fads of your own. Encourage wherever possible, and remember that spontaneity is a great quality in itself, and natural, unforced originality is a Gift of God.

Some teachers think that the Composition lesson is the one in which to enforce good writing, correct spelling, neatness, good punctuation. Such a point of view seems to me most reprehensible. The child who has really got something to say, the child with a touch of genius, must really not be hampered by such stupidities. Writing, neatness, spelling, punctuation, must be taught at some other time, and when they become automatic they will appear in the Composition. But when you see a child simply quivering to express herself (and in that very eagerness, of course, causing herself to write and spell badly) it is rank stupidity and a total lack of understanding to choose that moment and subject and say: "Now above all things I want you to pay attention to neatness and spelling." But of course I find in the Common Entrance Examination to Public Schools, at the head of two papers only, the note:—

"Importance will be attached to tidiness, punctuation and good writing."

The two papers in question are —

English Composition and Literature.
English History.

Precisely. The two papers into which the child might put its soul.

A Simple Method of English Analysis.

By EDWARD ROCKLIFF, S.J., Beaumont College.

The analysis of sentences is rightly regarded as an important part of the fundamental training in language. Much of the difficulty that boys experience in translating English into Latin or Greek, and, more especially, in the rapid and easy translation of Greek or Latin into English, will be found to spring from the inability to grasp rapidly the STRUCTURE of sentences, to discriminate on a first reading between the essential elements which give the main idea and the subordinate additions which merely qualify it.

If you can get a boy into the way of reading a long piece of Latin, the translation of which he does not know, in such a way that by a marked variation of emphasis he can show that he distinguishes the principal statements from the subordinate and less essential, a great obstacle to rapid translation has been removed. It often takes a long time to convince him that the first thing in translating is not the meaning of the words, but that the chief work is done when the function of every clause of the sentence is known, and the function of each word in the clause. All this requires care in analysis.

Now the difficulty of training beginners in English analysis is greatly increased by something quite accidental—the method of arranging the work and of indicating the result in a simple and clear form. Tabulated forms are not at all easy to manage, as weary examiners know. Great gaps on the page alternate with blocks of unsightly cramping; or the first and last words of a long clause are strung together by a row of dots, a contrivance which throws a great burden at times on the reader's memory and can scarcely fail to lead to confusion, as when, for example, a dependent clause has a subdependent clause contained in itself.

Considerable experience has driven the writer to develop the following method, which is so simple that it can scarcely be new. As, however, he has come across nothing quite like it elsewhere, he offers it for trial to any who have had the difficulties referred to above, with the assurance that it has been put to the test of actual schoolroom work for some three or four years.

The passage to be analysed, whether prose or verse, and however long, is written out ONCE only, just as it is given; but it is written in such a way that the process of writing completes the general analysis.

Every sentence and every clause of the piece (in every part containing a finite verb) begins on a new line.

Principal sentences begin right at the margin of the paper. Dependent clauses begin, not at the margin, but a little to the right of the position of the first word of the sentence or clause on which they depend. Each sentence or clause is continued without any crowding on as many lines as are necessary, care being taken that each new line begins under the position set by the first. A glance at the passage thus written out shows not only which are the principal sentences, and which the dependent clauses, but also what each dependent clause is dependent on, and the degree of its dependence; and this without any break in the sense.

In the margin opposite the beginning of each new sentence or clause a reference letter is affixed.

An example or two will illustrate this:

- A This is the house
B that Jack built
C when he was an old man.

A complex sentence.

A Principal sentence.

B Adjectival clause qualifying "house" in A.

C Adverbial clause modifying "built" in B.

Again:—

- A If you give me that man
B that is not passion's slave
C I will wear him in my heart's core, ay in my heart of hearts
D as I do thee.

A complex sentence.

A Adverbial clause modifying "wear" in C.

B Adjectival clause qualifying "man" in A.

C Principal sentence.

D Adverbial clause modifying "wear" in C.

But to take more complicated cases, in which parts of the same clause are separated by intruding subdependent clauses:—

- A When the men
B who were exploring the pit
A ascertained
C that the water had reached a certain level,
D they knew
E that the imprisoned colliers could not be rescued without great difficulty.

The detailed description proceeds as above except that the two lines A A are taken together as being one adverbial clause. It will be found, I think, that there are no difficulties in mere arrangement, or expression of results which cannot be easily met on the lines suggested above. Elisions can be expressed or understood according to taste. A phrase belonging to two or more clauses may be written out with each, or better, may be dealt with as in the next example:—

- A He seized his harp
B which he at times could string
C and strike.
(b) (c) ALBEIT WITH UNTAUGHT MELODY
D when deemed he
E no strange ear was listening.

In the explanatory description this would appear thus:—

B (b) C (c) Adjectival clauses qualifying "harp" in A.

The phrase itself would be dealt with in the PARTICULAR analysis which is described later.

In—

- A That you have wronged me
B doth appear in this

the principal sentence might be written down as (a) B.

The two following examples will suffice to illustrate the adaptability of the method to all kinds of passages:—

- A Never had huger slaughter of heroes slain by the sword edge,
B such as old writers have writ of in histories,
A hapt in this isle,

C since, up from the East hither, Saxon and Angle from over the broad billow broke into Britain with haughty war-workers,
 D who harried the Welshman,
 E when Earls
 F who were lured by hunger of glory
 E gat hold of the land.

Surely this is a more rational and pleasing presentation of the analysis than that produced by lacerating the passage and serving it up in detached morsels. The analysis is complete, yet the beauty of the piece remains intact.

The explanation of this complex sentence would run thus :—

- A A Principal sentence.
- B Adj. clause qualifying "slaughter" in A.
- D " " " "war-workers" in C.
- F " " " "Earls" in E.
- C Adv. clause modifying "hapt" in A.
- E E " " " "harried" in D.

And lastly :—

- A I knew a wise man
- B who believed
- C that
- D if a man were permitted to make the ballads of a nation
- C he need not care
- E who made the laws.

Of the various ways of arranging the PARTICULAR analysis, we always use the following as being most adaptable to the varying length of sentences and most free from the constraint imposed by rigid tabulated forms.

As an example let us take the sentence "He seized his harp, which he at times could string and strike, albeit with untaught melody, when deemed he no strange ear was listening." Immediately under the general analysis of this sentence given above, would follow the particular thus :—

It will be noticed that the marginal reference letters help towards brevity of expression.

CONNECTIVE SUB.	A	B	C
" " ENLARG.	he	he	he
PREDICATE	seized	could string	could strike
" " EXTEN...	.	at times	at times
OBJECT	harp	and (b)	and (c)
" " ENLARG.	his	which	which

Notice that the line between sentence A and B is not drawn until all the space required by A has been taken. When B is finished the line between B and C is drawn. When there are too many sentences to be got in side by side, as in this case, the process is repeated as below. If fairly broad paper is used such repetition will generally be found unnecessary.

CONNECTIVE	D	E
SUBJECT	(and)	car
" " ENLARG.	he	no strange
PREDICATE	deemed	was listening.
" " EXTENS.	(then)	

It seems more accurate to break up "when" into "and then," making it connective and extension of predicate at the same time. Divergence of opinion on any such points does not call for discussion here. The method will be found capable of giving clear expression to one's own analysis, whatever that may be—and this in a way rapid, simple, and rational, without robbing the passage of its living interest.

ART IN LONDON.

It is, I suppose, a sad heresy, at a time when the country is universally admitted to be worse governed, more extravagant, and more utterly doomed than ever before, to say that art, and particularly young art, has to-day a better opportunity of self-expression than it had before the war. Yet such, with all the hesitation due from ill-timed optimism, is my opinion. During 1919 a larger number of ENTERPRISING pictures found exhibition than in any pre-war year of my memory, and although some were not good pictures and had nothing but their enterprise to recommend them, the greater frequency of their appearance is of all signs the most encouraging. It is my purpose in this column to note, month by month, the most important of these pioneer paintings. In so doing there will be no intention of disparaging work carried out on more traditional lines, but, of two bad pictures, that which is conventionally bad is the least interesting, and of two good pictures, that which is defiantly good most deserves notice and support.

At the moment of writing, as during the last few months, there are on exhibition in London a large number of French pictures and drawings. This is partly due to the favourable exchange rate, partly to the perpetual importance of Paris as a fountain head of artistic innovation. But there is undeniably a third and less reputable reason for the French invasion. Just as some women make a fetish of French clothes, some connoisseurs make a fetish of French art. And those who live by dealing in that commodity know well how to exploit the naive snobbery of the English amateur. As a result, we are deluged with bad pictures labelled with great names and with imitations of Cézanne and once more of Cézanne, until in despair we long for the art of any country but France and even, some of us, for art of our own.

But such counter-extremism is illogical and often unjust. Without Paris modern art could not exist, and it is impossible too often to study good work by the few giants of modern French painting. For this reason an exhibition now open at the Eldar Gallery in Great Marlborough Street is opportune and welcome. Here are a few pictures and drawings, selected with care and intelligence, which give as good an idea of the tendency and achievement of recent French art as London can nowadays hope to receive. After all, it is not easy to collect first-rate examples of men so eagerly collected as Renoir, Monet, Gauguin, Bonnard, Forain and the rest. The Eldar Gallery have evidently done their best, and they show a very beautiful Renoir nude whose sensual placidity contrasts admirably with the pert undress of a neighbouring Bonnard. Doubtless there are finer Renoirs and finer Bonnards in existence, but here in one room in London is a first-class opportunity of comparing these two painters, so vitally significant, so utterly different one from the other. In this same exhibition is an interesting Gauguin portrait, painted on the back of an early and rather mechanical landscape.

At the Leicester Galleries in Green Street, Leicester Square, the tenth exhibition of the Senefelder Club provides a welcome chance of seeing some famous and beautiful lithographs, and does justice to French genius in this branch of art. The Senefelder Club is wisely of opinion that the development of lithography can be encouraged by periodical exhibition, not only of the work of the Club's own members, but also of prints from historic stones. So here are on view "Très haut et très puissants," "L'Empire c'est la Paix," "La Rue Transnonain," and "Le ventre législatif," by Daumier; three Manets, including the exceedingly rare "Balloon;" "Delacroix' "Tigre Royal;" some Bonnard, Gauguin, Vuillard, Lautrec, and four of Goya's magnificent bull-fight subjects.

MICHAEL SADLEIR.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The Only Way.

Every teacher who wishes well to his profession is to-day fully conscious of the crying need for a greater unity of purpose and action among its various branches. There are too many sections, each seeking its own salvation and each giving too little thought to the profession as a whole. The position is not surprising. It arises from absence in the past of any national interest in education as a whole. Until recently the State regarded elementary education, secondary education, and university education as having no necessary connection. The several grades of teachers reflected the attitude of the State and kept themselves severely apart. The interests of primary school teachers had nothing in common with those of secondary school teachers, and it is not overstating the facts to say that university teachers were scarcely regarded as even belonging to the ranks of teachers at all. The Education Act of 1918 has opened our eyes. It has presented education in its full national aspect. The schools, primary and secondary, and the university are presented as cogs in a great machine which cannot work effectively to the uplifting of the nation unless each cog works in smoothly with the other. Unity of purpose and action have therefore become essential to educational progress—the schools must be correlated and the teachers must be agreed. Agreement must precede correlation. How is it to be brought about? Teachers' organisations as at present existing are too exclusive in their membership—apart from the N.U.T.—to hold out much hope of salvation by them alone. To understand each other is a necessary preliminary of fusion and co-operation. I therefore look to the Teachers Registration Council as the means whereby the one great and necessary step in the onward march of the teacher may be taken. Teachers in primary schools are not availing themselves in sufficient numbers of this the only way of securing unity. I advise them in their own interests to register. The Council is the only existing organisation which embraces all interests.

The Joint Standing Committee.

The question of salaries continues to occupy the minds of teachers and administrators—leaders and rank and file alike—to the detriment of progress in the consideration of questions purely educational. It is a fact regretted by all. I am afraid too much was expected from the formulation of the Burnham scale. Many Local Education Authorities must have been under the impression that thereby peace had been established in all areas for a considerable time. Such is not the case. Representatives of Local Education Authority Areas where scales equal to or better than the Burnham Scale existed before the setting up of the Joint Standing Committee are complaining of the insistence of teachers in agitation for pay in advance of their present salaries. This, although naturally disagreeable to the Local Education Authorities, is not strange. Prices are rising on all hands, and teachers, in common with other citizens, find themselves unable to meet these increased demands on their slender purses.

Many—teachers and Education Authorities alike—are asking, "What is the present position?" It is this: The Joint Standing Committee are still at work and will at the earliest possible moment address themselves to the business of the "orderly and progressive solution" of the salaries problem. There must inevitably be local standard scales SETTLED NATIONALLY, *i.e.*, by the Joint Standing Committee.

If left to the localities themselves for attempted solution there would arise a series of situations in many of which drastic action would be demanded by members of the N.U.T.—the peace would undoubtedly be broken. On the other hand, of course, in some localities agreement would be reached. Generally, however, discontent and unrest would prevail. Let me illustrate: At present Lancashire is making an attempt—and with some prospect of success—to settle the question of a standard scale for Lancashire by means of a committee set up on the lines of the Burnham Committee. On the other hand, London and the extra-Metropolitan authorities to the number of thirty-three, are ignoring the teachers and by a combine of their own are attempting—WITH NO PROSPECT OF SUCCESS—to formulate a standard scale for the whole of their area. They are wasting their time and energy. The old practice of settling scales of salaries without the co-operation of the teachers is obsolete. The Joint Standing Committee has killed it. My point on these two cases is this: In Lancashire the settlement even if locally satisfactory will lack the authority of national approval because it will have been settled apart from any reference to other similarly conditioned areas. In London the so-called "settlement" if arrived at will lack even local approval and will lead nowhere in the direction of peace. Settlement by the Joint Standing Committee as the final national authority will be the only generally accepted settlement and the only way to a period of peace. It will take some time, but it will be a settlement just and durable.

Is Leicester Out for Trouble ?

Leicester is hard put to it to secure teachers. The reason is the usual reason—inadequate pay. To remedy the dearth the Education Authority are proposing to manufacture teachers by a process which, far from filling up the vacant places, is calculated to create more by emptying every Leicester school of its present staff. Let me outline the scheme. An advertisement has been issued in these terms:—"The City of Leicester are compiling a register of men and women willing to serve as temporary teachers. Opportunities will be given to qualify for permanent positions. Those who desire to be registered should make application on the prescribed form, which, together with the official scale of salaries, can be obtained from the undersigned, F. P. Armitage, Director of Education."

I understand the plan is to secure these totally unqualified men and women and pay them a salary of £100 a year men and £90 a year women, on the understanding they are to work half-time and study half-time and in three years obtain their certificates. In other words they are to be men and women P.T.s. This is a startling innovation. At present P.T.s must be not less than 16 years of age and not more than 18. Evidently, then, they cannot be recognised as P.T.s by the Board of Education. Nor can they, in the case of the men, be recognised as supplementary teachers, and being men and women without qualifications or previous experience they cannot be recognised as uncertificated teachers. What then are they? They are Leicester's last hope for the future, and dear at that. What will the Board of Education say? I think at the least the Board will be compelled to say they may not count on the staff. This will make them a costly experiment to the authority. The Teachers Registration Council must look into this attempt to flood the profession in order to keep down salaries. I am quite sure the N.U.T. will oppose the scheme from the outset and will not hesitate to take any and every action in its power to prevent them from being used in any way to count on the staff of any school.

SCOTLAND.

Departmental Circular.

The Scottish Education Department issued recently to Education Authorities a circular of considerable importance. Briefly, it postpones the coming into operation of certain sections of the Education Act of 1918, especially those dealing with the raising of the school leaving age from 14 to 15, and the establishment of compulsory continuation classes. The decision has been dictated by financial stringency, the strain upon the Education (Scotland) Fund being materially increased by the withdrawal of the moneys necessary to pay the "accrued" grants. Under the circumstances it would be futile to prepare comprehensive schemes of educational organization—as laid down in the Act—until a date is fixed for the bringing into force of the sections now postponed. This does not hinder Authorities, however, from suggesting improvements that may be looked upon as absolutely necessary to maintain efficiency. While those hostile to the Act may rejoice, it is possible that this postponement may be all to the good of education, for there is no need now to hurry matters and plans may be evolved at leisure after due inquiry and investigation. The financing of students in training is also reviewed. Grants are now to be paid to these students by the Education Authorities, and there is hope that radical and salutary steps may be taken to put the question of training teachers on a satisfactory basis.

In connection with improvements on existing schemes it may be worth while recording that at least one Authority (Selkirkshire) is keeping in view the various social activities that form so important a part of education proper. This body has already decided to hold a musical festival, and a Games and Athletics Committee has suggested the holding annually of an Athletic Meeting and Swimming Gala, and the Authority has decided to make a grant of half the estimated expenditure.

Labour and Education.

An important Labour deputation waited upon the Secretary for Scotland (Mr. R. Munro, K.C., M.P.) in his office at Edinburgh on January 27th. The deputation spoke against the proposed postponement of the Day Continuation Classes, and also against the proposal to postpone the raising of the school age to 15. Mr. Munro, in his reply, made special reference to the assistance he had received from the body represented by the deputation during the passing of the 1918 Act. He regretted as much as they did the postponements referred to, but assured them it was postponement only, not "abandonment" or "deletion." He was urged to adopt this course on account of two questions—accommodation and staffing. It was particularly unfortunate that the question of increased school accommodation should coincide with the still more urgent need of bare living accommodation. The question of the supply of teachers was still more vital, but he hoped that the new salary scales would attract the right type of recruit to the profession in increasing numbers. In regard to Continuation Classes the same questions arose, but he reminded the deputation that Authorities were free to develop these on a purely voluntary basis, and the accumulation of experience would make the transition later on a comparatively easy matter. Finally he pointed out that the Authorities had been less than nine months in power; that they had a tremendous amount of work to overtake, and that it would be inadvisable to hurry matters unduly.

Advisory Council.

Section 20 of the Education (Scotland) Act, 1918, provides for the formation of a Council to advise the Scottish Education Department on educational matters. The Scottish Educational Journal of February 6th announces that the personnel of the Council is as follows:—Miss K. V. Bannatyne, Glasgow; Professor Burnet, University

of St. Andrews; Mr. J. B. Clark, George Heriot's School, Edinburgh; Sir John Cowan; Mr. Owen Coyle; Mr. J. F. Duncan, Farm Servants' Union; Mr. H. S. Keith, Lanarkshire Education Authority; Mr. D. MacGillivray, Hillhead High School, Glasgow; Lieut.-Col. Sir H. A. Rose, Edinburgh; Principal Sir G. A. Smith, Aberdeen; Dr. Stockdale, Technical College, Glasgow; Miss Tweedie, Edinburgh Ladies' College.

University News.

The annual Conference of the Students' Representative Councils of the four Scottish Universities was held at Edinburgh in the last week in January. Sir Alfred Ewing, Principal of the University, welcomed the delegates and referred to the important value of the Universities to the State at the present time. The principal questions discussed included the Civil Service Examination system, and the position of athletics in the Universities. Preparations were made for affiliation with the International Confederation of Students and for representation at its first Conference. At the final meeting it was resolved by a majority that inquiries be prosecuted and negotiations opened with the Universities of the Central Powers and Russia with a view to the preparation of a handbook on foreign study.

At a recent meeting of the Glasgow branch of the Educational Institute of Scotland, the Chairman suggested that a campaign should be undertaken within the teaching profession for the purpose of establishing a Chair of Education in Glasgow University. Edinburgh and St. Andrews already have Professors of Education, and the need for such a chair in Glasgow—and Aberdeen—is undeniable. Teachers have too often been twitted for being too intent on their own financial betterment and too neglectful of schemes for the improvement of educational policy and methods, that the resolution to prosecute such a campaign is all the more welcome. Hitherto it has been left to wealthy benefactors to endow these Chairs, and it would be greatly to the honour of the teaching profession, as well as a valuable precedent, if its members succeed in raising sufficient funds to carry out this project and show their appreciation of the advantages they would gain from increased facilities for technical training.

Elementary or Efficient School.

A Linlithgow parent was charged with failing to provide elementary education for his boy, aged 14. The County Education Authority prosecuted. An agent for the parent made several objections to the relevancy of the complaint, all of which the Sheriff upheld. It was pointed out that the Act does not require a child to have "elementary" education, but "efficient." Again the parent was interviewed by the School Management Committee for Linlithgow and the Sheriff takes the view that this body, and not the Education Authority, should have prosecuted, holding that powers of prosecution are delegated to the Committee by Section 3 of the Act of 1918. Then by Section 7 of the 1908 Act the boy was not deemed to be 14 until "the prescribed date next succeeding the 14th anniversary of the child's birth," and this Section the Sheriff characterises as showing obviously faulty draughtsmanship. A child, he says, is of course deemed to be 14 when he is 14. An objection that no locus had been specified was also sustained.

Novel Form of Punishment.

A Grangemouth boy convicted of stealing cigarettes was ordered by the Magistrate to attend Continuation Classes two nights per week. The matter came before the local Education Authority on the Headmaster of the school refusing to enrol the boy, partly as a protest against the practice, partly because the Session was too far advanced for the boy to derive any benefit from the instruction. After discussion it was resolved to make further inquiry into the whole facts of the case.

EDUCATION ABROAD.

Technical and Vocational Education in Queensland.

Queensland is an Empire State where the Government pays great attention to public education, and the technical and vocational instruction given under State encouragement there is proving of great benefit. As regards general education in Queensland there are 8 high schools, 1,404 State schools—11 of which contain secondary departments, 126 provisional schools, 1 rural school (Nambour), 3 schools for aboriginals, namely, Deebing Creek, Gayndah, and Myora—and the reformatory school at Westbrook. The total number of schools open during 1818 was 1,571.

There were 15 colleges in operation during 1918—namely: Bowen, Bundaberg, Cairns, Brisbane Central, Charters Towers, Gympie, Ipswich, Mackay, Maryborough, Mount Morgan, Rockhampton, Sandgate, Toowoomba, Townsville, and Warwick, of which the Brisbane Central, Mackay, and Warwick were under the direct and sole control of the Department.

The expenditure on technical education in 1918 (inclusive of buildings and equipment) was £57,075 17s. 10d., being an increase of £9,391 15s. 2d. on the amount spent in 1917.

The technical colleges are the principal instrument by the aid of which systematic vocational training may be made available. This points to the probability of marked expansion in the scope of their operations and, consequently, of demands being made upon the Treasury to supply considerable increases in the vote apportioned for technical instruction. Each year, indeed, sees the influences of technical colleges widening and new avenues of usefulness opened. Expansion will necessitate the erection of buildings and the provision of apparatus, the increase of teaching staffs, and the appointment of inspectors who will assist in organising technical classes and schools, in advising instructors, and in reporting on work performed.

There are 15 technical colleges now established in the State, besides which there are 31 branch classes giving various types of vocational instruction in such subjects as wood-working, dressmaking, cookery, book-keeping, shorthand, and typewriting; in some cases the larger colleges also provide a course of general secondary education corresponding to that obtainable in State high schools.

Graduate School, Yale University. Seessel Fellowship for Research.

Two Seessel Fellowships, of the value of One Thousand Dollars each, are offered for original research in biological studies at Yale University. These Fellowships are open to either men or women. In making the award, preference is given to graduates of Universities who have already obtained their Doctorate, and who have demonstrated by previous work their fitness to carry on successfully original research of a high order in one of the three departments of biological studies: Physiology (including physiological chemistry), zoology, and botany.

Applications for these Fellowships must be made to the Dean of the Graduate School, Yale University, New Haven, Connecticut, before May 1, 1920, and should be accompanied by

1. Reprints of scientific publications by the applicant.
2. Letters of recommendation.
3. A statement of the particular problem to be investigated.

CHRONICLE OF EDUCATION.

- Jan. 24—Annual Meeting of Association of University Women Teachers at Bedford College. Miss Stephen, Principal of Newnham College, retired from the chair in favour of Miss Gray, headmistress of St. Paul's Girls' School. Sir Arthur Quiller-Couch lectured on "The Burden of Books."
- Jan. 26—Exhibition of work at the L.C.C. Trade School for Girls, Lime Grove, Shepherds Bush.
- Jan. 29—Mr. H. A. L. Fisher opened the new Wiltshire County Library at Trowbridge, and in the evening addressed a meeting arranged by the County Education Committee and the Workers' Educational Association.
- Jan. 31—The National Federation of Women Teachers met at The Memorial Hall, London, and passed a resolution demanding equal pay for equal work for women teachers.
- Feb. 2, 9, 16—Lectures on the Apocalypse by the Venerable Archdeacon Charles at King's College, Strand.
- Feb. 3—Visit of the Prince of Wales to Eton College.
- Feb. 6—First lecture on "The History of Time and Space, with Special Reference to Einstein's Theory of Relativity," by Dr. Willdon Carr, at King's College, Strand.
- Feb. 10—Special Conference of the London Teachers' Association. Scale of salaries adopted.
- Feb. 12—Educational section of the British Psychological Society. Paper by Dr. C. W. Kimmins on "Dreams of Children in Blind, Deaf and Industrial Schools."
- Feb. 13—Prince of Wales presided at the festival dinner of the Royal Commercial Travellers' School, at the Connaught Rooms.
- Feb. 13—Meeting of the Montessori Society at University College. Dr. Crichton Miller presided.
- Feb. 14—Eighteenth Annual Conference of the London Teachers' Association at the Memorial Hall. Mr. J. W. Samuel succeeded Mr. A. Tasker in the chair and delivered an address on "The Educational Outlook."
- Feb. 14—Sixteenth Annual Conference of the School Nature Study Union at University College, London. Address by Professor Frederick Keeble.
- Feb. 17—Meeting connected with the Children's Era Movement at the Mansion House. The Lord Mayor presided. Speeches by Lady Astor, M.P., Mrs. H. A. L. Fisher, Lord Morris, and the Rev. Carey Bonner.
- Feb. 21—The Teachers' Guild. Lecture by Miss Elizabeth Clarke on "Stories and Story Telling," at 9, Brunswick Square.
- Feb. 23—Annual Meeting of Representative Managers of L.C.C. Schools at the County Hall. Lord Haldane presided.

Some Appointments.

Mr. A. B. Hill, M.A., F.R.S., as Professor of Physiology in Manchester University.

Dr. Thomas Loveday, Professor of Philosophy at Armstrong College, Newcastle, as Principal of Southampton University College.

Dr. Alexander Pearce Higgins, of Downing College, as Whewell Professor of International Law at Cambridge.

Dr. S. Smiles, F.R.S., of Armstrong College, as Professor of Chemistry in the University of London.

Mr. G. E. Scholes, M.Sc., M.B.E., as Professor of Engineering in London University.

Mr. E. Watts, M.A., as Lecturer in Psychology in Manchester University.

BLUE BOOK SUMMARY.

Labour and Vocational Training.

A Deputation from the Trades Union Congress Parliamentary Committee was, in the unavoidable absence of Mr. Fisher, received by Mr. Herbert Lewis (Parliamentary Secretary of the Board) at the Board of Education on the 5th February. Two resolutions adopted at the Congress held at Glasgow in September last were discussed.

The first resolution expressed the apprehension that schools or classes for young persons established in connection with their places of employment, or otherwise under the control of their employers, or in connection with the trades or industries in which they may be employed, would subordinate the educational interests of such young persons to trade requirements. In support of this resolution Mr. Winder argued that if employers controlled the schools the curriculum would be unduly specialised with a view to increasing the efficiency of the scholar for the purposes of his particular employment.

The second resolution referred to the position of Uncertificated Teachers, and claimed that they should receive equal representation with Certificated Teachers on all local or national bodies concerned with teachers; that the same scale of salaries should apply to Certificated and Uncertificated Teachers; and that all future teachers should pass the same examination and enter the profession through the same door. Miss Evelyn Walsh, the Secretary of the National Union of School Teachers, and Mr. Battle, spoke in support of the resolution.

Mr. Herbert Lewis said that the Board of Education had no hesitation in accepting the principle that any control of Continuation Schools which has the effect of subordinating the educational interests of young persons to trade requirements is bad. After referring to the particular provisions of the Act relating to Continuation Schools, Mr. Lewis pointed out that attendance would only be obligatory at schools under the direction and control of the Local Education Authority, who would certainly be open to remonstrance if any tendency towards an unduly narrow curriculum appeared. He also referred to the readiness which good employers had shown to co-operate with Local Education Authorities and to make schools in which they were particularly interested on behalf of their employees as good in respect of premises, equipment, staff, and curriculum as they possibly could be.

As regards the second resolution, Mr. Lewis pointed out that the Burnham Committee had been established by agreement between the National Union of Teachers (of which body Uncertificated Teachers could now become members) and the three Associations representing Local Education Authorities. The Board had no power to require Local Education Authorities to admit representatives of particular classes of teachers or other persons to Committees established by them. As regards the distinction between the grades of Certificated, Uncertificated, and Supplementary Teachers, the sole interest of the Board in dealing with the organisation of the teaching service was to secure the best possible teachers for children in Elementary Schools. The teaching service was a graded service, and the entrance to the grades of Certificated and Uncertificated Teachers was determined by examination; but the question whether some alternative "door" from the Uncertificated to the Certificated grade, other than the Acting Teachers' Examination, might not be opened, was under consideration.

EDUCATION AT WESTMINSTER.

TEACHERS' SALARIES.

Sir P. Griggs asked the President of the Board of Education whether he is aware of the dissatisfaction existing among secondary school teachers owing to the delay in giving reasonable salary scales; whether he is aware that some authorities are delaying a satisfactory settlement on the plea that a Committee will shortly report on a national minimum scale for secondary teachers; and when such a Committee will be formed and when it is expected to report?

Mr. Fisher: I am fully alive to the importance of the matter, and am endeavouring to secure the formation of such Committee, but I have still to obtain the co-operation of one of the Associations of Local Education Authorities.

EX-SERVICE TEACHERS (SUPERANNUATION).

Sir R. Cooper asked the President of the Board of Education if he has recently issued an order under which teachers who joined the Army and have returned to their duties are required to undergo medical examination at their own expense before they can be accepted under the Superannuation Act; whether those who are suffering in health by reason of their service in the Army are penalised in the benefits they can obtain; whether teachers who have not been in the Army are accepted for full benefits under that Act without any medical examination; and what steps he proposes to take to prevent any injustice to men who have served their country?

Mr. Fisher: No such order as is mentioned has been issued. Under the Act a death gratuity cannot be granted in respect of any teacher (whether he has served in the forces or not) who fails to satisfy the Board that he was not of impaired health on the 1st April, 1919. It is not the case that medical certificates are required for teachers who have served in the forces in circumstances in which they would not be required for other teachers.

In another reply to Sir Wm. Seager, Mr. Fisher stated that so far 20 ex-service teachers had been declared ineligible for the death gratuity.

SECONDARY SCHOOLS (FREE PLACES).

Mr. Myers asked the President of the Board of Education how many secondary schools in England and Wales, respectively, have been allowed to reduce the number of free places which the regulations ordinarily require; how many applications to reduce the number have been received from 1918, 1919, and 1920 respectively; and whether he will now refuse to allow any continued or further reduction of the required number of free places?

Mr. Fisher: I will send the hon. member the figures for which he asks in the first part of the question. It would involve an unjustifiable expenditure of time and labour to compile figures as to the number of applications for reduction from the commencement of each of the school years 1917, 1918, and 1919, but I will send the hon. member figures as to the number of such applications granted as from the beginning of each of those years. I am satisfied that the reasons stated in the White Paper presented to Parliament last Session (Cd. 241) for allowing a reduction of the ordinary requirement in special circumstances are still operative, and I do not see my way to adopt the suggestion made in the last part of the question. Each application for such reduction will be dealt with on its merits.

APPOINTED DAYS.

Lieutenant-Colonel Sir Frederick Hall, on Tuesday, 16th December, 1919, asked the Lord Privy Seal to state when the new Education Act is to be brought into force, and the total expenditure thereunder falling upon the National Exchequer to be incurred in the year 1920-21.

Mr. Herbert Fisher: My Right Honourable Friend has asked me to reply to this question.

There is no single appointed day for the coming into operation of the whole of the Education Act, 1918. The most important provisions which are not yet fully in operation are Sections 1-5 dealing with the preparation and submission of schemes, for which the Board have fixed the first day of August, 1919, as the appointed day, and Section 10, for which no appointed day has yet been fixed, though I have expressed the hope that it may be brought into operation in the Autumn of 1921.

The Board's Estimates for 1920-1921 will in due course be submitted to the Treasury and laid before Parliament, and the information asked for in the last part of the question will then become available. It would be premature to make any statement of the subject at the present stage.

ASSOCIATION NEWS.

The Teachers Council.

It is announced that the number of applicants for admission to the Register is now 35,000. The progress of the movement has been greatly accelerated during the past year and in this period some 10,000 applications were received. Much remains to be done, however, before the Council can take its destined place as the central unifying body. Some teachers appear to misunderstand the scope and nature of the Council's future work. They are afraid that it may displace existing associations or societies. Nothing of this kind is intended, or indeed possible. Instead of displacing existing bodies the Council will serve the useful purpose of focussing their efforts, giving the weight of opinion of the united profession to any policy which is designed to benefit education. Especially will the Council be able to promote the freedom of the individual teacher by removing the barriers which now stand between different fields of teaching work. In a united profession there should be full freedom for any duly qualified member to obtain the work for which they are best fitted. The Council proposes to call a Conference of representatives from all associations of teachers for the purpose of exploring certain matters of immediate importance. Meanwhile teachers who are not yet registered are reminded that the period of grace is running out and that after the next few weeks the fee for registration will be increased.

College of Preceptors.

On Friday, 20th February, Dr. F. H. Hayward gave a demonstration lesson before the members of the College and their friends. The title given to the lesson was "Another Hercules," and Dr. Hayward expanded these words—taken from Henley's lines on Lord Lister—into a most interesting lesson on the development of antiseptic surgery, comparing Lister's work with the story of Hercules in the house of Admetus, driving away Death. After the lesson a short discussion took place, and Professor Adams, who presided, gave an interesting survey of the aim and value of such lessons. The College is performing a useful service by arranging these demonstrations, and it is hoped that they will become widely known among teachers in London.

The Guild of St. Edmund.

The Guild of St. Edmund was founded by the late Father Hogg, of St. Alban's, Holborn, as a means of bringing together teachers and others interested in education in order to foster mutual understanding and goodwill and to emphasize the spiritual and civic element in school work. Father Hogg has been succeeded in the office of Master of the Guild by Canon Swallow, now a member of the L.C.C. Education Committee and formerly the Headmaster of Chigwell School. A dinner was held at the Holborn Restaurant on Saturday, 14th February, when the chief guest was Sir Cyril Cobb, M.P. It is hoped that this function will be the starting point of a new era in the history of the Guild, which is a body well deserving of the support of all teachers. The subscription is small, five shillings a year, and life membership costs only one guinea.

Arts League of Service.

The League has arranged a Lecture, to be given at Westminster School on Friday, March 12th, at 5-30 p.m., when Miss Margaret H. Bulley will describe a Method of Developing an Understanding of Art. The lecture will be illustrated by lantern slides. Cards of free admission may be obtained from Miss A. M. Berry, 1, Robert Street, Adelphi, W.C.2.

Child Study Society.

On March 11th Dr. Jane Reaney will lecture on the Educational Needs of Adolescence, and on March 25th Dr. Elizabeth Sloan Chesser will lecture on Adolescence and the Continuation Schools. Both lectures are held at the Royal Sanitary Institute, 90, Buckingham Palace Road, and they start at 6 p.m.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Oxford and Women Graduates.

Oxford has realised at length that the question of degrees for women must be re-considered in the light of modern developments. Without opposition Convocation has accepted the preamble of a new Statute conferring upon women the same privileges as are given to men in the matter of University standing and graduation.

Professional Training for Music Teachers.

The Teachers Registration Council has laid it down as a condition of admission to the Official Register of Teachers that applicants shall have undergone a course of training in teaching, in addition to a course of preparation or training in the subject they propose to teach. This condition will be generally enforced after the end of the present year, when the transitional alternative arrangements will be withdrawn. The Royal Academy of Music and the Royal College of Music have established schemes of training in teaching for music teachers and their example is being followed by other institutions. It should be noted, however, that the Registration Council will not accept a course of training in teaching as satisfying the Conditions of Registration unless it has previously been submitted to and approved by the Council. Intending teachers of music should note this, and before paying a fee for a course they should ask whether it has been formally accepted as satisfying the requirements of the Teachers Registration Council. It should be noted, too, that the course must cover three terms and include a study of the principles and methods of teaching, together with practice in teaching under the supervision of a qualified critic.

Salaries in Swansea.

At a recent meeting of the School Management Committee in Swansea applications for a new scale of salaries for Intermediate and Secondary School teachers were considered at length, and it was decided to make the following recommendations:—

Grade B. Men (Intermediate Schools): £275 by £20 to £375, and thence by £15 to £525 per annum. Women: £275 by £15 to £420 per annum.

Grade A. Men: £320 by £20 to £420, and thence by £15 to £570 per annum. Women: £320 by £10 to £455 per annum.

Headmasters: £650 by £25 to £900, plus a house, etc.

Headmistresses: £600 by £20 to £800 per annum.

Municipal Secondary Schools, Men: £275 by £20 to £375, and thence by £15 to £525 per annum. Women: £275 by £10 to £420 per annum.

Headmasters: £550 by £25 to £800 per annum.

Headmistresses: £440 by £20 to £640 per annum.

Transfer of a Grammar School.

On 31st March, 1920, the governors will cease to be responsible for the St. Martin's Grammar School, Scarborough.

As the school is not paying its way and the deficit is increasing the Local Education Authority has agreed to the request of the governors to take it over. The Archbishop of York and the Rural Dean reluctantly agreed to the change.

L.C.C. and School Inspection.

The London County Council have adopted a report of the Education Committee recommending that inspectors should hold staff and district conferences with teachers, that annual reports by inspectors be no longer required, but that from time to time reports should be presented on particular schools where desired; and where a school was considered inefficient a special and confidential report should be submitted.

PERSONAL NOTES.

Mr. John Bayley.

Mr. Bayley, Headmaster of Wellington College, Salop, was the Coalition Liberal candidate for the Wrekin division of Shropshire in the recent bye-election.

Mr. A. A. Thomas.

Mr. A. Thomas has been nominated prospective Liberal candidate for West Islington. Mr. Thomas was a member of the Executive of the National Union of Teachers and is now its Legal Adviser. At one time he served on the Education Committee of the L.C.C. and more recently was military representative on the Islington Tribunal.

Mr. R. W. Chapman.

The death of Mr. C. Cannan caused a vacancy in the position of Secretary of the Oxford University Press. The Delegates have promoted the assistant secretary, Mr. R. W. Chapman, of Oriol College, who won the Gaisford Prize for Greek Prose in 1903.

Rev. F. E. Hutchinson, M.A.

The Rev. F. E. Hutchinson, Trinity College, is the new secretary of the Oxford University Extension Delegacy in place of Mr. J. A. R. Marriott, M.P., who has resigned this post after 25 years' service, and also all offices in connection with the University in order to devote himself to politics.

Mr. Hutchinson used to be Lecturer in History at Magdalen College, Cambridge, and is well known as Vicar of Leyland, Lancashire, where he has worked for the University Extension movement and the Workers' Educational Association.

Lieutenant-Colonel A. E. Scothern, C.M.G., D.S.O.

Lieutenant-Colonel Scothern, who has just been appointed Headmaster of the Redditch Secondary School, has had a distinguished career as a scholar, soldier and sportsman. He took high honours at Oxford and taught at Bristol, Reigate, Blackburn and Petersfield. A second lieutenant in 1914, he became lieutenant-colonel in 1917 and was mentioned six times in despatches.

He played football for Oxford University, cricket for his college and represented England four times in amateur international games.

Mr. A. D. Cameron, M.A.

Mr. Cameron, Assistant Director of Education for Liverpool, died recently after a long illness.

He was the son of a Scottish schoolmaster, took first-class honours in classics at Aberdeen and won an open scholarship at Christ Church, Oxford. As a member of the Liverpool administrative staff Mr. Cameron was very much liked for his kindness and courtesy. During the war he served in the secretary's department of the Ministry of Munitions.

Colonel Mellish, C.B.

The Nottingham County Council have elected Colonel Mellish, Chairman of the County Education Committee, to be a County Alderman, thus filling the vacancy caused by the death of the late Mr. J. T. Farr.

Dr. T. Franklin Sibly.

Dr. Sibly has been appointed the first principal of the new University College of Swansea at a salary of £1,500 a year. Dr. Sibly is thirty-six years of age, a Doctor of Science of London and Bristol and a Fellow of the Geological Society of London. He graduated first class honours in physics and was awarded a geological research scholarship tenable at Bristol and at Birmingham, afterwards becoming a University teacher at King's College, London, Professor of Geology at Cardiff, and later at Newcastle.

Rev. Edmond Warre.

Dr. Warre, the famous Headmaster of Eton, has died at the age of 82, deeply regretted by all Etonians. Dr. Warre was connected with the school as a scholar, assistant master, and for twenty-five years as a great headmaster.

NEWS ITEMS.

Hospitality Refused.

The Manchester City Council, following the example of Bradford, refused to extend a year's hospitality to 2,000 children of school age from the famine areas of Central Europe, but asked the Lord Mayor to open a fund on their behalf.

Child Labour.

Ipswich and Blackpool have made bye-laws prohibiting the employment of children of school age. The Education Department is said to have informed the Middlesex County Education Authority that the M.C.C. cannot abolish Sunday child labour; an eminent K.C. says that Middlesex may restrict employment to any occupation, e.g., choir-singing. In the meantime London has passed a bye-law making illegal the employment on Sunday of children under fourteen.

Education and Trade.

The Kent Education Committee is about to commence trading, wholesale and retail, in books and stationery.

Swansea's Charter.

The Prime Minister is to visit Swansea to present the University Charter.

A Present for Mr. Cope.

The boys of Mill Hill School have presented Mr. John L. Cope, the leader of the British Imperial Antarctic Expedition, with a Samoyede dog, to be called "Sir John," after Sir John McClure, the headmaster. The dog will serve as a sledge dog.

Coal Mine under a School.

The Lancashire Education Authority has authorised the governors of the Upholland Grammar School, subject to royalties being paid and indemnities against damage to the school being guaranteed, to permit a colliery company to work a mine under the site of the school.

A Curious Request.

An old boy of Bristol Grammar School asked to be allowed to give a prize to the worst boy in the school. Commenting on this, Lord Mayor Francombe described himself as one of the bad boys of his schooldays, and said that the worst boys often turned out very well, having simply an excessive amount of spirits and energy which, turned in the right direction, made them heroes or great men. But the Lord Mayor would not advocate giving a prize to the worst boy; the possibilities of competition seemed too dangerous.

£10,000 for Girton College.

A gift of £10,000 has been made to Girton College for the purpose of encouraging scientific research by women, during the next twenty years, in mathematical, physical and natural science.

A Memorial to Dr. H. M. Butler.

The pulpit placed in Harrow School Chapel in memory of Dr. Butler, headmaster from 1860 to 1885, was used by the present headmaster for the first time on February 1st.

Gift to a Cambridge College.

Mr. J. Pierpont Morgan has given a seventeenth century silver-gilt cup to Christ's College. The cup is beautifully chased, weighs about 40 ounces, and is 21 inches high. It was a wedding present from the Merchant Taylors' Guild in 1620 to John Plomei of New Windsor.

Surrey Memorial Fund.

A Memorial Fund is being raised in the County of Surrey in memory of old scholars who have fallen in the war. The Fund will provide convalescent treatment for necessitous children attending the primary schools.

PENSIONS.

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.

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.

Service in a school, even although under private management and conducted for private profit, as to which the Board are satisfied that it was conducted on the same standards of efficiency and with the same general principles as schools which were under public management.

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.

NON-TEACHING SERVICE.

SERVICE AFTER 1ST APRIL, 1919.

The service of Domestic Economy Teachers who have been lent to the Navy and Army Canteen Board during the War as from the 1st April, 1919. It is understood that their service will probably be pensionable from that date by the Navy and Army Canteen Board.

SERVICE EITHER BEFORE OR AFTER 1ST APRIL, 1919.

(1) Service as Inspector of Schools or in a similar capacity under any Government Department in England, Scotland, or Ireland. This would include, besides the Board's Inspectors, Home Office Inspectors of Reformatory and Industrial Schools, Inspectors of Poor Law Schools, and Army and Admiralty Schools.

(2) Service as an official of the Board of Education or the Scotch or Irish Education Departments.

(3) Service as an official of a Local Education Authority whose salary is paid out of the Education rate. This would cover officials of an Education Committee, but not municipal or county officials generally.

(4) An official of any school or educational institution (not conducted for private profit) including a University, if the institution is one, teaching service in which would be regarded as recognised or qualifying service.

(5) In the case of Trade or Commercial Instructors in Technical Schools a certain number of years of industrial or commercial experience may be treated as qualifying service—the normal period to be not more than five years, with power to allow not more than seven years in special cases.

[NOTE BY EDITOR OF "EDUCATIONAL TIMES."]

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.]

Pension Queries.

The Editor will be pleased to answer questions relating to pensions, both here and through the post. In all cases inquirers must enclose the coupon from the inside page of the back cover. If a reply through the post is desired, a stamped, addressed envelope must also be sent. Replies of general interest only will be printed in this column, and when no nom de plume has been chosen by the inquirer, the latter will be indicated by the initials of the name. But all correspondents must communicate their names and addresses.

As there is apparently still much misunderstanding of the main features of the School Teachers (Superannuation) Act, 1918, it will be useful to outline one or two of the chief provisions.

1. In most cases the teacher must serve 30 years in order to qualify for a pension. (There are exceptions in favour of teachers who paid contributions under the old Pensions Act and in favour of married women.)

2. This 30 years may comprise both Recognised and Qualifying Service, but 10 years must be Recognised Service. Recognised Service, as a rule but not invariably, is service in a State-aided school. It cannot be service in a school conducted for private profit. Qualifying Service is not pensionable service, but service which is accepted by the Board (up to a total of 20 years) as part of the required 30 years' period. Qualifying Service may be any form of service, teaching or otherwise. It has been partially defined by the Board, but it is still open for a teacher to ask that any kind of individual experience may be accepted as Qualifying Service. Recognised Service alone is pensionable; Qualifying Service qualifies for a Pension in cases where the Recognised Service of a teacher is less than the required 30 years.

3. The conditions under which service in a non-State-aided school may be Recognised Service are so complicated that a study of each individual case with data in full may be necessary before a decision can be made. No more than 10 years' service prior to April 1st, 1919, in a non-grant-aided school, not conducted for private profit, can be Recognised Service, and even then the teacher must have been employed in some other form of Recognised Service for not less than 10 years.

4. At age 60 a Pension of 1/80th of the average salary for the last five years of a teacher's service and an additional allowance or a lump sum of 1/30th of the average salary are payable to the teacher who has fulfilled the conditions for each year of Recognised Service.

MINIMUM OF TEN YEARS' RECOGNISED SERVICE.

S.—You must complete at least ten years' Recognised Service, that is, service in a State-aided School, or at least one not conducted for private profit. See notes above.

QUALIFYING SERVICE.

W.—In your case the new declaration of the Treasury respecting Teaching Service previous to April 1st, 1919, which they accept as Qualifying Service, is all-important. (See paragraph in list above—"Service in a school . . . under public management.") We are afraid, however, that the onus of providing evidence to this effect rests on the teacher.

R.—You have miscalculated, we think. We make at most 29 years' service. We cannot say from your data whether period No. 1 will be accepted as Qualifying Service or not.

"FULL-TIME SERVICE."

J.—Recognised Service must be "full-time," and it rests with the Board to determine what they will accept as full-time. You should state the case to them.

FIVE YEARS' SERVICE.

S. No. 2.—Service is Recognised Service, whenever rendered, in a school that was State-aided on April 1st, 1919, or becomes so within five years of that date.

SUPERANNUATION AND INSURANCE.

H.—Yes; the School Teachers (Superannuation) Act, 1918, relieves you of the obligation of paying contributions under the Insurance Act.

LETTERS TO THE EDITOR.

Mixed Secondary Schools.

Sir,—The columns of the London and provincial press contained many reports of a discussion on Mixed Secondary Schools, which took place last month at the Annual Meeting of the Incorporated Association of Head Masters. In the course of that discussion references were made to a memorandum on schools of this type, issued in the form of a leaflet by our Association, and to what, in the opinion of the speakers, were the object the memorandum had in view and the motives which prompted its issue.

Our Executive Committee hopes that you will allow us space in your paper for a statement of the actual facts.

The leaflet in question was drawn up in the year 1914 by a joint committee of Head and Assistant Mistresses, and was issued with the cordial support of the Education Section of the National Union of Women Workers. It has never since been reprinted or reissued, so that what has been termed an "attack" on Mixed Secondary Schools is an affair of six years ago.

The memorandum expressly states that it does not refer to any co-educational schools founded to carry out certain definite educational theories, but exclusively to Mixed Secondary Schools under the headship of a man, established by Local Education Authorities, and owing their origin to motives of economy. To represent it as in any sense an attack on the co-education of the sexes is therefore clearly inaccurate. As a matter of fact, opinion in our Association as to the desirability of co-education has always been divided, and it would have been impossible for us to have made any general pronouncement for or against this type of education.

Our objections to certain Mixed Secondary Schools, as they existed in 1914, were based partly upon the danger of over-pressure on girls working in the same Forms as boys at the age of adolescence, and partly upon the unsuitability to girls of forms of discipline customary in the case of boys.

But what were understood at the time to be the more contentious parts of our memorandum were the references to the position of the mistresses and, in particular, to that of the Senior Assistant Mistress. We felt it to be vital that girls from fourteen to eighteen should have the guidance of wise and sympathetic women, and we knew that upper classes in mixed schools were taught almost entirely by masters, while the Senior Mistress often lacked opportunities of dealing with girls apart from boys, was not easily accessible to parents, and had no private room for interviews with either girls or parents.

These and several other points were discussed in the year 1916, and in the most friendly spirit at an informal conference between three representatives of the Head Masters' Association and three of the Head Mistresses. Since then, the preoccupations of the war, and pressure of other educational business, have prevented further progress in the matter. We were quite unaware that the views put forward in 1914 were regarded by any section of the Head Masters as a "declaration of war upon mixed schools following upon the Armistice of 1918."

A closer examination of the circumstances might possibly have prevented the speakers in the discussion to which reference has been made from attributing to us motives of self-interest, and from declaring that our memorandum formed part of the feminist propaganda of the time. The memorandum, it is true, went so far as to say that to have a man at the head of a school which girls attended entailed loss to the girls. But if it were usual to appoint women to the headship of Mixed Secondary Schools, Head Masters might, we imagine, be found raising an analogous objection on behalf of boys.

Our Association, like that of the Head Masters, contains members of widely differing views on political, social, and even educational questions; but on one point at least we are unanimous—our right to hold and our duty to put forward when desirable considered views as to the educational interests of the girls of the nation.

We prefer to restrict our comment on the discussion to a statement of fact, and to refrain from imputing anything save regrettable misapprehension to the speakers who, in spite of allusions to cricket, scarcely satisfied our conception of fair play.

Yours faithfully, EDITH H. MAJOR, President.
RETA OLDHAM, Ex-President.
GRACE FANNER,

Chairman of Committee.
Association of Head Mistresses
(Incorporated 1896).

92, Victoria Street, S.W. 1.
16th February, 1920.

False Values.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—On page 22 of your issue for January there is a paragraph headed "Honours for Teachers," from which we learn that one primary teacher has been elected a Lord Mayor and two others have been appointed Justices of the Peace. These appointments are regarded as a recognition of the claims of teachers generally to a share of civic honours.

Surely, sir, this is putting a false value on these offices. They should be looked on as public duties, not as honours such as M.V.O., O.B.E., K.C.B., etc. These honours might well be conferred on primary teachers, but I hold that no primary teacher can fulfil the duties of a Lord Mayor. Should he get a year's leave I have no doubt he would (if a capable man) carry out the duties excellently, and be all the better for the experience.

I do not know what the duties of a J.P. for the County of London may be, but I much doubt whether an elementary schoolmaster in full work could satisfactorily carry out all the duties that fall to the lot of an ordinary county J.P. The Bench work is often the least important, because it is generally shared with so many colleagues. In addition to the certifying of lunatics, there are papers of various kinds to be signed constantly, and, if the convenience of people is to be considered, these must be attended to at times not always convenient to the J.P. himself.

I speak as one who knows. Twenty years of schoolmastering, and over thirty years of public work, including that of a J.P., education administrator, etc., I know that I could not have done that work satisfactorily while still a schoolmaster, especially if the work had been anything like what it was during the war. In my case the J.P. did happen to be an honour, because I was placed on the Commission on the request of my neighbours, who might have selected some one else—but it was for their own convenience, not as an honour for me.

Of course the work of a J.P. is pretty much what an individual chooses to make it—but there must be an irreducible minimum.

It may be that I am mistaken, and that the appointments referred to are for ex-teachers.

The point I want to insist on is that it is putting a false value on civic duties to speak of them as civic honours.

Yours obediently,

W. W.

Jan. 14, 1920.

A New Proof.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—I am sending herewith a proof that I cannot find in any of the recognised text-books on Geometry for schools.

It appears to me to be accurate, and to have the merit of being considerably shorter and less complicated than the one usually given.

I shall be very grateful if you can find room to insert it, that I may have an opportunity of receiving criticisms.

Yours faithfully,

J. FITZROY JONES.

Wellesley House, Broadstairs.

[PROOF.]

Equal chords of a circle are equi-distant from the centre.

If AB, CD be equal chords of the circle ABCD, whose centre is o, then the distances of AB and CD from o are equal.

Proof:

In the triangles AOB, COD

$$\begin{cases} AO = CO & (\text{radii}) \\ BO = DO & (\text{do.}) \\ AB = CD & (\text{given}) \end{cases}$$

∴ the triangles AOB, COD are congruent, and will coincide if placed one upon the other: hence the distances of AB and CD from o are equal.

The Indian Civil Service as a Career.

Sir Robert Blair sends us the following letter, written by Sir James Wilson, K.C.S.I.

May I draw attention to the changes recently announced by the India Office in the rules regarding pay, leave, and pension for the Indian Civil Service, which make it, even more than before, one of the finest careers in the world.

Two important alterations have been made in the method of reckoning salaries. In the first place, a distinction is now drawn between men recruited in India and men recruited from outside. The latter class of recruits, which will include all Europeans who pass the open competition in this country, will receive, in addition to the general rate of pay, an overseas allowance beginning with 150 rupees a month, and rising according to length of service to 250 rupees a month. In the second place, the old system, under which there was a fixed number of appointments in each grade of pay, and an individual civilian's salary varied according to the number of vacancies, permanent or temporary in the grades above him—largely a matter of luck—has been abolished, and instead of it a system has been adopted, under which the individual civilian's salary will mainly depend upon his own length of service. (I may mention that I strongly recommended this new method of calculating salaries before I left India ten years ago.) The way in which this will work may be understood from the following example:—A man who, by taking a high place in the open competition in this country, secures an appointment, will, during the first year of his service, receive a total pay of 600 rupees a month; and, whatever post he may hold, or whatever be the number of vacancies above him, his salary will rise year by year until in the sixteenth year he will be drawing at least 1,600 rupees a month. At the end of his eleventh year he will have to pass an efficiency test, which need not be dreaded by any man of diligence and capacity. In ordinary course every man who passes that test will in time rise to one of the "superior" appointments, according to the number of vacancies which may occur in those appointments; and so long as he holds, either temporarily or permanently, one of those superior posts, and therefore exercises greater responsibility, he will draw pay at a higher rate, which again will vary according to his own length of service. For instance, if in his fifth year of service he officiates for a month or two as a Collector or a Judge, he will draw 1,150 rupees a month instead of his own personal pay of 800; and if, in his sixteenth year of service he is officiating more or less permanently in one of those higher posts, his pay will be 2,050 rupees a month instead of his personal pay of 1,600. Every civilian, who has not proved inefficient, may reckon on holding one of these superior posts permanently by his twenty-third year of service, and on then drawing a salary of at least 2,509 rupees a month. Above those posts again there are higher appointments filled by selection of the best men, such as those of Commissioner, Chief Secretary, and Sessions Judge, and carrying pay varying from 3,000 to 3,750 rupees a month; and any good man, who stays on long enough, may reckon with some confidence on reaching one or other of those posts before he is compelled to retire after thirty-five years' service. He may retire at any time he chooses after twenty-five years' service with a pension of £1,000 a year. Hitherto, a civilian has had to contribute four per cent. of his salary towards that pension, but in future this contribution of four per cent. of salary will be separately funded and returned to the contributor on his retirement, or paid to his heirs in case of his death. The rates of invalid annuity and the rules about leave, already very liberal, have also been made considerably more favourable.

Salaries in India are paid in rupees, and their value in British currency varies according to the exchange value of the rupee. For a number of years before the war the rupee was worth 1s. 4d. or, in other words, the £ was worth 15 rupees; so that a man who had to send home £100 had to pay 1,500 rupees for it in India. At present the exchange value of the rupee is 2s. 4d. and anyone in India can now send home £100 at a cost of 857 rupees. If the new scale of salaries be turned into British currency at the present rate of 2s. 4d. to the rupee, it may be said that the young civilian of twenty-three or twenty-four will, in his first year of service in India, draw a pay in rupees equivalent to £840 a year in British currency; while the man who has risen to one of the appointments of which the pay is 3,000 rupees a month is now drawing the equivalent of £4,200 a year. It seems very unlikely, however, that the rupee will long remain at its

present very high value in exchange, which is due partly to the extraordinary increase in the world's demand for silver, owing to the effects of the war, and partly to the depreciation in the value of the British paper pound, caused by the excessive issue of British paper currency. On the other hand, it is also unlikely that its value will for a number of years fall to anything like its pre-war rate of 1s. 4d. If it falls to 1s. 8d. (that is, 12 rupees to the £), then the equivalent in sterling of the Indian salaries paid in rupees will be—in the civilian's first year of service, £600 a year; in his fifteenth year of service at least £1,600 a year; and in his twenty-third year of service almost certainly £2,500 a year. And if he is a good man and stays on after he has earned his pension by twenty-five years' service, he will probably before he retires be drawing the equivalent, at 1s. 8d. to the rupee, of £3,000 a year.

So much for the pecuniary advantages of obtaining an appointment in the Indian Civil Service. But they are of small account in comparison with the powers and opportunities such an appointment gives. Even when engaged in the every-day work of administration, the civilian may feel that he is taking an important part in securing peace, justice, and prosperity to the people of India, and is exercising greater influence for good in his generation than falls to the lot of most men. He must be prepared to undertake serious responsibilities from time to time. He may, quite early in his service, not only have to try important cases as a magistrate or judge, but may have to deal with an outbreak of crime, conduct a campaign against famine, cholera, or plague, or (most trying duty of all) have to give the order to fire on a riotous mob bent on massacre and plunder. Yet, as experience, both before and during the war, has proved, the ordinary young Scot need not fear that, whenever he may find himself in a position of grave responsibility, he will fail to rise to the occasion. Life in India, though sometimes trying and monotonous has many compensations. There are plenty of opportunities for games and sports, and there is always the satisfaction of doing good work for one's fellow men. There are, of course, drawbacks, the chief of which is that, if a man marries, he must reckon on having to part from time to time from his wife and children.

There are likely to be in the future fewer vacancies available for Europeans, as the present policy is to employ a considerably larger proportion of Indians in the Service, and, therefore, the competition in this country may be expected to be keener, although a number of possible competitors may be deterred from competing by doubts as to what the effect of the new Government of India Act will be on the position of the Indian civilian. There need be no fear that it will render the European civilian's position less secure, for the Act provides that no person in the Civil Service of the Crown in India may be dismissed by any authority subordinate to that by which he was appointed, and that any person appointed by the Secretary of State in Council who thinks himself wronged by an order of an official superior may complain to the Governor of the Province in order to obtain justice. Although, like many other men with Indian experience, I think that the change in the system of Government made by the new Act may lead to serious trouble in some parts of India, and make the European civilian's position more difficult than before, he will still find that his powers are great, and that his vigilance in at least as necessary as before for the protection of the ignorant and helpless masses of the people. Indeed, as the number of European civilians decreases, the influence and responsibility of the individual civilian will become greater. He will have to be prepared to work whole-heartedly for the good of the people on equal terms with his Indian fellow-officials, and it may be from time to time serve loyally under an Indian superior. Britain will require more than ever to provide the very best intellect and character available, in order to fulfil her duty to the millions of India, for whose welfare Parliament must continue to be responsible.

I venture to suggest that headmasters and professors should obtain from the India Office copies of the new Regulations for the open competition, and should direct the attention of any exceptionally able pupil they may have, and of his parents, to the advantages of an Indian career, advise him to look forward to trying his luck in the open competition, and help him to arrange his course of studies accordingly; while at the same time preparing for an alternative career, in case he may fail at the examination, or be rejected on medical grounds. But no youth should be encouraged to make the attempt unless he is of good physique and strong character, and likely to put his heart into his work. There is no room for slackers in the Indian Civil Service.

LITERARY SECTION.

BOOKS AND THE MAN.

A New Mecaenas.

The patronage of men of station or of wealth is perhaps a doubtful boon to a living writer or artist. However harshly the obligations of plain living and high thinking may oppress the poor scribe or painter he had better endure them than become a flunkey. The case is changed when the patronage of the wealthy is general and not individual. Since we gain by any advance in the arts, and since the supply often stimulates a demand, we may be content when we reflect that our higher education of women owes much to Mr. Holloway's ointment, our Repertory Theatre movement to Mr. Horniman's pure teas and to Mr. Barry Jackson's Maypole margarine, our modern opera to the late Mr. Beecham's much advertised pills, which advertisements indeed it justifies to some extent, since a box at Sir Thomas Beecham's performance is certainly worth a guinea.

It remained for a successful banker, Mr. Loeb, to initiate the most excellent form of patronage. This he did when he arranged with Mr. Wm. Heinemann for the publication of the Loeb Classical Library, a series of Greek and Latin Texts with English Translations on the opposite pages. The editors are Dr. E. Capps, Dr. T. E. Page, and Dr. W. H. Rouse, and these distinguished scholars are to be congratulated, with the publisher and Mr. Loeb, on the appearance of the hundredth volume of the series. This achievement is the more noteworthy in that it represents the work of seven years only, and of the seven years four have been years of warfare. It is pleasant to think of the Editors and their colleagues finding in the preparation of these admirable volumes some solace and distraction amid the clamour of a world conflict.

"Studying the ancients in translations," says Melancthon, "is merely looking at the shadow." For most of us the "substance" is unattainable and I venture to think that the translation, our own or another's, is the real substance. R. H. Quick gives an apposite illustration from the experience of Kingslake, author of "Eothen." "This distinguished Eton man," says Quick, "fired by his remembrances of Homer, visited the Troad. He had," as he tells us, "clasped the Iliad line by line to his brain with reverence as well as love." Well done, Eton! we are tempted to exclaim when we read this passage; here at least is proof that some LITERATURE was taught in those days of the dominion of the classics. But stop! It seems that the clasping did not take place at Eton, but in the happy days before Eton, when Kingslake KNEW NO GREEK AND READ TRANSLATIONS.

The Loeb Classical Library offers us the best translations in a most agreeable form, and those of us who so desire may renew our knowledge of the shadowy text while enjoying the substance of the author's meaning.

To our readers who are interested in Mr. F. A. Wright's translations from Meleager, an especially valuable feature of the Loeb Classical Library is the Greek Anthology, which is produced in five handsome volumes at 7s. 6d. each.

SILAS BIRCH.

REVIEWS.

Education.

EDUCATION: ITS DATA AND FIRST PRINCIPLES: by T. Percy Nunn. Edward Arnold. 6s. net.

The general editor of the *Modern Educator's Library*, in which series this book appears, tells us that he had in view the needs of young teachers and of those training to be teachers. Such readers will certainly find things made pleasant for them in these pages. They will feel themselves led by easy stages into the very heart of a complex and ordinarily very confusing subject. The old stager for his part will find a charming air of freshness about the volume. There is no feeling of the warmed-up dish. The reader has that pleasant impression of newly dried ink that is so refreshing, particularly when dealing with such a venerable subject. Perhaps the first part of the book is slightly better than the second. From its very nature it is more compact, better organised, dealing as it does with the fundamentals, and the underlying philosophy of the whole. In the later chapters the number of themes is so enormous that it is impossible in the space at the author's disposal to weld them all into an organic whole. Problems of all kinds keep cropping up on every page. The wonder is that Professor Nunn has been able to maintain such a consecution of thought in traversing such an enormously extended area. For, when the end of the book has been reached, the outstanding impression in the mind of the reader is that of unity. After all, the book is one and indivisible.

The idea that underlies the whole book is that education aims primarily, ultimately, and all the time at the development of individuality. Naturally this position brings Professor Nunn into apparent conflict with what are called the social aims, but he has no difficulty in showing that the eulogistic use of the term "social" is based on certain fallacies, and that "the most clearly 'social' conduct always implies a strong self behind it." No one can for a moment feel that anything is here held up to admiration but that which inevitably wins the approval of the best elements in society. In fact our author deals with the individual and the social self in pretty much the same manner as he deals with the eternal conflict between body and mind. He finds a working hypothesis on soundly pragmatic lines by resolving the two opposing elements into an indissoluble unity, symbolised by the hyphenated term body-mind. The book, in fact, stands the test that its author is quite evidently applying to it all along the line, though he does not make an ostentatious display of it—the test: *does the theory work?* The most hostile reader can hardly deny that it does. The book is indeed amazingly hospitable in the sense that it provides room for all sorts and conditions of thinkers who have self-restraint enough to give the author a chance to show how agreement may be reached on essential points, though of course there are many secondary points on which differences must be permitted to remain. Even on secondary points Professor Nunn's opponents will differ from him with regret. His persuasive style makes it hard work to disagree with him.

What gives special value to this volume is that its author is closely connected with the various movements that are determining the present day evolution of education. It is rare indeed to find a writer on education who combines in himself the sympathetic knowledge of the metaphysical aspects with experience in the applications of the newer mathematical and laboratory investigations. Further, the book itself is full of evidences that Professor Nunn is as much at home on the literary and æsthetic sides as he is on the philosophic and mathematical. Perhaps for the first time we have a work on education that looks upon the subject from all points of view, and yet maintains a fair balance among them all. In his doctrine of *horme* and *mneme* in their relation to the conscious and the unconscious, Professor Nunn has made a contribution of first-rate importance to the harmonising of the conflicting claims of schools hitherto regarded as hopelessly in opposition. Every teacher of education will enthusiastically welcome this timely volume.

(Continued on page 134.)

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THE UNIVERSITIES AND THE TRAINING OF TEACHERS : by F. J. R. Hendy. (Clarendon Press. 1s. 6d. net.)

This is Mr. Hendy's inaugural address on taking up his office as Director of Training in the University of Oxford. It is a gruesome business addressing an Oxford audience on the training of teachers; it is a dancing in chains or a dancing among eggs, whichever figure pleases the reader. In any case it is painfully obvious that Mr. Hendy is walking warily, as he well may in facing people who have no belief in and practically no sympathy with training. Wisely taking cover behind the Board of Education the new director presents in the very words of the Board certain rather unpalatable facts and ideals, and wisely includes certain plain statements of what the Act of 1918 really is. The middle of the address does not make pleasant reading for a man who knows what training is and believes in it. He wonders whether it is necessary to be quite so careful about the feelings of the antiquated persons who dislike the technique of education and see only the seamy side of method. But soon the bitterness of death is past and Mr. Hendy takes his courage in both hands and boldly justifies the man in the street who adopts the criterion of "What is the use of it?" It is cheering to find such a question even breathed in an atmosphere so rarefied. From that point onward Mr. Hendy can do himself justice, and is able to make a presentation of his case that is worthy both of himself and of Oxford. Let the University take heart of grace and cease to tremble at the word "elementary." As the Director points out, with, perhaps, pardonable iteration, the stain of elementariness has now been removed from the general problem of training. Primary work has been definitively handed over to women, and even the old Universities may undertake without loss of dignity the training of teachers for schools "other than elementary." There is more in the address than meets the eye of the casual reader, and Mr. Hendy is to be cordially congratulated on the skill with which he has met a difficult situation.

J. A.

Journal of the British Science Guild.

Copies of the 10th number of the Journal of the British Science Guild may be obtained (price 7½d. including postage) on application to the Secretary, British Science Guild, 6, John Street, Adelphi, W.C. 2. In addition to an Address on *Science and Labour*, by Sir Richard Gregory, the Journal contains a Report on the *Need for Rewarding Medical Discovery*, and particulars of the administrative activities of the Guild in connection with the *Registration of Schools*, the *Forestry Act and Forestry Commission*, the appointment of *Scientific Attachés to British Embassies and Legations*, *University and Higher Technical Education*, etc., together with revised Specifications for various types of *Standard Microscopes*.

History.

THE WAR AND THE EUROPEAN REVOLUTION IN RELATION TO HISTORY : Creighton Lecture, G. M. Trevelyan. (London University Press. 2s.)

This is a very interesting and comprehensive view of the European position from the war against the French Revolution to the Great War and the peace we are now trying to make. Mr. Trevelyan is well qualified to make the comparison because of the Liberal sympathies which make him wish, though he cannot believe, that England might have lived in peace with the Jacobins, and at the other end of the story he regards the late war as another tragedy, which again we could not have avoided when it came. To this well-balanced view the net result becomes the more apparent, and it is perhaps the most important conclusion that we can draw from the political evolution of the century. In 1815 having won on the side of the autocratic Powers our settlement had perforce to be reactionary, and reaction was the note both at home and abroad for over a decade. In 1918 we won on the side of democracy, and the result is a quickening of the progressive movement and wide-spread revolution. "Free will, men's moral choice in national and international affairs, has returned to earth." . . . "And it cannot reasonably be hoped," as Mr. Trevelyan tells us, "that the age of revolution, accompanied by starvation and poverty, on which the world is now embarked, will be easy or pleasant to live in." But it is moving all right.

F. S. M.

PICTURESQUE BREVITIES.

THE WORKING OF THE WORLD : by James Houston. "How and Why Stories" series.

PIONEERS OF SCIENCE AND INVENTION : by Constance W. Long. "Then and Now Stories." (Macmillan. 100 pp. Each, 9d.)

Short and cheertful biographies, with portraits, of fifteen such people as Galileo, Newton, Lister and Marconi, are packed into Miss Long's booklet. In eighteen chapterettes, nicely illustrated, Mr. Houston reviews the forces and processes of Nature, and notes the appearance of Man on earth without any hint at dates. With slightly eccentric fancy, he pictures Adam emerging from Eden, when "the very insects seemed aware that he had degraded himself, for they bit and stung his almost naked body mercilessly."

F. J. G.

CIVICS, OLD STYLE.

THE BRITISH CITIZEN : A BOOK FOR YOUNG READERS : by J. R. Peddie. (Mackie. 160 pp. 2s. 6d. net.)

Those who like the old style will here get a good example, illumined with coloured plates and photos, of talks on Government, Votes, Rates, Navy, Education, Telegraphs, etc., and they will appreciate the instructive quality of the following extract:—

The vast cost of maintaining the war compelled the Government to make a change, so that, at the present time, the penny postage has become the penny and one halfpenny postage, while the post-card, which used to be carried for a halfpenny, now costs one penny to carry.

Just so. But it is possible to deal with civics in a more inspiring tone.

F. J. G.

CIVICS, NEW STYLE.

THE COMPLETE CITIZEN : AN INTRODUCTION TO THE STUDY OF CIVICS, BASED UPON HISTORY, LITERATURE, AND THE INTERESTS OF EVERYDAY LIFE : by Richard Wilson. (Dent. 288 pp. 2s. 6d. net.)

The present reviewer, sitting in a tram-car, and idly turning over the leaves of Dr. Wilson's "Complete Citizen," and lingering on such pictures as the village green in "A Typical English Scene," was accosted by a fellow-passenger (an innocent Peeping Tom!) with the remark, "Sir, you have a very interesting book there." And indeed it is very interesting, compared with the dry stuff which some Civics books lull us to sleep with. For instance, when Dr. Wilson has finished his first chapter on Health and Happiness, he devotes his second to House and Home, and incidentally talks thus:—

Among the Roman deities there was one known as Hestia, or Vesta, the goddess of the hearth, or of the home fires. According to the old stories, the other goddesses of the holy mountain Olympus wedded gods or mortals and had sons and daughters; but Vesta chose to remain unwed, and Jupiter gave her a place in the middle of his palace to receive the choicest morsels of the feast. He also ordered that in the temples of men she was to receive the deepest reverence as the most worthy of the immortals. So the Roman families spoke of her as the goddess of the burning hearth.

This simple but effective historical touch indicates Dr. Wilson's special merit. With such light and natural allusiveness, and ample gleams of poetry, he chats of School, College, Work, Holidays, Village, Town, State, Budget, Army, Colonies, Empire, Women as Citizens, and the rest. Nor does he disdain to amuse us with a coloured picture of a corpulent early 19th century Parliamentary candidate addressing burgesses. It is hardly conventional, but we really must wind up by saying to Dr. Wilson—"Bravo!"

F. J. G.

SERVANTS OF THE PEOPLE : A BOOK OF BIOGRAPHIES FOR VERY YOUNG CITIZENS : by Richard Wilson. (Dent. 224 pp. 2s. net.)

Forty or fifty persons—Bede, Chaucer, Colet, Hampden, Wren, Wesley, Cook, Nelson, Cobden, Nurse Cavell, and the rest—are brightly and informingly portrayed, with the agreeable help of coloured pictures and photographs. Take this anecdotic specimen:—

(Continued on page 136.)

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By W. MACPHERSON, M.A., Inspector of Schools to the Bradford Education Committee. **New and enlarged edition.** Crown 8vo. 5s net.

The author's chief aim is to show how English literature, as it appears in the work of the best writers, may be effectively studied and rightly appreciated. In this edition the number of pages contained in the first edition has been more than doubled, a large amount of new subject-matter having been added.

Beowulf, with the Finnsburg Fragment

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Edited by E. BULLOUGH, M.A., Fellow of Gonville and Caius College, Cambridge. Crown 8vo. 8s net.

The period covered by these Readings extends from the end of the eighteenth century to the beginning of the War, it being the editor's desire to present a picture of Italian thought in the nineteenth century. The book is divided into five sections—Dio, Natura, Italia, Vita, Pensiero. A prospectus giving fuller details will be sent on application.

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Fetter Lane, London, E.C.4 : C. F. Clay, Manager

On the day when he was marking out the ground (for St. Paul's), Wren sent a man to bring a stone to be placed on the spot beneath the centre of the dome, that is at the very heart of the cross. The man went to a heap of blackened stones, which was all that was left of Old St. Paul's, and picked up the first stone that came to his hand. It happened to be a portion of an old gravestone and bore the Latin word *resurgam*, which means "I shall rise again." Wren smiled as he looked at it, and said that this was not only a good sign of the success of the work he had taken in hand, but a good motto for himself.

The only complaint to be made is that the title-page should mark the book as adapted for "very young" citizens. The excellently written volume is suited to the ages of 11 upwards.

F. J. G.

Modern Languages.

FRENCH TABLES: By Horace Puckle. (Bell. 1s. 6d.)

It is a good idea to gain *Übersichtlichkeit* by having a large page with as many paradigms as possible in view at one time, but it is a very quaint idea to miss out the regular conjugations.

Mr. Puckle still believes in mnemonic rhymes, such as :
me te se nous vous precede,
le la les, we're all agreed,
come before lui, leur, and then
follows y, and follows en.

(The author has discovered that "it is perfectly possible to acquire a good French accent, even in England." Quite so ; but those who have done so must find that rhyme rather trying.)

We wonder if Mr. Puckle has ever reflected how easy it is to remember that the only combinations of object pronouns allowed are *me le, te le, se le, nous le, vous le, le lui, le leur* (with *la* or *les* as alternatives for *le*) followed by *y* or *en* or *y en*. We have never known pupils who found this hard, but we know many who would waste a great deal of time in learning the mnemonic. Mr. Puckle should read up some memory psychology.

The mnemonic for mastering (!) genders "holds good in 99 cases out of 100." So that it will be quite useful, when you have first caught your odd 1 in 100. But perhaps by that time you won't want a mnemonic at all. One never knows.

We are offered a large number of hints for passing examinations. But the best way to pass French examinations is—in spite of the vagaries of examiners—to know French.

On page 11 we find the following sentences:—

Il n'a rien mais fromage.

Je ne suis pas une allumette pour lui.

"What is the matter with you?"

Quelle est la matière avec vous?

"I have a cold in my nose."

J'ai un froid dans mon nez.

A careful reading discovers that they are examples of what *not* to say. But it happens that they are the only French sentences in the book. Those who have read psychology need no comment.

H.O.C.

LE FRANCAIS PAR L'EXEMPLE ET LES TEXTES, LIVRE IV. : By C. L. Albert Bonne. (Rivingtons. 2s.)

Loosely connected reading passages, lists of idiomatic expressions, sentences for translation into French, and vocabulary containing a phonetic transcription of each head-word, but not, unfortunately, of the phrases under it. A careful book, but too academic in language for the stage to which it is suited in other respects.

LECTURES PRATIQUES ET LITTÉRAIRES: By Lazare. (Hatchette. 2s.)

The chrestomathic pieces which form the first half of the book cover a wide ground and will be useful bases for general conversations. But the most useful chrestomathie would be that which instead of displaying all the technical terms, showed the pupil how a native talks when he *does not know* the technical terms.

LONGMAN'S MODERN FRENCH COURSE, PART III. : By Bertelshaw (3s. 6d.)

The first half of this book contains reading passages of a literary character, each followed by a questionnaire in academical French. The second half consists of an ordinary sort of grammar, some more or less direct-method exercises, a great many pieces for translation into French and a vocabulary without phonetic transcriptions.

THE PHONETICS OF FRENCH PRONUNCIATION: By Ahern. (Longmans' Modern French Course. 1s. net.)

What a comical title! With what other feature of French would phonetics deal, if not with the pronunciation? And why make another phonetics book which contains nothing new?

Modern Language Teaching (June, 1919).

We would draw special attention to the last issue of this periodical because of a magnificent article, called *French and English*, on the distinctions of meaning between similar words, such as "actually" and *actuellement*.

Modern Languages (October 1919, and December, 1919). (Black. 1s.)

The October number is largely occupied with news and policy. It contains, however, a successful rendering of Rupert Brooke's *Heaven* into French. By "successful" we do not mean perfect. But *la philosophie poissonnière* is really better than the original "each secret fishy hope or fear."

Ce monde est bien cruel: sans doute est-ce une épreuve

Que le grand Poisson nous donna,

Et quelque jour, du sein de la nature humide

Surgira le Souverain Bien,

is mere paraphrase, but exquisitely pungent.

"Somewhere beyond Space and Time

Is wetter water, slimmer slime!"

comes out charming and literal as

Quelque part, en dehors de l'espace et du temps

Est une eau plus agneuse, une boue plus boueuse.

But these are points that are quite missed,

"Never fly conceals a hook"

is but poorly turned as

les fonds de vase celeste

Ne cachent nul piège funeste.

Again

"There shall be no more land, say fish,"

is simple, whereas

Les fleuves n'auront plus de rives

is only clever.

The allusions in "Mud unto mud" and "the worm that never dies" are not attempted. (Perhaps M. Maurois doesn't know his Bible and Prayer-book!)

The editor is to be congratulated on his courage in admitting Mr. William E. D. Allen's spiritedly sympathetic article on the constructive work of the Bolsheviks. Whether the article is quite in place is another question.

The December number has a fine essay on "Britain as an Italian Province," and a very tiresome one on the *Préexcellence* (not the *Excellence* but the *Préexcellence*) *de la Langue Française*. We admire that language too much to enjoy this kind of contradiction. *Le français est la seule langue du monde où l'on soit toujours sûr de ne pas dire exactement le contraire de ce qu'on dit* (sic!) followed, a little lower, by *Voyez comme nous sommes pris nous-mêmes aux finesses de notre parler français!*

And besides, does M. Hermant know all the languages in the world?

Modern Language Review (July, 1919). (Cambridge. 5s.)

There is much we should like to write in appreciation of this valuable number—but not in the columns devoted to modern languages!

La Petite Revue: Edited by H. J. Purkiss. (Reliance Press. 2d. or 20c. monthly.)

Four pages of attractive and varied reading. The periodical might well be introduced into schools, though it might find it hard to compete with illustrated weeklies and monthlies.

LA DOLCE FAVELLA: By Ernesto Grillo. (Hirschfeld. 4s.)

An orthographic Italian reader, chiefly narrative, with rather scanty notes in place of a vocabulary. The tendency is literary rather than colloquial.

The following books are held over in order that they may have the full treatment they require:—

George Clark: (a) Handbook to a Practical Complete Phonetic Alphabet;

(b) The Practical Complete Phonetic First, Second, Third and Fourth (or Transitional) Reader. (Nelson for the Carnegie Trust.)

(Continued on page 138.)



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 H.O.C.

Mathematics.

AN ELEMENTARY COURSE OF INFINITESIMAL CALCULUS: by
 Horace Lamb, M.A., LL.D., D.Sc., F.R.S. (Revised
 Edition, 1919. 530 pp. 20s. net. Cambridge University Press.

The publication in 1897 of Professor Lamb's Infinitesimal Calculus marked an epoch in the teaching of the subject. Increasing numbers of engineering students required to learn the elements of the Calculus and existing text-books assumed as a basis more knowledge of traditional school mathematics than they usually possessed. More space and greater emphasis had to be given to fundamental ideas, limits and continuity and so on, and it was with this need in view that the first edition was published. So, by the sacrifice of exercises in manipulative dexterity, the subject was brought "down" to the requirements of the budding engineer. Probably even the mathematician destined for the Tripos may have derived some benefit from the greater lucidity of this new text book. In a very few years several others followed on the same general lines, and surely it is no unrelated fact that the next twenty years saw the subject established in the general syllabus at secondary schools. Such is not, however, the purpose of this book, though as a sequel to one of the excellent "Introductions" on the market, it leaves little to be desired.

All the main features of the previous editions have been retained; the full discussion of preliminary ideas, as insistence on the exact use of words and the logical development of the subject, applications, except for a few illustrations in the text, being deferred till after the treatment of the exponential and hyperbolic functions.

The exponential is defined as the standard solution of the equation $\frac{dy}{dx} = y$. Most teachers will prefer to use traditional definition when first introducing the function, as boys seldom proceed, with any degree of conviction, from the unknown to the known. For anything like rigorous treatment, however, this line of approach probably offers fewer bunkers than others. The other change is a reduction of the discussion of Infinite Series to Power Series. Boys usually get this subject twice over, in the Algebra and Calculus, and sometimes a third, if smaller dose, in the Trigonometry; an entirely different standard of precision in the two (or more) text books is confusing and wasteful, as the more slipshod of the two makes a greater appeal owing to its covering the ground in less than half the space.

The discussion of asymptotes and curve tracing makes no pretence of dealing with the general case, but perhaps this subject should be treated in the books on Analytical Geometry.

In conclusion, the book is well got up. Its text is not confused by the odd examples that make some works so reminiscent of lecture notes. Subjects which are started are carried, if not to a finish, at least to a natural halting place. But many schoolmasters may consider that this book has not sufficiently superior claims to justify its price. H. P. S.

1. ELEMENTARY ALGEBRA FOR JUNIOR STUDENTS: by J. Lightfoot, D.Sc., M.A. (227 pp. 3s. 6d. net. Herbert Russell.)
2. GRAPHIC ALGEBRA FOR ELEMENTARY AND INTERMEDIATE STUDENTS: by J. Lightfoot, D.Sc., M.A. (91 pp. 1s. net. Herbert Russell.)

It seems to be a useful manual for a practical teacher of youngsters who wishes for a clear statement of rules and an ample supply of examples.

In 2 Dr. Lightfoot covers the solution of simple, quadratic and simultaneous equations by the use of squared paper, discussing shortly approximations, maxima and minima and the appearance of the conics on his way. He includes a chapter on Argand's diagram without, however, using the trigonometric functions.

EASY PRACTICAL MATHEMATICS AND DRAWING COMBINED FOR THE FIRST YEAR PRELIMINARY TECHNICAL COURSE: by E. Sankey. (126 pp. 2s. net. Edward Arnold.)

This book, prepared for the use of Central, Continuation and Technical Schools, consists almost entirely of well-assorted examples. In the hands of a good teacher it should help to make elementary mathematics real to the boy without much ability. The Geometrical examples seem to be a particularly strong line.

Music.

MUSIC AND LETTERS. January, 1920. (Barnicott and Pearce, Taunton. 3s. 6d.)

The publication of new musical journals is becoming a matter of almost monthly occurrence. Some are good, some only mediocre, but the latest venture in the field, "Music and Letters," under the editorship of A. H. Fox Strangways, certainly will belong to the former class if it maintains the promise of its initial number (January, 1920). Most of the articles contained are of sterling value. There is, to our minds, a certain note of unconvincingness and personal feeling unsupported by much evidence in the essay of Mr. Clutton Brock "On listening to Music." Sometimes, too, as in Dr. Terry's discourse on "Sailors' Shanties," the material has largely appeared previously in print. Mrs. Woodhouse, in an illustrated article on "Old keyed Instruments" also presents us with little that is fresh. But Mr. Plunket Greene on "The Future of English Song," and Mr. Nicholson on "Music in Country Churches," though they do not tackle subjects that are very new, yet give us some thoughtful and original matter. Perhaps the article that contains most of interest is that by Mr. G. Bernard Shaw on "Sir Edward Elgar." Mr. Shaw is usually excitingly unexpected on whatever subject he may happen to write, and although his brochure is short and non-technical it cannot be said to lack either interest or instruction. For the rest, there is a discourse on "Words on Music," by Harold Munro, some continental notes, a newly composed piece for the harpsichord from the pen of Delius, and a philosophic-narrative fictional fragment by Cecil Forsyth. A MUSICAL MOTLEY: by Ernest Newman. (John Lane. 7s. 6d.)

A careful perusal of Mr. Ernest Newman's "Musical Motley" makes one wonder what its author really does think about music, whether he loves it or hates it, how far it is a tedious task to him and how far a pleasure. This collection of many newspaper articles contains things both grave and gay; the grave ones are worthy of study and thought, but the gay ones are the more fascinating. Perhaps "gay" is hardly the word for the vitriolic and scathing tone adopted for several of these latter; but even when Mr. Newman is hurling the fiercest thunderbolts there is always a feeling that he is no real Jove, but that at the back of his mind he is only twitting you, and that he really does not so very much care if all the evils at which he is fulminating do exist. One cannot take up this book without being amused, though one may not be quite sure whether one is laughing with Mr. Newman or at him. But amusement is not the sole aim of this collection; a writer of the author's knowledge, experience, and power cannot fail to impart much that is worth knowing, and the point of view is refreshingly original. It would be a difficult task to agree with all that Mr. Newman says, but his book is one to dip into frequently, and it is one that can be well read when all the world seems wrong, and life a burden and a misery. Under these conditions consult Mr. Newman and it will be found that there are worse sorrows than one's own and that yet they may be taken lightly.

PIANOFORTE MUSIC.

"Boat Song" and "Mazurka" are two short pianoforte pieces from the pen of Mr. H. Ellingford. The first is graceful in style, and the second bright and vivacious. They are provided with English fingering.

(Two Pianoforte Pieces by H. F. Ellingford. Miller, Crease, and Co., Liverpool. 1s. 6d.)

PART SONGS.

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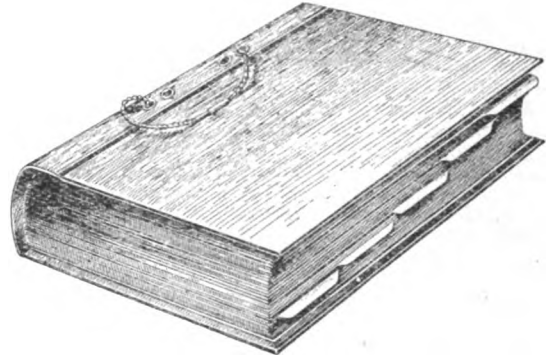
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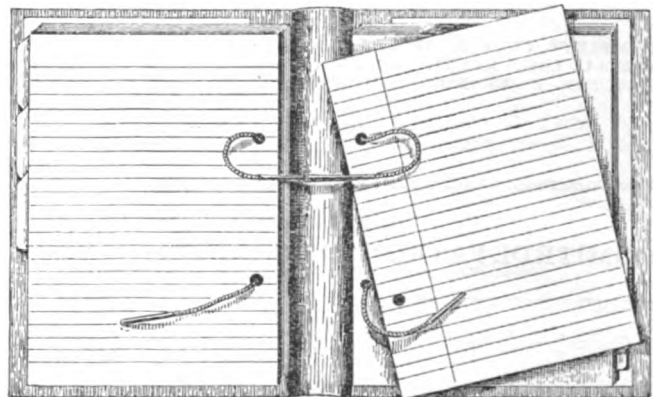
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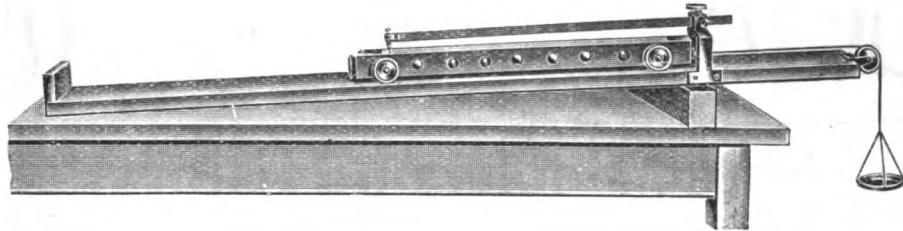
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NEAR LONDON.—Partner, or Senior Mistress with a view to partnership, required in high-class boarding and day school for girls containing 31 boarders paying from 90 to 99 guineas per annum, and 65 day pupils paying 12 to 21 guineas per annum. Gross receipts about £6,000, net profit about £1,200. Applicants should be University women, or, if not, capable of taking entire charge of the domestic side of the school.—T3066.

LANCASHIRE.—Private high school for girls with kindergarten and preparatory class for boys, containing about 90 day pupils producing nearly £1,000 a year. £300 asked for goodwill and school furniture, or offer.—T2968.

SURREY.—Principal, moving away with her boarders, wishes to dispose of her connection of 30 to 40 day girls paying 18 to 36 guineas per annum. Gross receipts from day pupils between £1,200 and £1,500. Rent of premises with accommodation for about 30 boarders, £300. One term's fees accepted for goodwill.—T3086.

WEST OF ENGLAND.—High-class boarding and day school containing 15 boarders paying fees from 80 to 90 guineas per annum, and 47 day pupils paying from 12 to 30 guineas per annum; gross receipts about £3,000 a year. Goodwill £950; furniture could either be taken at valuation, or would be let with the house at £180 per annum.—T2502.

LONDON.—Day school of the highest class containing 80 to 100 pupils; gross receipts over £3,000, net profit over £1,000 per annum. Goodwill £2,000, furniture at valuation. A partner would be received with a view to succession, and part of the purchase money could be paid off by instalments.—T3072.

BUCKS.—High-class boarding school on Chiltern Hills, containing 32 boarders paying £115 to £120 per annum exclusive of extras; gross receipts over £3,000, net profit between £600 and £700. Magnificent freehold premises in grounds of six acres. Price of freehold £10,000, a large amount of which could remain on mortgage. Satisfactory terms could no doubt be arranged with suitable lady who is able to put down from £3,000 to £4,000.—T3106.

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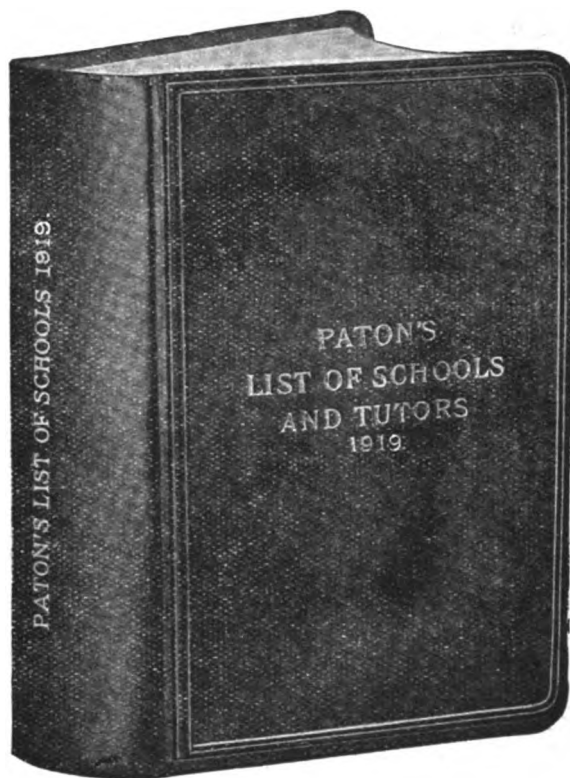
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What Registration Means to Teachers.

An Axiom for Administrators.

TEACHERS everywhere, and in all branches of the work, are rightly desirous of securing an improvement in their professional status, in the conditions under which they teach, and especially at the present time in the remuneration which they receive. This threefold ambition is in every sense a worthy one, and its realisation will have a beneficial result not only to teachers as individuals, but to the children of the nation as well. In all forms of educational administration one principle should never be forgotten—namely, that the ultimate success of any scheme depends on the work which is done in the class-room. This work cannot prosper unless it takes the form of active co-operation between enthusiastic and alert-minded teachers and pupils who are physically and mentally capable of receiving and profiting by instruction and training. Anything which tends to diminish the enthusiasm of the teachers, to make them discontented with their material conditions, to make them over-anxious as to the verdict which may be passed upon their efforts, or to remove from them a reasonable chance of doing the work for which they are best fitted, will at once serve to make their work in some degree less valuable to the community and to their pupils.

The Principle of Reform.

Among thoughtful observers it has for years been evident that the true remedy for many of the ills from which teachers have suffered is to be obtained by their own efforts and by no other means. Briefly, it may be said that, although teaching is commonly called a "profession," it is in reality little more than a collection of casual trades centred round one particular group, who hold a State licence to teach in public elementary schools, the State licence being called the Government Certificate. Apart from the obligation to produce this licence as a condition of assuming certain duties in State primary schools, there is no recognised obligation upon any person to produce evidence of fitness before beginning to teach. Even in State schools many are employed in subordinate positions whose ascertained fitness before they took up their duties rested on very doubtful ground. The result of this state of things is that to the public the word "teacher" means little or nothing. It suggests a form of occupation, it is true, but it suggests nothing in regard to a person's attainments or professional training. The names of other callings, such as "doctor," "lawyer," "actuary," do suggest not only a form of work, but a measure of preparation and a standard of attainment. It is to be noted, moreover, that in the case of the professions named the public understand that the attainments required carry with them certain rights in the way of payment for service and of professional standing. The great principle of reform in regard to teachers would seem to be, therefore, that they should establish themselves as a body on a professional basis.

Unification.

Unification should be the present watchword for all teachers, and the way to unification is provided by the Official Register. This is maintained by the body representing all types of teachers, and it is designed to establish the principles which have been described above. Registration will not have the result of putting all individual teachers on the same level, but it will serve to improve the status of everybody who is teaching, and will provide means by which ability can find full scope. Some there are who can see no personal advantage to themselves in becoming registered. They hold aloof on the pretext that they cannot afford to pay a registration fee when they see no return to themselves. Such an attitude of mind would destroy every association or society that now exists. In all associations and societies there are many members who have joined, not in the hope of receiving personal monetary returns, but out of a spirit of loyalty and a desire for co-operation. The Registration Council is not a society or association, nor does it seek in any way to do the work which is so admirably performed by existing organisations of teachers. It was constituted rather to achieve an aim which all teachers should have in common—that of establishing their calling on the basis of unity, so that a true profession may be created, and that men and women may be proud to call themselves teachers, and may feel that within the orbit of their task they are assured of a due measure of public esteem, proper payment for their work, and such freedom from detailed control as becomes the members of a true profession.

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NOTICE TO READERS.

The May number of *The Educational Times* will contain articles on "Is the N.U.T. a Trade Union?" "Teaching versus Education," and "Do we teach Languages Wrongly?"

The translations from Meleager will be continued, and the essay on Continuation Schools will be concluded.

Readers are asked to help in making the magazine more widely known by sending to the publishers the names and addresses of possible readers or subscribers to whom specimen copies may be sent.

A Prize Competition for Devices in History Teaching is announced on page 174.

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.

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NOTES AND COMMENTS.

A New Burnham Committee.

Following some difficult negotiations there is to be established a second Burnham Committee, which will deal with salaries in secondary schools. The hitch in the arrangements was due to the attitude of the County Councils' Association. This body finds that its efforts on the earlier Burnham Committee have not brought universal satisfaction to its constituents, chiefly because the agreed salary scale involves a heavy increase in local expenditure for the current year. Efforts have been made to induce the Chancellor of the Exchequer to come to the rescue of the rates, but he has rejected the proposal entirely and has told the Local Authorities that their present plight is due solely to their want of foresight. Under these circumstances it is easy to understand that the County Authorities are inclined to hesitate before going into a Committee which may call for further expenditure, and although they have agreed at length to go in we may expect them to examine every proposal very carefully. The result may be a scale for secondary schools which is far less satisfactory than even the one arrived at for primary schools. The latter is proving to be anything but an emollient of the "unrest among teachers" which forms material for recurrent paragraphs in the newspapers, and the attempt to solve the salaries problem on partial and sectional lines is not likely to succeed.

A Principle Wanted.

The truth would seem to be that we need to formulate some principle in the matter of salaries. Our present plan is a mere muddle of expedients. To begin with, we have the assumption that the public elementary school exists to provide a form of cheap education. The State secondary school has tended rather to range itself with the endowed schools. Specialist teachers are regarded as subjects for special, but not for generous, treatment. It is now time for us to think of teaching as one profession, with a basic minimum rate of payment, applying to all types of teaching work, wherever carried on. Above this basic rate there should be additional payments to individuals, based on their special qualifications, experience, or responsibility. The principle of this plan is that we should pay to every teacher a reasonably good salary, and those who are not worth such a salary should not be allowed to teach at all. In other words, the basic scale is the measure of remuneration recognising the importance of every kind of teaching work. Beyond that we should recognise and pay for special ability where it is used in positions of responsibility, whether in primary schools, secondary schools, or Universities. As things are, the rate of salary depends far too much on the kind of institution in which a teacher happens to be working, with the result that able men and women are led to think that their only chance of obtaining the salaries they deserve is to take posts in secondary schools.

Some Wild Talk.

The newspaper reports of the proceedings at the special Conference of the London Teachers' Association are likely to alarm nervous folks like the Prime Minister, who appears to measure the policy of a party by the utterances of its most extreme members. At the London Teachers' meeting there was a peremptory demand for a general strike, and one perfervid speaker suggested that the County Council should be allowed a week's grace in which to improve salaries, after which the teachers should proceed to teach the children "the doctrines of life being taught in other countries, Bolshevism if they liked." This suggestion that teachers should abandon their professional integrity is no more likely to be adopted than would one which asked the panel doctors to poison their patients as a means of securing better payment from the Ministry of Health. Such wild talk affords good "copy" for the newspapers and serves to damage the very good case which the London teachers can put forward. In Lancashire the National Union of School Teachers, a body which claims to represent the supplementary and uncertificated teachers, and must be carefully distinguished from the N.U.T., is trying to bring about a strike of school children with the help of their parents. It remains to be seen whether this foolish scheme will have any success. It is somewhat strange that these unqualified and partly qualified teachers should be seeking the support of the Trade Unions, which in their own concerns resolutely oppose the dilution of skilled workers by the unskilled.

Superannuation.

It is becoming clear that the Teachers' Superannuation Act must be amended, or extended. In its present form it will set up barriers between one kind of teaching work and another, will threaten the very existence of many schools, and will introduce into our school system a petrifying influence. Recently an experienced and well-qualified teacher sought a post in one of our public schools which happens to be outside the State pension scheme. He was informed by the Headmaster, with regret, that his age was an insuperable difficulty, since the private pension scheme of the school would suffer if he were appointed. The teacher concerned is a veteran of thirty-five, and it may be presumed that for the few remaining years of his life he must continue in his present school or in similar schools where the State scheme is in operation. The Act does not provide for reciprocity between England and Scotland, as the Scottish scheme does, so that although an Englishman loses nothing by going to Scotland a Scottish teacher will be unable to come to England. A school teacher will be unwise to take a post in a University, and one who is working in an independent school, where no pension is available, will be wise to transfer himself to a State school. This will make it more than ever difficult for independent schools to obtain teachers, although their continued existence is of the utmost importance. It appears to be forgotten that the pension is earned by the teacher and not by the school.

Compulsory Greek.

Oxford has decided to abolish compulsory Greek. The arguments for its retention rested on the fear that if Greek is no longer required at Oxford it will not be taught in the schools. It was urged that Oxford should retain compulsory Greek and thus establish itself as the home of Greek studies in England. Against these views it may be urged that the very worst way of making a subject attractive in school is to make it compulsory in an examination. Greek is taught in all Universities and it will be studied by an increasing number of men and women as soon as we come to recognise the real purpose of education. The decision to abolish compulsory Greek is a challenge to the teachers of Greek, inviting them to show that they can make their subject attractive and indispensable. At Oxford it has been an indispensable part of certain elementary examinations, and it ceased long ago to be attractive or even rational as part of the enforced study for Responsions. Some years ago a man who was going up to Oxford and knew no Greek placed himself at the mercy of a well-known Oxford coach to be crammed for the ordeal. The coach proceeded to make him learn by rote a rendering of the *Alcestis*. At one point the pupil ventured to ask the meaning of a passage. The coach replied with the crushing and memorable dictum: "If you want to pass in Greek at Smalls don't trouble about the meaning; get up the rendering."

The "Varsity" Touch.

Some of the blithe spirits in our younger Universities appear to think that it is their bounden duty to have a "rag" as often as possible. They have probably read "Verdant Green" and believe that a sufficient boisterousness in public will convert their University into a "Varsity." In London these demonstrations have recently cost to an American visitor an eye and to Mr. Asquith a hat. They have also created a wrong impression of the University in the minds of many citizens, who probably do not know that university life is not to be judged by the antics of a few. In Manchester the municipal authorities have told certain would-be verdant ones that their pranks cannot be permitted. At Bristol, Lord Haldane's visit was made the occasion of a demonstration which appears to have been quite harmless and amusing. Warned by Mr. Asquith's experience Lord Haldane cannily assumed a close-fitting cap, which he was permitted to retain, possibly because his unaccustomed appearance added to the gaiety of the scene. He was not permitted, however, to retain his motor car, for this vehicle broke down under the weight of his admirers. The most novel and surprising feature of his reception was provided by a young woman who implanted a kiss on his bachelor cheek. Lord Haldane may have remembered that not very long ago older women were trying to hit him on the head with various weapons, including a hand-bell. It is not recorded that the students' band played *La Donna è Mobile*.

Public Schools and the Navy.

A question of great educational interest and importance is raised in a book which has been edited by Lieutenant W. S. Galpin, R.N. It is entitled "From Public School to Navy," and gives an account of the working of the Special Entry Scheme which has been in vogue during the past six years as a supplement to the Osborne-Dartmouth scheme. Lieutenant Galpin is convinced that the Special Entry Scheme has many advantages, and the reasons he gives for his view are certainly such as will appeal to teachers, and for this reason his book should be widely read. The Osborne-Dartmouth plan reflects the old idea that it was necessary for a boy who joined the navy to enter at an early age and devote his whole life to the Service. In practice this means that boys are sent in long before their real bent or desires can have developed. Further, they are under specialised or at least separate training for about nine years. The Special Entry Scheme leaves them under ordinary school training until they are about 18, and thus allows them to complete their general education and to reach positions of responsibility in their schools. The war seems to have shown that it is possible to train such boys very quickly in the duties of a junior officer of the Navy, and we have been assured by naval officers of experience that the special cadets were often found to show more initiative and resource than the Osborne-Dartmouth students. The question is of great importance, and Lieutenant Galpin's book should be studied by our education authorities.

HEARTSEASE.

When the sharp goad of man's injustice stings
 My aching heart afresh, and bids it swell
 And nurture gloomy thoughts too dark to tell,
 Imaging forth the solace Vengeance brings
 And the dread power occult that Hatred flings
 Into the void. . . . suddenly all is well ;
 A little voice proclaims, clear as a bell,
 " I love you and I like you !"—and there rings
 Responsive in me such a merry chime
 That evil spirits flee : 'tis Angel-time
 When small hands, silken soft, my cheeks caress,
 And lips like rose-leaves on tired eyelids press.
 Heartsease, and Love's own balsam, quiet joy,
 With tender thoughts he brings—my tiny boy !

CELIA HANSEN BAY.

**THE UTILITARIAN MOTIVE IN
CONTINUATION SCHOOLS.**

BY O. BOLTON KING.

I.

YOUNG children must do as they are told. Their undeveloped minds cannot yet weigh the reasons for conduct, and whether or not superficial reasons are given them, there must be, of necessity, a background based on implicit obedience. As the child grows older its reasoning powers will take on a deeper tone, and the time will come when opposition to the discipline imposed by older people will assume a real significance. During the years of adolescence this self-assertion increases rapidly, and any attempt at complete suppression of it will have one of two results. Either it will fail, and the child, breaking away from restraint, will forge its own path irrespective of the experience and advice of older people, or it will succeed, and the child becomes the slave of the man. Neither course follows the normal trend of evolution, for in the one case mental anarchy results, in the other cessation of initiative: Thus we are forced to the conclusion that if the normal evolution of the species is to continue, after a certain age youth must, at least to a considerable extent, forge its own destiny.

Continuation Schools have such material to deal with, and it is our duty to find out what are the aspirations of the young people under their care. Having done this, the school curriculum must be so shaped as not to clash with the outlook of its pupils. This may seem on the surface to be creating an impossible position, and naturally the difficulties will be great. There are, however, certain definite objectives to be gained by means of education, and with the adolescent these can only be gained by playing on his natural enthusiasms. He is the possessor of inexhaustible keenness and energy. Let the teacher take full advantage of this, and not try to force the children in uncongenial directions. Nor must we forget that these children are of a newer generation, a later stage in evolution, and to keep them strictly to the ways of their predecessors is simply to stifle progress.

The writer recently questioned the top classes of some East London elementary schools as to whether they would like to remain at a part time school, and, if so, what they would like to do there. The answers may be of interest in showing what the continuation school teacher is up against. Very few wished to learn any more history or literature ; still fewer saw the use of geography ; while mathematics, shorthand, and book-keeping were much in favour. Almost all were not only willing but anxious to have further opportunities for studying them. The only ones to show any desire to follow up English or historical subjects were the girls, while a fair number of both sexes, as was to be expected, were desirous of doing higher work in music and drawing. *About 70 per cent. had no further use for schools at all.* Such an attitude is fairly typical of industrial areas, and these are the people whom the continuation schools must lead—not drive—along the road to citizenship.

Along with that of the young people, the point of view of the parent is equally important, for the one reacts upon the other. There can be little doubt that the majority of artisan parents now realise the vital advantages that their sons and daughters would derive from a good trade training on the German system. But whether they appreciate the blessings of a longer liberal education is more doubtful. There are of course artisans in every industrial district who take a keen interest in cultural education, and who wish their children to have as much as possible of it. Probably, however, these scarcely extend beyond the circle of the Workers' Educational Association and kindred bodies. Thus it is that, among those whom the continuation schools will reach, few wish for any further education, while those who do want only a vocational subject. For the majority, then, an interest must be created.

It is held in many quarters that this interest can only be created by giving the work a vocational bias. The argument put forward by this school is that it is far easier to stimulate interest in study, which, for obvious reasons, will add to the weight of the weekly pay envelope, than in an abstract pursuit which, to the young at any rate, shows no signs of bringing material advantages in its wake. The argument is probably only to hide a selfish object under the guise of a higher motive. Certainly it is true that adolescent children can be readily interested in subjects which are given a vocational flavour, but it is equally true that their attention can be won without it. The difficulty is at the start, when interest has first to be found, but in the hands of the right type of teacher there should be no impassable obstacle to creating it in work unconnected with the student's occupation.

These young persons are at an emotional age, and naturally lean towards emotional and romantic thought, and the supposed bias on the vocational side, if it exists at all, is merely a product of environment during recent years, not the result of any evolutionary process, and is therefore not a vital factor.

Once the school appeals to the pupils' interest, it is a short step, in capable hands, to reach the pupils' hearts, and to quote Dr. Kerschensteiner: "Once it has gained the pupils' heart it can lead him where it will, on to theoretical as well as practical ground, on to the ground of moral and civil teaching."

"Moral and civil teaching." In this is summed up the entire aim of the continuation school. The end of education is not the production of the perfectly efficient workman, rather is it the citizen in the family, the State, the race. Not until it has grasped this fact will the compulsory continuation school prove itself valuable enough to justify the large expenditure which it requires.

During the growth of the factory system specialisation of work has become more and more marked. The old-time craftsman who in his day was a master of his trade, skilled in a large variety of operations, has given place to automatic machinery, and the consequent division of labour. It was then a work of five or six years to train the lad to become a capable workman, who, given a box of tools and the raw material, could do a complicated job at the ends of the earth. Thus the

system of apprentice training, extending over a number of years, was evolved. Whether or not Ruskin was right in his efforts to perpetuate this type is beside the point. The craftsman, in the accepted sense of the word, has vanished from our ken, and given place to the man who spends his whole time, year in, year out, in performing some small mechanical process. With the death of the craftsman we must cease to train lads to be craftsmen, for in doing so we waste opportunities which might be used to better ends. The war has shown that very little training is required for the majority of present-day jobs; and that training, such as it is, can have no place in the Day Continuation School. What, then, in the light of the division of labour, are the modifications which must be introduced into the education of the town adolescent? He can no longer take a pride in his work in the old sense, for his work is but a small part of the finished product, and his activities are of a purely mechanical nature. He has lost that great ennobling influence which was the salvation of manual toil. He has lost the one great interest in his working life. The alternative is obvious; the factory boy must be educated to get his interest from his leisure hours—those eight hours a day when he neither works nor sleeps, and which in the last century were regarded as the mare's nest of factory reformers. Since leisure has been won for him he has been left by our casual ideas of education to his own resources, which have often not been of the wisest. This reform may only be accomplished by a continued education, combined with active social guidance. Herein lies the greatest appeal for a liberal or humanistic motif in the continuation school.

The elementary school leaves off at a vital point in the child's career. It has just covered the groundwork and has opened the door for further study, when it ceases to operate. Up to the present in England it has been supposed to be an end in itself. It has set out to cover a certain field of elementary subjects, with no thought as to their continuance. When the new Education Act comes into force this will be altered, a medium will be provided for further study, and it is important to see what elementary school subjects should be retained after the age of fourteen. Were we dealing with full-time schools most of them might be retained, but when the school week will consist of only eight hours, a ruthless pruning is essential.

Drawing and mathematics have a strong claim to a place in the curriculum. Both are subjects which the primary school has left just when they are becoming interesting, and both help us to understand the world we live in. Mathematics, if properly dealt with, allow the student to see the laws governing his earning capacity besides its usefulness in his own personal affairs, and often in his work. If there is to be any hope of industrial peace these laws must be understood by the workers of the future. Mr. Ogden, speaking of the Munich continuation schools, says: "By making out both preliminary estimates and bills, the pupil learns the value not only of the material and the work but of the time he has spent on it. It is particularly important for the apprentice to recognise by these bills how much time he has spent on his work—and this, of course, is very

great with apprentices, and increases the cost of production. Special care is taken in making out bills and estimates to let the pupil learn to calculate not only the cost of materials and time, but the other items of cost arising from deterioration of machines and tools, the interest on capital, carriage, and the various other sources of expense." By being able to calculate this, the worker is able to satisfy himself that he is receiving fair payment for his toil. To follow the theme: it is only through a knowledge of political economy that he can understand the larger issues that determine his value in the economic system. The school cannot expect to give its pupils a thorough insight into these problems, but it can, and must, cover the more elementary part, and prepare the way for deeper work at a later age. Thus we have two subjects which are essential for the continuation school.

Granted a place for mathematics in the curriculum their scope becomes a matter of importance. It would seem much better not to attempt excursions into the higher realms. If the child is going to climb to a position where he will require a knowledge of higher work the continuation school is not the place for him to learn it. Rather should this type of school, for the sake of the large majority, concentrate on the more elementary matter applied to interesting and broadening purposes.

Just as a knowledge of the world he lives in from an economic standpoint is essential to the worker, an insight into the evolution of the industrial system is of equal importance. The vital need for an understanding of these two factors is too patent to need enforcing. One has only to look at the industrial controversies of recent years to realise how many of them have been due to a lack of insight into the meaning of the factors concerned, and of the institutions which form the factory system. This insight can only be obtained in one way—through a study of the historical factors which have caused their rise. Very few workers have this knowledge, and many of those who think they have only know the biased views of perhaps a single writer. The urgency of this is being slowly realised in all civilised countries. In England most of those who act in the educational interests of the workers have realised it, and are already doing their utmost to spread a knowledge of industrial history. Both the W.E.A. and the Labour Party have made it an important plank in their educational platforms, while at least one Local Authority has appointed a peripatetic lecturer in this subject. That there is a demand for this kind of instruction among adult workers is shown by the response which these efforts have everywhere met with.

Interest in industrial history and political economy is now being taken by the employers, who have often been as badly informed as the men. Many of the more go-ahead firms in England are making the preliminaries of these two subjects a big feature in their works schools, while in America the employers who are grouped under the National Association of Corporation Schools are, among others, realising that the time to enlighten the worker has arrived. These firms are realising, as in time all must, that here lies a large part of the solution of the present industrial unrest.

That geography should be taught with a view to building up a background of a special nature, and to inducing a tolerant and fair view of other peoples, is self-evident. The reason why it is not receiving its proper share of attention is that many consider history alone to cover this field, and consequently do not feel justified in giving time to the other subject. In ideal practice, of course, the two should be made to form one subject. Attempts have been made to teach civics to young persons as a definite subject—a sort of social geometry. It is an impossible plan. The only workable way of planting civic ideas in children is through the subjects we have discussed, by the general social activities of the school, the clubs, and the efforts of the welfare worker. The Munich system, in spite of its faults, throws light on this: "Civic instruction is generally planned as follows in the different trade schools. First, the historical development of the trade to which the pupils belong is discussed. He is shown in the struggles of his fellow workers the growing interdependence of interest between all the citizens of a community. Concrete examples are placed before him. Thus, by degrees, he recognises how the problems arose which occupy the town and the nation to-day, and learns the duties and rights of the individual within the State. This insight is strengthened into the will to consider others, and to devote himself to common purposes, by associating pupils into working groups, especially in the last school year."

The case for chemistry and physics will be shown in a quotation in the continuation of this article, while that of English literature is too obvious to need insistence here.

(To be continued.)

Summer School of Spanish.

A Summer School of Spanish, to be held at Liverpool University, is announced for the early part of September. Some five hours' lectures and classes daily are to be held, the linguistic classes being conducted jointly by English and Spanish teachers and combining conversational practice with grammatical instruction. Both elementary and advanced students will be catered for. A feature of the afternoon classes is to be a course of Practical Spanish Phonetics for which it is hoped that the first Spanish Phonetic Reader to be published in England will be available. For the evenings an attractive series of lectures (in Spanish and in English) has been arranged, on the literature, history and life of Spain. During the course it is hoped to hold a number of conferences on the teaching of Modern Languages, with special reference to Spanish. The prospectus of the school may be obtained after the beginning of May from the Director, Mr. E. Allison Peers, The University, Liverpool.

Vacation Courses in Scotland.

At a meeting of the Executive Council of An Comunn Gaidhealach (the Highland Association) it was reported that arrangements had been made to hold vacation courses in Gaelic at Inverness during August. A number of expert Gallic scholars have agreed to act as instructors. It is probable that classes will also be held in Glasgow, and 65 teachers from Argyllshire have intimated their intention to attend the course. It has also been proposed to institute in Edinburgh University, this summer, courses in English, Latin, French, History, Geography, Botany, Physics, Chemistry, Economics, and Mathematics, provided a satisfactory enrolment is made. The Classes will commence on July 19, and extend for four weeks.

MELEAGER OF GADARA.**Poems of Manhood.**

His university studies at Gadara ended, Meleager bade farewell to his youthful comrades and to his books, and embarked upon a life of pleasure at Tyre. Here in the company of his fellow poets—Antipater, Archias, and Philodemus—he spent all the middle years of his life, and here he wrote that series of love poems which are his chief title to fame.

Renunciation.

No longer will I write—" O Theron fair,"
Or praise Apollodotus' golden hair.
Those fires now are dead. Let goatherds choose
The coarser loves that their own cattle use.
I sing the tender joys that maids bestow
And softer charms than men's gross bodies know.

A.P. xii. 41.

Valete Libri.

The die is cast : come quick, the bright torch take ;
I've worked at books too long.
Learning and love will never marriage make ;
I'll join the revel throng.

" Oh, foolish heart, would'st drown thy cares in wine
And waste thy studies' pain ?
Where now the wisdom thou dost hold divine ?
Shall all that toil be vain ? "

Nay, chide me not. I can no longer stay.
Up with the torches' light !
Not Zeus himself for all his pride, men say,
Could overcome Love's might.

A.P. xii. 117.

A Dream.

Last night I dreamed a dream—
Love to my bed a smiling form did bring,
That seemed with youth and beauty all a gleam.
It came to me and my arms welcoming :
Albeit 'twas in a dream.

I pray thee, dream, return—
I see that winged vision in my sleep,
My thoughts with phantoms of that beauty burn
My weary heart that memory still doth keep.
Wilt thou not soon return ?

A.P. xii. 125.

Timarion.

Love, when flying through the skies,
Passed before Timarion's eyes ;
Now he ne'er can fly away,
Forced a captive there to stay.

A.P. xii. 113.

Asclepias.

Your eyes, Asclepias, have the pride
Of waves in summer weather,
Alluring all men to your side
To sail Love's sea together.

A.P. v. 156.

Demo.

Her cheek's a lily newly blown,
Her brow like marble white ;
And he who has not Demo known
Will never know delight.
Oh, pale-faced maid, dost thou still yearn
For Zion far away ?
E'en in that Temple Love's fires burn
On great Jehovah's day.

A.P. v. 160.

Love's Votary.

By Timo's wealth of ringlets
In lover's true knots drest,
By Demo's fragrant perfumes
And sleep-beguiling breast,

By Ilias' sportive fancies,
And by my lamp's dim light—
The lamp that's seen the revels
Of many a vigil night—

Upon my lips my spirit faints,
But while I breathe and live,
All that to me of life remains
To thee, great Love, I give.

A.P. v. 196.

The Bird of Dawn.

Cock that crows before the dawn,
Messenger of grief to me,
Screaching in the darkness wan,
Thrice accursed be.

Short the hours of love, but you
Proudly clap your wings again ;
Care not, miscreant, what you do,
Mocking at my pain.

This your thanks for all my care,
Baleful sounds abroad to cast ;
By the shades of night, beware,
This shall be your last.

A.P. xii. 137.

Tryphera.

By Love's great Queen who rides the ocean swell,
My Bella's beauty makes her beauty's belle.

A.P. v. 154.

F. A. WRIGHT.

THE PLACE OF MUSIC IN THE SCHOOL CURRICULUM.

Address to members of the Association of Head Mistresses at the Conference of Educational Associations, University College, January, 1920.

BY STEWART MACPHERSON.

(Fellow, Professor and Lecturer, Royal Academy of Music).

(Concluded.)

What, then, can be done in the schools, to make music-study more valuable to the progress of art, and also to serve the more specific aims of the educationist? Well, in the "Proceedings" of your Association a scheme of work was set forth which has been in operation in many schools for some time past, and with most encouraging results. The bulk of the work is carried out in classes which are a regular part of the school life—not confined to the pupils who are learning some instrument. The object of these classes is first to provide a means by which the children, as they grow into adolescence and their natures develop, may form the habit (slightly to paraphrase Ruskin's words, but to retain their purport) of "close observation" of the beauties of the musical art, "may understand what masterly work means, and recognise it" when heard.

The music classes are of two types, viz. :—

- (i) the Aural training and Appreciation class, and
- (ii) the Choral class ;

and it is found that an average of 40 minutes per week to each of these forms a good workable basis upon which to proceed. Now, I am perfectly aware that I shall be met at the very outset here by a *non possumus* from some, who will say that the time-table is already overcrowded, and that this amount of time cannot be allotted. Well, I may say that it *has* been allotted in many cases, and I have not heard of any case where the plan has been abandoned. I would ask you to remember that, as it is, almost every school in the kingdom has a singing-class (not always a very efficient or inspiring institution, but still is *there*), and in addition very many schools have also a so-called "Theory" class, which (you will pardon my expression) is usually a "*dud*." So what I plead for will prove often to be less in the nature of an addition to the school time-table than of a readjustment. But, after all, it is not my province to deal with this side of the matter in detail, and I only mention it here to show you that I am not unmindful of your difficulties, and that I am taking them into account.

The work on the aural training and appreciation side would begin at the kindergarten stage, where the children's interest would be aroused by simple, rhythmic music being played to them, to which they would be encouraged to respond in the manner natural to them—viz., by bodily movements. These movements are at this stage entirely untaught, and are the result of the children's response to the varying character of the music itself. Their excess of motor-activity here finds a natural outlet, and is harnessed to the teacher's own ends. They begin also to realise pulse and rhythm, absorb some simple ideas of musical shape and form

(always through the exercise of their own listening powers), and I hope you will see that, even from the very outset, we are training them in mental concentration and clear thinking, for I do not hesitate to say that in all aural training work (especially in the high branches) an even momentary lapse of attention has more fatal results than in almost any other branch of study. (I could easily prove this had I the human and the musical material at my command here and now.) Side by side with this kind of work the children learn by rote many of the beautiful nursery-tunes and simple national songs, of which there is now so large a collection. All this is, of course, quite untechnical, and has as its object the "laying up in the children's minds of a store of (pure and healthy) experiences to which the teacher may appeal when the more formal systematic study of music commences."*

During the period succeeding that of the "Preparatory," the more formulated kind of study begins, and then singing at sight, musical dictation, and the cultivation of the pupil's own inventive powers (which are far greater than many people believe) all play a prominent part—eye, ear, and mind being called upon to act in the closest co-operation. And one great value of such work is that *it can't be crammed*: it is an antidote to mere acquisition, for it is the development of a sense, and an encouraging and stimulating of the pupil's own initiative—surely a desirable thing! It is here, too, that the "dry bones" of the old Theory Class have the breath of life breathed into them, for instead of being concerned with mere symbols and with chalk and black-board, everything is then based upon the fact that the concrete in music is Sound. Therefore everything is related to actual music, with which the pupil is first brought into sympathetic contact through the teacher's own playing or singing, and afterwards re-sees in the light of an added knowledge and a growing perception. By this means, too, he begins to realise something of music as a great art, and sees something of its place amongst human activities.

Whilst I am on this subject, may I plead for at any rate an occasional reference to some of the great writers of music and their works in the course of the History class or the Literature class? The study of a special period, e.g., that of Schiller and Goethe, would seem to be sadly incomplete without at least passing allusion (it might well be more than "passing") to Beethoven, Schubert, and Mendelssohn, with whom they are closely associated. Is not such correlation good on all grounds and from every point of view?

By the time the upper forms are reached it should be possible in the appreciation class to let the pupils hear works of a larger calibre, such as the sonatas and symphonies of the great masters, drawing attention to their form, their style, and the many points of interest in their course. By this means they would have some chance of benefiting by attendance at good chamber or orchestral concerts, to which they would go with ears and minds more or less prepared for the message of the music. And here I should like to say parenthetically that because of the *fundamental* character of the work in the aural training and appreciation classes

* Mrs. Curwen, "The Teacher's Guide."—Curwen and Sons.

the very training that is suitable for the average child becomes also the one necessary foundation for the pupil who may ultimately turn to music as a vocation. We who have to deal with the specialised music-student know only too well how the after-career of many a one is baulked of its fulfilment simply by the entire neglect in the vital years between five and fourteen of any real training of the ear and of the rhythmic sense. Instead of bread they have been given a stone, and they come to their higher studies with perhaps a certain degree of vocal or finger facility, but actually stunted and starved so far as any true appreciation of the art itself is concerned. Where, then, that art is regarded in a school merely as an accomplishment, a species of "parlour tricks," it were better for music, better for education, that it should be deleted from the list of school activities. It is good for neither the one nor the other.

Of the other type of class I have named—the choral class—I have not time to speak in detail; I must content myself with saying that in the past its educational value has frequently been almost *nil*, and its use has degenerated too often into a forced service at some school function such as "breaking-up," in order to add to the joyfulness of the occasion! "Its place in the educational scheme has seldom been fully realised: at times it has been given over to the tender mercies of a (doubtless admirable) piano-teacher who understood next to nothing of its direction and its possibilities, and frequently the whole thing has resulted in a mechanical drumming of the music into the ears of girls or boys (who could not read half-a-dozen notes either from the Staff or in Sol-fa) by means of what one might call brute force. One or two members of the class could possibly read *a little*, and all the rest leaned and lolled upon them in a spirit of helplessness and hopelessness."*

But in deed and in truth the choral class (under the right kind of teacher) may be of untold benefit to a school, for—apart from the purely musical side of the matter—the class "has a very distinct value in the physical development of the child, for when it is conducted on right lines, he has the chance of learning the art of correct breathing, the importance of which to health is being increasingly recognised at the present day. Moreover, such a class is a most powerful lever not only in the fostering of rhythmic, corporate action, but in the formation of character. Its influence is in some degree comparable to that of the playing-field in that, while personality counts, it demands at the same time subordination to discipline in the working-out of a common purpose and a common ideal. In this it is truly democratic, in the best sense of that much used, and much abused, word."†

Now I hope you will see how all this class work will affect the pupils who learn an instrument—say, the pianoforte. It will give them the one indispensable foundation, a trained ear, which in almost all cases has in the past been lacking, save to the brilliant few gifted with an abnormally acute hearing sense. They will approach their piano or their violin with their tonal and rhythmic powers alert, and instead of being (as it sometimes is) a penance, instrumental work will become

a real interest, and often a lasting joy. Moreover, to those who can't play (either from lack of time or any other cause), the literature of music will not be, as it *has been*, a sealed book; they will, as I have said, have visualised music as a big, "humane" subject, and they too will join the growing army of real (and even truly critical) listeners of which some of us dream, and the advance guard of which we already see in actual being.

Finally, may I say just one word upon the music teacher of to-day? It is obvious that the sort of work I have outlined demands better musicianship, wider reading, and a bigger outlook than has been demanded in the past, and at present the number of those capable of taking aural training and appreciation classes is far less than is actually required. But it is growing; it is vital to remember that such work needs a special training (and by no means a light one), and I would ask you to combat with me the idea (not yet extinct) that "anyone can do the music" in a school, for this is liable to recoil with special vengeance upon any that hold it. We demand much from the modern teacher of music—more than many people think. He (or she) must not only be a teacher but an *artist*, and to that end must be given reasonable leisure and opportunity to grow—to hear music, to practise and to read. Art is a fluid thing, and music of all the arts is to-day in a state of flux: the formulæ of mathematics are (notwithstanding Einstein) a more or less fixed thing; the language of words changes at a snail's pace compared with that of music. It is therefore a vital need (both for teacher and taught) that those whose duty is to bring this subtle and elusive, but most *worth-while* art into the range of the children's vision should be enabled to feed them (as Archbishop Temple once said) from "an ever-running stream," and for that purpose constantly to be refreshed and invigorated themselves at the fount of beauty and of truth.

* Stewart Macpherson, "The Musical Education of the Child."
—Joseph Williams, Ltd.

† Ibid.

Carnegie United Kingdom Trust.

The annual report is of special interest. Reference is made to the passing of the Public Libraries Act, 1919, and the abolition of the limited rate, and great progress is expected in the near future. As regards Scotland the transference of powers to the new Education Authorities is commented upon, and help is promised to these bodies with a view to the establishment of libraries in all areas. The scheme in operation in Caithness is explained. £3,000 has been given to the Royal Society of Edinburgh for the binding of a very large number of scientific journals, and gifts were also made to Manchester University for the establishment of a library in connection with the education of the deaf, and to the Cambridgeshire Tuberculosis Colony. Reports on Music, Welfare Schemes, Hostels, etc., are given, and appendices showing the working of the library schemes in various areas in England and Scotland add to the interest of a volume that should be in the hands of all who take an interest in the social activities of the people.

MISS MASON'S EXPERIMENTS IN EDUCATION.

BY H. W. HOUSEHOLD, M.A.

OUR theories of education, the practice of our training colleges, the methods of our schools, all find their ultimate source in the teaching of some system of psychology. Systems of psychology are offered to us by acute and subtle thinkers who try to describe and account scientifically for the processes of mind. But it is very difficult to observe and analyse the processes of mind; and the child's mind, above all, eludes the observer at a hundred points. Systems of psychology, therefore, are, after all, only great guesses. Each generation makes its guess, rejecting, amending, or developing the theories of its predecessors. If the psychologist will be quite honest with himself, he will say that what has happened in the past will happen in the future, and that his guess, the latest of the moment, cannot contain the whole truth, may contain but little of the truth, and will certainly be riddled by the criticism and transformed by the discoveries of those who come after him. Of the constitution of mind, of its history, of its destiny, we have as yet no certain knowledge. The philosopher—the ideal philosopher—only seeks truth; so he will act as a judge, and not as an advocate. He will not try to prove a case, but to give a just decision on the evidence. Miss Mason, whose teaching methods are the subject of this article, quotes in her book on *School Education* a professor of psychology, Professor James of Harvard, when he is writing in this judicial mood: "When we talk of psychology as a natural science," he tells us, "we must not assume that that means a sort of psychology that stands at last on solid ground. It means just the reverse; it means a psychology particularly fragile and into which the waters of metaphysical criticism leak at every joint, a psychology all of whose elementary assumptions and data must be reconsidered in wider connections and translated into other terms. It is, in short, a phrase of diffidence and not of arrogance, and it is indeed strange to hear people talk triumphantly of the 'New Psychology' and write 'Histories of Psychology' when into the real elements and forces which the word covers not the first glimpse of clear insight exists. A string of raw facts, a little gossip and wrangle about opinions, a little classification and generalisation on the mere descriptive level . . . but not a single law . . . not a single proposition from which any consequence can causally be deduced."

But Professor James did not thereupon throw his manuscript upon the fire. He completed his system and published his book, and no doubt many a reader will forget his warning that the system leaks at every joint. Unfortunately we are always dealing with a hypothesis which eliminates certain inconvenient unknown quantities, the presence of which is continually making itself felt, though their character and their location cannot yet be ascertained. Each system of

religion gives its account of them: psychical research is pushing its investigations into the vast obscurity and developing provisional and highly controversial theories. Like the early astronomers, we have to be content at present with working hypotheses that at any moment new facts may compel us to vary or to abandon.

In dealing, then, with the science and art of education, it is hardly wise to place much reliance upon such very doubtful premises. Empirical methods of treatment are less dangerous. We know that this treatment or that will not kill us: we know that in many individual cases it has produced the results desired. We are safer in the hands of a doctor who professes to know no more, than we should be under one who tells us that if his hypothesis of our organic functions, and of certain untested drugs, is accurate, a cure should result from his treatment, but that he cannot be sure of its accuracy, and perchance the drugs will kill.

I do not say that Miss Mason would like to be ranked among the empirics. I am sure that she would not. She finds in revealed religion a rock upon which to build. But perhaps for our purposes we may treat her method as empirical. She starts from a working hypothesis that is eminently safe. The child, she says, "is a person with all the possibilities and powers included in personality." Its mind is not a receptacle into which ideas are to be dropped, as Herbart would have us think. We should regard it rather as "a spiritual organism with an appetite for all knowledge." The teacher's function is to see that it gets its proper food; no prepared and pre-digested substances such as we teachers, with much ceremony and ritual of matter and of method, are apt to press upon it, but the natural food of mind, which it is our humble office to place before it, leaving it to feed, digest, and grow, as organisms grow, each following a line of individual development. Pedantic theorists would like them all to react in exactly the same manner to external stimulus. Theorists pine for big classes with one method for all, one result from all, and no exceptions. They do not get what they want to their frequent and obvious annoyance. And what have we not suffered in childhood because the method did not suit us and the result was not forthcoming? We were getting the wrong food, and our digestion was being impaired; and to our suffering was added unjust punishment. Our personality was always overshadowed by that of the teacher. He was himself the creature of tradition, rooted in habit, and he would not let us grow in the direction in which our mind was for ever pushing out hardy bud and branch. Always the knife of the pruner descended, and we were forced to develop feeble growths in directions unsuited to our genius, our personality, our individual nature. Darwin, at Shrewsbury School, was starved of his natural food and suffeted with preparations which his mind could not assimilate; and in many a school the same kind of thing is still going on, though in a form less aggravated. At Shrewsbury, a hundred years ago, if a boy could not learn through the classics, he might not learn at all. Now there are many varieties of curriculum. But, whatever the curriculum, the kindest teacher will still obtrude where he should stand aside, will still insist

on our taking the wrong food, a preparation which he calls a text-book will still try to direct growth, or to thwart growth, which he should be content to watch.

Miss Mason has shown us how very far too much we interfere. We will not learn that the child is a person, with a person's rights. There, if we will see it, is the visible and firm foundation of her teaching.

In matters physical and moral her children, like other children, live under the law; but in matters intellectual they are encouraged to stand upon their rights. Her curriculum is a wide one, for, with her, education is the science of relations. "A child," she says, "should be brought up to have relations of force with earth and water, should run and ride, swim and skate, lift and carry; should know texture, and work in material; should know by name, where and how they live at any rate, the things of the earth about him, its birds and beasts and creeping things, its herbs and trees; should be in touch with the literature, art and thought of the past and the present. I do not mean that he should KNOW all these things; but he should feel, when he reads of it in the newspapers, the thrill which stirred the Cretan peasants when the frescoes in the palace of King Minos were disclosed to the labour of their spades. He should feel the thrill, not from mere contiguity, but because he has with the past the relationship of living, pulsing thought; and, if blood be thicker than water, thought is more quickening than blood. He must have a living relationship with the present, its historic movement, its science, literature, art, social needs and aspirations. In fact, he must have a wide outlook, intimate relations all round; and force, VIRTUE, must pass out of him, whether of hand, will, or sympathy, wherever he touches. This is no impossible programme. Indeed, it can be pretty well filled in by the time an intelligent boy or girl has reached the age of thirteen or fourteen; for it depends, not upon HOW MUCH is learned, but upon HOW things are learned." (School Education—161, 162.)

When this book was written the doctrine had indeed stood the test of experience, but only in comfortable homes and well-appointed private schools. It would have been possible for a sceptic to say that it would break down if tested under the very different and much more exacting conditions of the primary school. Now, however, that can no longer be suggested, for, though riding and swimming may not be possible, it is the primary school—a hundred primary schools of every kind and condition that cry out to tell the world how right she was.

Let us now come down to details. The first thing is to get the right books, the kind or books that children want to read. "Children," says Miss Mason, "have no natural appetite for twaddle, and a special literature for children is probably far less necessary than the booksellers would have us suppose. Out of any list of 'the hundred best books,' I believe that seventy-five would be well within the range of children of eight or nine. They would delight in *Rasselas*; *Eöthen* would fascinate them as much as *Robinson Crusoe*; *The Faëry Queen*, with its allegory and knightly adventures and sense of free moving in woodland scenery, would

exactly fall in with their humour. What they want is to be brought into touch with living thought of the best, and their intellectual life feeds upon it with little meddling on our part." (School Education—122.)

They do not want text-books, books "drained dry of living thought." The best work of the best writers is not too hard for them, provided the writer is dealing with the kind of knowledge they can assimilate, for the mind, she has discovered, "refuses to know anything except what reaches it in more or less literary form." This she has shown to be true even of children from unlettered homes, children from the very slums. In truth we have altogether underestimated the powers of the child. He wants to know, and he is eager to read the books of writers who can teach him. He does not want to listen to the talk of teachers who will try to transform what the writer has said down to what they quite wrongly assume to be the level of his mind.

It is all so unnecessary, for all "the time," Miss Mason tells us, "we have books, books teeming with ideas fresh from the minds of thinkers upon every subject to which we can wish to introduce children."

If the child has the right book he will give eager attention to it, that attention which we find it so hard to secure, and which we woo by many artful devices with which training colleges labour to equip us. Miss Mason's devices are few and simple. The chief of them is that which secures that the child shall know what he has read. He must work for his knowledge. He must do what seems to be a very hard thing, but then he delights in doing hard things that he finds to be within his power. "'The mind,'" says Miss Mason, quoting a word of ancient wisdom—"the mind can know nothing except what it can express in the form of an answer put by the mind itself.'" "Observe," she continues, "not a question put by an outsider, but, put by the mind to itself. We all know the trick of it. If we want to tell the substance of a conversation, a sermon, a lecture, we 'go over it in our minds' first, and the mind puts its question to itself, the same question over and over again, no more than—What next?—and lo, we have it, the whole thing complete! We remember how one of Burke's pamphlets, by no means light affairs, was told almost verbatim at a College supper. We admire such a feat and think it quite out of our reach; but it is the sort of thing that any boy or girl of fifteen could do if allowed to read the pamphlet only once; a second reading would be fatal, because no one can give full attention to that which he has heard before and expects to hear again. . . . Let the child . . . tell what he has read in whole or in part on the instant, and again, in an examination paper months later."

The device is very simple. But you must be careful; you must not take liberties with it; if you do, it fails you. The child MUST learn from the book, a book of literary merit; there must NOT be more than one reading; narration MUST follow, and it MUST, later on, be succeeded by an examination, which, to the astonishment of every teacher who witnesses the result for the first time, is faced by the child with a confidence for which they had never dared to hope.

We are not dealing here with what the psychologist predicts will happen if we apply principles that he has deduced from some hypothesis, which he believes to account for the growth and operations of the mind. We are dealing with what has been done in scores of schools by thousands of children in every part of the empire and from every type of home. Their work can be seen and tested. It is amazing to those who see it for the first time. They would not have believed that so much ground could have been covered, that the knowledge could be so secure, that the power of ordered, rapid, and copious expression in speech and writing could have developed at so early an age, that the vocabulary of a child from a cottage home could have been so quickly and so astonishingly enriched. These children are familiar with the great names, the great achievements, and the great lessons of Greek and Roman history. They are learning the lessons of citizenship from the pages of Plutarch read aloud to them. English and French history are studied side by side, and are illuminated by the reading of the best historical romances, and above all by the reading of Shakespeare, unspoiled by notes. Children of nine and ten years old are reading Scott and Shakespeare with ease and enjoyment—as they should—and they are writing delightfully crowded pages of unaided composition of extraordinary excellence. They will do this if you do not interfere and interrupt with unnecessary explanations of what you call difficulties, which they have their own effective way of solving, or, it may be, just ignore. Each child, a person whose individuality has been respected and who is unhampered by external dictation, is in communion with great minds, and each is drawing his own store from them, forming meanwhile the invaluable habit of independent study, a habit the lack of which is too often noticed in the secondary schools, and even among the students of the training colleges on their admission.

And the children who thus love good books, and put them to such use as soon as they can read, nay as soon as they can listen to good reading, a Montessori would coax into thinking and learning by the skilful organisation of a multitude of sense impressions, as though they were semi-idiots incapable of any quicker, any better way.

"But, of course," if the writer may quote what he has said elsewhere, "this turns the teaching tradition upside down. And none too soon. The teaching tradition was founded when there were no printed books. It dates from the day of manuscript, and it was powerfully reinforced a hundred years ago by the great pioneers of elementary education, who could afford no books, or next to none, for their large classes. Even within the memory of many men and women, who are still teaching, three books a year (little textbooks of poor quality) were the meagre allowance of the child in the elementary school. The teacher had to talk; there was no other way. With great skill the training college equipped him for the task. It is proud of what it did, and so is he. And they are rightly proud; but they ought not to have had to do it, and now that it no longer need be done, now that books can be provided (they cost more, of course, than the elementary school, even in these days, has been used to spend) there should be an end of 'chalk and talk.'"

GIRLS AND BOARDING SCHOOLS.

By K. FORBES DUNLOP.

MUCH has been written of late in current literature about the "Unrest" among boys and girls in our schools; many explanations have been offered and many criticisms of the existing "System of Education" made. The very fact that so many would-be Educational Reformers lay so much stress on the "System" augurs ill for the anticipated reforms. Our modern civilisation pins too much faith to its "Systems"—*e.g.*, its system for incubating chickens; its system for producing such-and-such a commodity with maximum results for minimum expenditure. If we regard Education in this light and speak of it as a "System" the very term is apt to suggest something inelastic, mechanical, impersonal. Now, that is the last thing that Education ought to be. In our modern state-aided schools the routine is apt to be too mechanical; the government too inelastic. The personal element is not sufficiently considered. We are apt to forget that our instruments are human; to forget that it is not the well-ordered array of facts presented that matters, but the personal touch of the teacher in presenting those facts and the light in which he reveals them.

It is this personal touch which is so important—and under no existing educational conditions can the personal element be so much felt as under those prevailing in a modern, well-organised boarding-school. There is no type of school in which a girl has a better chance of attaining a high standard of moral, physical and intellectual development.

When a girl comes to a boarding-school she finds herself a unit in a large community where she realises that her opinion is not of such paramount importance as she formerly believed it. She finds that other girls have other ways of looking at things. No one "pets" her especially. Before long, she makes her own friends, settles in her own niche and learns the value of "esprit de corps" in form-work and in games. She finds her own value and realises that it is not so much what her father is or has that matters—not so much what she can gain by persuasive manners or by money, but what she personally is, in her form, in her dormitory, and on the games field, that counts. She has to take her place in school life on her own merits. She has the chance of developing her social propensities in contact with companions of her own age, and her maternal instinct in her intercourse with the smaller ones.

Her health undoubtedly benefits by the conditions under which she lives. A due amount of time is given to meals, which occur at regular intervals. There is no hastily consumed breakfast or dinner, prior to a run in all weathers to the day-school. She is not allowed to work late at night and early in the morning as so many "day school" children do. She must play games unless she is physically unfit, and on the afternoons when she is not playing, she is out in the open, rambling over the country-side. Schools of this type are almost invariably set in beautiful surroundings where the conditions of life are conducive to the physical well-being of the girls. The regular hours, the regular meals, the wholesome—if sometimes plain—food, the games—all tend to the development of fine physique. Should the girls be really ill they are sure of expert

attention. There is usually a trained matron on the premises and a Sanatorium with every necessary appliance.

Girls who live in such healthy surroundings are bound to be mentally alert. Their intellectual training is as good as that provided in other types of schools. It is nothing for a candidate from such a school to gain First Class Honours in the Oxford or Cambridge Examinations with several distinctions. I believe that the Cobden Prize in Political Economy presented on the results of the Oxford Local Senior Examination was won last year by a girl from an Eastbourne boarding-school. The pupil's time is carefully arranged so that there is a definite time for work as for play. When she is doing "prep" she is not interrupted by the manifold calls which frequently occupy the time of girls who try to work at home. The teaching staff in such schools nowadays is highly qualified, and the comfortable conditions of life existing there are an inducement to many girls to take up boarding-school teaching. A well-filled library, always at hand, is a great asset, while constant intercourse with resident foreign mistresses is bound to produce a fluent use of foreign tongues. On most topics there is someone at hand to give expert advice. As all live together in one large community, there is a friendly connection between the mistresses and girls. The pupils do not see their instructresses merely in the light of mechanical gramophones grinding out the necessary records—they meet them outside class on a friendly footing and talk with them of many outside interests. It is thus that a sensible mistress has unbounded influence for good in her hands. As she is in constant and intimate contact with her girls she can study their characters in all lights and help them in a hundred ways to direct their lives.

In the consideration of the "systems" of Education in vogue to-day, I do not think sufficient attention has been paid to the obvious merits of the "Boarding School System." Much of the present-day "unrest" among boys and girls is due to dissatisfaction with the mechanical methods employed to "pour in" facts. In boarding-schools there is more scope for self-government on Games Committees, committees dealing with various hobbies, societies of all kinds. The "unrest" is not so much felt there as a result. I wonder if the chicken forced on by the incubator is perfectly satisfied by the "system" or whether he would have preferred to develop naturally. Would-be Educational Reformers might do well to consider his point of view.

Encouraging British Composers.

Trinity College of Music is giving help and encouragement to young British composers in very practical form. In the first place a Composition Endowment Fund, providing £100 a year (for two years) to a young composer for the purpose of assisting him to devote himself to further writing, has just been established, the first holder being Edric Cundell, a former student and present professor of the College, whose brilliant orchestral suite "Serbia" attracted such favourable attention at the recent Patrons Fund rehearsals. This grant will be made every other year.

Another form of help to British composers that the College is giving is the inclusion as a prominent feature of the programmes of the public orchestral concerts at Queen's Hall of works by native musicians. At the concert of the College Orchestra at Queen's Hall, on March 22nd, there were played the British works: Mr. Edric Cundell's "Serbia" and Mr. Edward Mitchell's Overture in G for full orchestra.

THE RED TERROR.

"Of course," said the staff Bolshevik, after listening attentively and impartially to the History mistress' account of the Head's latest display of official insolence, "it's all very well for you to say Socialists know no constitutional history, but how in the name of super-annuation you ever expect fair treatment while you cling to such an obsolete symbol as a Head, I don't know."

The History mistress did not stare; this particular grievance was one of her colleague's pet "arrows of desire." However, a free period existing for both, she opened another window and prepared for controversy.

"Worthy people talk very seriously about the shortage of teachers," pursued the Guild Socialist, "and allege all sorts of plausible reasons like cash and social isolation, and so on. If only they'd be honest and think of the crowds who DID begin, and chucked it up or sank into a groove because of Heads! Why not be sensible? 'Sack the lot' and have a co-operative staff, guild, craft, federation, Dominion Home Rule—what you like.

"Oh, yes, I know you belong to a Union"—with a scornful glance at the A.A.M. notice on the board—"but why on earth brand yourself as an Assistant, when you know that you could be—you are, perhaps—Head for the moment to your class? Every new member of the A.A.M. encourages another Head to autocratise. You can call your new staff a Soviet or anything, so long as co-operation comes in.

"Here are we, eighteen or so good women and true, graduates of British universities, etc., self-respecting and capable of sitting in Parliament. (You'll have the vote at twenty-one, if you listen to Labour). And here we are, tied and bound, and ticked off every day before kids, and expected to put up with criticisms of our 'shop' from wretched outsiders"—the Head taught French, the Bolshevik geography—"It's fatuous.

"Imagine the beginning of a term—a staff meeting without Elizabeth! We might learn to speak the truth quite soon. None of us hates another so bitterly that she pines to keep her here till eight the night before term, with unpacking and lessons and all. It might all be over in half an hour if we chose the simple expedient of being natural and seething, instead of turning into icebergs or jellies. I'm sure we would all recognise in this meeting that form mistresses knew most about forms and subject mistresses about subjects, and that any mistress' anger or approval ought to be precisely equal in value."

Here she paused for breath; a murmured comment of query met her.

"Oh, it's easier to ask how it could be done than to answer"—wrinkling her forehead. "It can't come by itself. There's got to be a new scale of moral value taught all over the country. There's the Board of Ed. to begin with. Change your Civil Service, have residents from it on every County Committee. (Don't forget that the whole tone of testimonials would change to something less brazenly hypocritical. You'd have staff testimonials. Think how you'd feel the criticism! But then, think how tremendously the pleasant bits would cheer you! It'd be a kind of birthday letter

from a wise friend.) Then, when a town needed a new school, choose the Staff. Throw them together for a week, in which they've the option of withdrawing. Let them see that each form mistress is to be Head, as it were, for her own parents"—here the audience groaned in a fashion worthy of Mr. Salteena crossed in love—"Oh, I know you'll curse. Don't worry. Think of the joy of having a Little Commonwealth stunt all on your own, and giving your little senate laws that no one else would criticise just because they thought that that was what they were paid for. It would save untold anguish and lies—far too much of both in our noble profession. And the 'non-graduates' and any odd fish minus a form (if a scheme to give everyone a form fair and square hadn't first been carried) wouldn't escape having to take prayers and meet distinguished visitors and so on for their due week in turn.

"And on all occasions of our meetings the Staff vote would be mighty powerful. Oh, the independence—the encouragement of it! Imagine never stopping in the middle of a word when the door opened! Think of growing and expanding among people you respected far more, because of equality, than you could respect any official shepherd, and not being suppressed into mock childhood by some woman whom you alternately pity and loathe. Oh, Jerry"—as the bell intervened—"I gloat! Hear me!"

"Meantime there is our life here. Well!"

D.N.D.

PUBLISHERS' ANNOUNCEMENTS.

MR. HERBERT RUSSELL has acquired the sole right of publishing the "LEADING" MAPPING BOOK, for which a patent has been issued to Mr. W. Lucas, B.Sc., of Southchurch Hall School, Southend-on-Sea. It provides in an ingenious way for the rapid production of outlines, and their retention under one cover. These can be filled up under the teachers' direction, and any two maps can be compared at will, intervening blank space being available for students' notes. The finished book will constitute an excellent record of the class teaching, and being the scholar's own work will be valued accordingly.

The Editors of the Normal Press, Ltd., are adding *Coriolanus* to their list of Shakespeare's Plays, and the following will be ready in the course of a few days:—Notes on Dickens' "Martin Chuzzlewit" and Notes on Christmas Books. Notes on Lytton's "Harold" will be ready about March.

DR. MARION I. NEWBIGIN, the Editor of "The Scottish Geographical Magazine," one of our leading experts in Geographical Science, has just written "A NEW GEOGRAPHY OF SCOTLAND" for Secondary and Higher Grade Schools. The object of the author has been to combine what was best in the older methods of teaching with that consideration of causation which is the essence of the newer. Pupils who work through the book systematically should not only have acquired a considerable amount of knowledge, but should have learnt something of the meaning and significance of modern geography. The book is published by Herbert Russell (late Ralph, Holland and Co.).

Messrs. J. M. Dent and Sons will publish shortly a new book by H. Caldwell Cook, author of "The Play-Way," which is entitled "Littleman's Book of Courtesy." It is a book of manners cast into the form of quaint rhymed verse and delightfully illustrated by C. E. Brock. The author has patented the name of Littleman, who stands for the British boy of the best type.

CHRONICLE OF EDUCATION.

- Feb. 19—Annual Meeting of Carnegie Trust for the Universities of Scotland. Lord Balfour presided.
- Feb. 20—The American Ambassador spoke at Oxford upon the interchange of British and American students.
- Feb. 20—Public Exhibition of Students' Work at the Battersea Polytechnic.
- Feb. 21—Quarterly Meeting at 20, Brunswick Square, of Society for Study of Orthopsychics. Papers by Mr. Kenneth Richmond, Mrs. S. S. Brierley, and Dr. Ballard on "Suggestion in Education."
- Mar. 2—Convocation abolished compulsory Greek in Responsions at Oxford.
- Mar. 2—Meeting of School Nature Study Union at L.C.C. Training College, Greystoke Place. Address by Dr. Horton on "Blood in Health and Disease."
- Mar. 6—Meeting of National Association of Retired Teachers at St. Giles' Schools, Shaftesbury Avenue. "The New Pensions Act for Teachers."
- Mar. 11—Meeting of the Child Study Society at 90, Buckingham Palace Road. Lecture by Miss M. Jane Reaney, D.Sc., on "The Educational Needs of Adolescence."
- Mar. 12—Meeting of School Nature Study Union at London Day Training College, Southampton Row. Lecture by Miss A. Hibbert-Ware, F.L.S., on "Insect-rearing in the Class-room."
- Mar. 16—Lecture by Miss G. Heaton, educational supervisor at Messrs. Harrods, Limited, on "The Work of our Continuation Schools," for The Guild of Education as National Service, 11, Tavistock Square.
- Mar. 20—Special Meeting of the L.T.A. at the Kingsway Hall. Statement by Mr. E. J. Sainsbury, B.A., on Salaries. Resolution on the insufficient staffing of the schools. Chairman, Mr. J. W. Samuel, B.A.
- Mar. 25—Meeting of the Child Study Society, 90, Buckingham Palace Road. Address by Mrs. E. Sloan Chesser, M.D., on "Adolescence and the Continuation Schools."
- Mar. 26—Address by Miss Lena Ashwell on "The Theatre and Education," at the Memorial Hall, Faringdon Street, E.C.4.

Some Appointments.

Captain F. W. Goldstone, as Assistant Secretary of the N.U.T.

The L.C.C. have appointed five District Inspectors:—

Mr. E. P. Bennett, M.Sc., Durham, and B.Sc., London, of the National Physical Laboratory.

Mr. Leonard Brooks, M.A., Cantab., second master at the William Ellis School.

Mr. F. H. Hayward, D.Litt., M.A., B.Sc., London, Assistant Inspector in the London service.

Mr. George Lilley, M.A., Oxon., principal Chemistry Master St. Paul's School, West Kensington.

Miss Elizabeth Stevenson, B.A., Dublin, Principal of St. George's Training College for Women, Edinburgh.

Professor A. A. Cock, B.A., as Professor of Education and Philosophy in the University College of Southampton, vice Major Shelley, resigned.

Mr. W. G. Crair, M.A., as Regius Professor of Botany in the University of Aberdeen, in succession to the late Professor Trail.

Sir A. E. Garrod, as Regius Professor of Medicine at Oxford University, in succession to the late Sir William Osler.

Miss C. W. Dixon, B.A., Vice-Principal of the Malvern Girls' College, as Headmistress of the Maynard School, Exeter.

SUBJECTS AND METHODS.

The Touchstone. BY ELSIE A. FIELDER.

Although Froebel and Pestalozzi are out of date, and although some of us are less keen on "play-ways" than we were six years ago, most teachers of young children realise that the spirit of play is the touchstone of the child's world. It is quite true that children like work, and we do not make out that they are playing when they are really working, but if we want to get into real touch with children we must sympathise with their play. It is a good plan, by the way, for a teacher to make up her mind to have one good game with her children every day. Children are so joyous, adults so often serious, especially anxious teachers; indeed, children frequently see the funny side of things when the grown-ups fail to do so. It is astonishing how one realises that a game of tag is very good fun, and how a grown-up enjoys the five or ten minutes play-time when we all play "Blackthorn" or "Twos and Threes." It is high sport, and quite stimulating. After all, there is nothing like a game for blowing the cobwebs away. Do not let us forget that we were children once. Why should not a teacher with her class be a really jolly party of people, ready for a laugh at any time? Even children's recitations are often morbid, *e.g.*, "Llewellyn and his Dog," "The Wreck of the Schooner Hesperus," and the never failing "Curfew," and there will come to your mind scores of mournful little poems on fading snow-drops and naughty children, and good children who died. Oh, we are much too dull for our children, some of us. Let us choose everything that is bright and leave sadness alone for the poor babes, for surely they will see enough of the drab before their earthly existence ends. Let us have funny songs, and plenty of them; humorous poems to be learnt by heart, and above all let us set an example of good-naturedness. We take children's shortcomings far too seriously. With some teachers—perhaps with all teachers in some moods—a child's bad writing is a real tragedy. What is the good of letting tiny things weigh so? If the writing goes above the line and then below it—wobbly fashion—shall we suggest to the child that some inky spider has crawled over the page and has broken through the fences? "Tell him to keep between those two fences if he wants to walk down that path." How much more satisfactory it is to have a morning of laughter rather than one of grumbles and tears. Who likes to see a young colt move slowly and mournfully round his mother—who has seen such a thing? All young creatures are playful if they are healthy. We are cruel when we damp children's spirits. Even a Scripture lesson need not be over-serious, *e.g.*, if there is a funny side to a story it can come out, for there is no sin in laughter surely! Some people are shocked at anything amusing being connected with the Bible, but surely Moses and the Israelites did not go through their long wanderings without a smile? I sometimes wonder if they sang rag-times while they marched? No blame if they did; our Tommies couldn't have gone far without a song. There are humorous parts in the Bible. The other day we had a good laugh over the story of the Gibeonites. It was so human, that gathering of the mouldy bread, the old shoes, and the wine-skins, etc.—there was the "dressing up" element which always appeals to children.

Incidentally we can teach what is worth laughing at—never the disgusting, the vulgar thing, never to the hurt of others, for what shows a man's degree of refinement more than what he chooses to laugh at? So much, too, of the happiness of the general community depends upon that "saving sense of humour" in the individual that we should not want to dwarf it in the child but to develop it.

Educational Experiment. By E. ALLISON PEERS, (Director of the Department of Experiment of the Modern Language Association).

Not so long ago two teachers from a public school, whom we will call Mr. Herring and Mr. Whale, were discussing during a free period certain theories of Education. Mr. Herring was an up-to-date, if hypercritical, young master, fresh from the war, full of ideas and not at all slow to expound them. Mr. Whale had been at Trimlingham for thirty-seven years and his guiding principle was to do a thing because it "always-had-been-DONE."

They were discussing, in particular, punishments, and at the moment when I interrupted them, the writing of lines. "You see," Herring was saying, "long, long ago, when a boy dropped a book in class you gave him a line in it to write a hundred times as a punishment. It was a very bad punishment—not severe enough if the book had been dropped on purpose, and quite unsuited to the offence if it were dropped by accident. Still, it was a punishment, and nothing more. But then, one day, as you were teaching Latin Prose and your eye lighted upon Jones minimus, who habitually forgot that verbs agreed with their subjects, a brilliant idea struck you that if you made the unfortunate Jones write out that rule a hundred times he might, besides being punished for his carelessness, remember the rule. I don't know why you thought he would, because you ought to have known he would write the stuff during Haddock's English lesson on the two-nib system, but I suppose you thought he must because—well, because he ought to! Anyway, from that time onwards the attempt to combine instruction with punishment by the writing of lines became established—and a perfectly bad and useless custom it is!"

"You are wrong," said Mr. Whale, who always took things literally, "in supposing that the custom started with me. My colleague Haddock used to set lines when I was here as a boy, in the early seventies. In fact it always has been done. And a very good system it is—of that I am convinced."

"An absurd system," growled Herring, "it ruins the writing!"

* * * * *

It was this type of conversation which inspired the Modern Language Association with the happy idea of instituting a Department of Educational Experiment. All teachers have opinions on method, and all have opponents of their opinions, yet nobody thinks of proving them. We are all dead to progress in educational method: even those whose apparent deadness is perhaps only somnolence get little farther than reading books, sometimes written (sad to say) by lecturers on education who base their teaching on theories the truth of which has never been proved. Look at all the controversies which have raged round the Direct Method, and have either been left unsolved, or made the objects of experimental work of quite an unscientific kind. We need to attack certain problems at once, prove them all, hold fast to what is good and obtain its general acceptance.

There is no doubt among thinking teachers that unless "lines" are written under conditions of strictest supervision, they are perfectly useless. What those conditions are—or if, indeed, they exist at all—scientific experiment, conducted by the psychologist and the practical teacher in conjunction, must determine. Hosts of other matters demand investigation, and it would be of the greatest interest if readers of the EDUCATIONAL TIMES would put their heads together and compile for the new Department a list of those applicable to the sphere of Modern Languages, with which it is particularly concerned.

Starting almost immediately the Department proposes to investigate the most pressing problems of Modern Language teaching. The work cannot be hurried—for each experiment must be repeated many times, under conditions of rigorous standardisation, by many teachers, with children of both sexes and varying ages and representing different grades of school. But when definite conclusions are reached no effort will be spared to blazon them far and wide. And they will prevail.

One other point. The means will be as valuable as the end; the work as beneficial as the results. The scientific training will be useful to the teacher no less than will the experiments to his pupils. It will make him more thorough, more methodical, more patient. Best of all, it will give him new interests in the class-room, and add to the interests of his class. "I shall certainly get a scholarship at Oxford now HE'S come back," said a Sixth Form boy to me recently about his Form Master just returned from service with the Italian Expeditionary Force. "You see, he's so ALIVE."

Spring Poems in the Class Room. By FLORENCE B. HYETT.

Those who feel they have exhausted the possibilities of the usual school anthologies may be glad to seek renewed inspiration for their Spring lessons in the work of some of our modern poets. Teacher and taught will be revived by the freshness of vision which the poets of to-day bring to their work, and the message of Spring which they will reveal to the children will compel them, like the children of all ages, to—

" . . . hold up their arms for arches
When Spring rides through the wood."

In the "Collected Poems" of W. H. Davies will be found the work of a poet attuned to the songs of the springtime. Poems entitled "In May," "The Likeness," "When on a Summer's Morn," "Jenny Wren," the charming study "Clouds," full of fantastic images which the children themselves so often conceive, "Days too Short," and "April's Charms," all testify that this poet has a message for the children which should not be neglected.

From the "Collected Poems" of Norman Gale several fascinating and uncommon selections may be culled. "Country Faith," "Dawn and Dark," "The Budding of the Orchard," "The Visit," a most fascinating little snowdrop study commencing—

"When the snowdrop goes to town
In her little grandmotherly bonnet,
With only a ribbon of light
By a miracle fastened upon it"—

and "Invocation," are all full of the spirit of Spring, while "The Masterpiece" breathes her magic as she tries to sell us her "fragrant wares."

"The Oxford Book of Victorian Verse" offers us the charming "Night of Spring," by Thomas Westwood, and makes us not only watchers of Spring's delights but listeners too, for

"We would count the stars in heaven,
Hear the grasses grow."

"The Flowers" is a pretty fancy, and "Of an Orchard," by Katharine Tynan Hinkson, is full of the beauty which she is always able to present to us. Her "Sheep and Lambs"—also to be found in this volume—is unapproached for sheer beauty and simplicity by any other modern spring poem, and young and old alike should carry its tranquil lines enshrined in their hearts. "Buttercups," by Wilfred Thorley, is a dainty conceit, while Alfred Austin's "Primroses" is full of beauty, and should appeal to the older children.

From the "Collected Poems" of Robert Bridges, "Last Week of February, 1890," "April 1885," "Gay Robin is seen no more," "The Palm Willow," "A Robin," "First Spring Morning," and "Gay Marigold," prove that the poet laureate has paid his tribute to the glories of spring.

From "The Call of the Homeland," an excellent anthology, many Spring poems may be culled. Walter de la More's exquisite "Bluebells"—

"Where the bluebells and the wind are,
Fairies in a ring I spied,
And I heard a little linnet
Singing near beside."

and Katharine Tynan's "Pink Almond," "A Chanted Calendar" by Sidney Dobell, "Wind Song" by Nora Chesson, "The Green Things" by Perceval Gibbon, and Coventry Patmore's pretty verses commencing—

"The crocus, while the days are dark,
Unfolds its saffron sheen;
At April's touch, the crudest bark
Discovers gems of green"—

are all to be found in that volume.

Alfred Noyes offers as his homage to Spring five delightful poems under the name of "The World's May Queen." Lyric with the song of the springtime, they cannot help but bring home to the children's hearts the beauty of our English Spring, as they learn—

"The Dawn comes up like a primrose girl
With a crowd of flowers in a basket of pearl
For England!"

While seeking inspiration from "fresh fields and pastures new," the treasures of the past must not be neglected, and no teacher should forget the claims of such gems as Wordsworth's "To Daffodils," Browning's "Home Thoughts from Abroad," and Milton's song "On May Morning."

Play-Reading Clubs. By CATHERINE M. NESBITT.

The problem of what to do for our boys and girls when they leave school is perhaps a more pressing one for elementary than for secondary school teachers. Many of the pupils on leaving secondary schools have some definite course of more advanced study to follow, which takes them away from the district, or, if they remain there, leaves them little of that waste time which Satan is proverbially said to fill.

Yet there are many who for lack of money or opportunity soon find themselves out of touch with the interests that had begun to appeal to them while at school. They never hear fresh poems read; they forget the ones they already know; the best novels are passed by for inferior stuff—there is no-one now to help them choose from the medley that lies round them at the lending library; they never hear good plays discussed. So they fall back on best sellers, the cinema, and musical comedy of the poorer sort.

Now it is obvious that an occasional football or hockey match, an annual concert or dance-reunion, can do very little to remedy this state of affairs. And this is, as a rule, all that most of us are able to do for our former pupils. I would suggest, however, that there is one very easy way of gathering them together with a maximum of amusement, as well as of intellectual benefit, and that is by the establishment of Play Reading Clubs somewhat on the lines of the one described below.

A few friends who were interested in the fine body of dramatic literature now available, and anxious to study it more effectually than occasional visits to the theatre or the amateur production of one or two plays would admit, decided to form a club for the dramatic reading of plays along the lines of the "Crawford Experiment" described in Vol. I of "The Drama." We numbered at first about thirty: there are now about forty members.

The club meets about once a fortnight. A play is selected; one member undertakes to produce it. A list of people willing to read is handed to the producer, who then selects the cast, choosing preferably those who have not yet read, so that everyone may take an active part. The readers generally arrange with the producer to have one or two rehearsals, though this is sometimes dispensed with. The room where the reading takes place is arranged with a clear space to represent the stage, and a few properties (generally nothing more than a table and some chairs) facing the seats of the onlookers. The readers sit apart from the others, and walk on to the "stage," and return to their seats as if they were making proper exits and entrances. In one play some screens were found useful, and some attempt at characteristic dress was made by the lady who read "Rosalind" in Barrie's play of that name. Bedroom slippers, a shawl, and spectacles she declared to be essential to the part. With this exception we have not tried to dress for our rôles.

The effect of these readings is surprisingly vivid and dramatic, and quite unexpected acting talent has been shown by members who at first declared themselves quite incapable of reading, even if allowed to sit safe and undisturbed round a table.

We have produced in this way: "What Every Woman Knows" (Barrie); "You Never Can Tell" (Shaw); "The Importance of Being Earnest" (Wilde); "She Stoops to Conquer" (Goldsmith); "The Twelve Pound Look" and "Rosalind" (Barrie); We hope to do, in addition, "The Title" (Bennett), and, most difficult of all the plays we have attempted, the much-discussed and beautiful "Abraham Lincoln" of Drinkwater.

So successful has this experiment been that we propose to start a club of the same kind in connection with the local Grammar School. Members of the VIth Form will probably be allowed to join, as well as old boys and girls. It is probable that this club will study more of Shakespeare and other early dramatists than the town club chose to do, but that will, of course, be for the members themselves to decide. Visions of an occasional Greek play may float before the eyes of the promoters, but they will feel that time has been well spent even if nothing but modern plays should be read.

The Teaching of Number. By KATE DAILEY.

In considering this subject we must take cognisance of the many ways in which the child, during the first few years of his life, acquires a wealth of unmethodised experiences which will prove invaluable to him when he becomes interested in the number aspect of things. During this period his mind will have worked naturally. His environment may have been such that he has quite a big store of fundamental ideas. A teacher who has studied this period will shrink from being too prescriptive in her procedure. She will allow much time for the child to work at his own rate and in his own way. She will be careful in her teaching to delay giving information which is purely conventional. She will not, for instance, introduce the child to our decimal system of notation until a very advanced stage.

Why is number considered a difficult subject? If we follow the generally accepted theory, that the development of the child follows broadly the development of the race, the child should count before he can read. Some savage tribes have made considerable progress. Among the Yoiukus of Abeokuta, to say "You don't know nine times nine" is actually an insulting way of saying you are a dunce. Even pigeons can count up to three, says a German

professor. He put grains of corn in a row and gummed down the ones he wished the bird to miss. He trained it in this way until it learnt to miss three grains without touching them.

Now the pigeon had an incentive for counting. So had early man. We must see that children have the same advantage. The incentive must be a natural one. A child must have use for his counting. He may, for instance, wish to make a waggon. Even if he does not know the name for four, he will more than likely put four wheels on the waggon. The experience will be the kind that will assist him later in pure number work.

The question of number language is of paramount importance. Numbers can be felt by the child before he has learned their names, but no progress is possible until he has much number language. In having names for his ideas he will be helped to make future use of his knowledge. But the knowledge must come first, and the language must be correct. The teacher's language may be against easy acquirement of numerical ideas. Simplicity and precision are necessary.

As experienced teachers, too, we shall enlist the service of the senses of touch, sight, and hearing. Children are most alert in games introducing the striking of the clock. This brings in more than number: the more strokes, the longer the time taken. There is much not usually called number which we should consider as most useful for securing the highest class of number work.

The following are a few things to be kept in mind throughout a year's work:

1. SECURING A LIVING INTEREST IN CERTAIN NUMBERS before attempting the analysis of these numbers. For example, the number 12 may be associated with the shilling. Some time after the exercise with pence, sixpences, threepences, and shilling, quite a formal lesson may be taken to get the component parts of twelve memorised. The drill will be enjoyed.

2. MAKING HASTE SLOWLY. Allow what modern psychologists call a plateau period. That is, give playful exercise on knowledge gained before proceeding to more advanced work.

3. VISUALISATION.—The exercises with small numbers will not only help the child to visualise number groups but will help him to visualise situations. This visualising of situations will help him later on in solving problems in which the numbers themselves are too large to imagine. Then we give the names, subtraction, addition, multiplication, and division, to these situations.

4. SYMBOLS.—For quite a long time the children should only be required to use symbols to record results. The process should not be indicated. There is no reason why the numbers 10, 11, and 12 should not be given without explanation of our decimal system of notation.

5. DEADENING EFFECT OF THOROUGHNESS.—The Grube method, by which all that can be done with one number is supposed to be mastered before another number is taken, is most deadening. The children themselves lead us to better ways. They will, for instance, certainly enjoy finding out there are ten fingers on two hands after having found out there are five on one hand. They will not first wish to thoroughly learn the analysis of nine.

6. TWO ASPECTS OF NUMBER.—(a) Calculation of separate objects; (b) Measuring of continuous quantities. Specialists differ as to whether (a) or (b) should first be taken. If however, neither is long neglected, no harm will be done.

In conclusion, if the children are not fascinated with their number work, the teacher should seriously examine her methods. She should, among other things, exercise the children on individual occupations for awhile, and be content to be in the main an observer.

A Second Talk about Geometry By CONSTANCE I. MARKS, B.A. (Lond.).

There was an air of eagerness to commence, when I greeted my class at our second meeting. This I accounted for—and I believe rightly—by the desire of the children to give me details of their experimental work since the previous lesson. Accordingly, first of all, some few minutes were devoted to a discussion of the results of individual effort on the part of the pupils. Many of these I was able to pronounce very successful. Moreover someone had written on the blackboard: "How can we know that a ball has length, breadth, and thickness?" In reply I produced an orange, one with as smooth a surface and as symmetrical a form as it had been possible to obtain. This I first cut in half in such a manner as to allow me to place one part so as to show the thick central cord vertical. Then, when I had thus made evident the fact that an orange has height, I proceeded to divide the half orange into its four approximately similar equal pieces, and I was now in a position to demonstrate the remaining dimensions with the help of perpendicular semi-diameters. I drew attention to the fact that the three dimensions were nearly equal, and that they would have been quite equal if the orange had been actually a ball. A discussion of the irregular solid was not raised by any of the pupils, and I deemed it better to postpone initiating it myself until the subject of geometry should have become more familiar. I now turned to the new work of the second lesson. "I will begin by asking you a riddle," I said. "It is this:—I am a word of five letters which usually means 'to make into powder.' If you behead me, I become a 'peel'; if you curtail me, a 'smile' is left; if you drop my second and my fifth letters, you have a well-known spirit. Find me!" A great deal of consultation takes place, and then Charlie, a specially bright-looking little lad, ventures to suggest that "to crush" means to make into powder, but that he does not see how the other words would follow. "Oh! I know," shouts Mervyn; "'to grind' is the first answer." "Well guessed, Mervyn; and then, if we behead 'grind' we leave a 'rind' or 'peel'; if we curtail 'grind' instead, what is left?" From quite a number I obtain 'grin.' The final answer 'gin' George gives me. "Now, I think some of you at any rate are saying to yourselves 'Riddles are great fun, but what has all this to do with geometry?' Let me have time, boys, and I think the connection will become clear. We have defined a solid as 'That which has length, breadth, and thickness,' or, in other words, as anything that has three dimensions or measurements. If we take away either of the three, we are of course left with only two, and that which has two dimensions only is called a 'surface.' For example, look at the wall in front of you, and you had better look, not by the ceiling or ground, or corners, but near the middle. You cannot see the thickness of the wall, can you?" The answer "No!" is general. "The wall, so far as we can see, might be made of thin cardboard, or of bricks, which are much thicker, or even of very thick stone. We can only see 'length' or 'width' and 'height': that is to say, we see a 'surface' of the wall. Now look at this book. Can anyone tell me how many outside surfaces it has? No, Joe, I see that there are more than four. Ah! you are right, Eric; it has six—namely, the top and bottom outsides of the covers, and the four edges. Which two dimensions have the surfaces of the covers? Right, Mervyn; 'length,' and 'breadth'; and of the edges two have the 'length' and the 'thickness,' and the other two the 'width' and the 'thickness.'" I easily got from the pupils further examples of "surfaces." "Now, suppose I decide to pay no attention to two out of the three dimensions of the wall; for instance, look at a corner of the room, and do not trouble about anything but the height of the corner of the ceiling from the ground. That corner, where two walls meet,

has only one dimension—'height,' and we call what has only one dimension a 'line.' Tell me some other 'lines' that you see." A number of correct examples are given in response by various members of the class. "We must still go a step further. We have cut off first one and then two of the dimensions of our 'solid,' and have obtained as our results, first, a 'surface' and then a 'line.' What happens if I think not of the length of a line but only of a spot on it? Now I have no 'dimension' left, but only a 'position,' and that which has no 'dimensions' but only 'position' we name a 'point.' Pay great attention to what I am going to say. We started with a 'solid,' and threw away first one, then a second also, and lastly all three of its 'dimensions' or measurements. Now let us try to build up our 'solid' again. If I look in succession at every point up the corner line of the wall, I shall look all along the line. Or I will put it in this way: A moving 'point' traces out a 'line.' Next, I can think of the surface of the wall as made up of lines like the line at the corner. I will put it in this way: A moving 'line' traces out a 'surface.' Lastly, we can imagine that, if the surface of the wall moved back gradually, always remaining upright, it would by-and-by have passed through all the space taken up by the wall. I will put that in this way: A moving 'surface' builds up or traces out a 'solid.' If you think over what we have been learning to-day, and there is any part you are not sure you understand, put down a question about it and ask me next time. I never think a pupil silly for asking me to repeat an explanation once or any number of times. I only think one foolish who is satisfied before he thoroughly understands what I have been trying to make clear."

Belgian Boy Scouts. By FRANK E. MORETON.

At this time, when experiments in Education are not only tolerated but encouraged, our experience with Belgian children may be of interest.

"Boy Scouting" has proved its worth in many directions. Anyone who attended the great Rally and Exhibition at Birmingham in 1913 must have been amazed at the work which boys had done, unaided and VOLUNTARILY. The whole Scout movement, whether it be Thompson Seton's "Woodcraft Indians" or the later Boy Scouts, strikes at the root of our Education. Are our ultimate aims even beyond criticism? Is there not—since character and social service are all important—much to be said in favour of the a, b, c of woodcraft—first aid, fire lighting, cooking, all those things which go to make the "débrouillard"?

But "Scouting" may be used in other directions. A colleague of mine, an energetic Scoutmaster, took up archery. To make his bows and arrows a certain knowledge of botany was required, a subject which bored him in the ordinary way. He soon and eagerly acquired what was necessary. If the "Regional Survey" idea be adopted, other things, as local Geography and History, may be approached in this "play way."

With our Belgian children we adopted the ideas of Thompson Seton, and the "Common Council" was an important monthly item. By it we encouraged the learning of literature, music and dancing (for festivities), and a point absolutely neglected in ordinary education—civic training, education in thinking, speaking and voting on matters of common interest and importance.

The amount of hard work which children will do, if it be in the form of a game and a privilege instead of a school subject, is really astonishing.

The application of the principle to languages and mathematics is not so clear to me. Perhaps others have made experiments in these subjects?

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The Salary Hindrance.

Unrest and discontent among teachers in many of the larger Local Authority areas are hampering educational efficiency and progress at the very time when education is in need of that stimulus which the enthusiasm and wholehearted co-operation of a contented teaching staff alone can give it. London, Liverpool, Manchester, Birmingham, and other cities are suffering in this respect, and of these the case of London is, perhaps, the worst. The London County Council have set their faces against any representations from teachers in respect of their salaries. During the past month agitation has proceeded apace and is particularly in evidence at the time of writing (mid-March). The London Teachers' Association have organised a big meeting of protest, the Schoolmasters' Association have canvassed the schools to ascertain how many of the men teachers are willing to take part in a demonstration, and the London Head Teachers' Association have voiced their grievance in respect of teacherless classes. Nothing has resulted from these activities and nothing is likely to result. London's scale of salaries will be settled by the Burnham Committee in the ordinary course of the "orderly and progressive solution" of the whole salary problem. The L.C.C. are represented on the Burnham Committee and know of its work. The L.C.C. therefore are on firm ground with the public in holding back until the Burnham Committee formulate a scale for London. Then, and not till then, will the L.C.C. again turn their attention to the salary problem. In the meantime the teachers do well to agitate. They have formed a combined Salary Committee (L.T.A. and N.U.T.) for the London area, and have sent in their claim for payment on the following scale:—Men: £230—£15—£450; Women: £215—£15—£375.

The Burnham Committee.

The meetings of the Burnham Committee have not been suspended. There are two meetings of its members either as a Reference Committee or a full Joint Standing Committee every month. The next work of the Committee is to proceed with the making of scales above the provisional minimum scale. Many teachers are thinking there will be only one scale above the P.M.S., and that such a scale will apply equally to all parts of the country where existing scales are above the provisional minimum scale. The Committee is extremely unlikely to adopt so absurd a solution. There will have to be more than one standard scale, and each scale will be made suitable to the needs of the area for which it is intended. This probable attitude of the Committee is even now being anticipated in certain districts. Lancashire, for instance, is hammering out an "agreed" scale; Liverpool is doing the same, and Birmingham's scale is in process of formation. Around London a number of Authorities are setting up scales better than London's, and maxima for men of £425, £400 have been established, or are about to be established, in several cases. Matters are going well in preparation for a reasonable settlement by the Burnham Committee.

The N.U.T. Conference.

The Annual Conference of the N.U.T. will be in full swing on Easter Monday. This year the Conference is the Jubilee Conference, and the record of membership is worthy of the Union's fiftieth year. Mr. J. J. Graves, the first President, was chief officer of a Union of only 400 members. Miss J. F. Wood, B.A., will preside at Margate over a

Conference representing 113,000 members. During 1919 the N.U.T. has increased its membership by 11,000! The Conference will be welcomed at Margate by the Mayor, and with him on the platform to voice the welcome of Kent and the Isle of Thanet will be the Venerable the Archdeacon of Canterbury, the Mayor of Ramsgate, the Chairman of the Education Committee, the Vicars of Margate and Ramsgate, and the Rev. J. Knight, representing the Free Churches. The sessions of Conference will be public on Monday morning, Tuesday morning, and Wednesday morning, and private on Monday and Wednesday afternoons and on Thursday morning. Friday will be given up to excursions, and Tuesday afternoon to sectional meetings, preceded by a luncheon to representatives of Local Education Authorities.

Some Topics.

Among the subjects down for discussion at the public sessions are National System of Education, Training of Teachers, Whitley Committees, Day Continuation Schools, Professional Self-government and Joint Control, etc. Among subjects to be discussed at the private sessions are Superannuation Act Amendment, National Scale of Salaries, Medical Examination of Ex-service Men (for Superannuation), Equal Pay and Payment for Maintenance of Children, etc.

The Lighter Side.

The local teachers have laid themselves out to give members of Conference a good time on the lighter side. A number of excursions have been arranged, concerts have been organised, and a Jubilee Ball is fixed for the Friday night.

Side by side with the Conference many smaller gatherings and celebrations will take place. Among these are the annual meetings of the Teachers' Provident Society and the Union's Benevolent and Orphan Fund, the annual meeting for representatives of Education Authorities, and on Thursday afternoon the Reception of Purses for the B. and O. Fund.

The Superannuation Act.

There have been more than 200,000 applications for the benefits of the Superannuation Act, and only about 8,000 now remain to be dealt with as regards health. Probably about 2,000 of them are men, and some no doubt have served with the Forces. I believe the Board have been very sympathetic with these men, but of course the Board cannot go outside the stipulations of the Act. Very few have not satisfied the conditions.

The Burnham Scale.

The Burnham Scale has been adopted by 111 Local Education Authorities, and is likely to be adopted soon by 133 others. There are 49 Authorities with an equal or better scale. Twenty-two Authorities have not adopted it, two have refused to adopt it, and two are doubtful.

Earlier School Holidays.

To avoid congestion on the railways during the holiday periods, the Board of Education, at the instance of the Ministry of Transport, has asked all educational authorities to adjust their school terms, particularly where boarders in any great numbers are concerned, so that vacations shall not begin or end within the following periods:—Easter: Monday, 29th March, to Friday, 9th April. Whitsuntide: Monday, 17th May, to Wednesday, 2nd June. Summer Holidays: Friday, 23rd July, to Wednesday, 18th August. These dates are inclusive.

SCOTLAND.

Departmental Circular.

A circular outlining methods of financing students in training was issued on February 17th. To Education Authorities is now transferred the power of awarding financial aid to prospective teachers; as circumstances of the students are to be taken into account, presumably the local bodies will be more competent to judge of the merits of an application than the Department or any central body. The giving of financial aid is not to be limited to students in training for the Teacher's Certificate, but it is suggested that more generous treatment should be shown these, and it is added that the Authorities might stipulate that the future teacher, when trained, should be asked to serve for a definite period within the Authority's own area. This last condition has aroused considerable resentment. It is pointed out that a young teacher emerging from a Training College ought to be encouraged to look about and gain experience in various types of school and in other localities than where he was a student. Many teachers, too, would prefer to see the profession left to the same conditions as other professions; certainly bursaries and similar aids should be available for struggling talent, but the methods suggested in the circular are hardly such as will stimulate a rush to the teaching profession.

The Teaching of Music.

A meeting under the auspices of the Glasgow Centre of the British Music Society was held on Saturday, March 6th, at Glasgow. The subject for discussion was "Should the teaching of the staff system be made general in Primary Schools?" A large number of teachers and others interested in the subject were present, and took part in the discussion, which was introduced by Mr. John Cullen. Mr. Cullen made a plea for more individual and less collective work, and urged that the inspection of schools in singing should be more thorough. A resolution was adopted asking the British Music Society to urge upon Education Authorities the necessity for the study of sight reading from the universal notation in the Primary Schools as the direct means towards the attainment of national proficiency in the art.

The Study of Greek in Scotland.

The Classical Association met at Aberdeen on March 6th, Professor Burnet, St. Andrews, in the chair. Professor Harrower, Aberdeen, referred to the small number of students (118) at present studying Greek in the Scottish Universities, and suggestions were made as to the new graduation course designed to encourage Greek studies. Professor Browne (Dublin) communicated some interesting suggestions on the same lines. Professor Burnet furnished statistics to show the growth of interest in Greek studies in the newer Universities, which made a really democratic appeal. On the advice of Principal Sir George Adam Smith, it was resolved to request the Prime Minister's Classical Committee to hear witnesses from the Association on the work being done in Scotland.

The Carnegie Universities Trust.

Lord Balfour presided at the annual meeting of this Trust. On the initiative of Lord Shaw, a prize of 300 guineas is to be given by the Trust to the author of the best survey of Anglo-American history, the author to be a graduate of any of the Scottish Universities of not over ten years' standing from the date of his first graduation. The value of scholarships and fellowships has, owing to the increase in the cost of living, been considerably increased. Demands upon the fee fund, out of which Scottish students may be assisted in the payment of University class fees, have been exceptionally heavy, and the record amount of

£56,000 had been paid up to the end of November. The sum of £1,623 10s. was voluntarily refunded by or on behalf of twenty-two beneficiaries for whom fees had been paid by the Trust.

University News.

Various gifts are to be chronicled. Dr. Low has given £6,500 for the renovation of the Men Students' Union at St. Andrews, and Mrs. Mitchell has given £3,000 for the restoration of the University Chapel there. At Glasgow Dr. J. H. Nicoll has offered £5,000 to establish a lectureship in electrical diagnosis and therapeutics. Sir Wm. Beardmore sent a cheque for £1,000 for the foundation of a prize for Franco-Scottish history and literature. The prize is to be awarded alternately to students of not more than ten years' standing in the Universities of Glasgow and Nancy. At Edinburgh the practical work of the University Settlement is to be resumed. The Settlement has been incorporated in the School of Social Study and contact with the social conditions and life of a crowded city quarter should form a pleasing and instructive addition to the more theoretical work of the class-room. Mr. H. C. Brennan has been reappointed lecturer in Russian at Edinburgh. Aberdeen is the first of the Universities to publish its list of honorary graduates. Among those to get the degree of Doctor of Laws is Mr. C. S. Macpherson, Rector of Banff Academy, whose inclusion has given great satisfaction to Scottish teachers.

A Glasgow Experiment in Continuation Work.

The Glasgow Education Authority has issued a General Report on the work of the Juvenile Unemployment Classes held at various centres throughout the city during 1919. They were intended for juveniles thrown out of employment on the cessation of hostilities, and the fact that pupils had to cease attendance on receiving employment naturally told against stability in the Roll. Yet the attendance returns make interesting reading. Enrolments on the opening date, January 21, numbered 960, and up to the time the classes concluded, November 21, the total number enrolled was 3,973; the percentage of attendance for the whole period was 85.5—for the last week it was 92.5. The attractive course offered had much to do with this.

The time spent in school was from 9-30—12, and 1-45—3-45, and the curriculum was drawn up so that nearly equal periods were devoted to formal instruction and recreation. Religious exercises opened the day. Formal lessons in English, Mathematics, Manual Instruction and Domestic Science followed, and the syllabus of the last-mentioned shows that the instruction was of a nature that would be directly useful to the pupils. Progress in English was very marked and letter-writing received special attention. The pupils were encouraged to visit the Public Libraries, and the Superintendent of Libraries intimates that fully 80 per cent. of the unemployed juveniles became permanent members. The literature chosen at first was the simple adventure and story kind, but gradually the desire for better things became evident. This was no doubt due to the weekly lectures on a most interesting variety of topics delivered by teachers and other experts, and soon the pupils evinced a desire to read Scott after listening to lectures on *Rob Roy's Country*, or *The Lady of the Lake*. The titles of the lectures are given in an appendix to the Report, and include *Nature Stories*, *Travel Talks*, *Scottish History and Literature*, *The War*. With *Allenby in Palestine* was a great favourite. Discussion was invited. The boys were taught boxing; there was a football league tournament, and everyone was required to make use of the swimming baths—1,228 pupils learnt to swim. The girls were taught vocal music and dancing. Rambles round Glasgow were undertaken, and visits were made to practically every outstanding place of interest in and around Glasgow.

EDUCATION ABROAD.

Queensland and the Training of Returned Soldiers.

An agreement has been completed between the Queensland Government and the Commonwealth Government in connection with the training of returned soldiers. Under the agreement (which dates from 10th June, 1918) the State of Queensland has placed at the disposal of the Commonwealth, free of charge, all facilities for vocational training in State technical colleges, including buildings, equipment, and teaching staffs.

Under the scheme of the Repatriation Department provision is made for the training in new callings of all men whose injuries have incapacitated them from further work in their pre-war occupations. It also provides training in new callings for men who enlisted prior to reaching the age of twenty years, even if they have received no injuries. While undergoing training the Commonwealth pays the men sustenance allowances ranging from £2 2s. to £3 10s., according to the number of their dependants.

While undergoing treatment at the hospital some of the men have entered upon courses of training at the Central Technical College, but in most cases the training for new callings is only entered upon after discharge from the hospital. At the Central Technical College a number of men have already been trained in the commercial, wool-classing, boot-repairing, and engine-driving classes, as well as in the classes preparing for the Commonwealth Public Service Examination.

Under the scheme for specialised training in the more highly skilled trades a new wing to the trades building at the Central Technical College is now in course of erection, and in a few weeks facilities will be available for training 25 cabinetmakers, 15 French polishers, 25 carpenters and joiners, and 25 motor drivers and mechanics at one time. It is intended in these specialised trade courses to train men so that they will be able to earn at least 40 per cent. of the award rate for their respective trades and then to secure positions for them in factories.

Proposed Technical University at Tammerfors, Finland.

The Board of Commerce and Industry have considered a scheme formulated by the teachers of the Technical Institute and Technical School at Tammerfors for the establishment of a Technical University as a compliment to the Technical Institute in that town. After a vote, in which differences of opinion found expression, the Board of Commerce and Industry has decided to recommend the scheme and to present a petition on the subject to the Ministry of Commerce and Industry.

The scheme proceeds upon the idea of bringing all the institutions for technical education at Tammerfors, namely, the Technical Evening Courses, the Technical School, and the Technical Institute, under a common direction, and so reducing to some extent the costs of administration. The Technical University would be the fourth link in a graduated series of courses of technical instruction.

The University of Petrograd.

In the May issue of the "Educational Times" will be found an interesting and important article describing the working of the University of Petrograd under the Soviet Government. This article has been specially prepared for the "Educational Times."

ART IN LONDON.

A month that sees both Augustus John and Jacob Epstein exhibit is a month of native production, and indeed foreign painting—except for some Renoirs at the Chelsea Book Club—has not recently been very prominent. Duncan Grant, at Paterson's in New Bond Street, split the critics into hostile camps during February, but March has witnessed a deeper and more bitter conflict provoked by Epstein's "Christ." The question has become one of creeds and denominations and the merits of the statue as art are lost in the technicalities of religious conviction.

Epstein is a very important sculptor—perhaps the most important in Europe. It is particularly interesting to notice that his present small exhibition at the Leicester Galleries contains no item of conventionalised form, no trace of the narrative symbolism that characterised some of his earlier work. This dozen of women's heads are simply characters in bronze, so alive and yet so dignified that their repose is the repose of quiet breathing. And in a case are a few studies of a baby's head, carried out with such direct and forceful tenderness that their reality is almost terrible. As for the "Christ," whose gaunt immensity towers among the busts of mortal women, it speaks to me of the urgent wonder of the Resurrection as has hitherto no other work of art. What a striking and significant contrast is there between this angular and emaciated figure, swathed in rotting grave clothes, with its great powerful hands, its strong and hopeful face, and the traditional agonies of the Crucifixions of Eric Gill. Perhaps if Gill were a worse Catholic he would be a freer and more human artist. His religious sculpture has the authority of centuries of belief, and we respect and admire it for the graceful dignity of its submission to that authority. But Epstein has striven to express Christ for himself, and we of his generation may applaud his courage and, some of us, be grateful for an interpretation after which we also, inarticulately, have groped.

Augustus John fills the Gallery of the Alpine Club in Savile Row with Peace Conference Portraits. Inscrutable as ever, he separates with Canadian soldiers his renderings of famous politicians and women of high society. John is now fashionable as a portrait painter, so that self-mortification has not lost its thrill. Perhaps his distinguished sitters share the artist's opinion of their real personalities; the onlooker can only state that it is very different from that spread abroad by the halfpenny press. John is not only a great painter; he is something of a Savonarola as well. Wherefore his Canadian soldiers are wonderful portraits of men, but the alternating pictures are sermons on the text of human reputations.

MICHAEL SADLEIR.

PRIZE COMPETITION.

Devices in History Teaching.

A first prize of Two Pounds and a second prize of One Pound are offered for suggestions as to devices to be used in the teaching of history. Specimens may be sent to illustrate the suggestions, but the Editor cannot undertake to return these unless each specimen bears a label giving the name and address of the sender *with a request for return*.

The competition closes on *Saturday, 8th May*, and the result will be announced in our June issue.

Address to The Editor, Prize Competition, Educational Times, 31, Museum Street, London, W.C. 1.

BLUE BOOK SUMMARY.

EDUCATION AT WESTMINSTER.

Payments for School Journeys.—Mr. Fisher's View.

Fees in elementary schools having been abolished by the new Education Act, some doubt has arisen as to whether parents may contribute to school journeys and visits to theatres, etc., organised by teachers. In the following letter Mr. Fisher explains that in his opinion local authorities may continue to charge the parents.

Mr. Fisher writes:—The object of section 26 of the Education Act, 1918, is to secure that public elementary schools and all their benefits, of whatever character they may be, shall be available to all children alike without the payment of any fees or other charges. Unless there is some overwhelming reason to the contrary it would be a very dangerous matter to recognise any infringement of this principle. Clearly also, if any exceptions are to be made, they could only be made under the authority of a new Act of Parliament.

I do not, however, think that in fact any serious inconvenience is likely to arise in connexion with this matter. Charges are forbidden only when they are charges IN A PUBLIC ELEMENTARY SCHOOL, and for practical purposes this may be regarded as meaning when the charge is made for something which is part of the organisation of the public elementary school, recognised on the time-table and for purposes of grant, either under Article 44 of the Code or otherwise.

If the attendance on a school journey or at a theatrical performance is not treated for the purpose of Article 44 as an attendance at the school and if it does not form an inherent part of the school curriculum for the purposes of the time-table, I see no reason why local education authorities should not organise school journeys, educational visits and Shakespearian performances for children attending public elementary schools under section 17 of the Education Act, 1918, and make such a charge to children attending as may be thought proper.

Any arrangement under section 17 of the Education Act, 1918, requires the approval of the Board, and the Board, before approving an arrangement under that section, would require to be satisfied that the arrangement was one which did not exclude poor children, who were unable to pay, from the benefits of the arrangement made. I am sure you will realise the importance of the principle that no school child, for whose education a local education authority is responsible, should be debarred, because its parents cannot contribute to the cost, from enjoying any educational advantages which are available for other children whose parents can contribute to the cost. If a local education authority can assure us that no child in a class will be deprived, by inability to pay, of any advantages which other children in the class enjoy, we may be satisfied though I cannot pretend that such arrangements are not open to abuse.

It will be seen, then, that with regard to the activities to which you allude, and with which the Board are fully in sympathy, a local education authority has two courses open to it, either (a) to treat them as part of the work of a public elementary school for the purpose of Article 44 of the Code, and in that event they make no charge; or (b) to obtain the Board's approval of them under section 17 of the Education Act, 1918, and in that event they can make a charge provided that the arrangements for payment are such as the Board can approve.

UNIVERSITY EDUCATION (LONDON).

Mr. Gilbert asked when the Departmental Committee appointed in September, 1913, to report as to the steps by which effect shall be given to the scheme of the Report of the Haldane Commission on University Education in London, and to recommend the specific arrangements and provisions which may be immediately adopted for that purpose, is likely to present its Report?

Mr. Fisher: The work of the Committee was suspended during the war, and it has not yet been resumed. The whole question of the reconstitution of the University is at present receiving my consideration.

Sir P. Magnus: Has a proposal been made, or is it in contemplation, to remove the central offices from South Kensington, and, if so, will the right hon. gentleman take care that these proposals are submitted for the consideration of the Senate before the arrangement is concluded?

Mr. Fisher: Yes. I think that any proposals that are to be made will be submitted for the consideration of the Senate.

VICTORIA AND ALBERT MUSEUM.

Sir J. Butcher asked the President of the Board of Education (1) whether he is aware that large portions of the Victoria and Albert Museum are, and have since June, 1917, been appropriated by certain of the staff of the Education Department and have been closed to the public; whether the portions so appropriated include the galleries and room specially assigned for samples and designs of metal work, wood work, textiles, and also a portion of the library; whether, in order to accommodate this staff of the Education Department and their papers, the exhibits usually shown in the appropriated rooms and galleries have had to be removed to the vaults or elsewhere where they are inaccessible to the public; whether he will state by whom and under what authority, statutory or otherwise, this appropriation was made, and when the Museum will be restored to its proper uses?

Mr. Fisher: The occupation of the portions of the Victoria and Albert Museum, to which the hon. Baronet refers, was the result of a decision of the Cabinet, the necessity for which I regret as much as the hon. Member. I hope that the occupied galleries will be set free during April.

Sir J. Butcher: By whose authority was this done?

Mr. Fisher: That of the Cabinet.

Sir J. Butcher: Under what Regulations, because these galleries are supposed to be open to the public?

Mr. Fisher: The Defence of the Realm Regulations.

EDUCATION ACT.

Sir J. D. Rees asked the Prime Minister whether, in view of prevailing high prices, heavy taxation, and general financial stress, the Government will postpone the operation of the Education Act, and more particularly of the Clauses which will render it impossible for the poor to profit any longer by the help afforded by their own children?

The Prime Minister: I believe that the representations which my right hon. friend, the President of the Board of Education, has received have been in the favour of bringing all the Sections of the Act which affect the employment of children into operation as soon as possible. Those sections were very carefully considered by the House, and I see no reason to draw back from the policy which Parliament deliberately adopted. The future of this country depends largely on its children receiving the same thorough training as is accorded to the children of Germany, France and America, and our own Dominions.

Mr. Rawlinson asked the President of the Board of Education whether any steps are being taken to consolidate the Education Acts, 1870 to 1918; and, if so, when the Consolidating Bill will be introduced?

Mr. Fisher: I would refer my hon. and learned friend to the answer which I gave to the hon. Member for the Cirencester and Tewkesbury Division of Gloucestershire (Mr. T. Davies). I cannot yet say when a Bill will be introduced.

ASSOCIATION NEWS.

The Teachers Council.

At the March meeting it was announced that during the preceding month over 1,100 applications for registration had been received. Arrangements are proceeding for the holding of a representative conference on Saturday, the 15th May, in which all national associations of teachers will be invited to take part. The objects of the conference are to consider the present position of the teaching profession and the steps which should be taken to promote the unification of all branches of teaching work. The Council is considering the Teachers' Superannuation Act with special reference to the Scottish scheme. Arrangements are being made for the institution of a List of Probationers which will be open to teachers who are not yet eligible for full registration. The Probationer List will be regarded as an avenue to the Register and not as a permanent resting place. Teachers who are on the Probationer List will be encouraged to qualify for full Registration as soon as possible, and the Council will be prepared to give advice to individuals as to how they may best qualify.

The College of Preceptors.

On Friday, the 19th March, Dr. Henry Chellew, of the London School of Economics, delivered a lecture on "The Psychology of Vocational Guidance." He urged that it was the duty of parents, with the help of teachers, to estimate from a child's character its most suitable vocation in life. He proceeded to suggest methods by which a correct estimate might be formed. These were based on physiognomy, and Dr. Chellew reviewed the various types of facial form—"round full face," etc., to illustrate his theory.

The College is taking an active part in the work of the newly-formed Federation of Independent Schools which has been established for the purpose of keeping before Parliament and the public the importance of maintaining the efficient independent schools as a recognised element in our national system of education.

Fellowship of Reconciliation.

At the Education Conference of the London Union of the Fellowship of Reconciliation, held at King's Weigh House Hall, Thomas Street, W., on February 7th, 1920, it was resolved to enquire of the London County Council Education Authorities whether they approve of the introduction into schools under their authority of:—

- (1) War politics and demonstrations;
- (2) Drill with a military basis, which may be associated with cadet corps or similar bodies;
- (3) The submission of teachers to religious and political tests.

The Conference appeals to the members of the Council to consider individually and co-operatively whether the highest welfare of the rising generation is not at stake in these matters, and, further, the very grave responsibility which rests with those whose practical decisions affect it so vitally.

The National Union of Teachers.

The Annual Conference will be held at Margate during Easter Week, beginning with a reception on Thursday, April 1st. On Easter Monday Miss J. F. Wood, B.A., of Manchester, will deliver her presidential address. As is usual at these Conferences the Agenda is very lengthy. It is noteworthy that the idea of professional unity and self-government finds expression, and that many of the resolutions are directed towards the welfare of the children rather than that of teachers.

The Incorporated Society of Musicians.

The Annual Conference will be held at Nottingham during the second week in April.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

University Needs.

Following the example of Manchester, which is asking for a local subscription fund of half a million and an additional £150,000 for the College of Technology, the Universities of Liverpool and Leeds are seeking local financial aid. It is to be hoped that the response will exceed the demand, for the universities have proved their value to the nation, not only in their contribution of trained men to the forces, but also in their contribution of scientific knowledge. The latter alone is worth many times the amounts which are now asked for, and it will be a grave reflection on the intelligence and foresight of our manufacturers if they permit the universities to be hampered for want of funds. The alternative of large subsidies from the State, with the inevitable accompaniment of State control, is foreign to the whole spirit of our university system.

City of London College.

In connection with the Day School of Commerce of the City of London College, the announcement is made that a limited number of free places will be awarded on the results of an examination to be held at the College on Thursday, 3rd June next. These studentships will be awarded to two classes of candidates, under 16 and under 18 respectively. For the former they will be tenable in the first instance for one year from the beginning of the autumn term, but they may be renewed for a second and third year. Candidates must be 14 or over on the 1st August, 1920. Studentships for Seniors may be held for two years, and candidates must be 16 or over on the 1st August next. Particulars may be obtained from the Secretary, City of London College, Moorfields, E.C. 2.

National Physical Education.

An important conference on national physical education was held last month at the Royal Society of Medicine, Sir Humphrey Rolleston presiding. Sir George Newman outlined the effort made in this direction by the State, which, he said, was now, or would shortly be, in a position to deal with physical education up to eighteen years of age. After that the State had no powers, but it would welcome voluntary effort. Sir Anthony Bowlby emphasized the value of physical education, but expressed the view that a good thing was worth paying for. He believed in personal effort rather than in mere "spoon-feeding." Dr. Barron spoke of an effort made by him to encourage this movement before the war. He found that in England we were destitute of any reliable literature on the subject. All the speakers emphasized the need of physical training, and pointed out what an immense advantage had resulted when men were given exercise, good food, and decent surroundings.

Salaries in Leeds.

At the Leeds Education Committee, when the Burnham scale of salaries was adopted for Leeds, Mr. Tallant commented on the fact that only seventeen applications for posts under the committee had been received from students at the Leeds Training College. Usually they received from sixty to seventy such applications, and they wanted at least 100 new assistant teachers. It appeared to him that the salaries offered were not good enough, and that if they were to attract all the young teachers they wanted, they would be compelled to pay higher salaries than those which were compulsory under the new scheme. By its adoption of the provisional minimum scale, Leeds places itself on a level with the lowest paid rural areas.

PERSONAL NOTES.

Mr. Thomas Walling, M.A.

The Selection Committee unanimously recommended the appointment of Mr. Walling as Director of Education for the City of Newcastle. Consideration was given to his services as Acting Director for the past six months. Mr. Walling was at one time Secretary for Education at Brighouse, and is a well-known member of the Executive of the National Association of Education Officers.

Mr. William Paton Ker, M.A.

Mr. Ker, Fellow of All Souls College, was the only candidate nominated for the post of Professor of Poetry in succession to the President of Magdalen. Mr. Ker is Professor of English Literature at University College, London. His writings include "Epic and Romance," "The Dark Ages," and essays on mediæval literature.

Mr. G. A. Christian, B.A.

South London teachers honour Mr. Christian for his courtesy, tact and fairness, and on his retirement from the L.C.C. Inspectorate they presented him with a tea and coffee service and a cheque for £246. This amount has been handed over by Mr. Christian, together with a personal donation of £50, to the Thank-offering Fund of the N.U.T. At the presentation meeting he said that he loved children and believed in education and would always be ready to respond to any call that might be made upon him in the cause of education.

Mr. M. Gompertz, B.A.

Mr. Gompertz, headmaster of the Boys' County High School, Leytonstone, was co-opted a member of the Education Committee of the Essex County Council to represent the headmasters of the secondary and trade schools.

Rev. A. W. Taylor.

The Rev. A. W. Taylor, Rector of St. Oswald's, Collyhurst, has been appointed to the living of Thurmaston, near Leicester. The Manchester teachers are sorry that the valuable services rendered to the cause of education for twenty years will now be lost to their Education Committee, and they have expressed appreciation of his interest in schools, sympathy, and encouragement.

Mr. W. E. H. Berwick, M.A.

Mr. Berwick is the new Lecturer in Mathematics in the University of Leeds. In 1909 he was fourth wrangler and has been Lecturer in Mathematics at University College, Bangor. For two years he was on the technical staff of the anti-aircraft section of the Munitions Inventions Department at Portsmouth.

Professor Lapworth.

Professor Charles Lapworth, the geologist, some time of Mason College and of Birmingham University, died at Birmingham in his 78th year.

A native of Berkshire, he commenced teaching at Galashiels and was trained at Culham College as an elementary school teacher. Fifty years ago he read his first paper before the Geological Society at Edinburgh. He received an appointment at St. Andrew's University, but it was at Birmingham that he achieved fame, and when he retired in 1913 the Council passed a resolution recognising his world-wide reputation as a geologist.

Sir Robert Laurie Morant.

On Saturday, the 13th of March, occurred the death from pneumonia of Sir Robert Morant, aged 57, Chief Permanent Secretary to the Minister of Health, and formerly of the Board of Education.

He earned great fame as an organiser directing education in Siam and England. Sir Robert Morant will always be remembered in connection with the Education Act of 1902 for the persistence and fearlessness of his administration, for his work in co-ordinating higher education, and later in influencing the Prime Minister to agree to the formation of a Ministry of Health.

NEWS ITEMS.

School as a Punishment.

A boy who was convicted of stealing cigarettes was ordered by the magistrates, as a punishment, to attend the High School on two nights weekly. The Education Authority of Stirlingshire will make further inquiries into the case because the master refused to admit the boy on the ground that the session was too far advanced for him to benefit and also because he protested against being made a party to this form of punishment.

The Return of the Evicted.

The Board of Education, which is now "marooned" in the Victoria and Albert Museum, is to return to its old offices in Whitehall immediately after Easter, and the staff are very pleased at the prospect of getting back to their old home, as the Museum buildings are too lofty and draughty to make comfortable offices. The officials have not yet quite recovered from their annoyance at the unceremonious way in which they were turned out in July, 1917, to make room for the Admiralty Controller's Department. The Education and Superannuation of Teachers Acts of 1918 have added much to the work of the Board, and it is considered that when the whole department is centralised in one building it will be possible to carry out this work far more expeditiously.

Cause of Unrest.

Speaking at Derby the Bishop of Lichfield said, "One of the great troubles of the country to-day, and one of the causes of the feeling of disillusionment and impatience so common at the present time, is that we have not made up our minds whether we are going to build up the new order simply on organisation or on spiritual power."

Married Women Teachers.

The Education Committee of the Rhondda Valley decided to dismiss all its married women teachers, but the report was referred back by the Urban District Council for reconsideration.

A University for Reading.

When war broke out the Governors of University College, Reading, were in possession of about £250,000, mainly subscribed by residents, towards the establishment of an independent university.

Efforts were resumed last year, and are now being vigorously pressed forward, in order to secure the realisation of the aim.

Physical Training.

Sir George Newman says that he desires the establishment of a national scheme of physical training for all adults from the ages of eighteen to thirty-five, on a voluntary basis, backed by Government propaganda, incidentally teaching the spectators of a football match to play the game themselves.

The Drama in Education.

Recently Mr. Fisher received a strong deputation from the British Drama League which as long ago as last August passed certain resolutions at a conference at Stratford-on-Avon. Mr. Fisher was sympathetic, but drew attention to what was being done to promote interest in the subject and to the influence the activities of the League might exert.

He promised to give careful consideration to the suggestion that the Board of Education should encourage the dramatic treatment of literature, and said that with respect to establishing a national theatre local enterprise and local contributions might possibly be aided by the payments of Government subsidies.

A New Secondary School.

The historic Swanwick Hall, the home of the Wood family, has been purchased by the Derbyshire Education Committee for a secondary school. The purchase price is stated to be over £12,000.

PENSIONS.

Pension Queries.

The Editor will be pleased to answer questions relating to pensions, both here and through the post. In all cases inquirers must enclose the coupon from the inside page of the back cover. If a reply through the post is desired, a stamped, addressed envelope must also be sent. Replies of general interest only will be printed in this column, and when no nom de plume has been chosen by the inquirer, the latter will be indicated by the initials of the name. But all correspondents must communicate their names and addresses.

SECONDARY SCHOOL PENSIONS.

N.—There is only one rate of pension so far as the School Teachers (Superannuation) Act, 1918, is concerned, that is $\frac{1}{20}$ of the Teacher's Average Salary (for the last 5 years of Recognised Service) for every year of Recognised Service. There is in addition a Lump Sum, or Additional Allowance, calculated on the basis of $\frac{1}{30}$ of Average Salary for every year of Recognised Service. Forms 10 and 5 Pen. (obtainable from L.E.A. or Governors) should be filled up now and sent to Board of Education. Application for the ordinary Pension is not made until about two months before attaining age 60.

MINIMUM OF 10 YEARS' RECOGNISED SERVICE.

C.—Your service in your own school is probably Qualifying Service. If you can increase this to 20 years and if your elementary school service is a full ten years in length, then you will be eligible at 60 for a pension for your 10 years' Recognised Service. Otherwise we are afraid nothing will be due to you.

K.—The Treasury, on the recommendation of the Board of Education, have declared certain Teaching and non-Teaching Service to be Qualifying Service. The particulars have been published in the educational press, but are not available in separate form except as described below.

M.C.—It is difficult to advise you on the question of transferring your services from an independent school to a state school. At present, of course, the transfer will bring you within the scope of the Superannuation Act, but in order to obtain a pension you will have to work for at least ten years in state schools. Your service in independent schools may count as qualifying service.

Qualifying Service.

Readers of THE EDUCATIONAL TIMES may obtain from the Editor a complete list of the Service (both Teaching and non-Teaching) which the Treasury, on the recommendation of the Board of Education, have declared to be Qualifying Service for the purposes of the School Teachers (Superannuation) Act, 1918. A stamped addressed envelope and the Pensions Coupon on page 191, should be enclosed with application.

Ex-Service Men and Pensions.

Sir R. Cooper asked the President of the Board of Education whether his attention had been called to the position of Thomas Turner, of the Finchley County School, in regard to the School Teachers (Superannuation) Act; whether Mr. Turner enlisted in 1914, being placed in category A1, was wounded in 1917 and again in 1918, and was demobilised in 1919, with the Military Cross, after 4½ years' service, being placed on demobilisation in category C1, and is at present stated to be ineligible for death benefit under the Act; whether there are any other teachers at the same school who were exempted from military service on account of their category being C3; whether any of those men are now eligible for death benefit under the Act; and whether his attention has been called to other similar acts of injustice under the provisions of the Act?

Mr. Fisher: My attention has been called to the case of Mr. Thomas Turner. He has not been declared ineligible for a death gratuity, but he has been informed that, in order to consider the question of his eligibility, the Board require to be furnished with a medical certificate.

LETTERS TO THE EDITOR.

Women Teachers in Boys' Schools.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—I should like to sound a note of warning to those women who are still working in Boys' Preparatory Schools. Many went into them during the war, and most Headmasters are anxious to keep them, but I would remind them that there is no possibility of promotion for women in a boys' school, and by forty they will find themselves considered too old for work. They will have missed the experience necessary for promotion in a girls' school and, unless they have private means with which to start a school of their own, they will be left without a livelihood. I speak as a fully qualified teacher of sixteen years' experience in boys' private schools. I delight in the work and thoroughly believe in the value of women in it, but, at the same time, I would earnestly warn those women who have to rely entirely upon themselves for the future to think well before they take up this branch of teaching.—Yours faithfully,

I. S.

Music in Education.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—You say most truly "that music should be an integral part of the school course because it is an indispensable element in Education." You advocate "opportunities of hearing good music" and the practice of choral singing. Is it not still more important to train the ear to hear and distinguish, and to waken interest by creative work? We have great teachers in this country who can tell us how to do it, but time is not found because in examinations music does not count. This most humanising of all subjects is left out because it is difficult to weigh and measure. Yet it would be easy to refuse recognition to any school which does not show good work in choral singing, sight reading, ear tests, and knowledge of musical form. Time and teachers would then be found.

Yours, etc.,

M. L. ECKHARD.

Broome House, Didsbury,
March 13th, 1920.

Laundry Research.

The Secretary of the Department of Scientific and Industrial Research announces that the Research Association for the British Launderers' Industry has been approved by the Department as complying with the conditions laid down in the Government Scheme for the encouragement of industrial research. As the Association is to be registered as a non-profit-sharing company, the promoters have applied to the Board of Trade for the issue of a license under Section 20 of the Companies (Consolidation) Act of 1908.

The Secretary of the Committee engaged in the establishment of this association is J. J. Stark, Esq., 162-5, Bank Chambers, 329, High Holborn, W.C. 2.

Salaries in Elementary Schools.

The Board of Education have issued a statement showing for the three financial years ending 1917-1918 the expenditure by the Local Education Authorities upon the salaries of teachers in Public Elementary Schools and the average expenditure per child in attendance. This last figure is extremely interesting. Generally speaking, it shows that teaching power was obtained for an outlay of three to four pounds per child, but the figures for the separate Authorities range from 61s. 6d. in Derbyshire to 108s. in London. For the English Counties the average per child is 74s., for the County Boroughs 76s. 11d., for non-County Boroughs 72s. 9d., and for Urban Districts 82s. 7d.

LITERARY SECTION.

BOOKS AND THE MAN.

The Human Touch.

I have received from the Education Office of the Kent County Council a noteworthy volume of some 350 pages which bears on its cover the unattractive title "Twelfth Report of the Kent Education Committee, covering the Period 1914-19." It must be confessed that on a station bookstall or on the shelves of a second-hand bookshop the volume would probably go unregarded. Even the most esurient of book tasters would find that title unappetising. Yet the book itself is full of good things and I desire to offer my respectful thanks and congratulations to Mr. E. Salter Davies, the Director of Education for Kent, and to his Committee and colleagues on the production of a record which is at once interesting and encouraging.

The Report covers the period of the war and the introduction gives a survey of the effects of the conflict on the schools, especially in regard to the shortage of labour due to enlistment. Here is a passage which will interest teachers in schools where enemy action was unknown: "The Committee may be congratulated on the very small amount of damage to buildings due directly to military operations. No damage was done by the naval raid on Ramsgate, while that done to buildings by air raids was insignificant. The only schools at which any important damage was done were the Folkestone County School for Girls and the Broadstairs Council School, and the Committee are happy to be able to state that in no case was there any loss of life."

With this passage in mind it is possible to picture the development of education in Kent as going forward steadily amid circumstances which were always distracting and often perilous. With calm confidence as to the ultimate result of the war, the Committee went forward with its plans for reconstruction, wisely enlisting the help of a Consultative Committee of the teachers. The result is a scheme of administration in which the human note is predominant. At no point is it forgotten that the final purpose of administration is to benefit the children, that offices, rules and officials are not ends in themselves but means to an end, and that schemes cannot be praised for themselves but only for what they accomplish.

Hence we see a complete plan of decentralisation, designed to make local education a matter of real interest and intelligent co-operation for the community. The health of the children is carefully safeguarded and Nursery Schools are to be established on experimental lines. There is an interesting chapter on Further Education, showing what is now being done and what is proposed. The Committee declare that: "As a high standard of craftsmanship is most securely built on a liberal foundation a curriculum will be chosen for boys and girls up to 16 years of age which is neither academic and bookish on the one hand, nor prematurely technical on the other. . . . The Continuation School should be a centre for self-directed action on the part of the pupils, a place for recreation and leisure as well as for work." This is the recurrent theme of the Report in regard to every stage of schooling, and this entitles it to be described as a human document. SILAS BIRCH.

REVIEWS.

Education.

MORAL AND RELIGIOUS EDUCATION: by Sophie Bryant. Edward Arnold. 6s. net.

Mrs. Bryant has made a life study of the subject here treated, and is a recognised authority on it. She speaks not only with the authority of erudition but with that of practical experience; for she has put into practice all the admirable theory here expounded. She divides her matter into four books, the first dealing with Self-Liberation by Self-Realisation, the second with The Moral Ideal, the third with The Religious Ideal, and the fourth with The Reasoned Presentment of Religious Truths. It will thus be seen that she approaches religion by way of philosophy and ethics. The idealistic approach of the first book leads naturally to a sort of concrete ethic as exemplified in the teaching of heroic romance and history. When the way has been thus prepared, Mrs. Bryant attacks the genuinely religious problem. Even here, however, she declines to plunge at once into abstractions. "The problem for ethics and religion alike is to find the right way of human life." Accordingly, she depends upon her previous treatment of the education of the future citizen and proceeds as a basis of her religious ideal to justify the ways of God to man. Natural religion necessarily leads up to the revealed, and study of the sacred book fills the gap between the romantic idea and that represented by the lives of the saints.

It is when she reaches her fourth book that Mrs. Bryant enters upon the thorny path. Up to this stage she has been able to deal in a broad general way with moral and even religious questions, but the *cadre* was the most important point. Now she must deal with the picture as well as the frame. Is it possible for a writer to deal with religion without translating his ideas into terms of some particular religion? Probably it is, and nowhere have we seen a more gallant attempt to do this than in the pages before us. But it is doubtful whether it will be possible for Mrs. Bryant's *readers* to imitate her detachment. Almost inevitably they will be led to read into the *cadre* things which were not in the authoress's mind when she wrote. The whole of this section bristles with difficulties. The rumbles of ancient and modern controversies re-echo all over it. The proper attitude of the reader should be that of a student of the methodology of a particular subject who supplies the matter for himself, but is willing to be guided by a more experienced teacher in the method of communicating it.

The personality of the authoress makes itself manifest throughout: it is obvious that she speaks from experience both when she is working from the teacher's point of view and from the pupil's. She has been through it all. Her learning is as manifest as her insight. The book is admirably documented, and the reader is supplied throughout with all manner of guidance for further reading on the points raised. Altogether a book worthy of its brilliant authoress. J.A.

EDUCATION AND TRAINING FOR THE ELECTRICAL AND ALLIED ENGINEERING INDUSTRIES. Edward Arnold. 3s. 6d. net.

Here we have a type of book that is likely to become very common. It is described as "a report of the Education Committee of the British Electrical and Allied Manufacturers' Association." It takes account of four groups of learners: (1) *Trade apprentices*, boys who enter works usually between the ages of 14 and 16 after an education at the elementary, higher elementary, junior technical, or lower secondary schools; (2) *Engineering apprentices* from 16 to 18, who come from the higher secondary schools after having reached matriculation standard; (3) *Student apprentices* who come from the university or technical college at the ages of 19-22; (4) *Research apprentices* who are selected from the student apprentices and given post-graduate research work. The report considers how each of these types should be treated, and suggests a uniform system, but it is encouraging to note that no attempt is made to render the system rigid. Professional teachers will be glad to note that the Committee lays great stress on the need for general as well as for technical education. A broadminded and commendably pointed and concise report.

English.

PRINCIPLES AND METHODS IN THE STUDY OF ENGLISH LITERATURE: by William Macpherson, M.A. New edition. Cambridge University Press. 5s. net.

This book purports to show how English Literature should be taught in Secondary and Continuation Schools. Frankly, we are not enamoured of its contents. It contains little that is new, and sets out endless trite and platitudinous remarks in a sententious and didactic fashion which we fear is all too common among lecturers in Training Colleges. Here we have the usual remarks about the logical and the psychological aspects of literary study, but as he ploughs along this well-worn track the author would appear to miss altogether the human aspect, and writes without a single spark of wit or touch of humour. The bulk of the book has appeared before, and would instruct us how to teach the study of the Essay, the Lyric, the Drama, and other standard forms. Of the newer chapters, that on reading aloud and literary appreciation appears to be the best, though it is marred by wearisome details as to how to read aloud a poem such as Newbolt's "He fell among thieves," and misses altogether the charm and verve of such a book as Burrell's "Good reading and clear speaking." Suggestions for "Advanced courses" conclude the book, and this chapter bristles with "principles" such as "The Principle of Variety and Interest," "The Principle of Thoroughness," "The Principle of Correlation," "The Principle of Chronology," phrases which may impress dull and conscientious training college students but which are tedious to the general reader. We feel throughout that if the author had concentrated more upon the direct appeal of literature itself and less upon the methodological principles he somewhat prosily propounds, he would have produced a book of much wider appeal.

THE NEW TEACHING SERIES OF PRACTICAL TEXT BOOKS:
English Literature—The Rudiments of its Arts and Craft,
by E. V. Downs. Hodder and Stoughton, Ltd. 4s. 6d. net.

Here is a book which is pleasant reading without being very "new." The author departs from the chronological method of the standard histories of English Literature only, of course, to find that he is obliged to return to it in sections. Thus we have, following a few chapters on form and style, the history of the lyric, the history of the novel, and the history of the drama. The aim of the author is, however, clearly to concentrate more upon form than upon chronology, and we think that in pursuit of this he achieves a very considerable measure of success. We do not care particularly for the chapters on rhyme, metre, rhythm, on figures of speech, on mental pictures, and on style, for we are not convinced that the appreciation of literature depends upon our perception of the devices and artifices by which a writer achieves his object. The chapters, too, savour too much of Lamborn's "Rudiments of Criticism," and have similar defects. We do not perceive any general plan upon which the remaining chapters have been arranged. The actual order is: The Essay, The Lyric, The Novel, The Short Story, The Ballad, The Drama, Epic and Heroic Poetry. We think some more definite arrangement of prose and poetry might with advantage be adopted.

Yet the book on the whole is good, modern, and even fascinating and has held our attention even during a tiring railway journey. The exercises are useful, though sometimes daring, and will need the sympathetic supervision of an experienced teacher.

Mathematics.

MODERN GEOMETRY—The Straight Line and Circle by C. V. Durell. pp. 145. 6s. Cr. 8vo. Macmillan and Co.

On many sides of Mathematics one feels, at times, inclined to regret the days when choice was limited to one or two dull text books: now, when in search of a book on some particular subject, it is quite impossible to inspect more than a small proportion of those published.

Fortunately, in Modern Geometry at least, the choice is no difficulty, for the book before us and its predecessor, "A Course of Plane Geometry, Part I," stand head and shoulders above their competitors. It is, indeed, a relief to have interest sustained, accurate mathematics, and a profusion of examples in one text book.

As regards the new book, there are a few points that call for comment.

For classroom purposes it will hardly be practicable to use it alongside the previous one. Among many changes the most striking is the reduction of examples by about 50 per cent. This, however, leaves plenty, both in number and variety, for ordinary purposes. The chapter on Pole and Polar now takes precedence of Inversion, giving an order that seems more natural. Chapters III and IV have coalesced, so have VI and VII, and the last—on centres of similitude—has gone. Otherwise the arrangement stands as before.

More to be regretted than these omissions and condensations is what may be described as the "library" feeling of the old volume, the space and leisure that had room for historical notes and digressions; perhaps, however, we may hope that this atmosphere will return in a later edition. H.P.S.

WORKS BY CHARLES DAVISON, Sc.D. Crown 8vo. Cambridge University Press.

(i) *Plane Trigonometry for Secondary Schools.* pp. viii + 334. 6s. 6d. net.

(ii) *The Elements of Analytical Conics.* pp. 238. 10s. net.

(i) Now that this subject is begun in the lower forms, the first text-book will usually be one on Numerical Trigonometry. Dr. Davison writes for the next course, finishing up with applications of De Moivre's Theorem.

(ii) This book covers the usual ground up to but not including the general equation of the second degree. There is little reference to polar co-ordinates or oblique axis. Chapters VI and VII discuss the circle, finding the equation of a tangent in terms of its inclination and the co-ordinates of its point of contact, of a normal, and so on. The succeeding chapters, in pairs, do the same for the parabola, ellipse, and hyperbola in a very similar manner.

One point appears to deserve attention. On page 70, Dr. Davison defines a tangent, stating one of the usual definitions in such a way as to be confusing if not actually misleading. He says "If the line PQ turn about the point P so that Q continually approaches P, the position of the line when the distance of Q from P is less than any assignable quantity, however small, is that of the tangent at P." The question arises, what sort of distances are those which are less than any assignable lengths? Surely this is merely a clumsy way of saying "The position of the line when Q coincides with P is that of the tangent . . ."—a statement which, while far simpler, contains no further inaccuracies.

(i) and (ii) Both these books are well produced, admirably balanced, and supplied with copious examples. Dr. Davison is no faddist; the figures are not printed in white upon black, unusual and confusing symbols are not introduced, and the whole runs on conventional lines. The examples are straightforward, and such as may be found set in examination papers. Except for a short reference in (i) to the theodolite and triangulation, no space is wasted on irrelevant matter, digressions or discussions of abstract interest. The imagination which would be stirred on its first introduction to complex number must be satisfied with 15½ lines. Nowhere, it seems, is there any appeal to this faculty. In short, as it strikes us, the author, throughout, betrays no enthusiasm for his subject. H.P.S.

Practical Science.

PRACTICAL SCIENCE FOR GIRLS: by Evelyn E. Jardine. Methuen. 3s. net.

This really attractive little book should find a welcome in all Girls' Schools. The contents consist of a series of exercises for practical work. The directions for each experiment are lucid, explicit, and very well printed, while the exercises themselves are very well chosen, and the requirements of the home and the kitchen are constantly borne in mind. We feel that a pupil who works through this book under sympathetic guidance will gain valuable insight into both scientific knowledge and method.

General Science.

SCIENCE AND LIFE: by Frederick Soddy, F.R.S. John Murray. pp. xii + 229. 10s. 6d. net.

Professor Soddy is known to chemists and physicists as one of the foremost investigators in the realm of radioactivity. He is not content, however, with the cloistered attitude adopted by many such investigators, and the result is a book which should

(Continued on page 182.)

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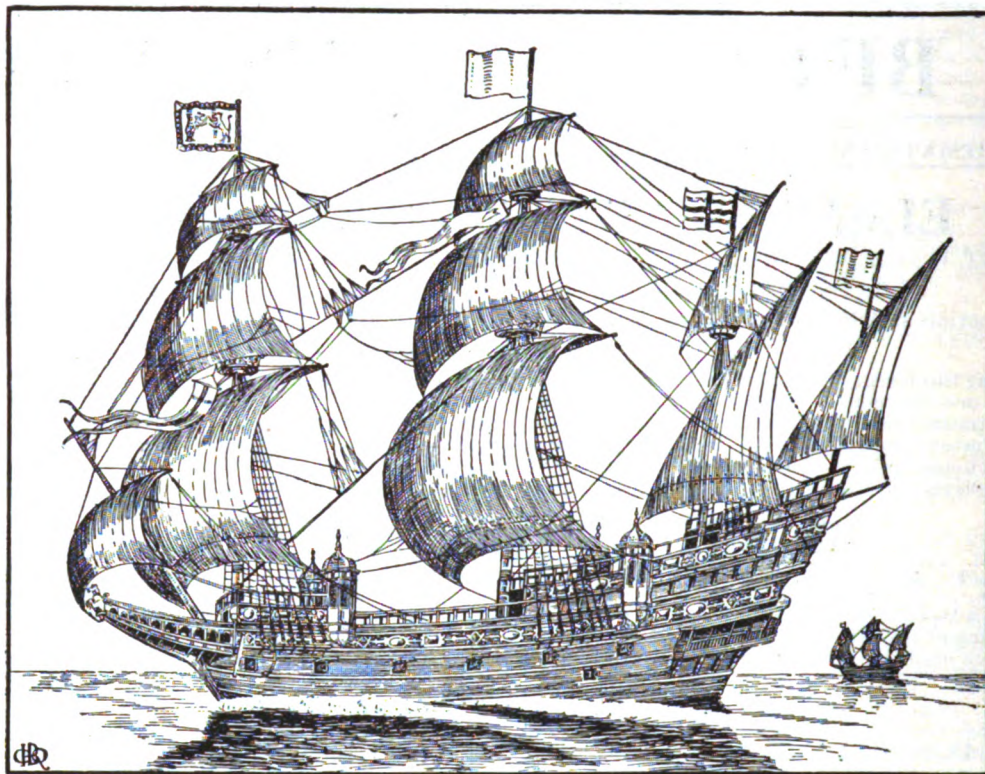
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Published by B. T. Batsford, Holborn, W.C. 1.

be read (and studied) by everyone who devotes any thought to the problems and difficulties of this life, and above all by those who, in higher places, have the direction of affairs in their hands. For the most part the book consists of a collection of addresses and articles written whilst the author occupied the Chair of Chemistry at the University of Aberdeen. The attempt is made "to show how fundamentally and beyond the possibility of escape our knowledge and control of the inanimate world underlies and determines the development of all the potentialities of life." As one would expect, radioactivity and its conclusions as to the immanence and illimitableness of natural energy enter largely into the subject matter, and two articles deal especially with the advances made in this branch of science, the one being intended for the general reader and the other for the student of chemistry.

Prof. Soddy is in the van of those who believe in outspokenness, especially when he deals with the question of the traditional school and university training of this country. The result is that many of his statements are controversial in character and will not be accepted by all readers. Such outspokenness is, however, a great asset in a book of this kind, and causes one "furiously to think." This is especially the case with the address on "Matter, Energy, Consciousness, and Spirit," which was given before the Aberdeen University Christian Union. "That Science has something to say apart from its application to the material and utilitarian interests of men, that its revelation is both clear and inspiring, is now being generally understood," and Prof. Soddy's incursion into what is so often held to be the exclusive domain of the theologian, although it is a domain which affects every thinking individual, is worthy to be studied without prejudice.

Throughout the book emphasis is laid on the necessity for the encouragement of research in pure science, and in an appendix are three articles on the financial treatment of science by the Carnegie Trustees for the Universities of Scotland and the University of Aberdeen. Such emphasis is especially necessary at the present time, when educational training and its bearing on the future of the country is of prime importance. Unfortunately there is still evidence that many of those who direct

the affairs of the nation are lamentably ignorant of science, having been trained in the Humanities only; the result is that they are content to let science be accountable for the horrors of war, and do not realise that it can only be put to its right and legitimate use in the "piping times of peace." T.S.P.

Chemistry.

A CLASS-BOOK OF ORGANIC CHEMISTRY: by J. B. Cohen. Vol. II. for Second Year Medical Students and others. Macmillan and Co. 4s. 6d. net.

This is a carefully compiled little class book, which follows the conventional lines of theory and practical preparations. As a time-saver to the ordinary medical student it should be valuable.

QUALITATIVE ANALYSIS: by L. A. Test and H. M. McLaughlin. Ginn and Company. vi+pp. 92. 3s. 9d.

The authors are instructors at Iowa State College, and have written this book primarily for such of their own students who have only six hours a week for fifteen weeks available for a course on qualitative analysis. The electrolytic dissociation theory is made the basis on which the course is founded, and the outlines of that theory, in its application to analysis, are given in a very clear and lucid manner. Instead of following the usual course of detailing the tests for the individual metals in each group, emphasis is laid on the reactions which differentiate the metals of each group; the student has to carry out experiments illustrating these differences, and is thus led in a logical manner to the group separations. A lot of the usual drudgery is thereby avoided. Only a few of the common acids are dealt with, and this section might be extended with advantage.

Qualitative analysis is a subject which should develop the student's powers of observation and thought, and there is no doubt that the right use of this book would aid such development very considerably. T.S.P.

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London: JOHN MURRAY, 50a, ALBEMARLE STREET, W.1.

CHEMISTRY FOR TEXTILE STUDENTS by Barker North, A.R.C.Sc., and Norman Bland, M.Sc. The Cambridge University Press. viii+379 pp. Price 30s. net.

In the textile industry, apart from the branches of bleaching and dyeing, it is only in recent years that it has been realised, and then only by the most enlightened employers, that chemistry and physics play a most important part in the various operations used in the production of yarns and finished pieces. Even when the realisation has come, it has too often been the case that the only technical courses available for students have dealt more directly with the operations of the industry, only a few elementary lectures in chemistry and physics being given. The result has been that the student has learnt a few elementary facts, for example, in chemistry, and has not been able properly to appreciate the bearing of that science on the particular industry in which he is interested. In this respect a good deal of public money has been wasted in providing such courses, but it is now being realised that the training of a technical student can only be carried out to the best advantage when he is given a proper groundwork in the science or sciences underlying his industry. Such groundwork offers a sure foundation on which he can build, whereas the old method only gave him a few facts, which, if he had a Pelmanised memory, he could reel off when required.

The book under review is intended to give the textile student the necessary training in inorganic and organic chemistry. After some introductory chapters which deal with the groundwork necessary for all students of science, only those parts are dealt with more in detail which apply more particularly to materials used and operations carried out in the industry. The method of treatment is both theoretical and practical, and the student who works systematically through the course given should be well-equipped for further progress, and should be able to read larger and more specialised works intelligently and with profit.

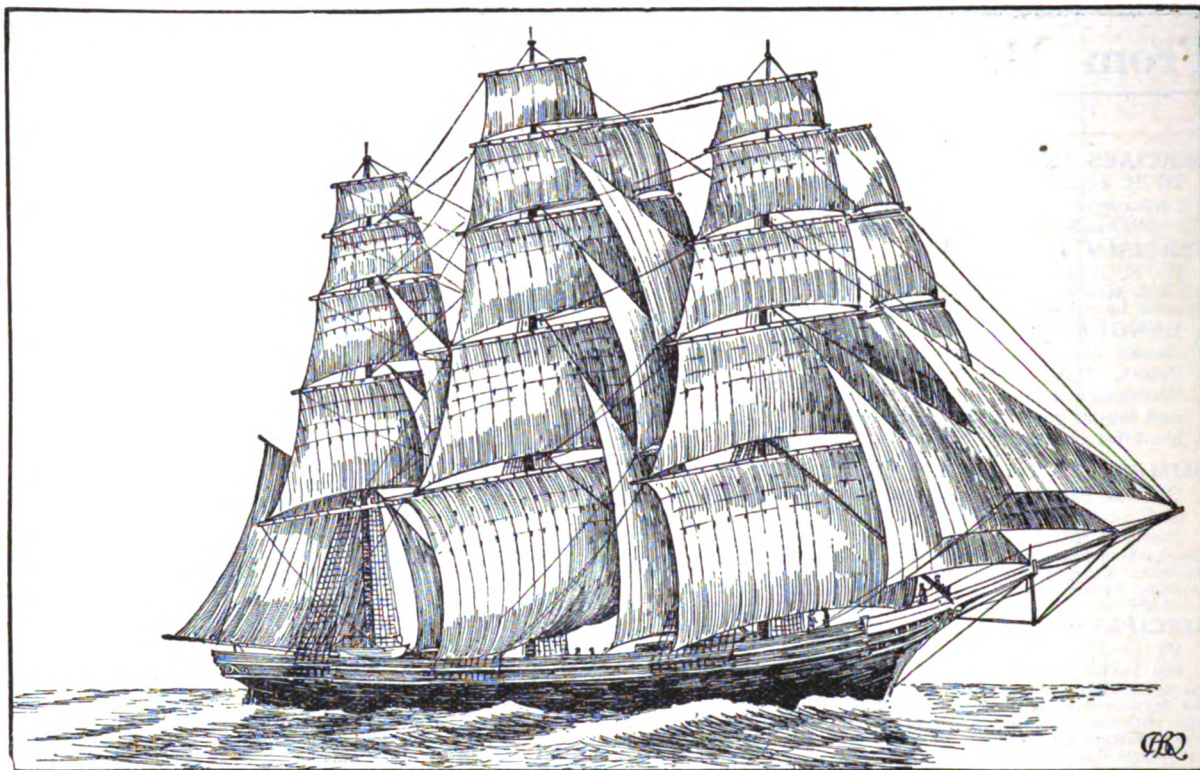
In the introduction the authors state that they have made an attempt to put forward a concise description of both inorganic and organic chemistry, "on sound scientific lines." In this they have been reasonably successful, but nevertheless there are some parts of the book which call for criticism. Possibly

because considerable condensation was necessary, some of the theoretical parts, as, for example, those dealing with structural chemistry and the ionic dissociation theory would not be quite clear to the student without considerable amplification by the teacher. In some cases sufficient care has not been taken in the statements made; for example, on page 34, the solubility of a salt in water is stated to be so many grams per 100ccs. of water, whereas in the curves on page 35 it is given in terms of 100 grams of water (the usual method). Again, on page 196, in describing the preparation of potassium persulphate (the formula KSO_4 is given, instead of the correct formula $K_2S_2O_8$), it is stated that "a saturated solution of potassium sulphate is dissolved in 30 per cent. sulphuric acid." What does this mean? According to page 216, "multi-molecules can be seen in the ultramicroscope," whereas only patches of light which indicate their presence can be seen. On page 162, NO_2 , as such, is said to pass directly out of the Birkeland and Eyde furnace, whereas it is not formed until the gases have cooled very considerably. On page 275, the preparation of ethyl acetate is given as a typical preparation of an ethereal salt, whereas the large quantity of sulphuric acid therein used is by no means typical. Again, on page 305, it is said that phenol does not form aldehydes and consequently cannot be considered as a true alcohol; by this reasoning the secondary and tertiary aliphatic alcohols would also not be alcohols.

The above are some of the main blemishes in a book which is otherwise excellent for the purpose for which it is intended. The chief blemish is the exorbitant price of 30s. Is it to be supposed that textile students are as well blessed with this world's goods as the manufacturers in the West Riding, so that money is no object to them? T.S.P.

Conference of Educational Associations—Report.

The full official report of the Conference held last January is now ready for issue. Members of the public who have not yet ordered a copy and wish to have one should send a postal order for 4/- to the Conference Secretary, 9, Brunswick Square, W.C.1



[From "The History of Everyday Things in England," by Marjorie and C. H. B. Quennell.
Published by B. T. Batsford, Holborn, W.C. 1.

Astronomy.

THE ELEMENTS OF DESCRIPTIVE ASTRONOMY : by E. O. Tancock.
Clarendon Press. 3s. net.

We congratulate the author on the appearance of a second edition of this fascinating little book. He deals in attractive manner with a branch of knowledge all too frequently neglected in modern curricula. The hand of the enthusiast can be noted throughout, and the book is uniformly good. It includes fifteen excellent full-page plates, and is complete with practical work for beginners with small instruments. The book is cordially recommended, especially to those teachers who have the courage to refuse to be entirely examination-ridden.

Hygiene.

A TEXTBOOK OF HYGIENE FOR TRAINING COLLEGES : by Margaret Avery, B.Sc., M.R.San.I. Methuen and Co.

This is a pleasant change from the ordinary handbook on hygiene. The subject is too often dealt with from without, so that health seems to be an external, a thing to be bought like a ready-made suit, or picked up among the pages of enactments, local bye-laws, or builders' journals. It is a book written by a teacher, one who has a clear concept of the needs of a child; nothing is included in it which is inapt; it treats hygiene as a symptom of growth. Typical phrases in the preface are: "I have tried always to use simple words and to suggest practical applications—being fully convinced of the futility of hygiene which is not practised. The teacher who settles down to give a lesson on cleanliness in a classroom covered with dust is probably doing more harm than good. The class had better first dust the room." The same common sense and directness marks every chapter. It is difficult to give more than an outline—in so short a space—of such subjects as The Nervous System, Mental Dulness and Deficiency, Fatigue and Physical Disabilities, but the outline is always clear, and valuable references are given. Chapters on Eugenics, Infant Welfare, and Legislation affecting Children are included. The illustrations are good. A most useful book for any teacher or student.

"SELF HEALTH AS A HABIT": by Eustace Miles. Dent and Co. 341 pages. 5s.

"The title of the book should make the subject clear," says Mr. Miles in the Foreword; but—knowing his public and their desire to be told the same sort of thing over and over again by one they have come to trust—he explains the subject further in twenty gentle chapters. He even explains how to read them. "We should not begin the reading straight away, but go through some such preparation as is suggested in Section 47." The dutiful disciple turns up the reference, and is told to take at least one deep and full breath through the nostrils, hold it for two or three seconds, and then let it out quietly, to relax his eyes and hands, and, like the Hindu (individual not specified), begin by wishing good things to all living creatures. He can then determine he is going to enjoy the work. Thus prepared, the reader will doubtless profit by the book and recommend it to his friends. It is to Science what a novel by Ethel M. Dell is to Literature, a typical "best-seller." Those who like this sort of thing will buy it, those who don't won't. It is eminently respectable and will shock no one; all the human figures in it are properly clad, and the diagrams have been carefully censored. There is a great deal of good advice, which should prove invaluable to suburban residents, and who shall say they do not need it? Indeed, one finds oneself beginning almost to like the book, until one reads the chapter on Self Massage, and finds that in the section on Self Health for Children, § 7, the author recommends them to use it. At this one gets such a shock from the cold water of common sense that one gasps and breathes most un-self-healthily, as one realises afresh how stupid some quite kind and well-meaning people are.

History.

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(Continued on page 186.)

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A SURVEY OF MODERN HISTORY: by H. W. Hodges. Mackie. 282 pp. 6s. net.

A straightforward style, an orderly plan, careful chapters on Russia, Balkans, India, and United States, and 13 coloured maps—these are salient features in Mr. Hodges' review of European and general history. The book is not dull; it is not original: it just carries us along, at even pace, from the Congress of Vienna to Cavour and Bismarck, and on to 1914, in this manner:

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Scripture.

FIRST CHRISTIAN IDEAS: Edward Carus Selwyn, D.D. (John Murray. 234+xliv. pp. Price 9s. net.)

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Not the least attractive feature of the book is the brief memoir of Dr. Selwyn by his son, the editor. This should be greatly welcomed by all old pupils of the former headmaster of Uppingham.

Physical Training.

SYLLABUS OF PHYSICAL TRAINING FOR SCHOOLS, 1919. (Board of Education.)

There is a marked advance upon the Syllabus of 1909. As the Prefatory Memorandum by Sir George Newman states, "the formal nature of the lessons has been reduced to a minimum and every effort has been made to render them enjoyable and recreative." There is an unconventionality and freshness about the section for children under seven years of age, and a pleasant humanity in many of the new illustrations, to which one is unaccustomed in a Government publication. The drawings of such quaint movements as Rabbit Hop, Ears Up, and Kangaroo Jump have a vitality of their own, capable of infecting even the lessons for children over seven with joyous life, and they are worthy of better reproduction than the present edition provides. They almost succeed in making the Syllabus a really educational handbook.

Other innovations are perhaps not quite so fortunate. Whilst many of the photographs are good, and all of them clear, it is a pity that some of the poses are taken by boys wearing shirts and even ties; the lines of a shirt conceal the position of the body and hide many faults. The most satisfactory poses are those of children in vests and shorts. This is not a minor point: the Syllabus is for teachers, and on the teacher's quickness and accuracy of eye depends the correctness of the position taken by the individual child. It is thus of fundamental importance that the illustrations should be clear to the last degree, and absolutely accurate. This they are not: in a number of cases a line drawn vertically through the centre of the base of support shows that the performer either has a lateral curve of the spine or has performed the movement incorrectly. On the whole, the Syllabus falls short of the standard of illustration set by the beautiful drawings in Professor Törngren's book or the equally beautiful photographs in the little work on Trunk Movements by J. Steinemann of Bern.

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AND SHORT NOTICES.

(A short notice may be followed by a longer review in a later issue.)

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(Continued on page 188.)

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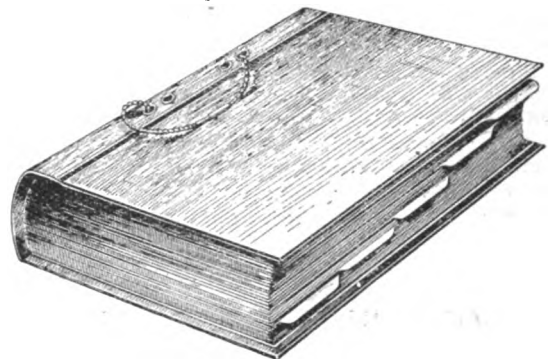
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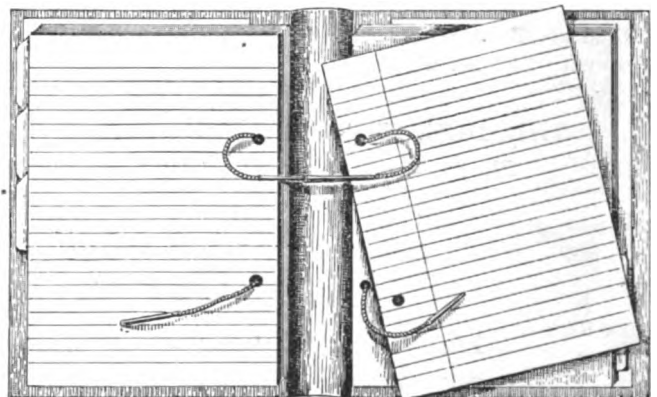
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CITY OF BIRMINGHAM EDUCATION COMMITTEE. APPOINTMENT OF ORGANISING INSPECTORS OF PHYSICAL TRAINING.

The Committee invites APPLICATIONS for TWO ORGANISING INSPECTORSHIPS of PHYSICAL TRAINING, one of which is for a man and the other for a woman.

The successful candidates will be required to deal with the work of Physical Exercise in all types of institutions under the Committee.

The salaries attached to the posts are in the case of the man £500 per annum, rising by annual increases of £25 to £700 and in the case of the woman £400 per annum rising by annual increases of £20 to £560, subject in each case to satisfactory service. There is no war bonus.

The successful candidates will be subject to the provisions of the Council's Superannuation Scheme unless they are eligible under the Teachers' Superannuation Act, 1918.

Particulars of the appointments and forms of application may be obtained from the undersigned, by whom all applications marked "Organising Inspector of Physical Training" must be received not later than Thursday, 20th May, 1920.

Canvassing, direct or indirect, will be a disqualification.

P. D. INNES, Chief Education Officer.
Education Office, Council House,
Margaret Street, Birmingham.

CITY OF BIRMINGHAM EDUCATION COMMITTEE. APPOINTMENT OF ASSISTANT EDUCATION OFFICER.

APPLICATIONS are invited for the POST of ASSISTANT EDUCATION OFFICER. The duties of the post are connected mainly with the administration of schools other than Elementary Schools, viz. Secondary Schools, Continuation Schools, Evening Schools, Schools of Art and Technical Schools, and candidates should have had, in addition to administrative experience, teaching experience in one or more of these types of institutions.

The salary will be £800 a year rising, subject to satisfactory service, by annual increases of £50 to £1,000. There is no war bonus.

The successful candidate will be subject to the provisions of the Council Superannuation Scheme.

Particulars of the appointment and forms of application may be obtained from the undersigned, by whom all applications marked "Assistant Education Officer" must be received not later than Thursday, 20th May, 1920.

Canvassing, direct or indirect, will be a disqualification.

P. D. INNES, Chief Education Officer.
Education Office, Council House,
Margaret Street, Birmingham.

CITY OF SHEFFIELD EDUCATION COMMITTEE. PUPIL TEACHER CENTRE. Principal:—Mr. Joseph Batley.

WANTED, as early as possible—

- (1) FORM MASTER, well qualified to teach Chemistry.
- (2) FORM MISTRESS, well qualified to teach French.
- (3) FORM MASTER, well qualified to teach Mathematics.

(4) A FORM MASTER and several FORM MISTRESSES, who are requested to state their particular qualifications.

Salaries according to the Sheffield Scale—
Men:—Non-Graduate, £200 to £400; Graduate, £220 to £450.

Women:—Non-Graduate, £180 to 320; Graduate, £200 to £360.

In determining the commencing salary, allowance may be made for some previous service.

Applications, to be made on Forms which may be had from the undersigned on receipt of a stamped addressed foolscap envelope, should be returned to the Principal, not later than 5th May, 1920.

PERCIVAL SHARP,
Education Office, Sheffield, Director of Education.
22nd April, 1920.

WANTED, ASSISTANT TEACHERS for Federated Church Schools.

Salary according to the Scale of the Education Committee.

Forms of Application may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, and should be returned to the Chairman of the Federation of Sheffield Church Day Schools, Leopold Street, Sheffield, as soon as possible.

PERCIVAL SHARP,
Education Office, Sheffield, Director of Education.
22nd April, 1920.

POSTS VACANT.

CITY OF SHEFFIELD EDUCATION COMMITTEE. CENTRAL SECONDARY BOYS' SCHOOL. (Principal:—Mr. J. W. Hiffe, M.A., Cantab).

APPLICATIONS are invited for the following appointments:—

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(b) Science in the Advanced Course.
(c) Modern Languages.

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- (2) CLASSICS MASTER.
Minimum Salary £250 per annum, rising by annual increments of £12 10s. to a maximum of £500.

CANDIDATES FOR THE ABOVE APPOINTMENTS MUST HOLD A GOOD HONOURS DEGREE.

- (3) MATHEMATICS MASTER.
SCIENCE MASTER: (Physics and Chemistry).
FRENCH MASTER: Knowledge of Spanish or Russian an advantage.
FRENCH AND GERMAN MASTER.
ENGLISH MASTER.

Candidates for these appointments must be graduates. Minimum Salary, £220 per annum, rising by annual increments of £12 10s. to a maximum of £450.

- (4) ART MASTER: A trained Master, with good qualifications.

Minimum Salary £200 or £220 per annum, rising by annual increments of £12 10s. to a maximum of £400 or £450, according to qualifications and success.

Certain previous experience in like capacity under other Authorities may be counted in fixing the commencing salary, and in the case of the holders of the Secondary School Teacher's Diploma, one year's training for such diploma after graduation will be counted as two years of service.

Applications in the first place to be made to the Principal, not later than the 5th May, 1920.

Education Office, SHEFFIELD, PERCIVAL SHARP,
Sheffield, Director of Education.

CENTRAL SECONDARY SCHOOL FOR GIRLS.
Head Mistress:—Miss F. M. Courens, B.A. (Lond.)
APPLICATIONS are invited for the following posts vacant in September:—

- (1) SENIOR ENGLISH MISTRESS. Applicants must hold an Honours Degree or its equivalent, and must be able to undertake the main part of the English work in an Advanced Course in Modern Studies, and to organise and supervise the subject throughout the school.

- (2) SENIOR MATHEMATICS MISTRESS, holding an Honours Degree or its equivalent, to organise and supervise the Mathematics throughout the school.

- (3) SCIENCE MISTRESS, qualified to teach Physics and Chemistry.

- (4) FORM MISTRESS. Graduate, with special qualifications in Class Singing.

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For Graduate Form Mistresses, £200 or £225, according to qualifications, rising by £10 annually to £360 or £400.

Previous Secondary experience will be taken into consideration in fixing the initial salary.

Application Forms, which may be had on receipt of a stamped addressed foolscap envelope from the undersigned, to be returned to the Head Mistress.

PERCIVAL SHARP,
Education Office, Sheffield, Director of Education.

APPLICATIONS are INVITED from suitably trained and qualified persons for the position of WOMAN INSPECTOR OF NEEDLEWORK in Public Elementary and Continuation Schools.

Salary £360 per annum, rising by annual increments of £25 to £435 per annum.

Forms of Application, which may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, should be returned, duly completed, not later than the 8th May, 1920.

PERCIVAL SHARP,
Education Office, Sheffield, Director of Education.
9th April, 1920.

TECHNICAL SCHOOL OF ART, ARUNDEL ST. REQUIRED: A well qualified ART INSTRUCTOR to teach Preparatory Art Subjects. Applicants who have had experience with special Art Classes for Teachers in Training Colleges, Elementary and Secondary Schools, will receive preference. Salary according to qualifications and experience: Minimum £200, rising by annual increments of £12 10s. to £400.

Application Forms, which may be obtained at this Office, should be completed and returned to the undersigned by May 21st, 1920.

Education Office, Sheffield, Director of Education.
Sheffield.

POSTS VACANT.

CITY OF SHEFFIELD
EDUCATION COMMITTEE.

ABBEYDALE SECONDARY SCHOOL FOR GIRLS.
HEAD MISTRESS: Miss B. A. TONKIN (Mod. Lang. Tripos).

Applications are invited for the following Appointments to commence in September next:—

(a) FORM MISTRESSES to teach one or more of the following subjects: English, Science, Mathematics, French and German or Spanish, History and Geography. Initial salary according to qualifications and experience: Graduates with good Honours, minimum £225, rising by annual increments of £10 to £400; Graduates, minimum £200, rising by annual increments of £10 to £360; non-Graduates, minimum £180, rising by annual increments of £10 to £320.

(b) PHYSICAL EXERCISES AND GAMES MISTRESS. Initial salary according to qualifications and experience. Minimum £180, rising by annual increments of £10 to £320.

Certain previous experience in like capacity under other Authorities may be counted in fixing the commencing salary, and in the case of holders of the Secondary School Teachers' Diploma, one year's full training for such Diploma after graduation will be counted as two years' service.

Forms of Application may be had from the undersigned on receipt of a stamped addressed foolscap envelope.

PERCIVAL SHARP.

Education Office, Sheffield, Director of Education.
7th April, 1920.

ALL SAINTS' SCHOOL.

WANTED, Certificated Assistant Teacher for the Boys' Department (Master preferred), and Certificated Assistant Mistress for the Infants' Department.

Salary according to the Scale of the Education Committee.

Forms of Application may be obtained from the undersigned on receipt of a stamped addressed envelope, and should be returned to the Chairman of the Federation of Sheffield Church Day Schools, Leopold Street, Sheffield, as soon as possible.

PERCIVAL SHARP.

Education Office, Sheffield, Director of Education.
10th April, 1920.

POSTS VACANT.

CITY OF SHEFFIELD
EDUCATION COMMITTEE.

APPLICATIONS are INVITED for the positions of ASSISTANT ORGANISERS OF PHYSICAL TRAINING (one MAN, one WOMAN).

SALARIES: Men, £220, rising by £12 10s. 0d. per annum to £450; Women, £200, rising by £10 per annum to £360. Certain previous experience will be considered in fixing the commencing salary.

Forms of Application, which may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, should be returned, duly completed, not later than the 8th May, 1920.

PERCIVAL SHARP.

Director of Education.

Education Office, Sheffield,
9th April, 1920.

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(Principal: Rev. V. W. PEARSON, B.A.).

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3. Resident MISTRESS OF INFANT SCHOOL METHOD, with Handwork.

Commencing salary £300, rising to £440 or £480 according to qualification. In determining the commencing salary allowance may be made for previous service.

4. LECTURER IN ENGLISH (Woman).

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Applications should be made on Forms which may be had of the undersigned, and are to be returned to the Principal as early as possible.

PERCIVAL SHARP.

Education Office, Sheffield, Director of Education.
31st March, 1920.

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CITY OF SHEFFIELD
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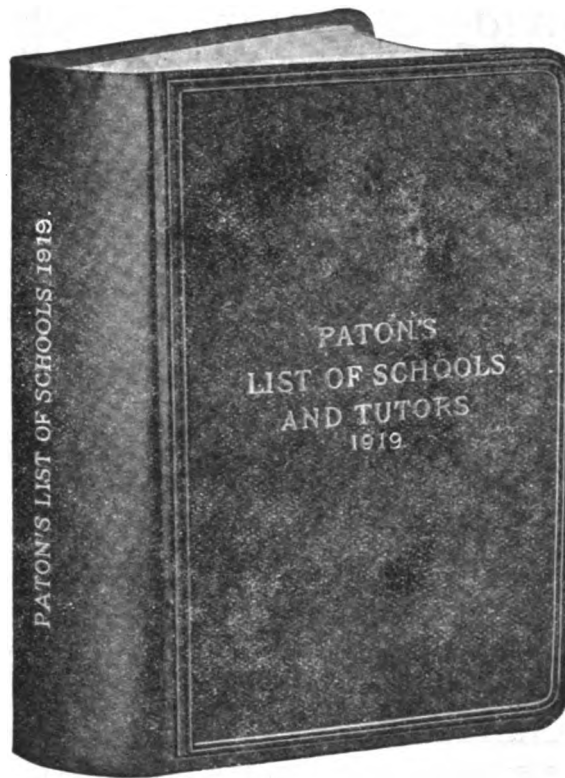
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THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

MAY, 1920.

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NOTICE TO READERS.

The June Number of the Educational Times will contain a Report on the Prize Competition announced in our issue for April. There will also be an important article on "Conditions in Girls' High Schools, their Cause and Cure."

IMPORTANT.

With the June Number will be presented a Drawing by Mr. Fred Richards, A.R.C.A., and readers are asked to instruct Newsagents to avoid folding the copy for delivery, since the Drawing is specially mounted and well worthy of preservation.

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.

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NOTES AND COMMENTS.

Mr. Fisher's Kite.

The President of the Board has lately flown a kite in the shape of proposals for abolishing the dual system in our public elementary schools. Under the Act of 1902 such schools are either "provided" or "non-provided." The first named are public property and the teachers therein are not subject to denominational tests. The latter are usually the property of a religious body, lent for the purposes of elementary education at certain times. In return for this use of the premises the owners of the school have the right to choose the head teacher and to receive monetary compensation for damage to the building. They may thus impose a denominational test on the head teacher, and in practice it is found that the majority of assistant teachers are also expected to conform. The owners of the school are subject to demands from the Board for structural improvements, and these demands are often very difficult to meet. Briefly, Mr. Fisher offers to the owners of non-provided schools relief from these demands and also the opportunity of giving denominational religious teaching in all public elementary schools. In return, the owners are to give up the right of appointing the head teacher and are to permit an extended use of the school premises for educational purposes. The privilege of giving instruction in their own creed will give to the denominations the much-discussed "right of entry" into provided as well as non-provided schools.

Teachers or Curates.

The difficulties which arise from the dual system are fully recognised, but it is possible to pay too much for their removal. Mr. Fisher suggests that elementary school teachers will be permitted, but not compelled, to give denominational religious instruction to their own pupils. He adds that they will receive no extra payment for this service. He does not, and cannot, promise that the volunteers will receive no special favour when promotion is afoot. Nor does he offer any suggestion as to the practical working of the scheme. A religious body may be represented in a school by a score of children, ranging in age from eight to fourteen years. Obviously the same lessons cannot be given to pupils of such varying ages. Even if this were practicable there would remain a problem of organisation, since the ordinary school lessons are arranged for classes of forty or more. These working difficulties, however, are trifles compared with the objection which teachers may properly take when they are invited to do the work of the clergy. It is now time for teachers to claim recognition for their own work and to declare that while they are willing to co-operate with members of other professions in all that concerns the welfare of children they are not willing to become casual labourers for either clergymen or doctors.

The Professional View.

It is not known that Mr. Fisher consulted any representative body of teachers before he made known his plan for abolishing the dual system. Had he done so, it is probable that he would have learned something of the strong dislike which teachers feel towards any proposal for bringing in outsiders to teach religion during school hours. Even stronger is their dislike for any plan which will operate as a religious test in their own ranks. There are many sincere people who believe that dogmatic religious instruction should form part of the education of every child. In their desire to secure this they are willing to see an illicit extension of the principle of compulsion, utilizing the fact that children are obliged to attend school for the purpose of learning certain subjects in order to compel them to receive instruction in creeds. We should be quick to see the folly of making laws to force every child to receive dogmatic religious teaching. In practice this is what is done, since the so-called un-denominational religious teaching is dogmatic, on the principle of the well-known saying: "Orthodoxy is my opinion, heterodoxy is the other man's." Withdrawals from religious instruction are in practice almost unknown, so that the exercise becomes compulsory and part of the State machinery, a circumstance which destroys its spiritual effect and is contrary to all that it aims to impart.

The N.U.T. Conference.

Our Primary School Correspondent gives an excellent account of the proceedings at this year's Conference, which was held at Margate during Easter week. The President, Miss J. F. Wood, B.A., is a secondary school teacher from Manchester, and her address was marked by breadth of vision and sincere enthusiasm for education. Especially noteworthy is her plea for a higher standard of attainment and training for teachers. This aspiration found concrete expression in an admirable speech by Mr. Alfred Flavell, of Birmingham, who introduced and secured the adoption of a far-reaching scheme for the training of teachers in University institutions. This now becomes part of the official policy of the National Union of Teachers, and we hope it will be pressed with all the strength which that powerful body can command. It is one of the means of speedily bringing about the unification of the teaching profession. Secondary school teachers are generally educated in Universities, but their professional training is not sufficiently encouraged. On the other hand the elementary school teachers are very inadequately educated in seminary training colleges where professional training is compulsory and often rigidly narrow. We ought to have a University education for all teachers and a professional training which will develop alertness of mind and power of initiative.

A Foolish Demonstration.

Mr. Fisher intended to make known his proposals concerning religious education at a meeting in Kingsway Hall on Saturday, March 27th. There assembled a large audience, including many members of Local Education Authorities, School Managers, and a sprinkling of Bishops. Unfortunately there also assembled a few score men whose genuine grievances had for the moment overcome their usual good sense. These men succeeded in preventing Mr. Fisher from speaking, although they wished to hear him, by howling at Sir Cyril Cobb, the Chairman of the London Education Committee, and refusing to allow him to introduce the President of the Board. It was an unseemly affair, duly seized upon by the newspapers as a bright piece of news, and thus brought before the general public with an emphasis out of all proportion to its real importance. There can be no doubt that the plight of many London teachers is extremely serious, and London's educational machinery is too vast and complicated to move very quickly. Continued delay is always exasperating to men and women who have to meet obligations such as rent, rates and taxes, which brook no delay. It is good to learn, therefore, that the Burnham Committee has intervened promptly and with every prospect of success. Demonstrations which involve the shouting down of speakers and the breaking-up of public meetings are not things to be indulged in by teachers who respect themselves and their craft.

A Step Towards Unification.

The Teachers Registration Council was established in 1912 and the Official Register of Teachers was opened in 1914, some seven months before the outbreak of war. Despite the handicap of this world catastrophe the Register has made good progress, and the number who have voluntarily enrolled is approaching 38,000. The Register itself is important only as a test of the reality of the desire, which teachers have so often expressed, that their calling should be placed on a professional basis, with unification between the various branches and an established standard of qualification for full recognition. We learn that an important step has been taken by the Council, which has summoned a Joint Conference of representatives of all the national associations and societies of teachers. This gathering will take place on Saturday, the 15th May, and resolutions will be submitted affirming the importance of unification and suggesting means by which it may be secured. The project of a National Council of Education will also be considered and the possibility of securing for teachers an acknowledged right to be consulted on legislation and administrative policy which affect their work in the schools. A fully representative Conference of this kind may be expected to have far-reaching results. Meanwhile it is important that all unregistered teachers should apply at once to become registered, especially as we understand that the registration fee is to be raised within a few weeks' time.

A Gathering of Musicians.

"One who was Present" writes: The Conference of the Incorporated Society of Musicians is rightly regarded as one of the most important gatherings of musicians held during the year. Since 1914 the war has suspended the meetings, but the Society determined to meet this year in Nottingham, where the authorities of University College generously provided a Conference Hall, and the civic authorities offered a welcome. Professors Henderson and Barton gave lectures to the members on "Psychology and Music Teaching" and on "The Physics of Sound" respectively, while Mr. F. Roscoe attended to explain the importance of the Registration movement and the mysteries of the Teachers' Superannuation Act. Arrangements had also been made for a visit to the bell foundry of Messrs. John Taylor and Co., Loughborough, where the process of casting and tuning bells was explained by Mr. W. W. Starmer, F.R.A.M., the well-known authority on campanology. In lighter moments the members of the Conference attended a concert where the London String Quartet and Miss Annie Cantelo discoursed sweet music. It was also rumoured that stray parties were to be found reviving old antagonism at bridge and billiards. These were the only antagonisms observable, and the Conference passed off most happily. Although the attendance was small in comparison with that of some former meetings it was found that the audiences at lectures were larger than usual. Dr. Terry, organist of Westminster Cathedral, gave a noteworthy address on British Music, urging that we should not subscribe to any narrow spirit of nationalism but be ready to welcome all good music, wherever produced. He said that in his opinion the present state of British music was extremely promising, that great talent was being revealed, and that we seemed to be on the eve of a great period in the musical history of the country. The Conference ended with the customary banquet, at which there were welcome guests from the City and the University College. Speeches were made, and the Secretary of the Society was crowned with a chaplet of laurel, which he wore with his accustomed dignity of bearing. Altogether the Conference was a thoroughly pleasant experience.

THE SHOWER.

When gentle pattering raindrop showers
 Swift-rustling whisper through the trees,
 Their tiny silver voices seem
 Like silken skirts the fairies wear,
 Daintier than air;
 Or like the laughter of the Hours
 That dance more lightly than the breeze
 Floating across the sun's bright beam.
 And of the steely shimmering lake
 The raindrops make
 Vast fleets of elfin Argosies.

GERTRUDE VAUGHAN.

TRAINING FOR CITIZENSHIP.

BY J. L. KANDEL,

Columbia University, New York.

The present stage in the development of educational thought, when attention is directed to reform in every phase of administration, organisation, and methods of instruction, affords a unique opportunity for reconsidering the all-embracing problem of training for citizenship. The problem, it must be admitted, is no simple one, and involves the consideration of a large number of subsidiary and contributory questions. Citizenship, like character, has no doubt been subsumed as the end of education in all our practice. And yet the question may well be raised whether a satisfactory contribution has been made towards attaining either of these ends. The intense interest which now prevails everywhere, in the United States and Canada as well as in Great Britain, in such extra-school activities as the Boy and Girl Scout movements and in boys' and girls' clubs, may perhaps be taken as an indication that the something is lacking in the education given in our schools at present. But the interest has a much broader foundation than the mere desire to afford a fuller and more complete life to the younger generation. These movements can be better understood if they are all considered from the broader point of view as a manifestation of society's demand for the better training of citizens for a more self-conscious participation in democratic government. It is no mere accident that this problem is to-day being attacked more seriously than ever before in Great Britain, the United States, and Canada. The underlying basis of the movement is the same in all these countries. In the United States training for citizenship is now being considered and investigated in every important educational centre, and in Canada a National Conference on Character Education in reference to Canadian Citizenship, convened not, as might have been expected, by leaders in the field of education, but by leaders in politics, industry, and commerce, was held at Winnipeg in October last.

What are the implications for education of this world-wide interest? Unless a thorough analysis is made of the problem, there is a grave danger that the net result may only mean the addition of a new subject to an already overloaded curriculum. Courses in the rights and duties of citizens, or in civics, or in government, have been introduced in many schools, and certainly in most evening schools. If the present investigations of the problem will mean only that such existing courses will be overhauled and recast in order to bring into relief certain points of emphasis that are especially desirable to-day, the contribution towards a solution will be but slight. It soon becomes obvious, before one goes very deeply into the problem, that the mere acquisition of knowledge, the mere addition to the curriculum of subject matter dealing with the forms and methods of government or with the rights and duties of citizens, hardly more than touches the surface of the problem. Citizenship rightly understood implies activities and conduct, and not merely knowledge of facts; hence the problem of training for citizenship is fundamentally one of developing certain habits and ideals. If this be taken as the starting-point, then two

questions at once arise: Is there not enough in our present curriculum to attain these ends? and, if not, what are the implications of citizenship?

However much one may disagree with the ends of education in Imperial Germany, it must be admitted that it was efficient, if by efficiency is understood the proper and suitable adaptation of means to ends. The German teacher was conscious at every turn of instruction of the end to be attained—the production of God-fearing, self-supporting, loyal subjects—an end which was achieved not through special instruction in special subject-matter but by the permeation of all the curriculum with the same ideal. Whether the subject of instruction was religion, history, geography, literature, music, or even arithmetic, the one grand end was always before the teacher.

The German example is, of course, not one to be imitated, but it does suggest certain principles. There are already in the curriculum both of the elementary and secondary schools adequate opportunities for utilising the material for the development of certain qualities that are desirable in every citizen. It is true that the ends of democratic citizenship cannot be reduced to a formula in the same way as the ends of German autocracy. But any investigation that fails to analyse the specific qualities that are expected in a citizen of a democracy must fail to that extent in contributing anything to the problem of training. It is obvious to begin with that much that might be emphasized for these purposes in history, geography, literature, music, hygiene, or arithmetic still remains unutilised in our classrooms. One recalls a syllabus in the arithmetic of citizenship by Professor T. P. Nunn that indicates the possibilities of even that materialistic subject. The specialist would, of course, object at once that the function of history teaching is to teach history and not to develop extrinsic and subsidiary aims. But in the hands of a capable teacher the aim of no subject remains limited by such restrictions. The primary aim in teaching a subject is undoubtedly to impart a mastery of that particular subject. Secondly, if the ultimate aim of school education is the development of character or training for citizenship, there is in each subject a body of material that can be brought into relief and utilised for the promotion of the larger aim. Thirdly, there are certain ends or qualities desirable in a citizen which are common to all instruction, no matter what the subject may be for the time being. It is unnecessary to enter here into details, but the movements both in history and in geography to deal more precisely with the region and environment in which the school is located may be cited as examples.

There are, then, abundant opportunities in our present organisation of the curriculum that may be utilised in the training of citizens but which are too often neglected. An additional course in civics alone will not attain the desired end. Fundamentally, however, the more important question that has to be answered is what are the qualities that we desire to find in the citizen. Is it merely ability to vote intelligently or the prompt payment of taxes, or respect for authority that constitutes the good citizen? Or are many of the traits of the good citizen common to all these relationships that bring him into contact with his fellows? Closer

analysis will reveal that it is the latter that are of supreme importance. Obedience, reverence for order, a sense of obligation, the spirit of co-operation, and a feeling of social solidarity are virtues which make their possessor a good individual and a good citizen. Training in these virtues begins in the home, and it should be the function of the school to expand the sphere for their action from the day that the pupil enters the first infant class. There are certain habits which both the home and the school must inculcate until the pupil is at an age when he can understand them as common ideals. But over and above these there are certain ideals which cannot be imparted except through rational discussion and deliberation of their reason and purpose. Intelligent judgment and open-mindedness, tolerance and respect for facts, are just as important in the life of the citizen as in the work of the classroom or the school, but the development of appreciation of these ideals does not belong to instruction in any one subject, set apart as "civics" or "rights and duties of citizens." The proper use of leisure is more and more being given its rightful place in the life of the citizen, but as an ideal it can be held up and its practice directed in connection with every subject in the curriculum. Finally, the sense of duty and obligation, the ideal of service in short, cannot be relegated to a special course designed for training for citizenship.

The main contention is, then, that training for citizenship does not require any radical reconstruction of our curriculum. The chief desideratum is that the qualities that make for good citizenship can be developed by a shift of emphasis, by a re-direction of subject-matter and methods, and by the conscious utilisation of every opportunity that presents itself in the classroom for this purpose. Until teachers realise the importance of directing their attention to the development of these qualities in the classroom just as many are beginning to do in the activities outside the classroom, the solid foundation of citizenship will be lacking. In the advanced courses of the elementary schools and in the secondary and continuation schools a place should of course be found for that body of subject-matter which goes by the name of "civics" or "rights and duties of the citizen" or "government." But knowledge alone will not develop loyalty or patriotism or citizenship. Citizenship must be conceived not in terms of knowledge of the machinery of government or of the narrower duties that the citizen is called upon to perform from time to time, but in terms of duty and responsibility, of loyalty and service to one's neighbours, one's group, to the community, to the state, to the nation, and to humanity. Looked at from this point of view, training for citizenship must permeate the whole education of the individual from his earliest years both in and out of school. The task is not simple, but one may well recall Burke's statement: "To make a government requires no great prudence. Settle the seat of power; teach obedience; and the work is done. To give freedom is still more easy. It is not necessary to guide; it only requires to let go the rein. But to form a free government, that is, to temper these opposite elements of liberty and restraint in one consistent work, requires much thought, deep reflection, a sagacious, powerful, and combining mind."

THE UTILITARIAN MOTIVE IN CONTINUATION SCHOOLS.

BY O. BOLTON KING.

(Concluded.)

II.

Arnold thought, as many other educationists have before his time and since, that all education should have a religious basis. We have already said that the aim of the continuation school is the making of citizens. Let us expand this watchword to the making of Christian citizens. The problem is, then, how may the school impart the Christian "motif" to its pupils? Certainly the usual form of Bible teaching and hymn singing will fail with these child-artisans, as it has already failed in the elementary school. Probably it is no exaggeration to say that it only damps true religious feeling. The only way to achieve success is by helping the child to realise the true meaning of the Christianity of Christ, not the Christianity of the average teacher of religion. And there is little doubt that this can only be accomplished by frank discussion in class on the Bible, bringing out the teachings expressed there, and amplifying them by introducing what we have called the Christian motif in "secular subjects," and in the general atmosphere of the school.

The average young person has a not altogether unnatural dislike for religious instruction—so-called. But where the teacher has gone outside convention, and has made a broader appeal to the child's natural instincts, he seldom fails to develop the religion which is latent in every youngster. Perhaps the greatest value of these new schools will be in physical culture. In the confined spaces which result from the factory system the young body has a very poor chance of attaining physical well-being. At least it is the duty of the State to improve the bodies of its workers. It is so entirely futile to try to improve the minds of people whose bodies are feeble and undeveloped. The problem has two modes of attack, both of which must be followed, even at the expense of mind development. Firstly, well-conducted exercises and games must be given a large share of the available time, and not, with the exception of outdoor games, be relegated, as in Germany, to half holidays and Sundays. Secondly, the importance of hygiene must be impressed on the young workers. Beyond its immediate effects, this will cause discontent with the hygienic conditions of the home and its surroundings. Where there is no discontent there can be no progress.

Mr. J. L. Paton, in his "English Public Schools," writes as follows:—"And so, while the German boy is wheeling in solitary splendour round his horizontal bar in the Turnhalle, the English boy in his flannels, in God's out-of-doors, whether it be sunshine or shower, is growing up into the spirit of straightness, fairness, comradeship, co-operation, and mastery of self, 'strife

without anger and art without malice,' he is learning
'How to win without grimaces,
'How to lose without wry faces,'
and is imbibing these things unconsciously with far more effectiveness than they could be taught by any syllabus of ethical instruction. They are taught by doing, not by precept."

Outdoor games, however, do not make physical "jerks" unnecessary. Whatever the value of the moral effects of games may be, they do not produce an equal muscular development of the various parts of the body. The footballer has over-developed calves; the cricketer increases the size of his biceps out of proportion to the rest of his muscular equipment. There is nothing so good as well-arranged physical exercises to cause an equal development of the whole body.

Along with gymnastics it is well to consider the value of folk-dancing and song. All human beings have a need for some way of expressing themselves. All have within them a feeling which is striving for some form of expression more than that which mere words can provide. The modern Englishman is a creature of many emotions, but he has no universal form of self-expression, not because he has no need for it, but because in the last few centuries his forefathers have lost the finest traditional form of expression—the Morris dance and the ballad. He has replaced them with the jazz and popular sentimental songs, not because he has wanted to, but because he is living in an artificial environment.

Mr. Cecil Sharp has good grounds for claiming that if you teach every child to express itself in dance and song, in a few years it will so increase our national contentment as to revolutionise the face of the country.

Where we have seen folk-dancing taught to children, be it in East London, in the rural areas of the Midlands, or in the industrial centres of the north, there has been little difficulty in seeing to what an extent its widespread adoption would alter the outlook on life of our workers. Just as civics, properly taught, are vital to boys, so domestic subjects are vital to girls; not to the exclusion of civics, but in addition. If the homes of the future are to reflect the changes of the times, the children of to-day should be taught not only what to struggle for, but, having obtained an improvement, how to use it to the best advantage. The girls of to-day will be the mothers of to-morrow, and on them will fall the responsibility for the stamina of the following generation. They must be shown the tremendous importance of this duty, and taught how to meet it.

We have deliberately strayed from the usual narrow ground of the vocational controversy, and for this reason: To say that an educational system shall be vocational or non-vocational is to avoid the issue. The whole question is deeper than that. We must leave phrases aside and build up a curriculum which will best provide for the many needs of the adolescent. Naturally the most desirable form varies from town to town, often from school to school, but the most important considerations are those dealt with above.

By far the greatest obstacle in the way of a liberal curriculum is the conservatism of the average employer.

This conservatism manifests itself alike in the arrangements of the works school--where it exists--and through the influence of the employers on education committees. To the conservative employer the production of an efficient human machine is the alpha and omega of education. He does not realise that it is in his own interests to work with intelligent human beings. Fortunately this type of employer is disappearing, as the new relations between capital and labour become more firmly established.

A few examples of the various shades of opinion prevalent among employers may be of interest. Those given below were collected in the summer of 1919.

A.—*An English firm making food products.*—Quotation from a works memorandum:—

“As far as possible we want to secure that each young person who comes under our care on reaching adult life (a) should have received such general education as will fit him/her for the ordinary social and civic life, (b) should have had some training in a branch of science which will serve to give some general and unifying principles of knowledge, (c) should be strong and fit physically, and trained in some artistic and manual activity, (d) should be trained in the theory and practice of some trade by which he or she can earn a living. Instruction shall be given in:—

English.—Geography, History, Literature, Civics, Every-day arithmetic, and graphs.

Science.—Starting with nature study, and leading up to elementary biology and hygiene.

Swedish Drill.—Design and embroidery, Choral singing.

Trade Instruction.—If seasonal, two trades should be taught.

B.—*A large household chemical works in the North of England.*

“Our aim in the case of girls is to provide each girl with a domestic training, thus removing the disadvantages under which she would otherwise suffer by being employed in a factory during the period between leaving school and leaving us to be married. In the case of boys we aim, first, at keeping them physically fit; secondly, at a general widening of their interests, encouragement of observation, and healthy curiosity.”

This firm also make a big point of games and summer camps.

C.—*An American Railway Company.*

“The justification for the existence and maintenance of these schools is in the acknowledgment by the company of the necessity for the systematic instruction of its own employees through the establishment of instruction methods bearing directly on the company's standards and methods and under its immediate control.

“It is realised that such elements as produce economy through better knowledge of materials, better use of time and materials, better civic intelligence, better standards of living and general welfare,

as well as interest and co-operation, are in the direction of the betterment of conditions of all concerned.”

D.—*The Educational Manager of an American Electrical concern.*

“Existing training plans for employees at work may be broadly divided under four heads: (1) To teach a trade of a very specialised nature; (2) To teach a more general trade; (3) To teach a business as a whole; (4) To teach the subjects relating to a task, a trade, or a business.”

E.—*Managing Director of a large Electrical Firm.*

“No one would dispute that the various branches of knowledge and training which produce the cultured mind should be placed within the reach of all children, irrespective of social position, but it would also be granted that a knowledge of how to earn a living is also necessary, before it is possible to use a knowledge of how to live. The benefits of true culture cannot be realised by any individual who is not able to work, and to ensure a competence. The fact that many boys and girls who have received a good primary school education are unable to turn it to account in earning a living is the most potent argument in favour of a change.”

The whole need of continued education; the end towards which it must strive, and what perhaps is best centred round the works school, may be found in these words of the late Canon Barnett:—

“A different sort of education, and education during a longer period, must be put within the reach of poverty. This is the first and greatest need of our time if the people are to return from degrading to healthy pleasure. The second is shorter hours of labour. For a season had use may be made of more leisure, but without more leisure there can be no satisfying pleasure. Employers complain that young workmen's thoughts are not on their work, but on the football field. It is probably true: they crush their need for excitement into one glowing hour.

“There must be more regular leisure--daily leisure, in which, after work, they may be able to use their minds and their bodies. When young workmen are in the fullest sense healthy, their labour will be better worth their wages.

“The third need is the free provision of the best forms of pleasure. Denmark provides free travelling scholarships, and our school authorities have taken steps in that direction. Germany does something to give everyone the opportunity of seeing great plays, greatly acted. A few of the English Town Councils have recognised the importance of public performances of fine music. Picture galleries and museums are becoming common. The way is thus shown, but much more must be done, and there must be patience while, through the operation of education and leisure, the poor learn to enjoy these things.

“Poverty cannot pay for the pleasure which satisfies, and yet, without that pleasure, the people perish.”

TEACHING v. EDUCATION.

BY C. W. P. ROGERS.

To be a "teacher"—"only this and nothing more"—is, I take it, to be on the high road that leadeth to the destruction of a man's soul. It is to miss the Vision Splendid. To teach, merely because it is something to do, a means of existence, is surely a sign of mental death. Only a man in whom no spark of ambition, no divine energy, exists could consent to it. He is a clod, no whit better than a clerk who drives a pen at another's dictate or adds up figures to show what profit his employer has made; no better than the labourer, content to do his daily work and receive the adequate wage for his uninspired toil. I am not sure that he is not in worse case. They at least rub shoulders with men, while he lives in an atmosphere of undevelopment. He is "a man among boys, a boy among men." His horizon bounds a view holding nothing but a series of drab lessons, dreary rounds of corrections, wearisome "preps," compulsory games, petty points of discipline, banal reports, and interminable lists of marks. No man of sensibility could stand it. It would drive him mad—or to hysterical laughter. But in the latter case he would get out of it.

Yet there are thousands of men whose life is simply that. They are dull men, of course. They did not take up the work on any rational grounds at all. Its respectability appealed to them; or the lack of manual labour; or the long holidays; or the social position; or the petty authority; or any one of a hundred other points. And they have their reward. They do their work, and they get paid. What more is there? And yearly they become more lifeless, more without hope, more moulded to type and more content to remain as they are.

You may think this a tragedy. But if we think simply of the men themselves, I do not agree. They must be innately, inevitably dull, without one shred of living passion. Probably they would not be worth more than £150 a year to any soul on earth, even if they worked the whole year through.

But from another point of view it is more than a tragedy. It is a crime; a crime committed by all our educational authorities, with the general public as accessories both before and after the act; a crime against the social and political health of England. Yet so long as we think of school-time as so many hours to be filled up with *something*; so long as the universities and learned professions demand as a necessary and sufficient qualification for entry the power to reproduce a few tags of largely useless knowledge, ill-prepared, ill-served, and ill-digested; so long as the ranks of the Civil Service are filled (scorning such minor qualifications as character, energy, power of organisation and control, and the like) by men and boys who can answer a few more or less elementary questions a little more quickly or a little more accurately than other competitors; so long as the opinion of the general public about schoolmasters is "You're a lucky dog, my boy; look at the

holidays you get," and it never enters their heads to require that the men to whom they entrust the principal share in the formation of their children's minds and characters and qualities for future citizenship shall be men of the greatest breadth of outlook, culture, power of stimulus, and high ideals—so long will the mere "teacher" find a place which he can adequately fill, just as there will be room for the openly labelled Crammers.

I feel that the training of a child for worthy citizenship, the development of a high morality and unshakeable integrity, the inculcation of a joy in the full exercise of every power of mind and body and at the same time in the denial of self for the benefit of all, the formation of a sane, balanced judgment and a sense of responsibility, the cultivation of a generous outlook and a wide sympathy, the nurturing of a clean and vivid imagination and a keen sense of beauty that can detect and rejoice in every harmony of colour and form and music and language, while it recognises and rejects all that is ugly and discordant—for to me education embraces all these things—is the greatest work in which any man can be engaged.

If this view of Education were generally held in all honesty, there would be vast changes, not only in the material of curricula, but especially in the methods of teaching, in the conditions of service, and in the personnel of the profession. Of course, I know that enthusiastic educationists will at once cry out: "But these are mere stale platitudes. These *are* the commonly accepted views of what Education means." Views—yes! But how far do they actually influence practice, either in administration or teaching? What scope do the authorities give for carrying into effect such an ideal? And on the instructional side, how far is a boy's school work really anything but a ceaseless grind of dull toil, a striving for marks and places, a preparation for this or that examination? How far does it make contact with his living interests? In what degree is it touched with beauty and imagination, with warm, passionate humanity and vitality? Go to your prize-days and see what the prizes are given for. Listen to the headmasters' and inspectors' reports and note the points on which stress is laid. Or sit down one evening in your own room, you who are schoolmasters, and go over what you said and did minute by minute (and how you said and did it) in your own classroom that day. Then be honest and say to what extent these "views" are a living force. They may be potential, but certainly are not kinetic, energy.

Is it not all tragic enough? Yet this parody of Education goes on, and almost, it would seem, must go on, at least for the present. A boy must make his way, he has to get a position. And the authorities have decreed that the successful examinee is the most obviously suitable person for advancement. The universities are to blame; the professional bodies are to blame; Government Departments are to blame. Who shall save us? Eagerly would we lead forth those who are confined with us into purer air and a more glowing world; but we may give them only occasional glimpses of fragments of the boundless landscape from narrow slits deep-set within the walls. Theirs is the loss, but ours the pain. "How long, O Lord, how long?"

MELEAGER OF GADARA.**Poems of Manhood.**

The beauty of the Lebanon coast lands was only matched in ancient times by the beauty of the Syrian women. The two influences together inspired Meleager to his most beautiful work, just as the country round "the village that men still call Tyre" inspired the sweetest singer of our own generation. At first Meleager was an universal lover, roaming like a bee from flower to flower. We see the first signs of true affection in the poems he addresses to Zenophila, although even this is an "amourette" rather than a grand passion.

Zeno's Portrait.

Dear friend, who first did show to me
My Zeno's smiling face,
More gracious than the graces three,
Herself the world of grace.
Of all the gifts you could bestow,
This one the rest surpassed—
To thee a debt of thanks I owe
So long as life shall last.

A.P. v. 149.

Fairy Gifts.

Three charms the fairies to my Zeno gave,
And said—"With these Love's empire thou shalt have."

A.P. v. 140.

The Triple Crown.

Soft is her voice, persuasion in it speaks;
Cupid himself sent roses for her cheeks;
Love decked the couch wherein she now is laid.
Happy, thrice happy maid.

A.P. v. 196.

To Zeno Singing.

Dear Pan of Arcady,
Hark to the melody
That fills the air:
Sweetly she strikes the strings,
Sweetly my Zeno sings:
O concord fair.

Ah! whither can I fly,
If e'er to escape I try,
In spite brief.
The Loves around me press,
And soon in weariness
I beg relief.

Is it perchance her face,
Her learning or her grace,
I most desire?
I know not what I say—
All hold me 'neath their sway—
I burn with fire.

A.P. v. 139.

Mosquitoes.

Buzzing gnats, relentless beasts,
Winged creatures of the night,
Draw men's blood to make your feasts,
But give her a brief respite.
You may eat my flesh away
If you spare Zenophila.

Yet what use with prayers to sue
Thing that every man annoy?
Even monsters fierce as you
Find that soft warm flesh a joy.
Cease your pranks—I warn you. Fly,
Or learn the strength of jealousy.

A.P. v. 151.

Carnation, Lily, Rose.

Three fairies made three posies
To match my Zeno's face—
White lilies, blushing roses,
And safran's golden grace.

Her cheeks the rose enrapture,
Her breasts the lily fire,
Her lips from safran capture
The sweetness of desire.

A.P. v. 195.

Spring and Love.

Now the white violets bloom, and now
The bluebells drink the rain,
And straying o'er the mountains' brow
The lilies flower again.
Spring perfumes sweet men's hearts enthrall,
But Zeno's sweeter far than all.

In vain ye smile, O meadows gay!
The allurements of the rose
Outshines the blossoms ye display—
Her beauty warmer glows.
Lovers must choose my Zeno fair,
The rose of love beyond compare.

A.P. v. 144.

The Cup.

My tankard has a fragrance sweet
And smiles as though in glee,
Boasting that it has touched the lips
Of dear Zenophilé.

Ah, happy cup! that to my mouth
Her lips would press to-day,
In one long breath allay Love's thirst
And drink my soul away.

A.P. v. 171.

F. A. WRIGHT.

IS THE NATIONAL UNION OF TEACHERS A TRADE UNION ?

BY A MEMBER OF THE N.U.T.

SOME time ago there was published under the auspices of the Teachers' Labour League a little pamphlet entitled "The National Union of Teachers and Alliance with Labour." It is written by Mr. George D. Bell, a prominent member of the N.U.T. With the objects of the pamphlet we are not here concerned, but preliminary to stating his case the writer asks the question at the head of this article, and answers it. It is a question well worth considering. The N.U.T. has a large membership, and has gained for itself a position of power and influence in the educational world. It is, however, open to doubt whether many of its members have a very clear notion of the nature of the body of which they are a part—especially from the point of view of the law.

Mr. Bell, I say, answers the question; and this is how he does it. He first quotes the definition of a Trade Union, points out that registration does not determine whether a combination of workers is a Trade Union or not, asserts that the N.U.T. "fulfils the conditions imposed by the definition," and concludes that it is therefore an unregistered Trade Union. He then proceeds to consider the advantages and disadvantages of registration, and continues: "Probably it would be an advantage in some ways to register. The Union would then be able to sue a member who did not pay his subscription, and it would be able to enforce any levy which it imposed. At present it is doubtful whether it could do either. This was proved a few years ago, when the Clerkenwell County Court refused to grant the Union a summons to recover a debt on the ground that the N.U.T. had no legal existence."

Now I use this little essay of Mr. Bell's as a text partly because it may fairly be taken to express the commonly accepted opinion, but chiefly because in the few sentences I have quoted he has, oddly enough, contrived to give, I think, an entirely wrong account of the position; and in traversing his statements I can best give what the law of the matter, as far as I apprehend it, is. I need not go into the history of Trade Unions, but I would point out that the Trade Union Act of 1871 did not create them, it merely legalised what had before been illegal as being in restraint of trade. The Trade Union Act Amendment Act of 1876 (39-40 Vic. Ch. 22) in S. 16 gives us the legal definition quoted by Mr. Bell: "The term Trade Union means any combination whether temporary or permanent for regulating the relations between workmen and masters, between workmen and workmen, or between masters and masters, or for imposing restrictive conditions on the conduct of any trade or business," etc. Now these are the statutory objects referred to in the Trade Union Act of 1913 [2 and 3 Geo. V. Ch. 30 S.I. (2)]. This Act in Sec. 2 extended the definition by providing that the objects mentioned in the Act of 1876 must be the "Principal objects," and that other objects were permissible subject to provisions as to the furtherance of specified political objects. Since the great case of *Osborne v. The Amalgamated Society of Railway Servants* (1909, L. Ch. 163) we may add to the list of legitimate objects the provision of benefits to members and to this the Act of 1913 gives statutory recognition. So far there is no word as to registration—but we find this in Sec. 2 (1) of the Act of 1913: "provided that any combination which is for the time being registered as a Trade Union shall be deemed to be a Trade Union as defined by this Act so long as it continues to be so registered." So we have this, then: a combination is a Trade Union

either (a) if its principal objects are the statutory ones, or (b) if it, whatever its objects, being registered before 1913, remain registered afterwards. And since the National Union of Teachers is not registered as such we must consider the matter from the first standpoint, for, as was said in *Chamberlain's Wharf Ltd. v. Smith* (1900, 2 Ch. 605 C.A.), we must look at its objects and rules as a whole. Of the fifteen "objects" as set out in the constitution and rules of the N.U.T., Mr. Bell quotes the following five:—

- (1) To improve the conditions of education in the country and to obtain the establishment of a national system of education co-ordinated and complete.
- (2) To secure for all State-aided Schools adequate financial aid from public sources, accompanied by suitable conditions.
- (3) To secure the effective representation of educational interests in Parliament.
- (4) To secure the solidarity and extend the influence of the teaching profession.
- (5) To maintain a high standard of qualification, to raise the status of the teaching profession, and to open to members the higher posts in the educational service of the country, including the Inspectorate of schools.

Well, if one carefully reads these objects, I think he will find it impossible to say that any of the statutory objects of the Act of 1913 are the principal objects. And if this is so, then the National Union of Teachers does NOT satisfy the definition of a Trade Union, and it is therefore not a Trade Union by virtue of its objects; and since neither is it a Trade Union by virtue of registration it is not a Trade Union at all. Could it be registered as a Trade Union or not? Mr. Bell says it could. But the Act of 1913 says the Registrar of Friendly Societies shall not register any combination as a Trade Union unless in his opinion the principal objects of the combination are statutory objects—and that to my mind makes the position quite clear. The National Union of Teachers is not, nor can it now be without changing its objects, a Trade Union. Before leaving this matter of the definition of a Trade Union I would point out that a Registered Trade Union is not a Corporation, nor a Partnership, nor a Company. By registration it becomes a legal entity distinct from an unregistered Trade Union. It will be remembered that in the *Taff Vale* case Lord Haldane (then Mr. Haldane), in arguing for the *Amalgamated Society of Railway Servants*, held that a Trade Union was like a Club—it was not a legal entity, *i.e.*, it could not be sued as a body apart from its members. Farwell J., in his judgment, held it could be sued in its registered name. But the *Amalgamated Society of Railway Servants* appealed, and the Appeal Court said it couldn't. Then the *Taff Vale Railway* went to the House of Lords, who upheld Farwell and said it COULD. This is what Lord Halsbury said: "If the Legislature has created a thing which can own property, which can employ servants, and which can inflict injury, it must be taken, I think, to have impliedly given the power to make it suable in a Court of Law for injuries purposely done of its authority and procurement."

Now there you have one advantage of registration. You are dealing with a quasi-corporation, and can sue and be sued by it in its registered name. If your Trade Union is not registered you cannot. But this does not mean it cannot sue or be sued at all, that it cannot be plaintiff or defendant or that it doesn't exist at all. Because it is not one of the entities known to the Law—individuals, partnerships, corporations and quasi-corporations—it does not mean that the MEMBERS have no existence, that they have no rights and owe no duties. Not at all; it merely

means that your Association, or your Club, as the case may be, cannot sue or be sued in the Union, Association, or Club name. That is what Mr. Bell means, or ought to mean, when he tells us that the Clerkenwell County Court refused the Union a summons to recover a debt on the ground that the National Union of Teachers had no legal existence. The National Union of Teachers, as such, HAS no legal existence—that is, IT DOESN'T EXIST IN LAW. And a local association of the Union has no legal existence. The secretary, the treasurer, the committee, the members exist, and the law pays attention to them, but with the "X" Association of Teachers under that name it would have nothing to do. The president is not the association, the secretary is not the association, nor do they represent it. They would not, even if the rules said they did. But to say the National Union of Teachers or the "X" Teachers' Association is not a legal entity, that it has no legal existence is to say one thing—which is right; to say "it cannot even sue anyone who owes it money" is to say another—which is wrong. The Union can not; its local association can not—because the law does not recognise them as such. They are merely combinations of individuals, each of whom has an interest in the funds and property and privileges of the society. And this interest can be protected if infringed. But how? Look at the "White Book" containing the Rules of the Supreme Court. Order XVI. r.9, says, "Where there are numerous persons having the same interest in one cause or matter, one or more of such persons may sue or be sued, or may be authorised to defend in such cause or matter on behalf or for the benefit of all persons so interested." And under this rule the officers of an unincorporated club or society may be compelled against their will to defend an action on behalf of their society (*Wood v. McCarthy*, 1893, 1 Q.B. 775). It is not correct, therefore, to say that the N.U.T. cannot sue for a debt. It can, if it proceeds in the right way. "It is not for you," the law says, "to lay down who legal persons are. It is not for you to say that your association is well known and the Courts ought to recognise it. It matters not to me whether you have a hundred members or a hundred thousand. If you are a company, or a partnership, or a corporation, or possibly a trade union, I will recognise you. If you are not, and you want my assistance, you must proceed by the rules I have made for cases like yours. Your association I know not." If any reader wants further illustration of what "legal existence" means, let him read the quite modern case of *Jarrott v. Ackerley* (85 L.J. Ch. 135), where a society of some two thousand chauffeurs—I think they were—was held to have no legal status.

Of course, if Mr. Bell is right, if the N.U.T. cannot sue its debtors unless and until it becomes a Registered Trade Union, then rule 41 of the constitution is void. "All money," says this rule, "payable to any of the funds of the Union by any member, either in his personal or in his representative or official capacity, shall be paid to, and be recoverable by, the treasurer on behalf of the Union." I think he is wrong. The rule is all right—though I am not sure that the treasurer alone would be allowed to represent the Union—there would probably have to be joined with him others.

We have arrived at this point, then: The National Union of Teachers is not a Trade Union; the National Union of Teachers cannot sue or be sued in that capacity because in law it has no legal existence, but it can sue and be sued by its proper representatives. But Mr. Bell in his pamphlet says it is a Trade Union. It cannot sue anyone who owes it money, but if it were registered it could. If only it were a registered Trade Union instead of an unregistered Trade Union, it would then be able to sue a member who did not pay his subscriptions, and would also be able to enforce any levy which it imposed—and it might have been added

that any member would also have the power of suing the Union for any breach of agreement to provide benefits. But the writer is strangely at sea here. Hazy ideas which he condemns when they concern the "character and functions of the different National Labour Federations" are much more culpable in this case. Registration has nothing whatever to do with it. Indeed, at first sight, the position would seem to be the very opposite of what he describes; for the Trade Union Act of 1871, in Sec. (4), says: Nothing in this Act shall enable any court to entertain any legal proceedings instituted with the object of directly enforcing or recovering damages for the breach of any of the following agreements," and among them are (Nos. 2 and 3):—

"Any agreement for the payment by any persons of any subscription or penalty to a Trade Union.

"Any agreement for the appropriation of the funds of any Trade Union (a) to provide benefits to members," etc.

There have been many cases where this section has been discussed—and in several the societies concerned were registered Trade Unions. But the question was not whether they were registered or not, but whether they were LEGAL or not. If their legality was merely established by the Trade Union Acts, and yet they were illegal at common law as to their objects, then the mere fact that they were registered did not prevent the section quoted above from applying, and the Courts held that they had no jurisdiction. In fact, in one case which went to the House of Lords (*Russell v. Amalgamated Society of Carpenters and Joiners*, 1912, A.C. 421), the judgments of Lord Loreburn, L.C., and Lord Atkinson seem to throw doubt on the distinction between legality and illegality at common law and support the view that the Courts have their jurisdiction ousted in all such cases under the Trade Union Act of 1871.

However, interesting though the interpretation of this section may be, it does not necessarily affect the argument. But in any result it does not strengthen the claim put forward for registration. The N.U.T. already has the rights and is liable to the duties which he so ardently seeks for it. Registration, even if possible, would not add to them.

It may be held, then, that the National Union of Teachers is not a Trade Union. Despite its size, it is merely one member of that heterogeneous class of entities called clubs, of the kind called unincorporated members' clubs, and, in the writer's opinion, the National Union of Teachers in this simple guise is just as powerful, just as influential, as it would be by masquerading as a "Registered Trade Union." In its present conditions its legal rights are as wide as the Law itself.

The National Refuges—A Suggestion.

The National Refuges are schools for destitute children, and their doors are open to every case of need. Such cases have been greatly increased in number by the War without a corresponding growth in revenue. From a personal knowledge of the schools we are able to recommend their work, alike on educational and philanthropic grounds. It would be an excellent thing if schools for more fortunate children were to institute systematic collections, school entertainments, and other means for sending help to the National Refuges. Children would thus learn a practical lesson in human kindness. The address is 164, Shaftesbury Avenue, W.C. 2.

ART IN LONDON.

Group X is the latest secessionist splinter to pierce the hand of the amateur of painting. Being into the bargain the splinter of a splinter, it is more than usually pointed, and the rumours of a combative catalogue, prefaced by Wyndham Lewis, drew me with considerable anticipations to the Mansard Gallery at Heals in the Tottenham Court Road. On closer inspection Group X turned out to be a company of ten artists, some known more widely than others, and all saying different things.

To the somewhat jaded eye Group X. are not very petrifying. Indeed it is difficult to account for the retirement from the London Group of some of the exhibitors, despite the assurance in Wyndham Lewis' preface that the abandoned cenacle is swollen and (we understand) on the way to fatness and commercialism. The laudable object of X is to develop recent theories of Cubism and Expressionism and, by exploration and experiment, to evolve from them a new and genuine practice. It is perfectly true that many "advanced" art fanciers incline nowadays to feel Expressionism a little flat, to spurn what is accepted with meekness and even with gratification by those less cultured than themselves. The walls of Jericho are stimulus when standing; once fallen to the ground they are tiresome rubble uncomfortable to walk over, and the great trumpets that did the job are clumsy luggage for warm weather. So they throw away the trumpets and wander off in search of new assaults.

X—to their very considerable credit—believe that their trumpets are good instruments in themselves and they mean to go on using them, Jericho or no Jericho, until they achieve a harmony that satisfies themselves. May they prosper; and it is not scepticism of either their motive or their talent that prompts hesitation before this first exhibition. Undeniably, however, the actual achievement is a little thin.

Jessie Dismorr is the only woman exhibitor; she is also the only orthodox worshipper of "Dada." (This, I should explain, is the pet name abroad for the 'ultra-ultra' in art and literature. Dadaism denies everything but the inevitable residua of line and printers ink. Nothing means anything, or if it does, it shouldn't.) Miss Dismorr is very successful in avoiding both representation and pattern. Her exhibits are, in the ordinary sense, meaningless and have no effect upon the spectator of any kind. They are very perfect Dada.

At the other end of the scale is Charles Ginner, laborious in his accurate naturalism, as ever a master of design, as ever fugitive from merriment. His single large oil has its Puritanism in common with many of its fellows; apart from that it suggests Hindenburg among Japanese acrobats.

Wadsworth, who a few weeks ago held a successful one-man show at the Leicester Galleries, has evolved a new formula for industrial landscape and uses it with force and effect.

Cuthbert Hamilton, to my mind, justifies the extreme in non-representation. There are suggestions of accepted form in his clear, cool compositions, but they become an acceptable part of the delightful whole and one is content that they should be there and neither more nor less.

My space is exhausted, and I must summarise. McKnight Kauffer, one of the most significant of the younger painters to-day, is badly represented. He contributes shrill, shiny landscapes like the oleographs after Czanne that will decorate lodging house bedrooms one hundred years hence. Roberts has the most important oil in the exhibition, a Cockney group full of humour and sympathetic observation. Wyndham Lewis himself may be trivial on the walls, but his has been so clearly the impulse that brought X. into being, that it is ungracious to misinterpret the modesty of his personal contribution.

MICHAEL SADLEIR.

CHRONICLE OF EDUCATION.

- Mar.24—The Education Committee of the L.C.C. received the Report on Education during the period of the war.
- Mar.24—Annual General Meeting of the University of London Graduates' Association.
- Mar.25—Address by the Rev. Stewart D. Headlam on "The Coming Day Continuation Schools for London," at the Cripplegate Institute.
- Mar.26—Meeting of the Burnham Committee on Teachers' Salaries.
- Mar.27—Annual Exhibition of students' work at the Borough Polytechnic.
- Mar.27—Meeting of members of Local Education Authorities, managers and teachers, at the Kingsway Hall, to hear Mr. Fisher's address on the "Development of Education." Sir Cyril Cobb presided. The meeting was broken up.
- Mar.27—Issue of protest by the State Children's Association in respect to Barrack Schools in Workhouses.
- Apl. 5—Opening day of N.U.T. Conference at Margate.
- Apl. 5, 6.—The Annual Conference of Manual Training Teachers was held in the College of Technology at Manchester.
- Apl. 6—Formation of the National Association of Men Teachers. First President, Mr. A. E. Warren, of Willesden.
- Apl. 16—Meeting of Lord Burnham's Committee on Teachers' Salaries. A London scale for men assistants in primary schools was adopted.
- May 4, 5, 6.—Meetings of Lord Burnham's Committee.
- May 19—Graduation dinner of the University of London at the Guildhall. Speakers: The Lord Mayor and Mr. Fisher.
- May 28—Foundation stone of the building for teaching Commerce for the Commerce Degrees of the University of London to be laid by the King at noon.

Some Appointments.

Mr. J. A. Richey, Director of Public Instruction in the Punjab, as Educational Commissioner with the Government of India.

Mr. F. H. Cecil Brock, M.A., as Vice-Principal of the Training Department of the Goldsmiths' College.

Mr. William Neilson-Jones, M.A., as Professor of Botany at Bedford College.

Dr. George Hickling, as Professor of Geology at the Armstrong College, Newcastle.

Mr. Harvey Mortimer Beck, M.A., as Headmaster of Aldenham School.

Mr. C. M. Stanley, as headmaster of Lord Weymouth's Grammar School, Warminster, vice Mr. W. F. Blaxter, resigned.

Mr. F. G. Apthorpe, as Director of Education under the Enfield Education Authority.

Mr. T. Limond, as County Organiser for the Somerset Agricultural Instruction Committee.

Mr. H. A. Denham, M.A., of Hymers College, Hull, as Headmaster of Folkestone Harvey Grammar School.

Mr. T. Crossland, B.Sc., Principal of Burnley Technical Institute, as Secretary for Secondary and Technical Education under the Durham County Education Committee.

Mr. A. J. Jay as Inspector of Schools under the West Riding Education Committee.

Mr. W. Milward, Welfare Organiser of a Manchester firm, as Secretary for Continuation School Education in Durham.

Mr. James Whaley, B.Sc., as Director of Education in Dudley, vice Mr. J. M. Wynne, resigned.

Mr. Thomas Walling, M.A., as Director of Education for Newcastle-upon-Tyne.

SUBJECTS AND METHODS.

Some Disciplinarians I have known. By HERBERT F. HUGHES, B.A.

FROM the writing slate to the sand tray is a far cry: so is that from the memorising of a grammar book to the conception of museum visits. But just as the former alternatives still manifest their lingering traces, so the anomalies of the old discipline continue to cast a shadow upon the present regenerate systems.

Twenty years ago a teacher needed a bodyguard of stalwarts if he would walk through certain thoroughfares of the large towns. He was liable at any moment, in school or out, to be challenged to mortal combat by parents of either sex, and the law gave him little protection. There is small wonder, then, that the teachers of that day readily resorted to militant tactics, therein assuming an impossible role, and retarding the slow development of the professional status.

Whether vice or precocity played the greater part in the pupils' attitude it is hard to say, but there is no doubt that a teacher who could not hold his own was regarded as legitimate prey: and indeed he is so still, in a milder and more subtle degree.

One teacher I know once inflicted some legitimate chastisement on a pupil, and in consequence had to fight the lad's three grown-up brothers in succession.

Another, a burly fellow with a great reputation among the boys, was one day stopped by a carter, and was asked whether he would consent to give his boy private tuition. When my friend cautiously asked what subject was desired, he was hysterically amazed to find that it was boxing! As a matter of fact, it was a subject he knew nothing about, but the boys thought he did. He had successfully bluffed them for years. But bluff in this respect has its limitations, as a little incident reported by a London friend shows.

He had detected a boy furtively playing a mouth-organ during a lesson, and naturally appropriated the instrument, adding a verbal reprimand. Next session there appeared the irate parent, a little wiry fellow, who abused the teacher, and threatened him with bodily pains. My friend, who was somewhat "handy" himself, expressed himself willing, whereupon the incredulous parent was kind enough to reveal his identity as a prominent featherweight in the professional ring. This ruled out the possibility of active hostility, and after a few minutes' friendly talk and discussion, the pugilist warmly shook hands with the teacher, and went home to take it out of his erring son.

Tactics in the classroom have been completely revolutionised since the day when one of my colleagues was seen rolling over and over on the floor, at desperate grips with one of his pupils. About the same time, another colleague, on taking over a new class with a reputation for roughness, detected one of the newcomers with that kind of smile on his face which plainly and impudently said "I shall be taking your measure presently." The teacher, wise in his generation, if crude in his methods, anticipated the trend of events by slipping out his hand as the boy filed past him, and banging the offender's head against the wall. There was never any further dispute.

Two secondary school incidents of quite recent times will illustrate that all teaching is one at bottom. A certain form master was annoyed by signs of insubordination in his class. He summoned the ringleader, a much bigger fellow than himself, to the front. The boy came out, and deliberately put up his hands to the teacher in the approved fighting style. There was but one course open to the teacher, and he took it. I forget how long the boy took to come round.

The hero of my "private tuition" anecdote was instructed to take a class in mathematics at a given time and place. As soon as he took his place before the class, the boys rose

in a body and made for the door. Quick decision and quick action were necessary to save the situation. The teacher gained the doorway first, and, seizing the foremost boy, lifted him bodily into the air, and hurled him into the midst of the oncoming throng. The secession was arrested, and a harmonious discourse on mathematics followed.

Chemistry. By E. R. NOBLE.

MANY teachers of Chemistry, in the endeavour to keep their instruction in constant contact with daily life, have adopted the excellent idea of conducting their senior pupils over the chemical manufactories of the district as the opportunity arises. In spite of this wholesome plan, however, it is sometimes felt that the average Chemistry teaching is in danger of becoming too academic and divorced from commercial practice. In order to counteract this tendency the present writer has, for some time, insisted on his top class employing, where possible, commercial methods of analysis. The usual straightforward, gravimetric analysis having been thoroughly mastered, the class is divided up into sections, separate sections then carrying out the analysis of such materials as a silver or nickel coin, solder, etc. The quickest sections finally "tackle" a few minerals such as iron or copper pyrites or fusible alloy. For one of the bi-weekly homeworks the boys are required to consult works of reference contained in both the excellent local library and the school library for information concerning the methods actually employed in practice, and, in passing, one would like to say that no school science library is, in the writer's opinion, complete without copies of two of the standard works by Lunge—"Technical Methods of Chemical Analysis" and "Technical Chemist's Handbook."

The school in which the writer is engaged is situated conveniently near to acid works, manufacturing, mainly, sulphuric and nitric acids. Their raw material, products and bye-products, with samples of which the manager is always most willing to supply us, furnish excellent substances both for revising the chemistry of those acids, studied during an earlier part of the course, and for cultivating the accuracy and speed which are, of course, essential to any self-respecting analyst. In this particular factory most of the sulphur required is obtained either from the spent oxide of gas works or from iron pyrites. On the evening previous to the lesson, instead of the orthodox homework, the class, immediately after school, proceeds to the works in order to procure a good average sample of material from the waggons as they come in. Returning to school, a thoroughly ground and dried average of the average sample of spent oxide is taken, and the long operation of the estimation of sulphur in it by extraction with carbon bisulphide in a Soschlet apparatus is started and left to continue overnight. At the next lesson this is finished, and the much harder task of preparing an average sample of pyrites undertaken. The analysis of the pyrites at once reveals the quicker workers as well as those who have been careful in the use of reference books as, in the absence of proper precautions, the precipitate of barium sulphate, thrown down by barium chloride, takes a long time to settle before it can be washed by decantation. At succeeding lessons, "double oil of vitriol" ("D.O.V."), whose specific gravity may be determined in the Physics Lab., the "top" and "feed" acids, giving good practice in the use of Lunge's nitrometer, and the burnt pyrites are dealt with. The class is invariably interested in the comparison of the percentages of sulphur contained in the original and burnt pyrites as showing the efficiency of the pyrites burners at the works. Further, the analysis of burnt pyrites helps to give clear ideas of oxidation in general and of the oxidising functions of hydrogen peroxide in particular. On the basis of the actual percentage of sulphur burned at the works, the class

may be asked, for homework, to calculate the theoretical yield of sulphuric acid, and this may be afterwards compared with the data sent by the chief works chemist. The comparison of pupils' results with those of the chief chemist gives an additional stimulus to accuracy. Later on, the substances concerned with nitric acid manufacture—commercial nitrate of soda, "nitre cake," and the acid itself—are treated in the same manner.

One more branch of chemistry may be mentioned in this connection—the preparation of a few specially selected and typical inorganic and organic compounds. While this work is in progress, an up-to-date catalogue is kept handy in the lab., so that different pairs of workers may calculate the cost of their preparations. The necessity for economy in operations is thus driven home together with the advisability of choosing a cheap method of preparation. For homework, the boys are directed to compare the actual yield with the theoretical, there being keen competition to produce a given weight of product at the minimum outlay.

The Use of the Lantern in Schools. By P. L. DUTTON.

MUCH has been said recently as to the use of the cinematograph in schools, but we have far to go before its use can be regarded as normal. But the use of the magic-lantern, to give it the old name, is within the reach of practically every school, and its value as a teaching agent has yet to be realised.

What is most needed is definite information as to how it can be used with a minimum of trouble and expense, and where suitable slides can be obtained. A suitable lantern can even now be obtained for less than £5, whilst second-hand ones can often be bought for £2. A simple form of slide carrier costs about 2s. 6d., and a gas fitting and tubing less than £1. As a sheet, a 6-ft. square of unbleached calico, with tapes at two corners, so that the upper edge may be stretched between two nails in a wall, will suffice.

The only light that is even tolerable for frequent use on a small scale is incandescent gas, unless one be fortunate enough to have electrical apparatus. The fixing of the gas light is simplicity itself; a complete incandescent gas fitting can be unscrewed from a suitably placed bracket, replaced by the rubber tube, and screwed in the lantern in less than two minutes, without any damage to the mantle and without dirtying one's hands. The writer has fixed lantern and sheet in position and started showing pictures within five minutes of getting the apparatus out of the cupboard where it is kept.

Of course it is necessary to be able to darken the room. If there be shutters this offers no difficulties; otherwise the best plan is to have dark blinds that can be fitted by means of eyelet holes to nails inside the window frames.

The question of slides presents some difficulties on the score of expense, though on no other score, as good slides of almost every kind can be hired of good dealers. But a great many slides can be borrowed free of charge. Schools that run War Savings Associations can obtain various sets of excellent slides from the authorities free of charge and post free. The C.P.R. and other railways also lend excellent slides free of charge, as do most of the Missionary Societies and various commercial and charitable organisations. Not all are suitable for use, but the majority are good slides, free from advertisements, and really instructive as aids to teaching geography, history, civics, and other subjects. As a relief to teaching by ear alone, teaching by eye is appreciated by staff and pupils alike.

Professor Nunn and Mathematics. By "FOURTH FORM MASTER."

I AM a teacher. Once upon a time I was a dealer in examination results—and a fairly successful dealer. I was also a believer in the fallacy that a teacher need know only as much as he has to teach. A friend pointed out the

narrowing influence of such a point of view. I became ambitious. Someone suggested evening classes and, because mathematics was my "strong" subject, I elected to study science. Now I came under the guidance of a man who loved this subject for its own sake. Very soon he made me realise that I knew very little about it, and that what little I did know was known in the wrong way. What was I to do—forget what I had already learned and begin the subject again? Who ever contemplated such a course without a feeling of weariness?

For me the way was made pleasant, thanks to Dr. Nunn and his book on the teaching of Algebra. He had the courage to write for those who wish to teach Algebra rather than for those who wish to push boys through an examination in it.

In examinations and by most writers on things mathematical, arithmetic and algebra are still kept apart—put, so to speak, into mutually exclusive compartments and kept there; and if a few symbols are sometimes allowed to trickle into the arithmetic tank there are still teachers who hold up their hands in horror, as if pollution had thereby been sanctioned. Trigonometry, mensuration, the elements of the calculus and of co-ordinate geometry are treated as storehouses of mathematical difficulties, having no connection whatever with the "business next door" nor with the "establishment over the way." They are open only to a chosen few. Most young students find the word "Closed" staring at them in big letters when they try to sample their wares.

Dr. Nunn, so to speak, closes all the little shops, breaks down the barriers and partitions that would keep each branch of mathematics to its own place. In his emporium there are no departments. As companions to "The Teaching of Algebra" there are two volumes of examples. I introduced these to the boys I was teaching. Together we began Part I; together we went through it, and, as we went, the scales fell from my eyes and I began to see through the veil of symbols into the sanctuary within. I got glimpses of truths and principles which before had been hidden by mechanical rules.

No longer did boys ask me what was the use of algebra? They were face to face with it. They learnt how to make formulæ for the painting of their own classroom, for the cost of making a tennis court, and for the distance run in a potato race. By drawing a number of diagrams they became convinced that $a^2 - b^2 = (a + b)(a - b)$. They used this identity when working out formulæ which they had previously discovered—formulæ for finding the areas of ring-shaped surfaces, the volumes of pipes, nuts, and similar articles. They saw the use of factorising and of keeping to symbols until the formula was in the shape most convenient for calculation. By means of another series of diagrams they learned the use of the $2ab$ in those fascinating identities dealing with the squares of $(a + b)$ and $(a - b)$. The factorising of such an expression as $3a^3 - 3a^2b + ab^2 - b^3$ was no longer a question of (I) pairing, (II) finding what's common and putting it into a bracket, (III) putting everything else into another bracket. It was a question of seeking a divisor, dividing and finding a quotient; and then perceiving that divisor-quotient gave the original expression. Nor were these steps given to the boys as rules. A series of carefully prepared exercises on simple division and multiplication led to their discovery. Analysis and synthesis went hand in hand. Graphs to them were not the graphs of my young days, useless clumsy devices for solving equations, invented only for examination purposes. One of the first graphs they drew was a curve showing the relations between simple numbers and their square roots, a curve the value of which they greatly appreciated. From simple examples on accelerated velocities they learnt the significance of change of steepness; and they also discovered how the area under a velocity-time curve is a measure of the distance covered. These were the germs from which the calculus was afterwards to grow.

The changing of the subject of a formula gave excellent practice in the manipulation of equations and functions. It showed also how unnecessary it is to learn by heart a series of formulæ for the working out of problems in such things as simple interest sums; how from the one easily discovered formula $I = \frac{P \times R \times T}{100}$ the others may readily

be obtained. Throughout their course the necessity of checking results by simple calculations was insisted on.

Trigonometry lost its terrors for all—even for the backward ones. Each boy carefully constructed an angle of 43° . By dropping a perpendicular from any point in the sloping line, he made a right angled triangle. Then he measured as accurately as possible the two sides containing the right angle and divided the side opposite the angle 43° by the side next to it. Meanwhile I wrote all the boys' names on the blackboard and turned it away from the class. I asked them to keep their results to themselves; and as each boy finished he came to me, and I entered his answer opposite his name. When all had finished I turned the board round. "Why, they're all the same," said one boy. "Yes," I said, "in spite of the fact that all your triangles are different." I had no difficulty in showing that the result depended only upon the size of the angle and not upon that of the sides. By working through examples taken from everyday life and by drawing the corresponding graphs, the boys had already some time previously discovered that in cases of simple proportion $a = Kb$ where a and b are dependent variables and K a constant. Moreover they knew that the graph picturing this relation is a straight line. I made them drop several perpendiculars from various points in the line sloping at 43° to the horizontal. They measured all their ordinates and all their abscissæ, and by taking the proper pairs found that they had discovered another case of $a = Kb$ where a is the side opposite an angle, b the side next to it, and K a constant. I then set them to work on angles of various sizes and made them compare their results with those found in a table of tangents. One boy asked whether our discovery applied only to right-angled triangles. Another experiment on triangles which were not right-angled convinced the class that it did.

In this way the boys learnt that the tangent is a factor by which the side next to an angle is multiplied to give the side opposite the angle. Numerous interesting examples on the tangent were worked through before we proceeded to develop the idea of sine and cosine in the same way.

Let me from my own experience point out the value of such a treatment of the trigonometrical functions. When I first studied them, the fundamental idea I had of them was that they were ratios. $\tan x$ meant $\frac{a}{b}$, and when I attended lectures on applied mathematics it always took me some time to translate my knowledge into a form that fitted the case under discussion. Before I had done so the lecturer was already far ahead. Students who have had the same difficulty as I had will see how much better it is, for example, to perceive directly that $a = b \sin x$ than it is to have to draw this conclusion from the knowledge that $\frac{a}{b} = \sin x$. Lecturers for evening students give them very little time for thinking.

Much more could be said of Dr. Nunn's treatment of algebra. Those who are interested should read his book if they have not already done so. His method has one serious disadvantage: it does not fit in with the lower examination requirements, and hence finds no favour with teachers whose one aim in life is to get results. A boy sticks to the methods which he first learns. Moreover he does not want to be taught what he thinks he knows already. If Dr. Nunn's book is to be used to the best advantage it must be used throughout the school. It is here that examining bodies could be helpful. In the same way as papers used to be set on "George" and "Lucas," mathe-

matical papers might be set on "Nunn." Public examinations have their uses. Boys like them, and most masters like them; but it takes a courageous man to risk failure in the present for the sake of future results which will be attributed to someone else. Schoolmasters are human—they do not all work for the highest ideals.

Handwork Teaching in Schools. By W. H. PITCH, B.Sc.

THE teacher of handwork is confronted at the outset with the problem of how far he should dictate to the pupils what they should do. Should he adopt the "expressing view" so very popular in America, or should he adhere to the "disciplinary view," which is the attitude adopted by the older school of handwork teachers in England? Or is there a middle way which will combine the undoubted goodnesses which lie in both views?

The "expressing view" states that the class should learn by trial and error; that the use of the tool should not be dogmatically taught, but that the pupils should find out its use for themselves. The main emphasis is placed upon the satisfaction of the creative tendency.

The "disciplinary view" on the other hand argues that the teacher should save the time of the pupils, should save them from blundering through to success, should bring them as quickly as possible to the use of those ordinary tools which are the symbols of civilisation, handed down from generation to generation, and to which the pupils are heirs. This view asks why children should be allowed to run the risk of setting up bad habits when in a few minutes a master craftsman can teach them the correct way of using a given tool. Without doubt, most English teachers would subscribe to the "disciplinary view," but equally without doubt that view, if carried out in its entirety, does tend to limit imagination and individuality.

Salvation seems to lie in a middle course. The whole business of handwork is to satisfy the desire to create, but the disciplinary element should be brought in the moment that the pupils feel that they need it. And very soon they will recognise their inability to give full effect to their ideas because they have not full control over their tools, and then they will come to the teacher, seeking aid from the master craftsman. The two views are combined: the creative element remains central, but the disciplinary element has come in at the pupils' own request.

This compromise, too, should enter into the syllabus of things to be made. With the youngest pupils a "pure construction" course should be arranged with intent to encourage expression of individuality and to give them facility in using the tools. They should make things just for themselves; but with older pupils articles made should be incidental to knowledge and made with the definite aim of illustrating principles arrived at in the other lessons of the curriculum. In geography and science, for example, a high degree of fusion between skill in making and knowledge is possible; in the former study, relief maps, and models to be useful in surveying, and in astronomical and meteorological observations could be made; in science, such things as models of thermos flasks, of electric fire alarms and of safety lamps find a place. In the "pure construction" course time is of no object, the main emphasis being laid on correct workmanship and individual ornamentation; but things made should be whole things and not parts of things. In the later course of models incidental to knowledge, speed is of importance, and the only test to apply to a particular model is as to whether or no it aids the teaching of the given bit of knowledge by adequately and effectively illustrating the principle involved. Quite a rough model might be, from this point of view, a huge success. And if facility in the proper use of tools has been gained in the earlier "pure construction" course these models will be able to be made with considerable speed and theoretical lessons will become vastly more interesting.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

A Noteworthy Change.—The N.U.T. Conference.

The Jubilee Conference of the Union was in every respect a great success. It was the first Conference for many years at which no bitter things were uttered about salaries; indeed, there was only one debate on salaries throughout the proceedings, and that took place on a motion asking Conference to agree that salaries in the Metropolis and large urban areas should be higher than in rural districts. The "Previous Question" was moved by a rural teacher, whose speech convulsed Conference with laughter. It was a delightfully humorous performance to which no reply was attempted and ended so comically that the speaker seconded his own motion and the previous question was carried! The platform evidently thought it unnecessary to put up a speaker in opposition. The result leaves matters as they were. The work of the Burnham Committee will not be affected one iota by what happened. The inexorable law of supply and demand will continue to work. As long as congested areas find it more difficult to obtain teachers than do areas more favourably situated, salaries in the one will rule higher than in the other.

The fact that this was the only salaries incident of the week, and that it was accompanied by the greatest of good humour and uproarious laughter, goes far to show what a wonderful tonic the Provisional Minimum Scale has been. The great majority of the representatives present had benefited financially as a result of the work and wisdom of the Executive of the Union, and instead of time and attention being occupied on pay it was diverted to matters educational.

A Woman in the Chair.

Miss J. F. Wood, B.A., the new President of the Union, was a decided success from the first session to the last. She has a charming personality, a beautifully modulated voice, and great ability. Her hold on the vast gathering was one of the chief features of every session. Her decisions were rapid and wise, and her ruling firm. On many occasions she had to disappoint intending speakers and quieten persistent interrupters and questioners, but the charming smile accompanying each rebuke made rebuke welcome. The Union is to be congratulated on securing Miss Wood as its President. Her presidential address reviewed the history of elementary education over the last fifty years and was a masterly performance.

On many previous occasions the attendance of representatives has thinned considerably towards the end of the first public session, but at Margate Miss Wood held the audience to the end. The Manchester Education Authority, under which Miss Wood serves, sent its congratulations and bore tribute to Miss Wood's value as a teacher. The Director of Education in Manchester, Mr. Spurley Hey, was present and spoke in eulogistic terms of Miss Wood's work. He wished her every success in her presidential office and made it plain that Manchester would help in making her success possible.

The New Vice-President.

Mr. George Powell, the new Vice-President, is a class master of many years' standing. As chairman of the N.U.T. Salaries Committee he has been in the forefront of all the Union's battles for better pay, and has deserved well of his fellows. His success is very popular everywhere, and nowhere more popular than on the Executive body itself. Mr. Powell is also a member of the Teachers Representation Council, where his great ability is appreciated and his counsel much sought. It is noteworthy that his election to office gives three of the four officers' seats to class teachers. The four officers of the Union now are Miss Wood, Mr. Powell, Mr. Folland, and Mr. Bentliff, the Treasurer.

Combustible Material.

Mr. Fisher's proposals for the abolition of the dual control of elementary schools, together with his further proposal to make sectarian teaching possible in all schools formed very combustible material for a teachers' conference. There is no subject—not even salaries—on which teachers get so excited and passionate.

It was necessary the proposals should be brought up for discussion. Representatives were ready to turn the proposals down out of hand. It would have been an easy matter for the Executive to have framed an emphatic "NO" to the whole of Mr. Fisher's suggestions, and an easier matter still to have secured its endorsement by Conference. I am glad to say the "NO" was not submitted. The Executive took the wiser course of persuading Conference to ask for a deputation to the Minister of Education with the object of ascertaining full particulars with regard to the scheme. The official resolution on this important subject was placed in the hands of Mr. W. D. Bentliff, who secured its adoption by the representatives. During the course of his speech Mr. Bentliff made it plain that sectarian teaching in Council Schools and creed tests for teachers would be uncompromisingly opposed, and in this Conference gave him enthusiastic support. I am glad to state that Mr. Bentliff's public expression of regret that Mr. Fisher was prevented from speaking at the Kingsway Hall was endorsed and appreciated by the majority of the representatives.

A National System of Education.

Miss Conway, M.A., former president of the Union, had charge of the resolution embodying the Union's education programme. She made an excellent impression on Conference and with one slight modification carried it through. The chief point of the scheme is Free Education for the Fit right through from primary school to University, with adequate maintenance grants for those who need them. An attempt was made by a few extremists to cut out that part of the scheme which limits free higher education to children of "proved capacity." It was argued the fit and the unfit should each receive free higher education. Several able speakers took the platform on this line of argument, but it was pointed out that the higher training of the unfit is a waste of public money. Also, Mr. Bentliff directed attention to the fact that owing to the presence of many dull children in our secondary schools to-day the brighter are excluded. This should not be, and was brought about by the ability of parents to pay fees. If fees were abolished and the places of dull children were occupied by children of "proved capacity" the nation would gain immensely. The amendment was defeated and the motion in all its main points was adopted.

The Training of Teachers.

There is nothing more vital to the future well-being of the teaching profession than the preparation and training of its members. Mr. Flavell had charge of a long scheme embodying the considered judgment of the Union on this matter and did excellent service by his clear and forceful explanation of the Union's policy. The resolution giving point to and authorising the scheme was: "Every scheme for the training of teachers should recognise the following:—(a) The teacher must possess not merely knowledge of the subject he is required to teach, but sufficient general knowledge to enable him to present that subject to his pupils in a satisfactory form; (b) He must possess the power to secure the intelligent co-operation of all the pupils in his class; (c) A teacher must necessarily have power to impress his personality on his class." The scheme itself deals with General Education, Test of General Aptitude for the work of Teaching, the Graduate Course, and Professional Training. An amendment to safeguard the interests of existing non-graduate teachers was accepted and the scheme thus amended was adopted.

The Worcester Education Authority has not yet shown signs of adopting the Provisional Minimum Scale, and the teachers under that Authority are becoming restive. They are seeking the advice of the Executive and are likely to ask for drastic action to be taken if the Authority remains obdurate. The Union has a free hand in dealing with authorities who refuse to adopt the scale, and may be depended on to act swiftly and surely.

The grievances of ex-service teachers were well ventilated at Conference. Standing Orders were suspended and one of their number made a public statement.

The Executive of the N.U.T. have issued a circular letter to each local association urging a special effort to secure the registration of each of its members by the Teachers Registration Council before the end of June.

SCOTLAND.

Joint Council.

At teachers' meetings all over the country nominations of representatives for the proposed "Joint Council" have been made. This Joint Council is to be composed of equal numbers, seven is mentioned, of members of the Education Authorities' Association and of teachers. It is provided that the President of the Authorities' Association will become chairman, and the president of the Educational Institute vice-chairman. This body will act as a sort of appeal court in matters affecting the interests of Authorities and teachers, and already mention has been made of questions which are down for early consideration. Probably the first of its duties will be to tackle the salary question and try to get rid of the inequalities, not to say injustices, that exist. Another matter that is rapidly assuming no little importance is that of Promotion. The E.I.S. is considering this question and it is recognised that an improvement on the existing state of affairs must be effected. In addition to the Joint Council already mentioned, it is worth noting that efforts are being made to promote the formation of local Councils on the same lines. Both teachers and their immediate employers have much to gain from more frequent intercourse.

Educational Deputations.

Recently the Right Hon. Mr. Munro, Secretary for Scotland, received influential deputations on important educational matters. The decision of the Judiciary Appeal Court, whereby the George Heriot's Trust were compelled to take out a licence for a janitor at the Heriot-Watt College, was the occasion of the visit of deputation representing the principal educational institutions of Edinburgh. Mr. Munro could, however, promise no action in the meantime, but expressed his intention to bring the whole of the facts to the notice of the Chancellor of the Exchequer, to whose department would fall the initiation of any remedial legislation. A Church deputation on the matter of Sunday newsvendors was also received, and in reply to their representation Mr. Munro referred to the fact that local authorities already had power to take action with regard to persons under 16. The postponement of the raising of the school age to 15 was only a temporary measure, and he felt it would be inexpedient to interfere further with the matter in the meantime. A deputation also conferred with him on the question of the powers of School Management Committees. The recent decision of the Sheriff-Substitute of Linlithgowshire, which was to the effect that the duty of prosecution for non-attendance devolved upon the School Management Committees, independently of their Education Authorities, was the cause of the visit of this deputation. The conference was in private, for what reason does not appear.

Education Estimates.

Particulars of the estimates for public education in Scotland for the year ending March 31, 1921, are set forth in a White Paper issued on 12th April. The total estimate of the amount required is £6,877,220, being a net increase of £2,200,000 as compared with 1919-20. Under the heading Superannuation of Teachers £184,120 is required, which is £131,820 more than in the preceding year. For the training of teachers, grants in respect of capital expenditure and rent, the amount is £52,000, an increase of £32,000. A sum of £6,003,365 is required for grants to local education authorities, this being an increase of £1,616,711 over 1919-20; while for grants for assistance towards the higher education of ex-officers and men of like standing the estimate is £492,000, an increase over the preceding year of £423,250.

Music in Schools.

The Glasgow Education Authority has discussed the question of music teaching in schools, and as a result has appointed a representative committee to go into the whole

subject. Mr. H. S. Robertson, the conductor of the Glasgow Orpheus Choir, and a member of the Authority, said the subject of singing in schools was not in a very highly organised state. There were at present "several systems, want of systems, and systems in solution," as a result of the incorporation of the School Boards under one authority, and he wished to have brought forward a co-ordinated scheme for approval. Instrumental as well as vocal music is to be considered.

Edinburgh Continuation Classes.

The Report of these classes for the past session shows their increasing popularity among the young people of the city. The total enrolments numbered 14,460, an increase of 3,038 on last year. There were 1,141 classes, including 344 grouped under the heading Commercial, 318 under Technical and Trade, and 297 under Domestic, and 561 teachers were employed. A special series of classes for mothers brought an enrolment of 710, and the percentage of attendance at these was nearly 85. Classes in Plaster Work, French Polishing, Motor Body Building, and Upholstery, discontinued during the war, were reopened. Progress has been made in the establishment of day classes, and Edinburgh seems well prepared for giving effect to the clauses in the Act relating to Compulsory Continuation Classes.

Reformatory and Industrial Schools.

By an Order under Section 19 of the Education (Scotland) Act, 1918, these schools have been transferred, as from April 1, to the Scottish Education Department. The effect of the Order is that, with certain exceptions, the Education Department comes in place of the Secretary for Scotland and the Chief Inspector of Reformatory and Industrial Schools in the administration of the Childrens Act, 1908, so far as it relates to the schools in Scotland. The Secretary for Scotland has expressed to the managers and officers of these schools his sense of the value to the nation of the work carried on in the schools.

Plight of Skye.

The Skye School Management Committee has reported to the parent body, the Education Authority of Invernesshire, that an investigation into the causes of irregular attendance at school showed that it was largely due to the fact that children were not being sufficiently nourished. Facts since brought forward amply corroborate the statement. Boats call at very irregular intervals, and young people have had to tramp 10 miles and more for bread and oil. Well-known residents say that at no time in their memory were such difficulties experienced in obtaining the necessaries of life, and representations have been made to the Ministry of Shipping and the Secretary for Scotland. It is satisfactory to report that already an improvement has been effected, but much remains to be done.

University News.

Aberdeen has received some handsome gifts. During the winter the Aberdeen Chamber of Commerce conveyed to the University Court Government scrip for £22,000 in support of the recently established Department of Commerce. To the whole Chamber, and especially to its committee charged with the duty of raising that fund, the warmest thanks were recorded publicly by the University for their enlightened views and liberal energy. It was also announced that in relation to that gift a well-known Aberdeen gentleman, Sir Thomas Jaffrey, had intimated his desire to place at the disposal of the University Court for the establishment of a Chair of Political Economy in the University, the sum of £20,000. The Court accepted the gift with great gratitude. Mr. John Q. Rowett, London, has offered £10,000 for the Institute of Research in Animal Nutrition at Gaibstone, Aberdeen. It is expected that this generous gift will be supplemented from Government sources, while local agriculturists are also understood to subscribe.

EDUCATION ABROAD.

The Bolshevik University of Petrograd. A Professor's Experiences.

Professor David Grimm, Dean of the Faculty of Sociology in the new Bolshevik University of Petrograd, has lately succeeded in escaping from Petrograd and in crossing safely the Finnish frontier at Gorskaja. At his temporary home at Terijoki, the Finnish quarantine station, he has given the following interesting account of his experiences as a Bolshevik professor and of the reforms in University education instituted by the Soviet Government at Petrograd. It may be said, in parenthesis, that Professor Grimm, who is a distinguished philologist, is remembered in Finland for his defence in the Russian Imperial Council of the Finnish Constitution against the encroachments of Stolypin.

In September, 1919, many Professors, including Professor Grimm, were arrested and imprisoned. For five weeks Professor Grimm was kept in confinement in the prison of Schpalernaja without any definite charge being made against him. He was released without any explanation and was ordered to return to his work as a University teacher.

UNIVERSITIES OF PETROGRAD.

In recent decades there were at Petrograd three High Schools or Universities, with more or less corresponding programmes of instruction: (1) The University; (2) Bestushev's Courses for Women; (3) The Psycho-Neurological Institute, which was founded by the celebrated psychiatrist Behterev.

AMALGAMATION OF UNIVERSITIES.

The Bolsheviks were content at first with changes of names: the Psycho-Neurological Institute was named "Petrograd's Second University," and the Courses for Women "Petrograd's Third University." On October 1st, 1919, the next step was taken, and all three institutions were amalgamated in a single University.

AMALGAMATION OF FACULTIES.

The University of Petrograd had four faculties: Physical-Mathematical, Juridical, Historical-Philological, and Oriental. The Bolshevik Government wished to circumscribe the purely theoretical branches of science and to give the whole instruction a more practical tendency.

The professors, on the other hand, wished to save their "Universitas Litterarum," and therefore a compromise was concluded, which brought it to pass that the four faculties were reduced to two: the Physical-Mathematical Faculty and the Faculty of Sociology. While the former on the whole was not touched by the reform, the latter faculty arose from an amalgamation of three former faculties, Juridical, Historical-Philological, and Oriental.

The Faculty of Sociology has again been divided into six sections: (1) Political-Juridical, (2) Social-Economic, (3) Historical, (4) Philological, (5) Philosophical, (6) Ethnological-Linguistic. This reform was carried through on October 1st, 1919, and Professor Marr, a distinguished scholar of Armenian language, literature, and archaeology, was chosen as Dean of the new faculty. He soon, however, retired from the post, and was succeeded by Professor Grimm, who, for four months, represented the faculty, and therefore can speak from experience of the practical working of the reform.

For the first year the principle of division in sections is not clear. The Oriental Faculty, for instance, has been entirely dissolved, that is to say, has been distributed in separate sections. The need for connecting links between the different sections is obvious. The result of the reforms has been a confusion in the schedules of instruction which had never existed before, and Professor Grimm is of opinion that the whole new creation has been a failure.

DECAY OF INSTRUCTION.

Everyone who has completed his sixteenth year is entitled to enter the University as a student. Entrance can take place at any time the whole year round. Likewise leaving. Instruction is free of charge. One would think that the influx of persons eager to acquire knowledge would be enormous in these circumstances. Such is not, however, the case. By reason of the "va et vient" which rules within the University it is difficult to estimate the total number of the students, but how small is the interest in University studies may in any case be established. Thus in the autumn term of 1919 only, roughly speaking, 1,000 students entered, of whom about 600 were in the Faculty of Sociology. Over 2,000 students entered the Faculty of Law alone in normal times, and at all three High Schools, which now are amalgamated in one, the number of new students (freshmen) amounted to at least 10,000 persons.

In many subjects there are no lectures for the want of students. Most of the students, or perhaps, more correctly, practically all, are serving in government institutions, in order to earn their daily bread. For that reason the lectures are, as a rule, fixed for the evening. But there are no trams running then, which again makes attendance at the University impossible.

For the sake of economy in fuel only a small portion of the University's vast building is heated, namely, the Library and the rooms adjoining it. In addition to these premises the Physics Instruments Room, the Chemical Laboratory, and Alexander II's Students' Refectory are employed as lecture rooms.

PROFESSORS' POSITION.

All learned degrees have been abolished, and all persons who for three years have taught at one of the three High Schools named, whether they possess academic qualifications or not, have been appointed professors. Only novices in University teaching have to be content with the title "teacher."

The meetings of the Senate and Faculties are terribly unwieldy in consequence of their numerically large and mixed composition. In all conferences five classes participate, namely (1) professors, (2) teachers, (3) laboratory demonstrators and assistants, (4) delegates representing persons preparing for careers as University teachers, (5) students' delegates.

But in spite of all these democratic reforms, the internal order in the life of the University has not been totally disintegrated. Professor Grimm explains this holding together of the academic corporation by the conservatism of academic traditions.

The professors have received latterly a salary of 6,500 roubles a month. This is not enough to support life, since, for example, 400 grammes of butter cost 3,000 roubles. If one is not to perish of hunger one has to sell all one has—clothes, linen, china-ware, books, etc. Many professors, when they have sold all their belongings, die of starvation. Professor Matvejek, who lectured on Police-law, literally died of hunger.

Another imminent danger is the cold. Professor Grimm had as a rule a temperature of 3 degrees (Réaumur) in his rooms, and at most 7 degrees. He slept wrapped in his fur coat. It is not to be wondered at that under such conditions scientific investigation has come to a complete standstill. No periodicals, no treatises see the light. The Academy of Science is a dead institution.

The Bolsheviks reveal a complete lack of organising ability, and, in Professor Grimm's opinion, dissolution proceeds with such certainty that hardly even the prospects of peace can save the Soviet from a catastrophe.

BLUE BOOK SUMMARY.

Particulars of Independent Schools.

Under the Education Act of 1918 all independent schools which do not receive grants from the State and are not named on the Board's list of efficient Secondary Schools are required to furnish the Board with brief particulars of the school, including its name and address and a short description of the school.

The Board now desire to remind Headmasters, Headmistresses, Governing Bodies, and Proprietors of Schools and Educational Institutions of this obligation. Section 28 (2) of the Act provides that if the information required is not furnished, the responsible person shall be liable, on summary conviction, to a penalty not exceeding £10 and to a further penalty not exceeding £5 for every day on which the failure continues after conviction therefor. Those who have not yet supplied the prescribed information should apply at once in an envelope marked "Section 28" for a copy of the prescribed form (Form 451 G) to The Secretary (or in the case of schools in Wales, The Secretary of the Welsh Department), Board of Education, London, S.W.7. The completed form must be returned NOT LATER THAN 15TH MAY.

Preliminary Education of Intending Teachers.

In Circular 1154 the Board affirm that it is their settled policy to encourage candidates for the teaching profession to complete a full course of education up to the age of 17 at a Secondary School. Circumstances have made it impossible to enforce this policy fully, but it is hoped that it will become possible when Secondary School facilities are extended. This will take years to accomplish and meanwhile the need for teachers is urgent. Hence some alternatives to the main and most desirable plan are suggested. Thus intending teachers may be transferred to a Secondary School at an age later than the usual age of transfer. This plan may be feasible to a limited extent provided that those so transferred remain at the Secondary School for four years at least. Another plan is to establish separately organised institutions or Pupil Teachers Centres. These, it is suggested, should be planned from the outset so that they may develop later into Secondary Schools, and pupils who do not intend to become teachers may be admitted provided that there is accommodation and that such pupils have the necessary attainments. It is not proposed that boys should be admitted to Pupil Teachers' Centres but that they should proceed to Secondary Schools. The Board point out that the number of intending teachers will include a great majority of girls, and that it is unwise to have mixed centres with a small minority of boys in attendance. A third possible method is to develop a Pupil Teacher Centre as a top section of an ordinary Elementary or Central School, where the intending teachers may remain for advanced instruction. This method will be allowed only under special conditions. Thus the Local Authority which proposes to adopt it must show that it is making provision, by scales of salaries and otherwise, for maintaining an adequate and suitable staff of teachers; that the buildings and equipment of the proposed new Centre are suitable and the qualifications, number and salaries of the staff adequate. Regard will also be had to the supply of Secondary Schools in the area and to the provision of free places, open scholarships, and of maintenance allowances for intending teachers and of bursarships in existing Secondary Schools. Clearly it is not intended that these new Pupil Teacher Centres attached to Elementary or Central Schools shall be used to hinder the development of the Board's main purpose of having all intending teachers educated in Secondary Schools.

EDUCATION AT WESTMINSTER.

SCHOOL PICTURES.

Mr. R. McNeill asked the President of the Board of Education whether his attention has been directed to the absence, in the majority of elementary schools, of any mural decoration, except common small-scale maps, geometrical diagrams, or geological specimens; and whether, in view of the educational, as well as the æsthetic, value of suitable pictures, he will take steps to procure a supply of artistically printed cartoons in colours reproducing the frescoes in the Palace of Westminster, or representing other similar historical events, to be obtainable at moderate prices for use in elementary schools?

Mr. Fisher: I agree with the hon. Member that there is room for considerable improvement in the nature and quality of the pictures at present provided for schools. The whole question of the selection and reproduction of school pictures is now under consideration by a special committee, appointed by the London County Council and on which the Board is represented. I understand that this committee will report very shortly, and that it is proposed to hold an exhibition of the pictures prepared under their supervision. I am hopeful that the report and exhibition will stimulate improvement in the direction which the hon. Member desires.

SEASON TICKETS (STUDENTS).

Mr. Stanton asked the Minister of Transport if he will consider the possibility of reconsidering in the national interest the prices of season tickets upon the railways to travelling students; if he is aware that the proposed increase of 100 per cent. will make it impossible for many able, deserving, but poor students to continue their studies, and that this is doing much to discourage students at the Treforest School of Mines in South Wales, and that many students will have to abandon their educational careers; and if he will therefore endeavour to remove this handicap to the poor student by reverting to the old system of prices?

Sir E. Geddes: Season tickets are issued at half rate to students travelling to and from schools and colleges up to 18 years of age in the case of non-wage earners, and up to 16 in the case of wage earners. This is now the uniform practice throughout the country, and I regret that I can hold out no hope of any further concession.

SCHOOL MANAGERS.

Colonel Newman asked the President of the Board of Education whether his Board is able to exercise any supervision or control over the school managers appointed by the local authorities; whether he is aware that, especially in the East of London, managers are being appointed of extreme labour and revolutionary views who are using their powers to force school teachers into various trade unions and favouring teachers who are willing to allow their pupils to be taught revolutionary propaganda, and what action does he propose to take?

Mr. Fisher: Managers of public elementary schools are appointed in accordance with the provisions of the Education Acts, and exercise such functions as are provided for in those Acts. I am not aware of such abuse of their position as is suggested in the question.

KENT EDUCATION AUTHORITY (STATIONERY AND SCHOOL REQUISITES).

Mr. R. McNeill asked the President of the Board of Education whether his attention has been called to the proposal of the Kent Education Authority to establish wholesale and retail stores for the supply of stationery and school requisites; whether a public authority whose resources are derived from the rates has power to enter into competition with private traders and, if so, under what Act of Parliament; and whether it is the policy of the Government to encourage or to sanction such use of public money?

Dr. Addison: I am aware that the Kent County Council, acting as an education authority, have for some time purchased wholesale the necessary stationery and school requisites for the use of the schools under their control, and in this way have secured a considerable saving to the rates. Such action is within their legal powers under the Education Acts. I understand that proposals have recently been made to extend the system so as to enable the council to furnish supplies in a similar manner to the schools of other education authorities. I am advised that such proposals would not be within the powers of the Council unless an arrangement for co-operation or combination with other authorities is made under Section 6 of the Education Act, 1918. I do not find that there is any proposal to establish retail stores as suggested.

ASSOCIATION NEWS.

The Teachers Council.

Up to the 23rd April the total number of applications for admission to the Official Register was 37,200. The increased fee for Registration will be charged on and after the 1st July, and it is expected that a large number of applicants will hasten to send in their forms before that date. Interest in the work of the Council is developing throughout the country, but some teachers fail to understand that the Council's efforts to secure a complete unification of the teaching profession, with its concomitant advantages, must depend on the extent to which teachers themselves show their willingness to support the movement. When the work of teaching is placed on a firm professional basis there will be a clear path to the solution of many pressing and difficult problems connected with administration and rates of pay. Teachers will be able to claim, as a united professional body, an acknowledged right to a large measure of control over their own work and especially over their training and qualifications.

The Teachers' Guild.

Mr. A. Ehrhardt has resigned the post of Secretary to the Teachers' Guild in order to accept a Government appointment.

The Committee of the Conference of Educational Associations announce that the Report of the Eighth Conference is just published. It contains reports of all the meetings held in connection with it. The volume is larger than in any previous year, and consists of 350 pages. The address by the Minister of Education is printed in full, as are also most of the papers read at the various meetings. Applications for copies should be made to 9, Brunswick Square, W.C.1. The price is 4s., including postage.

International Moral Education Congress.

The Council of the Congress have issued a Circular on the League of Nations, addressed to "Those all over the world who are interested in Education," and inviting a preliminary expression of views concerning the Third Congress, which is to be held in Paris in the early autumn of 1921. The Circular continues:—

"We assume that all concerned in the education of the young wish to secure the sympathy and support of youth in the moral purpose of the League of Nations. In this sphere our studies should deal with (1) General Aims of the Appeal and the Instruction, (2) Methods of Presentation.

(1) GENERAL AIMS.

To humanize (that is, moralize) the teaching of geography, literature, art, science, economics, industry, and of history in the widest sense, so as to elucidate the ideas of national values and international co-operation.

And to announce, in an interesting manner, from time to time, the work done by the League of Nations, and improvements in its constitution and programme.

(2) METHODS OF PRESENTATION.

We might, in the first place, issue (after consultation) a draft programme of such instruction, leaving teachers, parents, and writers in each nationality to develop the themes in accordance with local habits, requirements, and ideals.

And we might begin to sketch the contents of a book for the universal instruction of the youth of the world, to be translated into many languages, its object being to cultivate a spirit of mutual understanding and fraternity."

Communications to be addressed to the Secretary, International Moral Education Congress, c.o. Sir Frederic Pollock, Bart., 13, Old Sq., Lincoln's Inn, London, W.C. 2.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

University College, London.

The Annual Report of University College has just been issued. The total number of students for the session 1918-19 was 2,048, an increase of 977 on the previous year. This increase took place after the Armistice and mainly in January, 1919, and consisted almost exclusively of ex-service men. Arrangements were made whereby the ex-service men who resumed work in January, 1919, were enabled to complete a full session's work by the beginning of August, and most of them succeeded in so doing.

The total revenue of the College for the year 1918-19 was £75,781, of which £26,304 was from fees. The total expenditure was £77,824, causing a deficit of £2,210. This deficit arises from the increase in salaries that has become necessary, and generally from the increased cost of running the College.

The Report contains a summary of the main work of the year. The new Departments of Scandinavian Studies and of Dutch Studies have already made a good start. A new School of Librarianship which has been instituted with money provided by the Carnegie Trust, and of which Sir Frederic Kenyon is the Honorary Visitor, began with an enrolment of 88 students.

The student body included 127 members of the American Expeditionary Force and 71 members of H.M. Overseas Expeditionary Forces. It also included 253 Post Graduate and Research workers. The Fifth Appendix of the Report gives a list of the papers and publications issued by them during the past year.

The Report sets out the scheme for the War Memorial, which is as follows:—

A. (i) A War Memorial Album.

(ii) Memorial Tablets.

(iii) Scholarships.

B. A Great Hall for the use of the College and Medical School.

C. The Endowment of University College Hall, Ealing.

The sum of £30,000 has been asked for this purpose, of which £5,000 has been subscribed. Members of the College who have not received the War Memorial statement are requested to communicate with the Secretary of the War Memorial.

Mr. H. G. Wells on Teachers' Salaries.

In its issue of 21st April THE TEACHERS' WORLD printed the following letter from Mr. H. G. Wells:—

"As an old teacher I should sympathise with the demands of the London teachers anyhow. They are treated meanly, overworked, underpaid, and insufficiently respected. But there are much wider grounds than that for my support of their appeal for better pay and increased numbers. General education is the foundation of the modern civilised community; everything else rests on that, public peace, economic prosperity, progress, health. And you cannot have that foundation safe and sure unless you have a much larger staff of able teachers per thousand pupils than the L.C.C. employs and unless you maintain the general quality and vigour of these teachers by fair and sufficient pay. Cheap teachers mean a jerry-built social system. To sweat your teachers is to prepare a revolution."

Summer Schools.

The Board of Education have issued a Table of Summer Courses in England and Wales, giving particulars of the kind of instruction offered, dates, addresses, and fees, but not guaranteeing the efficiency of any of the courses. The list may be obtained from the Government Stationery Office, Imperial House, Kingsway, W.C.2, for threepence plus postage.

PERSONAL NOTES.

Mr. F. H. Rawlins.

Mr. F. H. Rawlins, Vice-Provost of Eton, died on April 12th.

Born at Moseley, near Birmingham, in 1850, he had a brilliant school career, gaining distinction in mathematics and becoming Captain of Eton.

Mr. Rawlins entered King's College, Cambridge, and shared with Dr. Walter Leaf the honour of being senior classic; he became a Fellow of his College.

In 1875 he returned to Eton as assistant master and later became house master.

Mr. Owen Owen.

Mr. Owen, for many years Chief Inspector of the Central Welsh Board, died recently.

While the Welsh Intermediate School system was being established, Mr. Owen was an influential adviser of the Board and was mainly responsible for the developments in Welsh secondary education.

Cautious, persuasive and conscientious, he won the approval of the head teachers.

He attached considerable importance to examinations and to the method and spirit in which they were conducted.

Mr. W. T. Goode, M.A.

Mr. W. T. Goode has just retired from the post of Principal of Graystoke Place Training College.

A very successful farewell dinner was arranged at the Holborn Restaurant the other day, when the students suitably acknowledged the value of Mr. Good's work.

Mr. A. C. Boyde, M.A., LL.B.

Mr. Boyde, Director of Education for the County Borough of Darlington, has been appointed Director of Education under the Education Committee of the County Borough of Northampton.

Mr. Boyde is a Manxman who spent his early years at Barrow-in-Furness.

He won scholarships entitling him to education at St. Bees Grammar School, Leys School and Cambridge University.

He has taught in the Burnley Pupil Teacher Centre and the Sheffield Training College, and was for three years Assistant Director of Education under the Hampshire County Council until he succeeded Mr. Coffin at Darlington.

Mr. George Edward Briggs, B.A.

At Cambridge the Allen Scholarship, value £250, for scientific research has been awarded to Mr. G. E. Briggs, formerly of Grimsby Municipal College and scholar of St. John's College.

Mr. Briggs took first class honours in the Natural Science Tripos of 1915, with distinction in Botany, and also won the Frank Smart studentship for research in Botany.

Professor A. K. Huntington.

The death occurred suddenly, on Saturday, April 17th, of Alfred Kerby Huntington, Professor of Metallurgy in King's College, London. He had held this post for over forty years and was the senior member of the King's College staff.

Professor Huntington was an eager student, especially in the problems relating to aviation, and in this branch of study he undertook many ascents in balloons and also in an aeroplane of his own design. During the war he carried on some difficult and highly specialised technical work relating to high explosives. He gave many of his books and appliances to the University of London on his retirement from teaching last October.

NEWS ITEMS.

A Secondary School Ship.

In Bradford a committee has been formed to consider the advisability of buying a ship to be used mainly as a secondary school, and possibly, partly in order that educational journeys of long duration may be taken abroad and goods shipped each way, thus combining two phases of national life—Commerce and Education.

The Training of Women.

The strong central Committee on Women Training and Employment, under the chairmanship of Lady Crewe, has commenced its work of spending the five hundred thousand pounds allocated by the National Relief Fund to meet the cases of women whose earning capacity had been decreased by war conditions.

The Committee expect to be able to train about 5,000 women and in determining a candidates' fitness will be influenced by reports from her college or other disinterested authority.

Engineering Fund of University College.

Prince Arthur of Connaught, the President of the Fund for raising £100,000 to be used for reconstructing and equipping the buildings of the engineering side of University College, has received upwards of £32,000.

The Committee will be able to claim from Lord Cowdray a second donation of £10,000 as soon as the total reaches £70,000.

Inhabited House Duty.

The Court of Appeal decided that the whole of the buildings comprising Bedford College for Women were liable for assessment for inhabited house duty, and dismissed an appeal which had for its object the exemption of certain building belonging to the College.

Voluntary Work in Education.

The National Council of Social Service recently held a conference at Oxford, presided over by the Master of Balliol.

A discussion took place on "The Scope of Voluntary Effort in Education."

Mr. Legge, Director of Education for Liverpool, dwelt upon the necessity for voluntary work to supplement official effort.

The Master of Balliol said: "The attempt to teach character directly sometimes defeated its own object, and at its best produced prigs where it did not produce rebels. Personally I would prefer rebels to prigs."

The Irish Education Bill.

At the Irish National Teachers' Congress, Mr. Nunan, the retiring president, made a spirited defence of the Irish Education Bill and at the same time disposed of certain charges of corrupt practice made against him and the Secretary, Mr. O'Connell.

School Library Experiment.

The Horwich Urban District Council, Lancashire, have started a library scheme. Boxes containing one hundred books are sent to each upper department of the primary schools for six months, and are then changed about.

Honours for Teachers.

Miss A. K. Williams and Messrs. Ridley and Sainsbury, all London members of the N.U.T. Executive, have received the Order of the British Empire.

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LETTERS TO THE EDITOR.

The Specialised Indian Services.

From SIR JAMES WILSON, K.C.S.I.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—In a recent letter I drew attention to the great advantages of the Indian Civil Service as a career, more especially now that much better terms regarding pay, leave, and pension have been announced by the Secretary of State. The members of that Service are entrusted with the general administration of the Indian Empire, and, as the object is to secure for those important posts the best men that Britain can produce, the terms offered are extraordinarily liberal. The natural result will be that the competition for the comparatively small number of vacancies likely to be thrown open in this country will be very severe, and only men of exceptional ability and diligence can expect to secure an appointment by excelling their competitors in the examination. But appointments are also available for young Britons in what may be called the specialised Civil Services of India, such as the public works, police, education, forest, agriculture, geology, and other scientific departments of the Government. For these branches of the administration a comparatively small number of well-qualified men, with a good home education, are required in order to keep up and improve the general standard of efficiency; and the conditions of these services also are being revised by the Secretary of State, with the object of inducing good men to adopt one or other of them as a career. The terms now offered, though not so favourable as those announced for the Indian Civil Service, are much better than are likely to be secured by the average man who takes up work at home; and, under the improved conditions now being announced, it is probable that the competition for them will be keen, though not so severe as for the more highly paid Indian Civil Service. A youth, who may not possess the exceptional qualities required to secure a place in that Service, may, if he has fair ability, and is prepared to work somewhat harder than his fellows and not waste his time, reasonably hope to succeed in gaining an appointment in one of those Services. It would be well, therefore, if every youth possessed of good physique and stout heart, and enterprising enough to spend his working-life abroad, were to consider whether he should not, while preparing for an alternative career, make an effort to obtain one of these appointments and take his share in fulfilling the duty of Britain to the millions of India, with great advantage to himself.

To take an example. Revised rates of pay for the Indian Police Service have recently been announced. The method of calculating salaries includes the provision of an overseas allowance rising according to length of service from 125 to 250 rupees a month, payable to officers of non-Indian domicile; and follows the principle of making an individual officer's pay mainly depend upon his own number of years' service. Thus a Police Officer will, in his first year of service, receive a total pay of 450 rupees a month, and whatever post he may hold, and whatever be the number of vacancies above him, his pay will rise year by year until, in his fifteenth year of service, he will be drawing at least 900 rupees a month, provided he passes an efficiency bar after nine years' service. But if at any time, owing to vacancies, he occupies a senior post, either temporarily or permanently, and therefore exercises greater responsibility, he will draw pay at the higher rate according to his length of service. For instance, if, in his fourth year of service, he officiates temporarily as District Superintendent of Police, he will draw 625 rupees a month instead of his personal pay of 475; and if, in his fifteenth year of service, he is holding such a post more or less permanently, his pay will be 1,050 rupees a month instead of his personal pay of 900. There is another efficiency bar to be passed after eighteen years' service; but, provided he is not then considered inefficient, an officer may hope to hold one of those senior posts permanently by the time he has reached his twenty-fifth year of service, and to draw at least 1,400 rupees a month. Above those posts again there are higher posts, such as those of Deputy Inspector-General, Commissioner of Police, and Inspector-General, to which the best men are appointed by selection, carrying pay rising from 1,600 to 3,000 rupees a month; and any good officer who stays on after he has earned his pension may fairly hope that before he retires he will be holding one of those appointments and drawing at least 2,000 rupees a month.

As the salary is paid in rupees, and most men who go out from this country will wish to remit money home, and will look forward to coming home themselves at the end of their service, it is important that candidates should realise what these salaries mean when expressed in British currency. The exchange value of the rupee varies greatly from time to time. For a number of years before the war the rupee was worth $1/4$, or, in other words, the £ was worth 15 rupees. At present the exchange value of the rupee is about $2/8$, and anyone in India can now send home £100 at a cost of 750 rupees. If the new scale of salaries be turned into British currency at the present rate of $2/8$ to the rupee, it may be said that the young Police Officer of twenty-two will, in his first year of service in India, draw pay in rupees equivalent to £720 a year in present British currency; and that a Deputy Inspector-General now holding an appointment carrying a salary of 2,000 rupees a month, if he could send home a year's salary, would get £3,200 in this country in exchange. But, while it is improbable that for many years to come the exchange value of the rupee will fall to anything like its pre-war rate of $1/4$, it is also unlikely that it will long remain at its present very high rate, which is due partly to the extraordinary increase in the world's demand for silver, owing to the effects of the war, and partly to the depreciation in the value of the British paper pound, caused by the excessive issue of British paper currency. No one can foretell what will be the future relation between gold and silver; but if the policy recently adopted by the Secretary of State of aiming at a stable rate of exchange of 10 rupees to the sovereign (that is, 2/- in gold to the rupee) proves permanently successful, then the equivalent in sterling of the Indian salaries paid in rupees will be—in the Police Officer's first year of service, £540 a year; in his fifteenth year of service, at least £1,080 a year; and in his twenty-fifth year of service, almost certainly £1,680 a year; and if he is a good man, and stays on after he has earned his pension by twenty-five years' service, he will probably, before he retires, be drawing the equivalent, at 2/- to the rupee, of £2,400 a year, or, if he has risen to be Inspector-General in one of the larger Provinces and has held that post for five years, £3,600 a year.

The rules regarding pension, as well as those regarding leave, have been made much more favourable. Subject to the right of Government to retain an officer until completion of thirty years' service, or until attainment of the age of fifty-five, he will now be permitted to retire, if he so desires, after twenty-five years' qualifying service, on a yearly pension ordinarily amounting to 3,000 rupees, and increasing year by year according to his number of years' service, until, on his retiring after thirty years' service, it will be 6,000 rupees. Provision is also made for a larger pension for specially efficient service in certain high appointments, and it will be possible for an officer who has earned one of those higher pensions, to attain to a maximum of 7,500 or 8,500 rupees a year. I think, myself, that in the case of officers recruited in this country, these pensions should, like those of the Indian civilian, be fixed in sterling, but as matters stand they will be payable in rupees or in their equivalent at the varying rate of exchange; so that, after retirement, a Police Officer who has returned to this country, will find the value of his pension in British currency go up and down as the exchange rate varies. At the present high rate of exchange of $2/8$, an officer who retires now after thirty years' service on an ordinary pension of 6,000 rupees, will receive in British currency £800 a year; but if in a few years the rate of exchange is stabilised at 2/-, his 6,000 rupee pension will then be worth £600 a year. However, unless in extraordinary circumstances, it will now be possible for a Police Officer, if he chooses, to retire after twenty-five years' service, before he has reached the age of fifty, on a pension of 5,000 rupees a year, which, at 2/-, would be equivalent to £500 a year; while, if he stays on longer, his pension after thirty years' service will be 6,000 rupees, and if he has done specially efficient service as Inspector-General, may be as much as 8,500 rupees, which, at 2/- to the rupee, would be equivalent to £850 a year.

The Police Officer in India exercises important functions, and his work is seldom dull, often exciting, and sometimes dangerous. He has to maintain law and order and put down crime of all sorts. He requires good detective ability to cope with the intelligence of very clever and unscrupulous criminals, and may have to hunt down a band of desperate robbers or face an angry mob; but he has the compensation of knowing that the peace and security of the law-abiding population depend upon his efficiency and vigilance, and that without him violence, fraud, and cruelty would soon bring ruin upon the country.

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The new rules about pay for the Indian Educational Service are on similar lines, but somewhat better than for the Police Service, allowance no doubt being made for the probability that an officer appointed to the Educational Service will have had a longer training at home and be older on his arrival in India than the young Police Officer. The novel principle has been introduced of reckoning, for future entrants, the officer's pay mainly according, not to his length of service, but to his own age; so that a man who has been selected for an appointment in India after some home experience will begin at a higher rate of salary than the younger recruit. Including the overseas allowance for officers of non-Indian domicile, an Educational Officer of twenty-five will have a total pay of 550 rupees a month (equivalent at present, to £880 a year in British currency), rising year by year until, when he has reached the age of 44, his personal pay will be 1,500 rupees a month. He will also have the chance of being selected for one of certain special posts, with pay varying from 1,500 to 2,000 rupees a month; and if he is appointed Principal of a College, he will get an additional allowance of 150 or 250 rupees a month. If he is appointed Director of Public Instruction in a Province, he will receive higher pay, rising to 2,500 or 3,000 a month. (If the rupee falls to 2/-, 10 rupees will be equivalent to £1.) The rules about pension are the same as those above described for the Police Service. The spread of education on right lines is one of the greatest needs of India, and any man with the proper training and character who gains an appointment in the Educational Service will find ample opportunity of leaving his mark for good on the coming generation.

The rules for the other Specialised Services in India are in course of being revised, and the prospects offered to candidates for those services will probably be much the same as those announced for the Police and Educational Services. I venture to suggest that Headmasters and Professors should obtain from the India Office copies of the new Regulations for admission to all these Services, and of those relating to pay, leave, and pension, and should point out to their promising pupils, who may seem well-fitted for service in India, but may not have the ability required to secure an appointment in the Indian Civil Service, the advantages offered by the other departments of administration in India, and the advisability of their applying for admission to any of those branches for which they may have a special aptitude and for which they may be eligible; while so arranging their course of studies as to qualify themselves for some other career, in case of failure to obtain an appointment. Before, however, deciding to work for an Indian career, every youth should consult his doctor and make sure that he is not suffering from any physical disability which is likely to lead to his being rejected at the strict medical examination which all candidates for service in India are required to undergo.

J. WILSON.

Omniscience in Teachers.

To the Editor of THE EDUCATIONAL TIMES.

Dear Sir,—Yesterday I received notice of a vacancy in a well-known private school at a celebrated education centre not twelve miles from London for a resident "Master to join after Easter to take the Music (Piano and Singing), and elementary general subjects. Ability to take the top Form in History would be a recommendation." (The capitals in the above quotation are not mine.)

I venture to call your attention to this matter because I hope you may feel that it is time some steps were taken to make the headmasters of private schools understand the importance of music as an educational factor. It is a highly specialised subject and demands special training and experience.

If a musician undertakes "elementary general subjects," and also guarantees his ability "to take the top Form in History" he is lowering his musical ideal and is guilty of unprofessional conduct. The headmaster who employs him is jeopardising the education of his scholars by employing a man who is probably inefficient in one or more of the subjects he is undertaking to teach.

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The Montessori System in Australia.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—In your number of October, 1919, you desire that it should be known whether the method of Dr. Maria Montessori, originally designed for the education of the imbeciles of Rome, is adapted for the education of normal English children. You may be interested to know that Australian experience would say: Yes, it is.

In 1913 the Department of Public Instruction for New South Wales sent Miss M. M. Simpson, Lecturer in Kindergarten at the Sydney Teachers' College, to Rome to study the Montessori Schools and Method under Miss Montessori and to report. Miss Simpson did so, and subsequently travelled in France, Germany and England to visit the primary schools, and lectured in London and more than one of the large English cities. She became convinced of the value of the Montessori Method as a system well adapted to be used for normal children, and reported so to her Government in a lengthy report which was published by authority of the Hon. A. C. Carmichael, Minister of Education, and some thousands of it were circulated throughout Australia and New Zealand. This report had great effect on both educational and public opinion throughout these countries. Moreover, the New South Wales Education Department instructed Miss Simpson to establish a Montessori Infant School at Blackfriars, Sydney, in connection with the Sydney Teachers' Training College. This was done, and has been at work for some years with marked success, and has led to the establishment of numerous other infant Montessori schools by the New South Wales Government. Besides this, the Governments of South Australia and Queensland, New Zealand, Tasmania, and Victoria have established Montessori Schools. The result also has been to modify the methods throughout the Infant Department more or less of all these States. Again, the New South Wales Government became convinced that it was worth while to establish a school which should be worked on Montessori lines for the whole period of primary education, say to the 6th New South Wales standard and to 15 years of age. To give the experiment a thorough chance they built a brand new and splendid school at Brighton-on-the-Sea, near Sydney, and that school has completed its second year. So far the reports are in its favour, but that it will be more expensive to work than the ordinary primary schools. However, the experiment is still being followed, and if, as is probable, the system manifests a decided superiority to the old way, no doubt the Australian States will face the expense. But the Government of New South Wales has now sent Miss M. M. Simpson, who has been raised to the rank of a full inspector of schools, again to Rome to confer with Dr. Montessori and revisit her schools, and has commissioned her then to visit the primary schools of Great Britain and the United States and to report.

It may be mentioned that the Adelaide Kindergarten College and Society has four free schools which it has maintained for some years in the crowded and poorer parts of the city. These they have worked on the method of Froebel, but as a result of experience they have one by one changed them all over to the Montessori. In their last report they gave their reasons for so doing. They also mention that important schools are establishing Montessori preparatory schools and that private people are learning the value of the Montessori, and that they have more applications for teachers than they can supply. J. C. KIRBY,
Port Adelaide, Minister, Congregational Church.

Proof of Euclid III., 14.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—It may interest Mr. Jones to know that the proof of Euclid III, 14, which he suggests in the March issue of the TIMES, was with one modification offered to me as an "unseen" attempt by a boy of the third year in this school. After proving that the triangles were congruent, he deduced that they were equal in area, and that having equal bases they had therefore equal altitudes.

The merit of the proof lies in its simplicity, as compared with the old Euclidean proof, but would its introduction into modern text-books on geometry not involve different modes of proof for this theorem and its converse? This, I think, would be a great mistake in view of the fact that the one is seldom quoted without the other.

George Watson's Boys' College, Edinburgh.

W. PEEBLES.

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The Trumpeters.

"*Atqui vultus erat multa et præclara minantis.*"

It began with a visit from Mr. Clarence Fitz-Hutchins Price, who is the husband of the lady who directs the social affairs of our suburb, and incidentally a middle-weight operator in the mysterious circle of "the City." He is rubicund and jolly, with pronounced views on all sorts of social and political questions and a complete lack of anything in the shape of an intellectual background. He is the father of a boy, just emerging from the care of a governess and ready for the more formal process of education, which, coupled with his father's admonitions and example, will "make a man of him."

I was brought into the business because Mr. Clarence Fitz-Hutchins Price called on me the other evening wearing an anxious look and carrying a number of envelopes of assorted shapes and sizes. "I want your help," he said. "You know all about schools and I want you to advise me about a school for my boy. I have a lot of prospectuses here but they are all alike. Home comforts, Lady Matron, mid-morning lunch, separate cubicles, and the rest of it. One chap says that he is assisted by a 'strong and active staff.' Does he think I want them to thrash the boy all day long?"

In the end we found a school for Fitz-Hutchins Price, junr., where I hope he will be happy. But the incident led me to examine school prospectuses with a new interest and to discover that here is a branch of current literature that stands in need of improvement. Rarely do we find any clear account of the educational aims of the school, although invariably we are told that character-training is a strong feature. "Boys are taught to be manly," or "Girls are trained to be womanly." "The atmosphere of a refined home" is secured even where there is an assorted family of forty youngsters. Or we have six clergymen graduates forming the minds of sixteen boys in a charming country retreat. Every new fashion in education is promptly taken up and flourished in the prospectus. Where the academic qualifications of the regular staff are not impressive the deficiency is made good by importing a set of visiting masters and mistresses, each with an array of letters which remind one of a quadratic equation.

The prospectus is improved in appearance by these letters, often meaningless as they are, save to the initiated. They serve to enhance the bluffing effect of costly paper, elaborate covers, and seductive photographs of buildings and views of dormitories or the hockey field.

The pity of it all is that the Fitz-Hutchins Prices and their kind are beguiled by this kind of thing and have no means of testing its truth. I hate all censorships, but sometimes I think that a Censor of School Prospectuses might be useful.

SILAS BIRCH.

Compulsory Continuation Schools.

Although attendance at Continuation Schools is not yet compulsory the Board have issued an Order appointing the 1st May, 1920, as the Appointed Day for certain sections relating to such schools. This is done in order to facilitate the working of compulsion in any area to which a subsequent Order may apply.

REVIEWS.

Education.

"SIR HOBARD DE HOY": by Rev. E. F. Braley. Macmillan. 4s. 6d. net.

Mr. Braley gave a course of lectures at Nottingham University College under the auspices of the University Sunday School Council, which is an interdenominational body, and this volume is the result. The subject is the religious education of the adolescent, and it is broadly and efficiently treated. The author writes out of full experience, and gives evidence of exceptional sympathy and insight. His matter is simple and is clearly presented. Sometimes one thinks it is almost too simple, but then one remembers that all sorts and conditions of men and women teach Bible classes, and one reflects that it is better to err on the side of easy intelligibility. In his preface the author tells us that "It is not always possible to trace the source of one's ideas . . . but I have tried to acknowledge my indebtedness in the text of the book." I leave it to the well-read in the subject to determine how far he has succeeded. The graphic illustrations on page 19 do not help the reader much. Mr. Braley is at his best in dealing with the practical aspects of Bible class work. He is less happy in the more technical parts of methodology. Taking the book all in all it may be very strongly recommended to those concerned with the religious instruction of adolescents. There is no index. A.

NURSERY SCHOOLS: A PRACTICAL HANDBOOK. John Bale, Sons and Danielsson. 5s. net.

The object of this book is to provide guidance for those who are likely to be concerned in any way with the working of the new nursery schools. The seven chapters that make up the text seem to have appeared in *Maternity and Child Welfare*. They are: The Ideals of the School, by Margaret Macmillan; A Pioneer Undertaking, by E. S. Newman; The Passing of the Infants' School, by C. E. Grant; The Nursery School, by Dr. W. J. Howarth; Some Practical Suggestions, by G. Owen, B.Sc.; Safeguarding the Child and the Community, by M. L. Eckhard; The Training of Nursery School Teachers, by F. Hawtrey. There are, in addition, three appendices, including the Regulations for Nursery Schools. The articles are exceedingly valuable, and though they have already been published they well deserve to be put into this permanent form. No one who has any responsibility with regard to Nursery Schools can afford to be without this manual, which perhaps accounts for the high price charged for 106 pages of republished matter bound in limp cloth. C.C.C.

English.

PEAT-SMOKE AND OTHER VERSE: by Joan Randall. Year Book Press, Ltd. 2s. 6d. net.

This is a dainty volume of verses which will appeal to the lovers of Scotland. It is true that conventional epithets abound, and the endless repetition of "rolling moor," "purple mountain," "blue mist," "ghostly fir trees," "brown heather," "screaming curlew," is apt to make the poetry commonplace. Yet throughout the little book there breathes a loving enthusiasm for this grey homeland, and the cry from the heart of the homesick wanderer is heard on every page:

"Through the long years, below far distant skies,

Dreaming with never a soul to share his thought,

Ever the wanderer sees blue peat-smoke rise

O'er homes where kin of his have loved and wrought."

Lines such as these express a sentiment from which few of us escape, and the pathos and tragedy of life is such that even when we seek temporarily to still the craving, we seldom find abiding peace, for the old scenes fail to satisfy and, chimerical-like, are found to exist mainly in our imagination.

The authoress essays many verse forms, and writes frequently with graceful skill. We shall welcome more of her work.

(Continued on page 230.)

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F. A. W.

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ELEMENTARY PLANE TRIGONOMETRY: by H. E. Piggott, M.A., Head of the Mathematical Department, R.N.C., Dartmouth. pp. 243. 7s. 6d. net. Constable.

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His book is, however, a real live one, vigorous throughout, and with a wide appeal, and we have no wish to crab it. It is by no means a mere copy of back numbers, but a genuine attempt on the part of the text-book writer to reach the pupil. Chapter XVI, in particular, on the graphs of Periodic Functions, is most stimulating. When boys cease to be over-worked and the wish to learn revives, this is the kind of text-book to put into their hands.

H.R.S.

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APPLIED CHEMISTRY: a Practical Handbook for Students of Household Science and Public Health, Volume I: by C. Kenneth Tinkler, D.Sc., and Helen Masters, B.Sc. Crosby, Lockwood and Son. vii+292 pp. 12s. 6d. net.

The University of London has recently instituted a Diploma in Household and Social Science, which is awarded to students who take a three years' course in the Household and Social Science Department of King's College for Women and who pass the University examination in the various subjects of the course.

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The authors have been most successful in collating a mass of heterogeneous material into a connected whole, the result being a book which will be of the utmost value, not only to the women students at King's College, but also to numerous other teachers and students of chemistry. It is surprising how few chemists bring their knowledge to bear on ordinary household problems—possibly because they do not trouble themselves much about such things, confining their "business" to the laboratory—but the present volume should conduce towards a change in their attitude. It would be a great advantage if only the laundry people could be induced to study and profit by the chapters on Detergents, Textile Fabrics, and Bleaching Agents, since thereby much of the deterioration of articles sent to the laundry might be diminished.

A second volume dealing with foods is in preparation, and the complete book should be of use to students preparing for the Diplomas and Degrees in Public Health of the various universities. The book is well printed, and is surprisingly free from misprints and errors. On page 158 "Rangalite" is wrongly given for "Rongalite."

T.S.P.

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(Continued on page 232.)

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A. G.

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In a parcel of Singing Class Music recently received from Messrs. Edward Arnold there are many good things, and teachers of music in schools will be well advised to send for catalogues and specimens of recent publications of music and Part-songs. In addition to a few by the Editor himself—one of which is a new setting of "It was a lover and his lass" set as a unison song—there are some excellent contributions by Edgar Bainton, Charles Wood, W. G. Alcock, John Ireland, and George Rathbone, all of whose music for children and young people is well worth doing and doing well. "The Pedlar of Dreams," a two-part song by Alcock is a fine example, as is also "May Flowers," by Ireland, and the setting of "The Gentle sounding Flute," by Rathbone, is a most interesting work, in D minor, admirably suited to the anonymous Old English words. Two nature songs, both in three parts—"The Starlings" and "Lilies," by Charles Wood—are skilfully written and pleasant to sing. In the same category—nature songs—may be mentioned "If I were a sunbeam" and "Early Spring," both by Alcock; while in "A Song of St. Francis," by Farrar, and "Sing Heigh-ho," by A. Herbert Brewer, we have two excellent unison songs which children of tender years will greatly enjoy. "Praise" and "When Icicles hang by the Wall" are two of George Dyson's, and are in his best style. Altogether the collection is admirable, and the publishers should receive many requests for their latest additions and their already splendid collection. The music of all is good and the words chosen by the composers for treatment are beyond reproach.

A. G.

THE YEAR BOOK PRESS SERIES OF UNISON AND PART SONGS: Edited by Martin Akerman. (H. F. W. Deane and Sons, The Year Book Press, Ltd., 31, Museum Street, London, W.C.1.)

In some recent publications issued by the above named publishers there are some interesting numbers—sacred and secular.

Among them are "The Flowering Manger," by P. C. Buck, a taking three-part song, S.S.C., suitable for Sunday Schools and singing classes generally. "Hail, gladdening Light," an Anthem for Double Choir, "Sunlight all golden," a four-part song for treble voices, "Summer Ended," a harvest song for small choir, and "O Lord that seest from yon starry height," an anthem for four voices—all by Charles Wood—are new to us and possess points of considerable interest.

In a selection of secular part songs by the same composer "No Surrender," "Together," "Courage," and "The Summer Winds," command our appreciation. In the first three the composer adds a bass part in order, as the writer says, "to give some slight support." Three part songs of Edgar Bainton's, "The Filling of the Swamps," "The Gold of the King's Highway," and "O! where do fairies hide their heads?" possess points of considerable difficulty to young singers, but they are all good throughout.

Three other part songs, "Man o' Dreams," by Chas. H. Lloyd; "There's a Clean Wind Blowing," by H. G. Ley; and "There's a Song of the Olden Time" (unison), by L. W. Hulce, are included in the collection, and musicians will do well to see these. Two new settings of well-known hymns, "Lead Kindly Light," and "Fight the Good Fight," both by H. G. Ley, do not move us quite so much as the other new compositions do, perhaps because we cannot shake ourselves altogether free from a genuine admiration of older well-known arrangements.

A. G.

Geography.

GEOGRAPHY LESSONS, Second Stage. Volume I.: by R. J. Finch. Kingsway Series. (Evans Bros. 3s. 6d. net.)

This is a very good book of its kind, but we protest—Mr. Finch does too much for the teacher, especially the lazy teacher. To write out so compactly and so fully the various lessons is to destroy all necessity for any initiative on the part of the class teacher, and to perpetuate that superficial and smug finality of teaching of which we have seen far too much. Teachers should be something more than gramophones.

PUBLICATIONS RECEIVED

AND SHORT NOTICES.

(A short notice may be followed by a longer review in a later issue.)

GEORGE ALLEN AND UNWIN.

The Problem of National Education in India: by Lajpat Rai. 6s. net.

Divine Personality and Human Life: being the Gifford Lectures delivered in the University of Aberdeen in the years 1918 and 1919 (Second Course): by Clement C. J. Webb. 10s. 6d. net.

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The Class-room Republic: by Ernest A. Craddock, M.A. 2s. 6d. net.

Visual Nursery Rhymes: with Music in Staff Notation and Airs in Tonic Sol-fa, and with Pictures for Children to Colour: by Agnes Nightingale. 1s.

Black's History Pictures: selected and edited by G. H. Reed, M.A. Modern Times. 2s. 6d.

BASIL BLACKWELL.

The Unfortunate Traveller: by Thomas Nashe. (The Percy Reprints, No. 1: edited by H. F. B. Brett-Smith). 5s. net.

BLACKIE AND SON.

The Magic Duck and Other Stories: by Dorothy King (Blackie's Large Type Supplementary Readers). 6d.

Chemistry Lecture Notes: by G. E. Welch, M.A., B.Sc. 2s. Social Life in England through the Centuries: by H. R. Wilton Hall. 2s. 9d.

A History of the United Kingdom (1707-1919) for Scottish Schools: by Robt. S. Rait, C.B.E., M.A. 5s. net.

La Saint-Barthélemy: from Henri Martin's Histoire de France, and Délivrance d'Orléans par Jeanne d'Arc: from M. de Barante's Histoire des Ducs de Bourgogne. (Episodes Mémorables de l'Histoire de France Series. General Editor, Louis A. Barbé, B.A.). 10d. each.

JAMES BROWN AND SON.

Girl Guide Badges: compiled by Headquarters Staff. 3s. 6d. net.

CHARLES AND SON.

The Britannic Historical Geography, Part III, Europe, 1600-1914. 5d.

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LONDON: THE CAMBRIDGE UNIVERSITY PRESS.

A Field and Laboratory Guide in Physical Nature Study: by Elliot R. Downing.

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Union Jack Saints: Legends collected and re-written by Rhoda Power. 1s. 3d. net.

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La Recherche de l'Absolu (Collection Gallia): par H. de Balzac. 3 francs.

The Complete Citizen: by Richard Wilson, D.Litt. (illustrated in colour).

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(Continued on page 234.)

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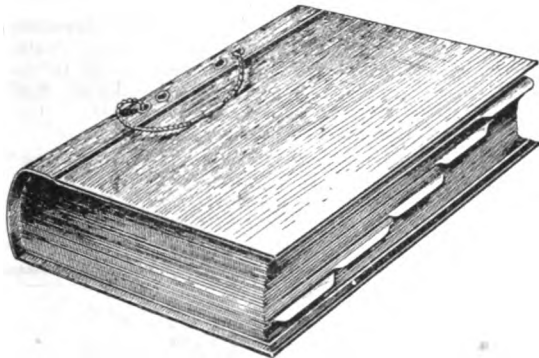
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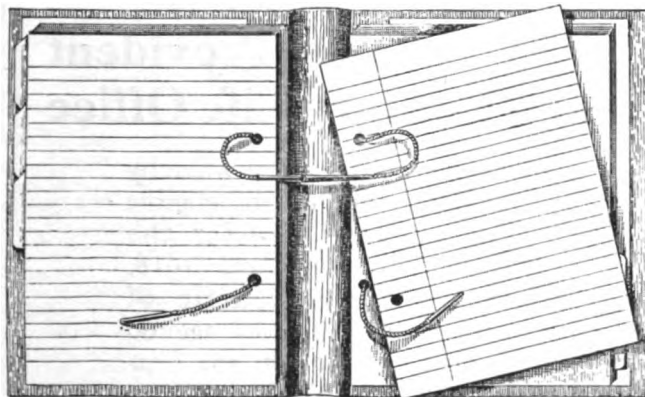
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Judging by our correspondence there still seems to be much misunderstanding among teachers of the terms on which pensions are granted under the School Teachers (Superannuation) Act, 1918.

WHERE PENSIONABLE SERVICE MUST BE RENDERED.

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be accepted as "full-time" service) and be prepared to submit his claim to the Board on Form 10 Pen. Our own experience of such cases is that the Board is not at present disposed to deal hardly with applicants, though naturally quite resolved to protect the taxpayer.

SERVICE AFTER AGE 65.

The following Circular has been issued by the Board:—
(Circular 1155.)

I am to invite the attention of the Local Education Authority or of the Governors, to the terms of section 18 of the School Teachers (Superannuation) Act, 1918, by which the expression "service" means such service as is determined by the Board to be full-time service, but does not include service after the age of 65 years, unless the Board in any special case allow such service to be treated as service for any of the purposes of this Act. I am to request that the Authority (or Governing Body), if any special case arises in which they desire the Board to allow the service of a Teacher to be treated as recognised or as qualifying service after the Teacher arrives at the age of 65, will make application to the Board before the Teacher arrives at that age, and will state the reasons on which they base their application. Such applications cannot conveniently be dealt with as matters of great urgency. The Board will be prepared to receive them six months before the Teacher arrives at the age of 65, and hope that in any case the Authority (or the Governing Body) will be able to leave at least a clear three months between the time when the application reaches the Board and the date on which the Teacher completes his 65th year. The Board do not supply any form on which such application should be made, but it is requested that each such application may be made in a separate letter dealing with the case of one Teacher only, and not dealing with any other matters except those which are material to the application.

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TECHNICAL SCHOOL OF ART, ARUNDEL ST. REQUIRED, a well qualified Art Instructor to teach and lecture on Decorative Architecture, History of Art, Geometry and Perspective.

Commencing salary, £200 or £220, with a maximum of £400 or £450, according to qualifications. In addition, half of the candidate's previous experience in a like capacity may be regarded in fixing the commencing salary.

Application Forms, which may be obtained at this Office, should be completed and returned to the undersigned not later than June 12th, 1920

PERCIVAL SHARP,

Education Office, Sheffield,
Director of Education.
18th May, 1920.

KENT EDUCATION COM- MITTEE.

COUNTY SCHOOL FOR GIRLS, GRAVESEND.

REQUIRED, in September—

- (1) A SENIOR FRENCH MISTRESS to organise the French teaching throughout the School and to teach in the Advanced Course (Modern Studies). Honours Degree (1st or 2nd class) or equivalent with training and experience.
- (2) A SECOND FRENCH MISTRESS. Honours Degree (1st or 2nd class) or a Frenchwoman with equivalent qualifications.
- (3) A MISTRESS qualified to teach mainly Holy Scripture, with some Latin or English.
- (4) An additional part-time GYMNASTIC MISTRESS, to help with Gymnastics and Games.

Initial Salary in accordance with County Scale, plus bonus. Graduates: Minimum £200, Maximum £350. Non-graduates: Minimum £180, Maximum £270.

Applications should be sent at once to the Headmistress, County School for Girls, Gravesend, from whom forms for that purpose will be forwarded on receipt of stamped envelope.

E. SALTER DAVIES,
Director of Education.
13th May, 1920.

POSTS VACANT.

KENT EDUCATION COM- MITTEE.

COUNTY SCHOOL FOR BOYS, GRAVESEND. WANTED, in September, an ASSISTANT MISTRESS.—Froebel trained, and experienced—for preparatory Form.

Salary according to the County Scale, plus bonus, in any case not less than £200.

Forms of Application may be obtained from Mr. W. A. Clench, Technical Institute, Gravesend, and should be returned to the Headmaster at the School by June 5th.

E. SALTER DAVIES,
Director of Education.
13th May 1920.

KENT EDUCATION COM- MITTEE.

COUNTY SCHOOL FOR GIRLS, FOLKESTONE. Two additional MISTRESSES are required in September—

- (a) Geography Specialist;
- (b) Junior Form Mistress to teach general subjects. Initial Salary in accordance with the County Scale, plus bonus. For (a) minimum £200, maximum £350. For (b) minimum £180, maximum £270 or £320.

Forms of application can be obtained from Mr. C. A. B. Garrett, Technical Institute, Folkestone, and should be returned to the Headmistress.

E. SALTER DAVIES,
Director of Education.
13th May, 1920.

KENT EDUCATION COM- MITTEE.

COUNTY SCHOOL FOR GIRLS, DARTFORD.

WANTED, for September:—

- (1) A FRENCH MISTRESS.
- (2) A JUNIOR MISTRESS with Froebel qualifications.
- (3) An ENGLISH MISTRESS.

Salary in accordance with qualifications and experience. Initial: Graduate in accordance with the County Scale, plus bonus, Minimum £200, maximum £350. Non-graduates, minimum £180, maximum £270.

Applications should be sent at once to the Headmistress, County School for Girls, Dartford, from whom forms for that purpose will be forwarded on receipt of stamped envelope.

E. SALTER DAVIES,
Director of Education.
13th May, 1920.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

WANTED.—Two ASSISTANT MISTRESSES for the Junior and Infants' Department of the Neepsend C.E. School, also ASSISTANT MISTRESS for the Girls' and Infants' Department of the Sale Memorial Church School. Salary according to the Scale at the Education Committee.

Forms of application may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, and should be returned at once to:—

Mr. A. M. Warburton, 51, Firs Hill Road, Sheffield (for the Neepsend C.E. School).
Mr. J. F. Frith, 241, Western Bank, Sheffield (for the Sale Memorial School).

PERCIVAL SHARP,
Director of Education.
Education Office, Sheffield.
12th May, 1920.

CLITHEROE ROYAL GRAMMAR SCHOOL (BOYS).

WANTED, in September, GRADUATE (honours in French) to take boys to higher certificate standard; GRADUATE (honours in Latin), English as subsidiary. Ability to take physical exercises a recommendation for either post. Lancashire scale of salaries, £200, increasing by £10 to £240, and then by £15 to £150: allowance for previous experience.

TWO MISTRESSES to teach in preparatory school, boys from 8 to 11. Lancashire new scale of salaries. Apply: Headmaster.

BOROUGH OF ROYAL LEAMINGTON SPA.

EDUCATION COMMITTEE.

WANTED in September next for Girls' Secondary School:—

- (1) An ASSISTANT MISTRESS qualified in History and Latin.
- (2) An ASSISTANT MISTRESS qualified in French and Singing.

Scale of Salary £180 to £320 for Non-Graduates, or £180 to £350 for Graduates.

Commencing Salary will depend upon qualifications and experience.

Applications to be sent to J. E. PICKLES, M.A., B.Sc., Director's Office, York Road, Leamington.

POSTS VACANT.

MIDDLESEX EDUCATION COMMITTEE.

WOOD GREEN COUNTY SCHOOL, LONDON, N. 22 (BOYS AND GIRLS).

REQUIRED in September next:

- Senior Geography Master.
- Science Master, Hons., Degree Chemistry.
- Assistant Master for French.
- Assistant Mistress, Main Subjects, Nature Study and Geography.

Salary in accordance with the Middlesex scale. Masters £175-15-300 or £450. Mistresses £160-10-300 or £350.

In fixing the initial salary qualifications and previous experience will be taken into consideration. Application Forms, which should be returned at once, may be obtained on receipt of a stamped addressed envelope from

H. P. SHALLARD, The Polytechnic, N.15.
B. S. GOTT, Middlesex Education Committee, Guildhall, Westminster, S.W.1.

COUNTY BOROUGH OF STOKE-ON-TRENT. EDUCATION COMMITTEE.

WANTED immediately, Joint DRILL and GAMES MISTRESS for the Hanley Secondary School and the Longton High School. Commencing salary £180 per annum.

Forms of Application, which should be duly filled up and returned as soon as possible, may be obtained on receipt of stamped addressed foolscap envelope from
Dr. W. LUDFORD FREEMAN,
Education Officer, Director of Education.
Town Hall, Hanley,
Stoke-on-Trent, 6th May, 1920.

SEPTEMBER VACANCIES.—(Surrey) History Mistress; £120 to commence. (Sussex) English Mistress, Latin, European History; £120. (N. Wales) Senior English Mistress, Good History, Literature; £110. (Essex) V Form Mistress, English History, Maths.; Good salary. (Dorset) English and French; £90. (Leicester) Senior English Mistress, Latin, Maths; £90. (London, S.W.) Kindergarten; £140 (non-res.). Many others.

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LONDON COUNTY COUNCIL.

Applications are invited for the undermentioned positions:—

(1) GRAYSTOKE PLACE TRAINING COLLEGE, Breams Buildings, Fetter Lane, E.C.4.

A LECTURER (WOMAN) in EDUCATION, and to undertake the duties of MISTRESS OF METHOD. Acquaintance with Modern Infant School Methods desirable. To commence work in September, 1920. Commencing salary £340, rising by £20 to £440 a year.

(2) FURZEDOWN TRAINING COLLEGE, Welham Road, Streatham, S.W.17.

AN ASSISTANT LECTURER (WOMAN) in English with (if possible) VOICE PRODUCTION and PHONETICS subsidiary. To commence work in September, 1920. The woman appointed will assist in the supervision of the students' school practice. Commencing salary £180 to £240 according to experience, rising by £10 to £310 per year. Candidates must hold a good honours degree or other special qualifications.

Forms of application may be obtained from the Education Officer (H.2/1), L.C.C. Education Offices, Victoria Embankment, W.C.2. A stamped addressed envelope should be sent. The forms must be sent to the Principal of the College by 11 a.m. on (1) 5th June, 1920, (2) 15th June, 1920. Canvassing disqualified.

JAMES BIRD,
Clerk of the London County Council.

UNIVERSITY OF BIRMINGHAM DEPARTMENT OF EDUCATION.

The following vacancies will occur in September, 1920.

1. A WOMAN LECTURER in ENGLISH and the teaching of English.

2. A WOMAN LECTURER in HISTORY and the teaching of History.

A degree, or its equivalent, and experience in School teaching essential. Stipend commencing £250 per annum. Three copies of applications and testimonials should be sent, not later than June 18th, to the undersigned, from whom further particulars may be obtained.

GEO. H. MORLEY, Secretary.

LUTTERWORTH GRAMMAR SCHOOL.

WANTED, for September, ASSISTANT MISTRESS. Main subject, French, subsidiary subjects, Needlework and English.—Apply Headmaster.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

WANTED.—Two Certificated ASSISTANT MISTRESSES for the Girls' and Infants' Departments of the St. Matthias' C.E. School. Salary according to the Scale of the Education Committee.

Forms of application may be obtained from the undersigned, and should be returned at once to the Rev. Canon E. P. Blakeney, M.A., St. Matthias' Vicarage, Sheffield.
PERCIVAL SHARP,
Education Officer Sheffield, Director of Education.
20th May, 1920.

TRAINING COLLEGES.

CITY OF SHEFFIELD EDUCATION COMMITTEE

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PERCIVAL SHARP,
15th April, 1920. Director of Education.

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Further particulars may be obtained from—

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For further particulars apply to the Secretary, The English Folk Dance Society, 7, Sicilian House, Sicilian Avenue, Southampton Row, W.C. 1.

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MISS CONSTANCE M. BROWN, 11, Lincoln's Inn Fields, London, W.C.2.

TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, 29th February, 1912.)

THE Teachers Council was formed at the express desire of the teachers of the country. This desire was expressed through the various Associations and Societies of Teachers. It is clearly formulated in the following extracts from the Objects of the National Union of Teachers :—

- “ To secure the compilation of a comprehensive Register of Teachers.”
- “ To secure the solidarity and extend the influence of the Teaching Profession.”

The aims thus set forth are sought by teachers of all types. Solidarity can be attained only by the unification of the teaching profession, and of this unification the Official Register of Teachers is the outward symbol. Teachers who are qualified for Registration should therefore become Registered without delay in order to show that they are loyal to the best interests of their calling and prepared to do their share in extending the influence of their profession.

The Teachers Council is a representative body composed entirely of teachers who are chosen by Associations and Societies of Teachers. No fewer than 42 such bodies are represented on the Council.

It began the compilation of an Official Register of Teachers early in 1914, and in spite of the grave handicap imposed by the War, the number of applicants for Registration is now

40,000

The Council has been able to bring together the views of teachers of all types, and while not attempting to control the policy of any section or association, it has undoubtedly done much to foster united action and harmony of purpose.

The Council desires to make known to all

UNREGISTERED TEACHERS

that

1. The full CONDITIONS OF REGISTRATION will come into force 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, the uniform fee for Registration will be TWO POUNDS, instead of ONE GUINEA as at present.

Teachers who are not already Registered should complete the form below and post it without delay to the offices 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.

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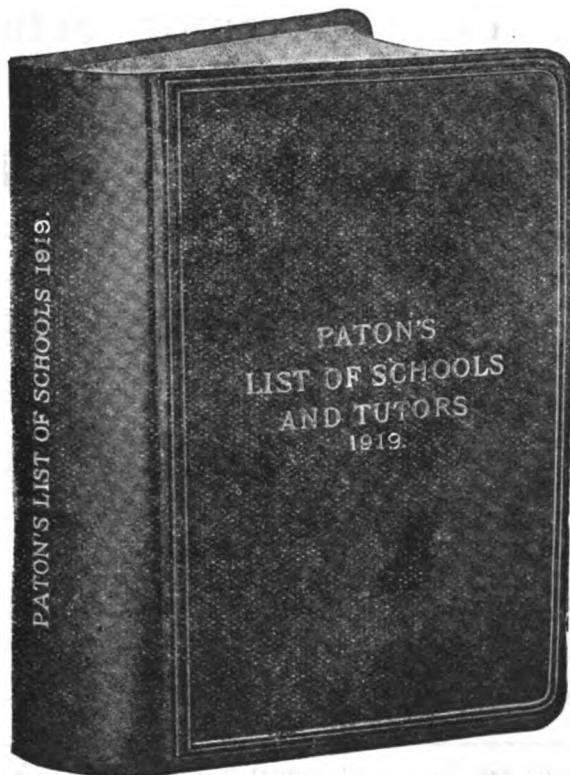
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A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

JUNE, 1920.

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NOTICE TO READERS.

Next month's issue of the Educational Times will contain the second and final part of the article on Conditions in Girls' High Schools, together with a remarkable essay by a schoolboy on The Future of Education.

The Report on the Competition for Devices in the Teaching of History is unavoidably held over until July.

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.

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NOTES AND COMMENTS.

The Conference of Associations.

On Saturday, May 15th, there was held at the Connaught Rooms a conference of representatives of national associations of teachers, called together by the Teachers Council. One speaker suggested that the meeting was the deferred sequel to the memorable gathering in the Clothworkers' Hall in 1909, which led to the formation of the present Council, and to the establishment of a comprehensive register. The intervening period of eleven years has been spent in preparing the ground and laying the foundations of a fabric which is meant to endure. The formation of a representative Council was the first task, and this was not accomplished until 1912. The following year was spent in the difficult and delicate work of framing conditions of registration, and it was not until the early part of 1914 that the official Register of Teachers was started. Seven months later came the war, which removed thousands of men teachers from the schools, and for the rest of us made the registration movement seem comparatively unimportant. Even the mechanical business of the Council was greatly hampered by the war conditions, such as the shortage of paper and the difficulty of finding clerks to replace the men who had joined the forces. There were times when it seemed as if the Register must be suspended for the duration of the war. The Council persevered, however, and although the work of propaganda was curtailed, some 24,000 applications were received by December, 1918. Since that time the number has grown rapidly, and it is now well over 40,000.

Unification and Control.

The number of teachers who apply for registration may be taken as the index of a desire for unification. It does not mean that separate associations are ready to lose their identity or abandon their work. The Teachers Council is not imperialistic in its aims. Instead of a dominant empire it seeks to establish a commonwealth, wherein each constituent unit will preserve its own liberty while uniting with others for common purposes. Among such purposes the most urgent are: First, greater freedom of transfer for qualified teachers from one branch of teaching work to another; second, the establishment of a recognised system for giving to teachers a greater share in the control of education; and third, the development of a standard of qualification and efficiency which may be understood by the public and will lead to the elimination of the pretentious charlatan. These aims are implicit in the existence of the Teachers Council, which is not a mere registering body, but one representative of the teaching profession, and prepared, as soon as it can claim the support of a substantial majority of teachers, to press forward to the goal of true unification.

Excess Profits and Education.

The Chancellor of the Exchequer is being strongly urged to allow from the amount assessable for Excess Profits Duty deductions equivalent to any sums which may have been given by way of donation for educational purposes. This plan is adopted in the United States, and it might well be followed here. By way of illustration, let us suppose that a business man is assessed for excess profits on £20,000. Under the Finance Act he should pay to the Treasury £12,000. If he has given a contribution of £10,000 to a University or school he will be assessed at £10,000, and the Treasury will receive £6,000. Thus the Treasury loses £6,000 in tax, but the University gains £10,000 in funds. The balance is the payment made by the donor. Apart from the monetary side of this proposal, there is a distinct gain in having a national recognition of the importance of education, and in setting free the stream of private benefactors. If these are not forthcoming, the State will have to find the funds for our universities and schools, a process which will be attended by all the drawbacks of excessive State control.

“ Rate-aided Trading.”

Some Education Authorities have adopted the plan of maintaining a Stores Department, buying their supplies of stationery and other school requisites on favourable terms from wholesale traders, and thereby effecting considerable economies which benefit the ratepayers. One Authority has set up its own printing press. In some districts such activities are warmly resented by local tradespeople, and in Kent the County Education Authority has been made the target of anonymous attacks in the local newspapers on the ground that it is engaged in rate-aided trading. It is difficult to find any justification for this charge. The Committee is certainly not engaged in buying goods to sell to the public in competition with local shopkeepers. It is merely saving the pockets of the ratepayers in general instead of putting profits into the pockets of the few ratepayers who happen to be stationers. If one body of ratepayers were to be thus favoured, why should others be ignored. Worked out to its logical conclusion, this would mean that every ratepayer in Kent was receiving some cash boon from the county merely because of being a ratepayer. The education rate would be increased, but the proceeds would be mainly spent, not on the schools, but on the inhabitants of the county. Perhaps it will be well to spend some part of the rate in providing lectures on the rudiments of economics.

Naboth's Vineyard at Croydon.

At Croydon there is an old-established school, independent of State control, but nevertheless highly efficient and possessed of honourable traditions. For over twenty years past the school has rented certain ground in the neighbourhood as a playing field, where the boys have practised manly sports and have carried out their military exercises as members of a successful Cadet Corps. Lacking this playing field the school would be rendered less efficient, and might even be compelled to close its doors entirely. Nevertheless the Local Education Authority has proposed to acquire the land as the site for a public elementary school. As well might a foolish gardener uproot a flourishing tree in his orchard in order to plant a sapling. Naturally the friends of the independent school are protesting with vigour, and it is to be hoped that their protest will be successful. In Parliament the President of the Board has given assurance that objections to the proposed encroachment will receive careful consideration, and a group of members of the House of Commons will watch further developments very carefully. The Croydon authorities will be well advised to seek another site, although their regard for established institutions is none too strong, if we may judge from their recent attempt to destroy the Whitgift Hospital in the interests of motor traffic.

“ Examinable ” Subjects.

There are those who declare that no subject can be examined properly by means of a written test. They remind us that we are examining the student, and suggest that we must look forward to a perfect development of intelligence tests before we presume to draw up any order of merit. While we are awaiting this development it is interesting to consider the relative values of ordinary examination tests as applied to the different subjects of the curriculum. Mathematics is commonly held to be “ examinable,” but English literature is less so. Paper examinations in modern languages must be supplemented by oral tests, and when we come to such subjects as drawing and music it becomes extremely difficult to see how any satisfactory examination can be imposed unless we abandon the artistic and æsthetic elements altogether, and confine out tests to what may be called the grammar or skeleton of the matter. Papers on the theory of music are possible, and they are often answered very completely by people who are very far indeed from being musicians in any real sense. Millions of exercises in freehand drawing from the flat were examined at South Kensington in the old days without revealing any Turners or Romneys. Probably both of these artists would have failed, or at best have gained a second class in the elementary stage.

Eton Æsthetics.

Our eminent headmasters have a way of surprising us by their occasional excursions into the atmosphere of common human interests. It may be that because they are so eminent their lightest utterances attract the attention of newspaper reporters, who often seize upon the obiter dicta and miss the main argument. Headmasters of Eton seem to be especially given to the practice of supplying material for bright paragraphs. The latest example is to be found in the short report of a speech delivered by Mr. C. A. Alington to the Workers' Educational Association, wherein he dwelt upon the importance of education as a factor in enabling us to discriminate between good work and bad. This broad statement, taken very properly and wisely from Plato, the Headmaster of Eton proceeded to illustrate by inviting attention to a shaggy black poodle, which lay at his feet until roused by the command "Get up!" All eyes being directed towards the animal, Mr. Alington said, "You see how much you miss. To you he is not beautiful, but he is a beautiful dog. Unless your faculties are sufficiently trained you will not be able to respond to it." To this any of his hearers might have replied: "If she be not fair to me, what care I how fair she be." Instead, the Workers' Educational Association appear to have taken the lesson with becoming meekness, although they may have wondered afterwards whether a full æsthetic training required them to study the points of shaggy poodles.

A POEM OF CHESS.

(The writer of these verses was a girl of twelve when they were written.)

I saw in my dreams the slow straightforward castle,
The stern queen dealing swift and fatal blows,
The little pawn, who shudders at her passing—
She might attack him next—who knows? who knows?
The knight is cruel, he is false and cunning,
He springs upon his unsuspecting foes,
While even bishops tremble at his coming
And stutter "Excommunicabo Vos."
The king, however dignified his bearing,
Takes but short steps, and he is slow to kill.
Pawns dare to scoff and jest within his hearing,
And if possessed of courage and of skill,
May "mate" their monarch. One strong retainer has
he—
The queen, his lady. She is swift and true.
She, noble soul! is unaware of quasi-
Traitorous things that petty spirits do.
She sweeps across the board with aim unerring,
And never has she need to strike again;
For she is very chivalrous, preferring
To put her victim swiftly out of pain.
The pawn? He—cheeky little blighter!—
Defies the world, and dares to strike his queen.
The bishop? He, despite his cloven mitre,
Has a sharp sword—'tis very long and keen.
And so for ever moving, leaping, turning,
Across the chequered board they come and go,
Parrying, attacking, defending, leaping, running,
And what the future holds none of them know.

L.H.

CONDITIONS IN GIRLS' HIGH SCHOOLS: THEIR CAUSE AND CURE.

By M. F. MOOR.

I. Historical.

To any reasonably observant and thoughtful person conversant with conditions in the average girls' High School (or its equivalent under another name) it must be obvious that such schools at the present time are not achieving their purpose—or what ought to be their purpose; the "education" given in them fails to produce on the majority of the pupils a sufficiently real and permanent effect. To put the case in broad terms, the lives of the girls and their outlook upon the world are not radically affected by their work in school, and for the mass of them school influences (and by this term are meant those of the classroom rather than of the playground) do not persist after they cease to be scholars. It may be of interest to consider some possible causes of this failure of the schools, in the hope that if the unsatisfactory conditions can be at least partially understood and accounted for, the path towards reform may become clearer to see and easier to tread.

The suggestion made in this paper is that the present state of affairs in secondary schools for girls is the result of historical evolution unaccompanied by conscious adaptation; that is, that whereas various changes, which have taken place in the organisation of society during the last thirty years, have been reflected in the schools, no sufficiently definite steps have been taken to adapt the system to the new conditions; yet without a conscious effort to realise the changes and the consequent educational needs the system built up at the beginning of the period must prove unsuitable and inadequate at the end of it. The fact that the situation has never been properly faced may be put down partly to the inveterate British habit of "muddling along" (and—with luck—"through"), partly to the actual difficulty of making the required alterations.

Fifty years ago the demand for the "higher education of women" meant a demand on behalf of the girls of (upper) middle class families for the kind of educational facilities enjoyed by their brothers, who went as a matter of course to public schools and thence to Oxford and Cambridge. Queen's and Bedford Colleges, the North London Collegiate School, the Cheltenham Ladies' College, were preparing girls for the Universities, and after the Endowed Schools Act of 1869 provided that endowments should be used for the benefit of girls as well as boys, more schools were founded in which higher education should be given to girls. University Local Examinations were also opened to girls and then the University examinations themselves, colleges for women being founded first at Cambridge and later at Oxford.

The curriculum of these "High" schools was similar to that already established in the boys' public and Grammar Schools, though in some respects it was better, being of wider scope and admitting more English subjects and more art. The methods of teaching were

also better in some respects, more trouble being taken to arouse interest and to develop intellectual and artistic capacity. The aim was primarily to give girls the opportunity to reach the same intellectual level as their brothers, and the natural culmination of the course was entrance to the Universities. In fact by definition a "High School" was one which prepared its pupils for the University, and the appellation was a proud distinction, sometimes usurped by schools which had no right to it.

As time went on the old "Ladies' boarding schools," with their limited outlook, were almost entirely abandoned and the High School became the usual means of education for the daughters of the leisured and professional classes. When games became the fashion and girls realised that they could and might use their limbs and find vent for their energies and enthusiasms in this way, the schools had to make games part of the curriculum. Thereupon girls who had no strong intellectual bent found school life essential to their happiness, and practically all parents who could afford it sent their girls to High Schools.

Towards the end of the century another development became increasingly apparent, viz., the effect upon schools of social or class distinctions. Many of the wealthier parents, with a perhaps somewhat snobbish gentility, disapproved of the mixture of classes at the High School; they did not like their daughters coming into such intimate contact with the daughters of tradespeople and other poorer parents. The result was the growth of the newer type of girls' boarding school, with its splendid facilities for corporate life and enjoyment. It contrasted favourably with the often cramped and inconvenient High School. The latter must be in a town: often it had grown from a small nucleus and the buildings filled all the available space, whereas the boarding school could be in open country with playing fields and gardens, and its buildings could be planned on the most convenient lines. This tendency to social distinction was increased after the passing of the 1902 Education Act, when most of the High Schools accepted the 25 per cent. of girls from elementary schools, so that the proportion of "better class" to "lower class" pupils was greatly altered.

But almost no change was made in the High School curriculum to meet the needs of the times and of the new pupils. The aim seems to have been to keep the schools of the type demanded by the well-to-do parents, and so make them rivals of the newer boarding schools; the ex-elementary pupils were to be assimilated into the casting system, the assumption being that those selected to go on to the secondary school were fitted to enjoy the facilities there provided. This assumption will call for some discussion later on. There is another point to be noticed here, and that is the growing demand for utilitarian subjects and a generally utilitarian education.

By this time it was realised that girls could and must earn their living in various ways, and not only, as at first seemed to be assumed, by becoming teachers in the same sort of school in which they had been taught; therefore, it was felt, they must be equipped at school

with the necessary subjects. Moreover, there was a general demand for the wider curriculum, subjects such as science (in all its branches) and geography (beyond the mere "use of the globes") had to be included. Domestic subjects also claimed a place, and even, at last, commercial subjects. The results are a terribly overcrowded curriculum, a struggle between specialism and the need for a good general education, undue pressure on the individual pupil.

But the additions have been made gradually, by means of an expansion here and a pinching there, without any comprehensive scheme. The girls' schools have never paused and really faced the growing difficulty. In the boys' public schools some effort has been made to organise. There has been, for instance, the division into "sides," and it has been recognised that a boy must concentrate, e.g., on classical or scientific subjects. This is, of course, a danger, and has led to the charges of narrowness levelled against one another by the champions of these subjects. In girls' schools the dread of specialization has outweighed the difficulty of including all the subjects, and nothing very definite has been done. The idea still has been that all subjects shall be "class subjects," and that all normal pupils shall take them all, allowing, perhaps, a choice between German and Latin as a second language, or between domestic subjects and chemistry. The failure to meet these difficulties and provide definitely for the new needs has been largely due to lack of material resources: new buildings for extra classes and divisions could not be erected for want of money and space; the salaries for additional teachers were not forthcoming; even the necessary classification and subdivision of existing pupils and subjects was not possible because of the want of teachers and of rooms. And thus has come about a state of affairs that only drastic changes can really ameliorate; superficial modifications are quite inadequate. The time has come when a clear sighted reorganization of education on broad lines is absolutely essential; organizers and teachers must open their eyes to the facts of the case and shake themselves out of the "ruts" and "grooves" in which they are so prone to move.

It has been noted that the social class from which the type of school in question draws its scholars has distinctly changed in the last twenty years. It is impossible to ignore the fact that girls from poor homes, whose parents have not been educated (in the accepted sense of the term) do not need and cannot fully profit by the same kind of schoolwork which has been so far considered suitable for the daughters of "educated" parents. There is no snobbishness or exclusiveness in this view of the case—as a matter of fact it has been recognised in schools for the wealthier classes that a great many girls are not fitted intellectually for the kind of work done in the past. This kind of work may be very valuable and unquestionably is so for those who can profit by it, but education does not exist *in vacuo*; it is nothing apart from the person educated and the important thing is to discover the best way of helping the person to develop. This can never be done by shutting the eyes to facts: a quite small percentage of the children attending school have an *intellectual*

interest in their work—the idea of liking and enjoying lessons for their own sake is alien to the majority. No doubt there is in every school a minority which forms, as it were, the flower and fruit of the school plant, and the tendency is to judge a school by its success in examinations and the number of pupils it sends to the Universities; but this is a fallacious test and leads to the mistake of ignoring the bulk of the pupils, who never reach the top of the school but leave at the stalk and leaf stage without developing any fruit. The metaphor is an awkward one, but draws attention to the flaw in the system. By all means must the intellectually capable minority have the opportunity of which it can make use, but the 75 per cent. of pupils who need different treatment must not be sacrificed to this end. There seems a danger that the new regulations establishing “advanced courses” in the higher secondary schools will accentuate the tendency to consider the minority at the expense of the majority. It must be remembered that there are as many children below the average as there are above it, and that by the present régime they (and even the average pupils themselves) are gaining very little benefit from their schooling.

To pursue the social aspect of the problem: we cannot get rid of the class difficulty so long as we maintain the distinction between primary and secondary schools as it exists at present. The distinction must be one of curriculum and method, not of persons. All education must come under one comprehensive system, and within that system the organization must be far more elastic than anything we have had up to now. A few pioneer schools have led the way towards the kind of reform needed, but these have depended on private funds and have been out of reach of the mass of children. It has been recognised that those who are actually deficient in mind or body must receive differential treatment at the public cost. Surely it ought to be equally obvious that the normal child needs room and opportunity to develop on its own lines and cannot conform to what is called the average type without loss of power and originality. The community must realise that individual loss is communal loss and that money spent on true education is the best investment that society can make.

(To be continued.)

Salaries in London.

The salaries of London teachers were dealt with by the Burnham Committee at its last meeting on April 16th, as a matter of urgency. A scale for class masters was agreed to, after prolonged discussion. The Committee met at 10-30 a.m. and did not separate until 6 p.m. The terms of the agreement were communicated to a conference of London teachers' organisations on April 17th, and it was agreed there should be no further consideration of independent action until the terms of the full scale were known. The conference expressed its confidence in Messrs. Folland, Bentliff, and Sainsbury, the teacher representatives on the Burnham Committee, with whose report they were satisfied. The “carry over” agreed on is completely satisfactory and will ensure acceptance of the scale by the majority of London teachers.

CHRONICLE OF EDUCATION.

- April 22—90th birthday of Miss Emily Davies, LL.D., the founder of Girton College, Cambridge.
- April 24—Meeting in the Prince's Hall, Burslem, of the North Staffordshire Association. Address by Mr. J. L. Paton, M.A., High Master of Manchester Grammar School.
- May 5—Third education conference of the Westerham and District Arts and Crafts Society held at Ightham, in Kent. Exhibition of embroideries. Address by Miss Pesel (Bradford) on the teaching of embroidery.
- May 7, 8—Conference of the Education Society for the South-West at Exeter. Addresses by: Dean Inge on “Plato and Educational Ideals”; Mr. G. H. Grindrod on “Edward Thring of Uppingham”; Mr. G. P. Dymond on “The Importance of Grammar in Teaching English”; Dr. P. B. Ballard on “Mental Tests.”
- May 10—Reading competition for blind readers at the National Library for the Blind.
- May 13, 15—Conference of the Food Education Society at Manchester, on the prevention of diseases of the teeth.
- May 15—Conference of representatives of national associations convened by the Teachers Registration Council to express a desire for legislation ensuring that teachers shall be consulted on education questions. Sir Michael Sadler in the chair.
- May 24—Conference of National Association of Head Teachers.
- June 11, 12—46th Annual Conference of Association of Headmistresses.

Some Appointments.

General Sir Arthur William Currie, G.C.M.G., K.C.B., as Principal of McGill University, Montreal, in succession to Sir Auckland Geddes.

The Hon. W. N. Bruce, C.B., as Second Secretary in the Board of Education.

Professor H. J. W. Hetherington, of Carliff University College, as Principal of Exeter University College, in succession to Principal Clayden.

Rev. G. H. Dix, M.A., Vicar of St. Luke's, Kew Gardens, as Principal of St. John's College, Battersea.

Mr. Harry Norwood, as Senior Assistant Education Officer to the Birmingham Education Committee.

Mr. H. Whalley, B.Sc., as Director and Secretary for Education under the Darlington Education Committee.

Miss Ethel Hutchings, of the Aske's Hatcham Girls' School, as headmistress of the Barnett School, Hampstead Garden Suburbs.

Miss Charlotte Smith, B.A., Senior Mathematical Mistress of the Redland High School, Bristol, as headmistress of the Wakefield Girls' High School.

Mr. George F. Morton, M.A., B.Sc., as headmaster of the Leeds Boys' Modern School.

Rev. D. J. Bowen, M.Sc., as headmaster of Ruabon Grammar School.

Mr. W. P. Dodd, B.A., as headmaster of the Colwyn Bay Secondary School.

MELEAGER OF GADARA.**Poems of Manhood.**

Aphrodite and Eros, the mother and son, are of all the gods to Meleager by far the most real. But Eros with him takes a double shape. In the poems of youth he is in the slim adolescent such as the Athenians knew him, embodied in the statue of Praxiteles and Lysippus, the type to them of romantic beauty. In the poems of manhood Meleager follows the new conception of Eros as a laughing child which the Alexandrian poets of the third century first invented, a conception of no small importance both in the history of art and of morals. To this new creation of fancy the baby Cupid that we see in the Pompeian frescoes, Meleager devotes a series of poems.

Love's Lineage.

What wonder is't if Love, the bane of man,
Has weapons three to work his cruel plan.
The mother from whose womb he came to life
Was bride of Fire, and paramour of Strife,
Herself fierce Ocean's child, lashed by the breeze,
Without a father rising from the seas.
And so from husband, lover, and grand-dame
Her son's rough laugh, bold eyes, red arrows came.
Thalatta's temper his, Hephæstus' fire
And shafts of Ares stained with blood and mire.

A.P. v. 180.

Love the Dice Player.

Upon his mother's breast
I saw young Cupid play.
He would not let her rest
Though yet 'twas scarcely day.
He shakes the dice : my life the stake :
Nor cares he if my heart should break.

A.P. xii. 47.

Love's Punishment.

I'll burn your bow, bold lad : by Love I swear
Your quiver too with all its Scythian gear.

I will indeed, though now you sneer and cry ;
That empty laugh shall soon be turned awry.

I'll break your pinions winged with passion fleet,
And fasten brazen fetters on your feet.

But yet methinks a doubtful prize I win,
To let a wolf my fenced heart steal within.

Nay you are victor. Quick, your sandals take
And fly away some other heart to break.

A.P. v. 179.

Love's Fire.

" O cruel, cruel Love." Yet why
Should hapless lovers sob and sigh ?
The lad grows strong as you revile
And greets each menace with a smile.
Our Lady rose once from the grey green main,
Her child, oh wonder, burns in every vein.

A.P. v. 176.

Love for Sale.

To Market with him—though he sleep
Upon his mother's breast.
To market with him : I'll not keep
So insolent a pest.

Glib, unabashed, swift glancing, wild,
A monster void of shame ;
His mother even fears her child
As one she cannot tame.

Sly-faced is he, with wings close pressed
And nails that scratch and smart ;
While tears fall fast in grief distressed
A smile his lips will part.

So quick to market send him down,
To see if one will buy.
Is any merchant leaving town ?
Let him come here and try.

But no, I cannot sell him. See,
He begs with tears all wet.
Be not afraid : you'll stay with me
And be my Zeno's pet.

A.P. v. 178.

Hue and Cry for Love.

My Love has gone astray,
This very morn he left me.
The wild lad flew away,
Of sleep bereft me.

His back two wings uprears,
His hand a quiver peerless,
Sly smiles he sends, soft tears ;
Glib, swift and fearless.

You ask whose son is he,
I cannot guess it even ;
None owns him, neither sea
Nor earth nor heaven.

All hate him : even now
Beware the ways he's going.
He's snaring hearts, I trow,
For men's undoing.

Hist ! there in archer's guise
I see him taking cover.
He hides in Zeno's eyes :
My search is over.

A.P. v. 177.

F. A. WRIGHT.

OUR GLOOMY EMPIRE.

BY RICHARD WILSON, LITT.D.

"Like Mr. Birrell, I hold the whole tribe of teachers and examiners in abhorrence, and I hate to see them annexing fresh domains to their gloomy empire."—
"Penguin" in the *Observer*.

THESE words were written in a notice of a school book which consists of an annotated edition of a story which was written for pure delight. "Their gloomy empire!" One wonders whether it is a true bill.

Let us pay our candid critic the compliment of probing somewhat deeply. I do not think he refers to the general atmosphere of modern schools. In lower schools at all events, before the examination ogre has cast its shadow before, present day work is bright and varied enough; and in the best of our elementary schools the day goes with a swing and a smile. There is little gloom in this department of our educational system.

But there is something deeper. The teacher cast of mind is sombre, if it is not exactly gloomy. The explanation is simple. Poor pay, poor prospects, little or no appreciation on the part of a public which cares less than nothing for intellectuality, and occasional brickbats like the above—these things make for gloom. Mark Tapley was never a teacher. Nor, speaking without reference, was Job.

If he chooses, "Penguin" can help, "in his small corner," to dispel some of the gloom. So also, can Mr. Birrell. And the Treasury can do something.

But when these wrongs have been righted we shall still be too serious if not gloomy. The habit is engrained. A friend of mine recently took a class in English Literature as war service, and by dint of his own personality and a beautiful voice, made his pupils revel in Tennyson. By came an inspector, whose name was Strong, or something else of equal moral rectitude.

"Have you a syllabus?" asked he.

"I have one in my head," was the somewhat flippant reply.

"Can't you write it down?"

"Yes, in four words," and taking up a piece of paper the "teacher" wrote, "The Poetry of Tennyson."

"I'm afraid," said the mentor, "that we cannot accept that as 'English Literature.'"

The temporary schoolmaster smiled, thinking that he had met a man whose critical faculty was rightly developed. But a glance at the other's visage, "creamed and mantled like a standing pond," dispelled these hopes, and he came back to earth with a bump.

Further conversation of a somewhat stilted and strained character revealed the fact that in order to obtain a grant it was necessary to show a detailed syllabus covering a definite period, and that in the inspector's opinion a general survey of the whole field should have been made as a preliminary to the more detailed study of a few great authors. The pupils were young work-people, clerks, and others, who wished to know what to read. Resisting a strong inclination to

feel the inspector's bumps, my friend brought the interview to as rapid an end as his subordinate position, as an educationist, would allow.

The gloomy empire, with a vengeance! It is not surprising that boys and girls have no further use for school when they have reached the period at which the law gives them liberty. And unless the new Continuation Schools fall outside the "gloomy empire" they will prove the most complete of all our national failures.

Perhaps we shall all learn something from the coming experiment, and it is to be hoped that those teachers who engage in Continuation work will make widely known at conferences and through the educational papers the practical results of their efforts—their failures and their successes. These results may possibly have a beneficial effect upon the whole of the educational system, for Continuation teachers will be forced by circumstances to make an entirely new Orientation—the objectionable phrase is here excusable because of its aptness. We do not associate gloom with the Orient.

No man, or woman, can dogmatise on Continuation Schools, but I imagine that the root of the matter lies just here—the pupils will be in touch with real life during the greater part of their waking hours, and they will require educational treatment from that point of view. The old and gloomy examination tradition must go by the board. New ideas of reading, poetry, geography, history, music, drama, dancing, picture-study, drawing, architecture, mathematics, science, citizenship, touring, painting, debate must be formed and dinned into gloomy official heads. To take only one example—why should the teaching of music mean the compelling of each and all to become indifferent gloomy executants? Why not, for the majority, an intelligent training in appreciation, the making of happy listeners? What places of delight our somewhat gloomy concert-halls would become!

But we need new apostles of method, and until they appear perhaps the rest of us had better keep to safe ground and teach shorthand, typewriting, salesmanship, accountancy, advertising, dressmaking, and cookery, as well as the "civics" of Bumbledom. One can draw up a sensible "syllabus" on these things, and a sensible examiner can examine upon them in the manner which belongs unto his peace.

The N.U.T. leaders outlined an excellent scheme of training for prospective teachers at Margate, but they missed out one article in the new requirements, namely:—Every teacher must spend a full year actively engaged in some branch of commerce. The war made many teachers business men and women, and if I were an official I should seek them out for the new Continuation Schools. They know what the employer wants, and how to give him the right sort of worker. They know also why the world thinks them gloomy. Some of them have remained in business—which is a pity.

Stopford Brooke's posthumous book, *Naturalism in English Poetry*, has just been issued by Messrs. Dent. In this volume Stopford Brooke traces the development of natural representation in English poetry from its early beginnings down to its fruition in Burns and Wordsworth.

THE ERBLIS' GRANDSON.

BY E. M. CHANNON.

We were searching (vainly) for acorns; and he desisted from his occupation of road-sweeping to tell us why there were none. "Not ripe, they aren't yet, hardly; and wants a good wind to bring 'em down."

We were about to turn regretfully away, with thanks; but his information proved to be by no means at an end.

"Not many oaks about 'ere. That tree a little farther along, that's a *French* oak: little sharp-pointed acorns, that has. Vallable things, acorns!"

We assented with a vague politeness. (Surely one feeds pigs on them—or something of the sort?)

"Keep 'em till they're dry—dry enough to rattle," he told us vigorously; "and then, if you have a looseness"—he poked himself in the lower chest, to indicate his meaning with a suitable delicacy—"take a teaspoonful: the best medicine in the world—wonderful! Or, for a child"—looking hard at the youngest of us—"as much as will lay on a threepenny piece. Not heaped up, mind yer! just laying."

We thanked him; and asked, mildly curious, how he had come by his knowledge.

"An Indian woman," he informed us confidentially, "told my grandmother. Ah! and some other useful things she told, too. My grandmother, she was a Erblis."

He said the strange word with so much pride that it was a delicate matter to ask for a translation. We racked our brains in a vain silence. With the Indian woman for a clue, we tried madly such cognates as Eblis and Urdu; but they wouldn't do at all. Nor did he, on a more careful inspection, show the least trace of a touch, however small, of the tar-brush. From his sponge-bag cap to his solid boots he was uncompromisingly British, and his chin proclaimed aloud that it kept to the good old British rite of shaving on Sundays only. The solitary Oriental suggestion about him was conveyed by his nails, which agreeably recalled the great Chu Chin Chow of China; but that might have been accidental. It was no good. The awkward question must be put.

"What was your grandmother?"

"A Erblis," he replied. There was no doubt about the word, for he said it distinctly and with pride.

"Oh—ah—yes!"

He was blissfully unconscious that he had been in the least obscure; but luckily the subject was so dear to him that he went on to enlarge upon it.

"Collected 'erbs, she did—knew a lot about 'em. Dandelions, now! You just take nice green young leaves of a dandelion and boil 'em—same as you would spinach—throw away the body of 'em, and bottle it. Finest thing in the world for children!"

"Ah—a tonic!"

One felt on firmer ground here, recalling many a prescription that had included Tarax among its mysteries.

"A tonic—that's it. You see a spot on a child's hand"—he sharply scrutinised the youngest of us; but we were not wearing spots at the moment—"and off you goes to the chemist or the doctor. Don't you go for to do it! Give 'em dandelion."

We thanked him, and would have left it at that; but he suddenly embarked upon a flood-tide of reminiscence.

"My grandmother—she was a Erblis, I told you—she brought us up: all four on us. My mother, she was a lady's maid, and travelled with Lady McOstrich—you'll know the name, I daresay?"

Unwilling to argue ourselves unknown, we murmured what might pass for an assent. We knew, at least, our Wee Macgregor.

"Well, when I came to land myself upon the world, Lady McOstrich says to my mother: 'You take and send him to his grandmother, and you keep on with me.' So that was what my mother did."

Our murmur this time might pass for polite interest; we were, in reality, calculating the nearness of lunch time.

"Then, when my eldest sister, *she* came to land herself upon the world"—he obviously valued the phrase, for he rolled it pleasurably upon his tongue—"the same thing happens again. So my grandmother, she brought up the four of us."

It seemed impolite to break away. We said a vague something about the arrangement being rather hard on both mother and grandmother, and sought to move on with that generality; but he grappled us to his soul with hooks of steel.

"Hard—you're right! We called our grandmother Mother, and our grandfather Father; and, when my mother came at last to take us away, we didn't want to go. Yer see, we'd been *well* brought up. People nowadays don't bring up their children—d'ye know what I calls it?"

We did not know, or want to know; but that was of no account.

"Drags 'em up—*drags* 'em up—that's what I calls it."

He made such a triumphant pause that we attempted to seize it for flight; but he was upon us again like lightning.

"It's in at the publics the moment they're open," he cried—so violently that he filled my innocent soul with a harrowing sense of guilt, though I might swear, with my hand on my heart, that that had never been one of my failings. "It's standing at their doors all day long—gossip, gossip, gossip! while the children plays in the streets or where you please—under the horses' feet, under the motors' wheels—"

With a dramatic suddenness, the motor of his parable dashed round a corner and made straight for us—it's destroying wheels missing the second of us by a hair's breadth, while Tertius lifted up a terrified voice and roared aloud. An agitating moment—but it had at least effected that much-to-be-desired separation. I could cry: "Good-morning!" from a safe distance. We were free; and not so very late for lunch, after all. But, alas! we shall hardly dare to go acorn-hunting in that neighbourhood again.

SUBJECTS AND METHODS.

Open Air Education.

II. SURROUNDINGS.

A FEW Authorities, notably Derbyshire and Carnarvon, have devoted considerable attention to making one or more of the classrooms in their newer schools so that one or two sides may be thrown open to the air. The Infant School at North Wingfield, under the former of the two Authorities, is especially interesting, with its system of heating by pipes under the floor of the classrooms. The plans of this school were published in "The Builder" for September 19th, 1913.

The Residential Open-air Schools are usually situated in the country, some distance from a town. Most of them owe their origin to private effort, and are only partially maintained or supported by Local Education Authorities, though all of them are recognised by the Board of Education and receive the grants paid to Special Schools. A few, however, have from the first been the outcome of the energy of the Local Authorities, e.g., Liverpool. Some have grounds of a few acres extent—all have fields, open country, sea, and in some cases woods as well, close at hand. Some were originally gentlemen's estates, which have been bequeathed to or bought by the City for educational purposes.

In the matter of surroundings the residential schools have, as might be expected, a great advantage. Where daily transport to and from the schools has to be arranged for, the schools must necessarily be situated on the outskirts of the town or city, within easy access of the tram terminus, or within the town itself in parks or open spaces.

Shelter from the north and east is sought in all cases. Sometimes (as at Youngsters' Mount, West Malvern) this shelter is obtained by the natural formation of the land, in other cases (e.g., North Shields) trees and high walls give the necessary protection, occasionally the buildings themselves have to supply it.

The altitude naturally varies very much. The highest school seems to be that at Delph, near Oldham, some 1,200 feet above sea level, among moorland and hills. Youngsters' Mount is 700 feet, Aberdare 600 feet, Bradford 425 feet, Plymouth 300 feet above sea level, while others must be considerably lower (e.g., Ogilvie Recovery School at Clacton-on-Sea, the East Anglian Sanatorium School at Nayland, in Essex).

Altitude of course affects the length of time the schools can remain open during the year. Youngsters' Mount has to close from January to the end of March; for there the children are never in a closed room except for baths. The School for the Blind and Deaf at Stoke-on-Trent is open for seven or eight months a year, the chief enemy to open-air work in that part of the country being the prevailing fogs. On the other hand, the Surgical School at Baschurch, the East Anglian Sanatorium, and the Ogilvie Recovery School are open all the year round. Many of the day schools report work for the whole year, e.g., Uffculme (Birmingham) Burnley, Dyfatty, Kettering, Cambridge, Aberdare, Norwich (also resident), Lincoln, Bristol, and Plymouth. The last-named is open for 50 weeks and on Saturday mornings, in addition to the ordinary school days. Dyfatty reports a closing for one day only during the last six years, the cause on that occasion being a snowdrift. Most of the schools are open for at least six months of the year, but the Camp School on Morecambe Bay, maintained by the Keighley Education Authority, is open for five months only. The hours vary from 8-30, 9-0, or 9-30 a.m. to 5-0, 5-30, or 6-0 p.m., with in some cases an earlier closing time of 4-30 or 4-45 p.m. in winter. The children usually spend the whole of this time out of doors, with the exception in some cases

of meal times. Burnley, however, gives three hours as the average time out of doors in winter, Norwich from two to four hours, Dyfatty five and a half hours summer and winter. Many answers to the questionnaire on this point merely state that the length of time depends on the weather. It would appear that more careful investigation as to the amount of time which can be profitably spent out-of-doors in this country might yield results in some cases astonishing. The children are said to stand the cold very well when suitably clothed; damp and fog are deleterious.

(To be continued.)

Music Syllabus for a Girls' Secondary School. By J. TURTON SMITH.

KINDERGARTEN.—DAILY LESSONS OF 20 MINUTES.

THE work to be entirely untechnical and consist of Musical Games, Nursery Songs, etc. Marching, Clapping and such ordered Rhythmic Movements. Children should recognise music as Loud, Soft, Quick, Slow, Sad, Joyful, etc., and indulge freely in such impromptu movements, gestures, or play as it suggests to them. A band of toy percussion instruments would be useful.

FORMS I AND II.—SINGING IN JUNIOR CLASS : 1 PERIOD. MUSIC : TWO HALF-HOUR LESSONS.

MUSIC.






Time.—Recognition of pulse and accent; one, two, three, four, and half pulse sounds in duple, triple, and quadruple times, with marching, clapping, stepping, beating, and such rhythmic movements as may be devised. For rhythmic movements exercises such as Keighley's "First Steps in Rhythmic Gymnastics," Nos. 1, 2, 3, 4, 5, and 7 are useful. These tunes should also be sung to the French Time Names, the class beating time.

Tone.—Recognition of pitch and tonality in the following stages:—Doh, Doh-Soh, Doh-Me-Soh; replicates; Ray and Fah (first as passing notes); Te; Soh chord; Lah; Fah chord. Easy Modulator Voluntaries on these. The various notes as they are introduced should be illustrated in simple phrase lengths, leading to a recognition of the "Halfway" and "Home again" effect in musical sentences and the children should improvise and sing answers to very simple phrases played or sung by the teacher. Simple songs constructed on the sounds introduced should be learnt and sung at each stage and afterwards sung to sol-fa syllables and the time-names, the children beating time. These tunes should be in simple phrase lengths, end on the Tonic, and be accompanied by simple chords on the piano.

Simple dictation of pitch (children write sol-fa letters).

FORM III B.—SINGING IN JUNIOR CLASS : 1 PERIOD. MUSIC : 2 PERIODS.

MUSIC.

Time.—As in Forms I and II with  in 6/8 time (tataite),  (ta-atai),  (tafatefe),  (tafa-tai),  (ta-tefe).

One, two, and three pulse rests, all illustrated in suitable rhythmic movements. Notation and dictation of these time figures.



Tone.—The ground covered in Forms I and II should be carefully revised and established and the chords at the ends of the phrases emphasized; i.e., Dominant chord at halfway and Tonic at end of sentence. Add chord of Ray (Minor Chord). Singing answers to phrases given by the teacher (may be prepared as home work). Voluntaries on Sol-fa and Staff Modulators. Explanation of Major Scale. Simple dictation of Time and Tune on Staff in keys of C, G, and F.

Preparation.—Notes on lines and spaces in G and F clefs; writing answers to given phrases; practice in Notation.

Form and Design in Music.—Recognition of Phrase, Sentence, Balance of phrase with phrase, simple Binary and Ternary in songs sung in the singing class. This could well be done in that class.

FORM IIIA.—SINGING IN INTERMEDIATE CLASS : 1 PERIOD
MUSIC : 2 PERIODS.

MUSIC.

Time.—Add  (ta-efe) in simple time,  in compound times, half pulse and one-third pulse rests.

Tone.—Recognition of Submediant and Mediant chords; Perfect, Imperfect, and Interrupted Cadences; Masculine and Feminine endings in phrases; Chromatic notes; Modulation to Dominant and Subdominant keys.

Singing and writing phrases and sentences containing chromatic notes and sentences modulating to and from Tonic Dominant and Subdominant keys. Introduction of Minor Key. Minor Scale. Recognition of Tonic and Dominant chords in Minor key. Sight singing from Staff in Major and Minor keys with all the time figures learnt. More advanced dictation of time and tune together and harmonising the cadences of simple melodies.

Preparation.—Writing phrases and sentences and harmonising cadences as above.

Form and Design.—Simple Binary and Ternary, illustrated by songs and dances learnt and by suitable music played by the teacher—Mendelssohn's *Leider*, Grieg's *Lyric pieces*, etc. (Music might be played to the class to stimulate imagination and the children be allowed to draw or write any impression the music gives them.) Rhythmic movements to take the form of a study of the dances of various national English Folk Dances and be done in a separate lesson (as drill or gymnastics).

FORM IVB.—SINGING IN INTERMEDIATE CLASS : 1 PERIOD.
MUSIC : 2 PERIODS.

MUSIC.

Time and Tone.—Spend some time revising and establishing the work done in the lower form. Realisation of Common Chords in Minor key and Inversions of triads in Major and Minor keys. Passing notes and unessential discords (*appoggiaturas*). Harmonising simple chants and the cadences of melodies at and away from the piano. Invention of melodies with modulations to related keys. Sight singing in Major and Minor keys with free use of chromatic notes and modulations to related keys. Dictation of easy phrases and sentences in various keys and harmonised cadences.

Appreciation.—Lessons on Minuet and Trio, Rondo, Suite, etc.

Preparation.—Harmonisation and invention of phrases as above. Setting simple stanzas to music. Transposition of time, *i.e.*, music written in 2/4, 3/4, 4/4, etc., to be re-written in 2/8, 3/2, 4/8, etc.

FORM IVA.—SINGING IN SENIOR CLASS : 1 PERIOD.
MUSIC : 2 PERIODS.

MUSIC.

Revising weak points in previous work. Inversions of triads. Dominant 7ths and inversions. Sequences and Melodic Design. Harmonising chants and hymn tunes at and away from the piano, including creative work. Augmented and Neapolitan 6th chords. Simple counterpoint in two parts.

Preparation on the above.

Appreciation.—A definite course leading to an appreciation of (a) Sonata, (b) Fugue, (c) The Orchestra.

FORMS VA and VB.—SINGING IN SENIOR CLASS : 1 PERIOD
MUSIC : 2 PERIODS.

MUSIC.

The class to take the form of a Music Study Circle and work through a book such as Colles' "The Growth of Music." The illustrations to be supplied by the class (prepared beforehand) and by Gramophone Records; or
FORM VB.—THE OXFORD "JUNIOR" SYLLABUS : 2 PERIODS
FORM VA.—THE OXFORD "SENIOR" SYLLABUS : 2 PERIODS

Singing Classes.

JUNIOR.—FORMS I, II, III B.

Voice Training.—A few simple Breath and Voice Exercises to establish natural and easy breathing in singing, pure tone and easy production of voice on the principal vowel sounds.

Enunciation.—The consonants P B, T D, K G (hard), F V, M N, etc., after the principal vowel sounds in speaking and singing voice.

Songs.—Folk, National, and simple Art songs.

INTERMEDIATE.—FORMS IIIA AND IV B.

Voice Training.—A couple of exercises for development of vowel quality, flexibility of voice and clear enunciation. (Vowel quality and enunciation can be combined in one exercise.)

Songs.—Unison songs :—Classical and Modern British. Rounds, two-part canons and easy two-part songs.

SENIOR.—FORM IVA UP.

One or two suitable voice exercises. Unison, two and three-part songs from standard works (suitably arranged if necessary) and modern British composers.

It would be a good plan if in the lower school ten minutes were given on alternate mornings to a few voice exercises; the singing voice one morning and the speaking voice the next, with exercises in enunciation. This could be done in the form room and would ensure good voice production and distinct speech throughout the school.

In drawing up a syllabus of music to be played or sung in the classes the teacher should bear in mind that other subjects in the curriculum can be made more interesting through music.

Impromptu singing might take place frequently; a call for a song in the middle of a trying lesson should meet with a ready response and have a bracing and stimulating effect in the form room.

In the winter term lectures musically illustrated and informal music makings by pupils and staff might take place.

A School Orchestra and Musical Society should be a permanent establishment.

Things that Matter. By ELSIE A. FIELDER.

It seems only natural to me that we, as teachers, should from time to time, and as our experience and, alas too, our rather precious time allows, throw out suggestions which are likely to be helpful to one another. With regard to accounts of teaching experience, especially those relating to experimental work, the more the merrier we shall all agree! It is with this optimistic feeling that I shall very humbly—but not 'umbly!—endeavour to give an idea of what I consider to be the most important subject which has a place in nearly every school programme.

I can hear someone hoping it is Arithmetic. Another someone hits upon Geography, another on History, someone on Art—all doomed to disappointment, for it is only Scripture, just the New Testament and the Old Testament. I am scarcely a specialist in the subject, so do not condemn

me as narrow or selfish before you have heard me out, though I am finding religious teaching more interesting than any other part of the curriculum, at present.

We are helping the child to develop and we realise very clearly that he may grow either toward the bad or toward the good, *i.e.*, to the devil or to the God. Naturally we want our children to be good children and to grow up good men and women.

Do we realise, though, that this is the entire aim of our work? There should be no other. Cleverness is subsidiary; it is only desirable if it helps the child to become a better man. A clever bad man is worse than a stupid bad man; a clever good man is more powerful than a stupid good man. In all our contact with life there is the choice between good and evil, bad art and good art, bad books and good books, and so on. The wider and deeper our knowledge of the earth and its treasures the more exactly can we tell the work of the God from the work of the devil, and it is for this reason alone that the various branches of knowledge are very desirable. Whether we are professing Christians or no, it matters not in the least in this case, for, at any rate, all teachers hope and strive with varying degrees of zest for Right. If there are any who care neither way it were better that the millstone . . . But no criticisms here—we get too many from folks who do not appreciate the difficulties of our work, or the fact of our humanity perhaps. Whether we have any definite religion ourselves or no, it is best to try to bring our children up having a rather well-defined one, for they are simpler than we, and can scarcely write without lines, so to speak. Christianity is a religion based on Love, and as such it is the most beautiful religion known to the majority of English people, so it would seem to be the best influence for our children, whatever we may be ourselves—so-called atheists, radicals, or what else. I am trying to be very fair to such people; I am not trying to persuade them to do contrary to their honest ways of thinking, for that would be poor sad work for them to give.

Having assumed, then, that we are eager for the child's religion to be a very real one, we must remember that it is foolish to expect a quick mushroom growth—fungi perish as quickly as they spring to life. We want the child's religion to be a real one, otherwise he is as well without it. Neither do we want it to suffer serious checks as the child grows—that has been the experience of so many adolescents as the result of careless teaching of the Bible. In other words, we ought not to give the child anything to unlearn as he advances in age—*e.g.*, that Genesis story! It need not be taught as the Adam and Eve tale. Quite young children can be told that people had to be taught simply in those far-off old days, just as we should have to teach savages now. The "days," too, can be shown to be thousands of years, for surely the wonder of creation is greater understood so than if it is believed to be the lightning concern of a week?

My experience with young children tells me that there is much in using everyday language when making comments on the passages read from the Bible, though no lesson should, I think, be allowed to pass without a part of a chapter being read straight off, if only for the sake of the child's becoming acquainted with the beautiful language of the Bible.

Then, too, there is sometimes a humorous side to a story—*e.g.*, the "dressing up" of the Canaanites when they played a trick on the Israelites (Joshua 9, 3-27), the mouldy bread, and the old wine-skins. It is a pity to stifle a laugh; have it out—where's the harm? At all events encourage honesty of thought. Questions arise in the child's mind concerning, for example, the justice of a wholesale slaughter of a heathen tribe. The teacher should have spent much thought on these things before the lesson.

Paterson Smyth's books have been of very great value to me personally; I strongly recommend them to the notice of teachers who are not already familiar with them, though I suppose no one would care to follow slavishly either the teaching or the method of someone else's book. The teacher herself must be honest in thinking things out.

At most schools, too, there are hymns, and there are prayers. Of the former let it be said that the books want very much weeding. What a number of children's hymns there are about that oh, so solid "heaven"! White-robed children and streets of gold, and apparently nothing to do. Does one really believe, or hope, that is to be the end of us? There is such a final atmosphere about it! It is so horribly material. Oh, do let us realise that our bodies are but serving our souls. We want some day to realise a spirit world.

With regard to the singing of sacred songs there comes to my mind the day last term when my own little people (30 or more, under ten years of age) sang the psalm they had learnt during the term.

We are a P.N.E.U. School, and the children have to learn verses from the Bible, and there is always a psalm among them; this was the only part of their delightful syllabus about which they were not really keen. So I suggested that we should sing the psalms when they had learnt them, because they are really songs. I chose one of the simple tunes we often use in Church, and we sang. The children seem to love singing the psalms now, and it all helps to simplify Morning Prayer on Sundays for them.

Perhaps it would interest those who teach in the Infants' School, or other Preparatory Classes, to hear of a little experiment which we tried with the younger children with regard to the opening of school.

Instead of letting the children repeat a simple prayer after their teacher, they were asked, while they were on their knees, what they would like to say.

Suggestions soon came:

" Bless all the mothers and fathers,"

" Bless the little cripples,"

" Take care of the people on the sea,"

" Bless the soldiers who can't walk,"—

and so on

The first morning the prayer was put into words by the teacher, and the children followed.

Then there was silence, during which the children prayed silently any little prayer they felt inclined, and then came the Blessing.

The next morning the children were asked again what they wanted to say, and the teacher asked if anyone would like to say it for them instead of her. A little boy volunteered, and he said it. He was only four and a half years old, and he treated it quite as a matter of course. Ever since then these children have said these prayers without suggestions from a grown person. If anyone saw their little serious faces, or heard their quaint little requests, their earnest murmurs of thanksgiving, I am sure they could not doubt that prayer time is something very real and sacred to the children.

This morning a little girl asked God to bless "the little Europe children"—the pupils have been sending clothes to the "Save the Children's Fund." Petitions for sick friends, prayers for fine days for birthdays, soldiers and sailors "wot's downed," are very common. I could never be persuaded to go back to the old way of letting children repeat prayers after me. It seems to me absolutely essential for the child's honour that he should realise his religion to be something that one cannot play at; he has got to be honest about it, and not hypocritical. If we can do anything to make the next generation less indifferent with regard to things that really matter, and more inclined to condemn all kinds of hypocrisy, we shall be doing good social work, I think.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The Burnham Committee.

Very substantial progress has been made in the "orderly and progressive solution" of the salaries problem since the last issue of these notes. There has been an agreement reached with regard to the number of scales necessary to a reasonable solution of the problem. A London area scale as modified in certain particulars to suit the L.C.C. service, has been published. Also good progress has been made in the construction of scales between the P.M.S. and the London area scale. From this it will be seen my forecast in respect of the number of scales above the P.M.S. was correct. There are to be four scales in all, viz., the P.M. scale, the London and Extra-Metropolitan scale, and two intermediate scales. Probably each of these scales will be applied in this way:—The P.M. scale to the purely rural county authorities, the next higher scale to districts partly rural and partly urban, the third scale to large urban and industrial centres, and the fourth—as indicated by its title—to the London and extra-Metropolitan area. It is not at all likely teachers generally will take kindly to four scales. The declared policy of the Union is one scale for the whole country, and members remote from the centre of decision will be asking what right the teachers' panel on the Burnham Committee have to depart from Union policy.

Theory and Practice.

The answer to the question is quite simple. They have no right unless by departing from such policy they are working in the interests of those whom they represent. To pass a resolution at a conference of teachers only is one thing, to give that resolution practical effect by securing its adoption in a conference of teachers and local education authority representatives is another and very different thing. It is theoretically demonstrable that the work of the teacher is equally valuable wherever rendered, and from that to pass quite naturally to the proposition that his work must therefore be equally rewarded wherever rendered. The N.U.T. Conference has arrived at that conclusion despite the fact that in practice, and until the Burnham Committee began its work, there existed almost as many rates of payment for teachers as there were education authorities. Evidently other factors than the value of the teachers' work had operated. Among these were: Varying attitudes of L.E.A.'s to education, local economic conditions, and prosperity or otherwise of the district. The Burnham Committee is endeavouring to secure a more uniform appreciation of the teacher's work and less variation of attitude to education. That it is succeeding in its endeavours in this direction there can be no doubt. The P.M. scale has been adopted or is about to be adopted in almost every area where scales of salary were not up to its level. That surely is a step in the direction of Union policy. Not even the Burnham Committee, however, can eliminate local economic conditions or the varying prosperity of different areas. In practice, therefore, it is impossible to impose the same scale on every local authority. Indeed it is questionable whether, even with four scales running, economic and local conditions can be met. In any case, though, it must be admitted four standard scales will be a tremendous improvement on the nearly 319 scales running in pre-war days.

The London (L.C.C.) Scale.

The Burnham Committee have agreed to the publication of the figures for class teachers in the London area, and

the modified scale for head teachers in the L.C.C. area. The figures are:—Class masters, £200—£12 10s.—£425; class mistresses, £187 10s.—£12 10s.—£340. The modified scale for head teachers is:—

Grade I.—Accommodation, 1-120; Increment—Men £15 Women £15; Maximum—Men £467 10s., Women £374.

Grade II.—Accommodation, 121-240; Increment—Men £25, Women £20; Maximum—Men, £510, Women £408.

Grade III.—Accommodation, 241-400; Increment—Men £25, Women £20; Maximum—Men £552 10s., Women £442.

Grade IV.—Accommodation, 401-560; Increment—Men £25, Women £20; Maximum—Men £600, Women £480.

Grade V.—Accommodation, 561 and over; Increment—Men £25, Women £20; Maximum—Men £650, Women £520.

The minimum for each grade is to be the salary reached as a class teacher plus a promotion increment of £25 men or £20 women per grade. Also, so far as the L.C.C. service is concerned, there is to be no "carry over," i.e., every teacher is to be placed in his or her correct position on the scale as from 1st April, 1920, and the "correct" position is to be the position each teacher would have reached had the scale been in operation during the whole period of service—"wherever rendered"—as a certificated teacher.

General.

The N.U.T. has been compelled to take "drastic" action in Worcestershire. The resignations of well over 1,000 teachers have been handed in, and the notices will have expired before this note appears in print. Whether the authority will have allowed that point to be reached is now known. At the time of writing agreement had been reached on all points but one. The Burnham scale had been conceded, but the authority still held out on one small matter, i.e., small in financial effect. They would not agree that teachers who had left their service since January 1st, 1920, should be paid what would be due to them under the "carry over" to the date of leaving. Mr. Willis Bund is an obstinate man, and, unfortunately, is allowed to mould the authority's policy.

The uncertificated teacher appears to be using political influence to secure service recognition as a certificated teacher. The Board of Education must be made aware in no unmistakable manner that certificated teachers will not tolerate the consequent lowering in value of their certificate by granting it to uncertificated teachers as a reward for long service.

Curricula for Continuation Schools are being drawn up, and January 1st, 1921, is contemplated by several L.E.A.'s as the "appointed day." The only difficulty is to find the teachers. The L.C.C. are sending their chief inspectors to the university to canvass for recruits, and day school staffs are likely to be further depleted by appointments from their number to the continuation schools.

In connection with salaries, an important matter will soon have to be decided. It is this:—In considering the point of scale at which a teacher on appointment is to be placed, is "service as a certificated teacher wherever rendered" to be interpreted as being limited to one type of school only? It is a matter which might well occupy the attention of the Teachers Registration Council. On its decision the unity of the profession very largely depends.

SCOTLAND.

The Advisory Council.

Towards the end of April the Secretary for Scotland, the Right Hon. Robert Munro, attended a conference in Edinburgh with the Advisory Council of the Scottish Education Department. Mr. Munro, addressing the meeting, referred at length to the constitution of the Council, its duties, and the formation of sub-committees. The numbers had been kept small, but it was felt that especially on the sub-committees work would be found for persons with special knowledge of or interest in a particular question to be discussed. While the nucleus of the Council was composed of representatives of Education Authorities, there were other bodies and persons whose opinions must be taken into consideration, and among these he included Universities and the whole body of qualified teachers, whose primary business in life was the furtherance of education, and who of necessity had the best knowledge of its practical requirements. It was of the utmost importance that members of the Council should regard themselves as co-workers with the Department, and assist in moulding educational policy. Among questions they would have to consider shortly, questions affecting the community as a whole rather than those of any one class, were the general scheme of educational organisation of the country consequent upon the raising of the leaving age from 14 to 15, and the consideration of the general organisation of day continuation classes.

The Training of Teachers.

The first meeting of the National Committee for the Training of Teachers was held in Edinburgh on 23rd April. Delegates were present from every Education Authority in Scotland. Mr. Munro, K.C., M.P., Secretary for Scotland, presided, and made reference to the work done by the Provincial Committees, whose place the National Committee now takes. The new Committee contains 47 elected members, and one of the first duties would be to elect a small Central Executive Committee, through whom the day-to-day work would be carried out. For this small Committee it was important that men and women of the right type, gifted with a broad outlook and sound judgment, should be chosen. Professor Darroch, Edinburgh, was elected President, and the following eight members were chosen to act on the Executive:—Provost Anderson, Newburgh; Provost Keith, Hamilton; Mr. Charles Sleigh, Aberdeen; Sir Richard Lodge, Edinburgh; Miss K. V. Bannatyne, Glasgow; Mr. J. H. Bell, Annan; Mr. Bertram Talbot, Roxburghshire; Rev. Robert Smith, Troon.

Important Circular.

In Circular No. 24, the Department intimate that 50 per cent. is the proportion of "approved expenditure" they are willing to pay to Education Authorities. "Approved Expenditure" does not, however, include payments towards teachers' salaries in excess of the figures laid down in the national minimum scale, nor does it take into account payments made in terms of the footnote to these scales, by which Authorities were encouraged to grant favourable terms to existing non-graduate teachers. This means that the whole of such extra payments must be borne locally, and has caused considerable irritation among teachers and members of Authorities.

Research Work in Primary Schools.

The Convener of the Research Committee of the Educational Institute of Scotland has issued thousands of test papers in Arithmetic and Composition, to be worked by pupils of Qualifying Classes. The results of these are being closely analysed with a view to determining whether any good results might be obtained from this mode of investigation. Teachers have taken up the matter enthusiastically, and it is probable that other tests will be set.

The King's Visit.

Edinburgh University Court announces that His Majesty the King will, on the occasion of his visit to the city in July, lay the foundation-stone of the new chemical laboratories. These buildings are now in course of erection on a site of about 115 acres, acquired by the University at Craigmillar for extension purposes.

A Good Example.

The Roxburgh Education Authority is prepared to repay the cost of Class Fees, Books, and railway fares incurred by teachers in its employ in attending the vacation classes at Edinburgh University. Evidence of satisfactory attendance and progress must be produced.

A Teachers' Experiment.

The teachers in Greenock and district have formed an Educational Library, and over 100 volumes have been purchased. A room in one of the schools has been placed at their disposal and in addition to the books, all the leading educational journals are to be obtained. The initial subscription is 5s.

The Late Dr. Bartholomew.

A distinguished educationist as well as geographer, Dr. Bartholomew, Cartographer to the King, whose death occurred recently, did much good work in Scotland. He was one of the founders of the Royal Scottish Geographical Society, and the chief author of its prosperity. He had a great deal to do with the establishment of the Lectureship in Geography in Edinburgh University, and it was in recognition of his services in this respect, and of his pre-eminence as a cartographer, that he received the honorary degree of LL.D. in 1909.

E.I.S. Congress.

A Congress of the Educational Institute will be held in Moray House, Edinburgh, on 4th and 5th June. At Friday's Session, at which Dr. Boyd, of Glasgow, will preside, the discussion will be on the Training of Teachers. The Vice-President of the Institute will be chairman at Saturday's meeting, and the Rt. Hon. Sir Donald Maclean, M.P., will deliver an address. Mr. H. S. Robertson, conductor of the Glasgow Orpheus Choir, will read a paper on "Music in the Schools," and sectional meetings will be held in the afternoon.

University News.

To the Lectureship in Italian Language and Literature at Edinburgh University, Mr. John Purves, M.A., has been appointed. Mr. Purves is a distinguished graduate of Edinburgh, and recently acted as Lecturer in English and Italian at the Army College, Cologne. For the Chair of German at Edinburgh, it has been resolved that no person be appointed Professor of German who is not of British nationality and British parentage. At Aberdeen it was agreed to approve the action of the University Court in instituting the degree of Ph.D. During the past year a large number of appointments have been made from Aberdeen University to other Colleges at home and abroad, and recently two more professorships fall to be added to the list. At Glasgow opposition to the new ordinance proposed by the University Court as to readers, senior lecturers, etc., has been expressed, and it has been decided that the ordinance should not be proceeded with. Considerable discussion took place regarding the medical curriculum, at a recent meeting of the General Council, and it was decided to approve of the Business Committee's report that in order to enable all students to start the medical course at the summer term, a leaving certificate examination should be held in December as well as in June, if suitable arrangements can be made. Among those to receive the honorary degree of LL.D. at a special Graduation Ceremonial on June 24 are Mr. Hilaire Belloc, Sir Robert Bruce, editor of the "Glasgow Herald," and the Lord Provost of Glasgow; while Bishop Welldon is included among the recipients of the Hon. D.D. degree.

EDUCATION ABROAD.

New Finnish University at Abo.

A sum of about 30 million kroner has been collected for the establishment of a University, chiefly for the study of medicine and science at Abo. Thus Abo will have two Universities, one Swedish and one Finnish.

The government of the Finnish University is in the hands of a delegation of 30 persons, under the chairmanship of Dr. Aleksi Käpy, President of the Court of Appeal.

Scandinavian Students' Congress.

At the fourth Scandinavian Students' Congress, which assembled at Lund (Sweden) on March 26, a resolution was passed in support of a proposal emanating from the Universities of Uppsala and Christiania that Chairs of Greenlandic Language and Literature should be established in the Scandinavian Universities. The Congress further recommended to the State authorities that the New Icelandic Language and Literature should be adopted as a subject of study in the Scandinavian Universities, as is already the case in the University of Copenhagen.

Queensland's Educational System.

Primary education in Queensland 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 at Gatton, Warwick, Gympie, Bundaberg, Mt. 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.

Rural Schools in Queensland.

In January, 1917, the Queensland Department of Public Instruction established a type of school new to Queensland at Nambour, and gave it the name of Nambour Rural School. By its establishment pupils have been enabled to acquire expert instruction and practice in trades and industries which will prove invaluable to them in rural avocations. In addition to the ordinary State school course the boys who do not aim at taking scholarships are taught carpentry and joinery, saddlery, plumbing, blacksmithing, and elementary agriculture. The instruction in these branches is not compulsory, but usually parents gladly consent to their sons' acceptance of such useful instruction. Though the scheme has only been in existence for a few years, the practical progress of many of the boys in the useful arts enumerated was little short of marvellous. The work accomplished by some of them was much better than that of the ordinary apprentice who has had two years' training, and this was so, although the total of hours in which they had engaged in any branch would not have amounted to more than an ordinary working week.

The Nambour Rural School is linked up for experimental and observation purposes with the Schools at Woombie, Mapleton, Yandina, and Buderim, at each of which places the agricultural course is much more comprehensive than the site of the Nambour school will permit.

In the girls' section, housekeeping, cookery, sewing, and dressmaking, fruit-preserving and jam-making, also laundry work, may be learned.

Pupils travel free on the railways, and the time-table fits in conveniently with school hours.

ART IN LONDON.

Exhibitions are thick on the ground these days, and it is more valuable, at a time when so many significant things are to be seen, to suggest an itinerary for those with a day of London leisure than to attempt analysis of any one of half a dozen important shows. Let me therefore, as though the galleries were statesmen in a panorama of some dream Coalition, name the personalities of interest from Right to Left.

Extreme Right: National Gallery.

The rearrangement of the principal religious pictures in the National Gallery is a personal triumph for the Director, who, having conceived the happy idea of treating the Rotunda as a home for the great altar pieces, has so hung the galleries which, in cruciform plan, lead into the domed centre space, that visitors receive a real impression of an Italian cathedral interior. In the central space the huge pictures, that formerly sprawled across the walls of rooms miscellaneously peopled, now enjoy the dignity and prominence that only suitable setting and sympathetic neighbours can give.

Right Centre: The Royal Academy.

As by no means a regular visitor to the Academy, I went expecting to find a welter of riddle-pictures, fashionable portraits, photographic landscape, vast commemorative daubs and—but this was the faintest of hopes—some slight trace of the influence of the War Museum Exhibition of last autumn when, for the first time, Burlington House opened its doors to the newest methods and the most extreme. Fact was at once an advance on expectation and a disappointment. The "literary picture" is largely absent; the portraits are fashionable but, in some cases, possess force and originality; the landscape is too slick and often empty, but it is far from photographic. On the other hand, only one small watercolour (1066 in the South Rooms) in this collection of fifteen hundred items gives any indication of the revolutionary experiments in technique that are commonplaces in most modern exhibitions.

Centre: Camille Pissarro.

The Leicester Galleries in Green Street, Leicester Square, have achieved a genuine Pissarro exhibition and there is not likely to be again so good an opportunity of seeing in quantity and quality the work of an utterly representative French Impressionist. It is strange nowadays to think what storms of indignation greeted this hard, unsentimental but, to our eyes, essentially moderate method of painting light and colour in nature.

Left Centre: Adam Slade.

The Eldar Gallery, over Metzler's shop in Great Marlborough Street, never show bad work. Their latest one-man show is of interesting landscape, a little tentative, but never mere imitation.

Extreme Left: The Independent Gallery and the London Group.

The Independent Gallery at 7a, Grafton Street, is a new gallery, and has opened with what is perhaps the best exhibition of French moderns yet shown in London. It is useless in this space to attempt detail. Sufficient to say that a visit is essential to an appreciation not only of what the younger Frenchmen are striving to achieve, but also of the important fact that their manner is rooted in the past and that, if we deny them sincerity and vision, we deny it equally to Daumier and to Puvion de Chavannes.

The London Group at Heals (Tottenham Court Road) have abandoned Cubism. Some of them are still a little uncomfortable in their new nakedness; others have found freedom and grace. It is desirable to see what is a stimulating and often charming exhibition in order to compare the work of young Englishmen with that of France, which is so largely its inspiration.

MICHAEL SADLER.

THE
LITTLE
SHOP
UNDER
THE
ARCHES

A DRY-POINT AND VERSES
BY FRED RICHARDS, A.R.E.



The Central Market, Rome, 1870. (The artist's name is not visible.)

The artist's name is not visible.

△ THE LITTLE SHOP △ UNDER THE ARCHES

My little shop under the arches is gone,
And so is the stall ;
The fruit, the flowers and the cheery old dame
Who wore a red shawl.

They told me quite bluntly to-day she was dead,
And so was the cat.
I used to love watching them sitting together,
So sleek and so fat.

A pippin grown ripe in a Somerset sun
Was old Mother Moore.
Beaming her smiles without bias or favour
On rich and on poor.

And many a bantering boy, I'll be bound,
Had reason to wince, . . .
The tongue of my russet-cheeked dame of good
Was flavoured with quince. [cheer

Her peerless Diogenes lived in a tub,
The gravest of cats.
Purring his prayers in Egyptian to Ptah,
And watching for rats.

With manner contemptuous of commerce or
A face like a sphinx, [coin, . . .
Each dip of the scales he regarded severely
With wisest of winks.

The shimmering sheen on his coat in the sun
No loom could devise ;
No topaz of Tarus translucently clear
Could equal his eyes.

At night, when the cheery old dame went to bed,
They flamed into light :
Burning like beacons to guide home the fairies
Who fly in the night.

The little stall laden with fruit and with flowers
Was loved by the sun,
Who bathed it in colour from earliest morn
Till evening was done.

And sometimes his rays pierced the velvety
Like searchlights at sea, [gloom
And out of mysterious corners the fairies
Came dancing to me.

One day a blue butterfly, blue as the skies,
Flew out through the doors
A stowaway hid in a basket of fruit
From Italian shores.

I had seen her before on a Florentine slope,
A garden of mirth !
She begged me to tell her if skies were as blue
In lands of my birth.

I whispered of larkspur all covered with dew . . .
I saw her wings stir.
O, had I but warned her the flowers of the North
Were never for her !

A miracle, poised like an aigrette of down,
She tiptoed in glee,
Her wings opalescent like gems in a ring . . .
Or moonlight at sea,

Then fluttered a moment and fell at my feet Just outside the arch.	And on them a glaring red notice is nailed I prayed they'd forget.
She thought it was April in England . . . Alas! I knew it was March.	O cursed be the scoundrel who cast them the "THIS ARCH IS TO LET." [type,
That morning, attended by winds from the East, Came Death with his scythe— A grim tax collector who never calls twice To gather his tithes.	Now spiders are spinning their gossamer snares On crevice and crack, And if any poor stowaway fairies are left, They'll never get back.
The velvety shadows I loved, too, are gone— They've boarded them up; And pitchpine replaces the old oaken doors : O, bitter the cup !	My little shop under the arches is gone, And so is the stall ; The fruit, the flowers, the sun and the shadows, The gossips and all.

.
*But never a cloud but some silver conceals,
 Smiles steal o'er my face
 The creepers that climb near the notice of red
 Are growing apace.*



EDUCATION AT WESTMINSTER.

The members of Parliament who ask questions about Education in the House may be divided into two main classes. To the first belong those who may be said to have expert knowledge of the subject, as, for example, Sir Philip Magnus and Major Gray. The second class comprises those members whose questions are instigated and often actually worded by outside bodies. Such members have only a layman's acquaintance with education and the fact is often painfully evident in their questions.

Mr. Fisher is very kind to these latter gentlemen, and a student of Hansard cannot but admire the way in which he spares their feelings and sometimes even helps them to elucidate their own questions. Of late the layman questioner has predominated.

PENSIONS.

Major Steel recently asked Mr. Fisher if he could issue a statement defining the evidence which will be accepted as to the length of service rendered by the teacher who is applying for a pension. Mr. Fisher declined "to define precisely" what kind of evidence would suffice. He said "I do not think that such a statement could be made as would help teachers and not lead to misunderstanding. Where the Board have no record of the service claimed by a teacher he is asked to obtain a certificate from the school or schools as to his service; but if this cannot be done the Board are prepared to consider any corroborative evidence which the teacher can furnish. It is impossible to define precisely the evidence which will be accepted."

The following dialogue relates to the same question and took place before the foregoing question was asked and answered:—

Major Steel asked the President of the Board of Education whether he is aware that great dissatisfaction is expressed amongst secondary teachers because letters written by them to the Board on questions relating to teachers' superannuation have not been dealt with or even acknowledged; and, if not, will he cause enquiries to be made as to why these letters have not been answered?

The President of the Board of Education (Mr. Herbert Fisher): I am not aware of dissatisfaction on the ground that letters written by teachers have not been dealt with. The practice of acknowledging the receipt of letters was abandoned during the war for reasons of economy; and the Board have not yet found it possible to resume the practice generally. If the hon. member will give me particulars of the cases which he has in mind, I will make inquiries.

Major Steel: Is the right hon. gentleman aware that there are a large number of secondary teachers, especially those who are approaching pensionable age, who have written to the Board on previous occasions and asked what evidence as regards their period of service the Board will take? To all these various letters no reply has been made.

Mr. Fisher: I will look into the matter; but the hon. and gallant gentleman will understand that at the Board we are very short-handed at present; we have not found it possible to resume our pre-war number; meanwhile, our work has very largely increased, especially in the Pensions Department.

Major Steel: May I have the assurance that this matter of the superannuation of secondary teachers will receive the attention of the right hon. gentleman, and that either a statement will be made, or else the letters will be answered?

Mr. Fisher: The conditions under which the pensions are granted are perfectly well known. The Superannuation Act is an Act of Parliament, and there is no difficulty whatever in ascertaining the facts.

PHYSICAL TRAINING.

Physical Training will become more and more important as a part of the curriculum of schools of all kinds. Particular importance attaches to the subject in relation to the new Continuation Schools. The following reply was made by Mr. Fisher in answer to a question by Colonel Yates as to the progress made in meeting the widespread demand for more properly trained teachers of the subject:—

"The Board have made arrangements with the Local Educa-

tion Authority and managers for a one-year's course of training for men teachers to be given at the Sheffield Training College, especially for those who intend to take up work as organisers of physical training. At Reading University College a course of the same duration is conducted for certificated women teachers, mainly with a view to work in continuation schools. The Board understand that proposals for providing facilities for the teachers of physical training are being formulated by other authorities.

"Summer courses for this purpose, generally of a month's duration, are organised by the Educational Handwork Association at Scarborough and St. Anne's, and by the Local Education Authorities of the West Riding and Glamorgan at Ilkley and Barry respectively; there are other courses in subjects related to physical training at Bingley and Bangor. All these classes are aided by the Board; and maintenance and travelling allowances are offered by the Board to some 300 teachers towards the cost of attending the summer courses at Scarborough, Ilkley and Barry. Several physical training colleges for women under private management provide a two or three years' course for the training of expert women teachers of physical exercises.

"The following table shows the number of local education authorities who have appointed organisers of physical training up to date:—

	England.	Wales.	Total.
Counties	17	3	20
County Boroughs	29	3	32
Boroughs	6	—	6
Urban Districts	2	3	5
	54	9	63

AN ENGLISH GRAMMAR SCHOOL IN LITHUANIA.

Sir J. D. Rees asked the Prime Minister whether an application has been made on behalf of the existing administration of Lithuania for assistance for the establishment of an English public or grammar school in that province or republic; and, if so, whether he proposes to ask the British taxpayer to educate Lithuania as well as England, Ireland, Scotland, Wales, Serbia, and other countries?

Mr. Harmsworth: The assistance requested by the Lithuanian Government from His Majesty's Government is not financial. His Majesty's Government have merely been asked for their advice and assistance in obtaining teachers for the proposed British school in Lithuania. I need hardly say that His Majesty's Government have complied most willingly with this request, and are endeavouring to afford all possible facilities to the Lithuanian Government in the matter. The hon. member may rest assured that no demands will be made on the British taxpayer in this connection.

EX-SERVICE TEACHERS (DEATH GRATUITY).

Mr. Stanton asked the President of the Board of Education if he is aware that ex-service teachers who are no longer A1 medical category through wounds or other disablement contracted on military service do not become entitled to the death gratuity under the terms of the Education Act, 1918; is he aware that in order to ascertain their present medical state these disabled ex-service teachers are compelled to undergo a medical examination at their own expense, and should the result be that they are below B1 their next-of-kin will receive no gratuity; and whether, seeing that the medical state of these men was A1 on entering His Majesty's forces, and that a teacher who stayed at home because of unfitness can claim the benefit for his next-of-kin, he will take steps to rectify this state of affairs?

Mr. Fisher: I would refer the hon. member to the answers which I gave on 16th February to the hon. member for Walsall (Sir R. Cooper) and on 18th February to the hon. member for East Cardiff (Sir W. Seager). I may add that it is not the case that ex-service men whose category was below B1 are regarded as ineligible for a death gratuity. The total number of ex-service teachers held to be ineligible for death gratuities is only 35.

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ASSOCIATION NEWS.

The Teachers Council.

UNIFICATION AND CONTROL.

On the afternoon of Saturday, the 15th May, there was held at the Connaught Rooms, Kingsway, an important Conference of representatives of National Associations of Teachers. The meeting was convened by the Teachers Registration Council and each of the Associations had been invited to send six representatives. Including the members of the Council who were present, the total attendance was about two hundred.

Sir Michael Sadler, Chairman of the Teachers Council, presided, and in his opening address he said that in the work of conducting a Register of Teachers the Council had been led to consider what steps should be taken to make more effective in English national life the experience of bodies of teachers. The Council had been impelled to the belief that the experience of teachers was not at present as fully available as it might be because it was somewhat broken up into separate associations. All who had served on the Teachers Registration Council had felt the value it had been to each of them to have assembled in one room in Council or committee, men and women speaking with direct knowledge of practically every branch of teaching work. The Council was very far from wishing to arrogate to itself any duties lying outside its proper sphere. The members felt very strongly the value of having in English education a great number of separate representative associations, each with its own individuality and special task. Nothing should be done which would substitute a mechanical uniformity of decision for the real unity which comes from varied experience brought together.

The Council had asked the representatives of the teaching profession to that meeting in order that it might be ascertained whether others besides those of the Council had felt that there should be a greater unity in the consciousness of the teaching profession, that every professional worker, like every craftsman, should have some direct voice in shaping the conditions under which his work is done and that it was in the interests of the public and of the children that in all deliberations on educational policy and in the framing of proposed new regulations, those in authority should have a convenient opportunity of quickly consulting a widely representative and experienced body of teachers.

He then called upon Sir John McClure to move the following resolution:—

"That this Conference is of opinion that the divisions which now exist among teachers through the variety of institutions in which they serve and of subjects which they teach should not be emphasized to the extent of preventing united action for the benefit of education and of the profession as a whole."

Sir John said there was no class of whom it was more true than of teachers that they were one body but many members. If one section suffered, the other sections suffered with it, and if one section were extolled, others shared the honour. The gulf between sections must be bridged, but the bridge must permit of traffic both ways. We must not tolerate that a qualified teacher who begins his work, let us say, in an elementary school shall be debarred from crossing over to a secondary school or, if need be, to a University. Nor must one who has received a good university education and begins his work in a secondary school be thought to lose prestige or to be penalised in salary for devoting himself to elementary education. Teaching was not so much a profession as a vocation, the grandest and noblest which any man or woman could be called to. They should strive to do their work in the grandest and noblest spirit, free from petty quarrels and

from the constant absorption in detail which causes so many to dig themselves in with fatal efficiency. The ideal of unification had been partly realised in the existence of the Teachers Registration Council, which was not only maintaining and keeping a Register, but was maintaining and keeping an ideal, a task of infinitely greater importance. The Council had falsified many predictions. At its birth certain officials held that some things were absolutely inevitable. Most of these things had not yet occurred and the rest never can occur. He hoped that the spirit of unity exhibited in the Council would spread to the whole of the teachers of the country. If it did the future was theirs.

The resolution was seconded by Mr. G. H. Powell, Vice-President of the National Union of Teachers, who said he subscribed heartily to the ideal expressed by Sir John McClure. The step taken by the Council in summoning that meeting was probably the beginning of the greatest movement ever known in the teaching profession. The resolution was intentionally general in its terms. It concerned a movement which could not be hurried. He was, of course, entirely convinced of the necessity of sectional organisation, but he realised that in complete separation from one another, sections were likely in many circumstances to do more harm than good. When a section had attained its own point of view it should combine with the representatives of other sections and re-examine the whole problem from all points of view. The details of the present scheme must necessarily be left over for future consideration, but he hoped that all representatives present would be able to subscribe whole-heartedly to the ideal of a united teaching profession.

Miss Evelyn B. Walsh, of the National Union of School Teachers, moved that the words "not be unnecessarily emphasized" be substituted for the words "not be emphasized," but after a brief discussion she withdrew the amendment.

Mr. Reginald Roper, of the Ling Association, asked whether he might test the feeling of the Conference as to the desirability of uniting the teaching profession by doing away with the sex barrier and pay equal salaries to men and women. It was agreed that this question should be deferred for consideration by the Committee, if one were appointed at a second Conference.

The Chairman then put the resolution and declared it to be carried unanimously.

He then called upon Miss J. F. Wood, B.A., President of the National Union of Teachers, to move the following resolution:—

"In order that education, both for children and for adults, may be brought to the highest level of efficiency and be adjusted to the various and changing needs of the community, the Conference desires legislation which will ensure that teachers shall be taken into consultation by both Central and Local Authorities on all important questions, administrative and other, affecting education."

Miss Wood said it was very gratifying to see so many people there passing a resolution with such delightful unanimity. She hoped they would carry the same unanimity to the consideration of the second resolution. It had been of late the custom, both national and local, to consult teachers on matters which concerned them, but they had not always been consulted in the right and proper way. Too often advice had been sought only from those at the head of the profession, men and women of great eminence, but not always able to represent the feelings of the mass of teachers. The resolution suggested that there should be a properly constituted body made up of people accredited to speak not only on their own behalf, but for those whom

(Continued on page 276.)

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they represented. Local advisory committees were in an experimental stage, and the Burnham Committee had been set up for the consideration of definite subjects. These bodies were of great service since they brought people face to face and enabled them to arrive at an understanding of each other's point of view. The resolution suggested that the Conference should affirm a general principle and then seek the ratification of the different associations.

Mr. M. J. Rendall, Headmaster of Winchester College, in seconding the resolution said that it was to him an appropriate thing that the motion should be proposed by a lady representing Primary education and seconded by himself as representing the Public Schools of the country, and he hoped that it might be supported, among others, by a university representative. Secondary school teachers had of late been developing a greater sympathy with other forms of education. Among his colleagues were some who had passed on to the fields of university work or elementary school work. He himself visited primary schools from time to time and always found himself learning something of value, and as a member of the Teachers Registration Council he was constantly meeting those who were fully informed on matters of which he was totally ignorant. He thought that the Local Councils were a very important part of the proposal and that conference among the different sections of teachers would prove a source of enlightenment to the teachers themselves, enabling them later to educate those who sat on the Local Education Committees.

Mr. Ginsberg, of the Teachers' Guild, moved that for the word "legislation" in the resolution the word "arrangements" should be substituted. Mr. Bentliff, ex-President of the National Union of Teachers, said he hoped the amendment would not be carried. Legislation was necessary in order to provide for teachers as a matter of right and not as a favour the opportunity of placing their views before the administration. The resolution was supported by Mr. Rhead, of the Association of Technical Institutions, by Miss Lasham, of the National Association of Head Teachers, by Mr. Lucas of the Assistant Masters' Association, and by Mr. E. Sims-Hilditch, of the Incorporated Society of Musicians.

The amendment was supported by Mr. Lumby, of the National Union of Teachers, and after some discussion it was put to the meeting and declared lost by a large majority.

The original resolution was then put and carried with two dissentients.

Sir James Yoxall, Secretary of the National Union of Teachers, then moved:—

"The Conference asks the Teachers Registration Council to take steps to convene another Conference, to be held after the representatives present have submitted the foregoing resolutions to the Executives of the Associations they represent."

He said he desired to thank the Teachers Registration Council for summoning that Conference. Those present were now asked to consider how they should carry into effect the resolutions they had already passed. He felt that in movements of this kind the important thing was not to discuss elaborate designs or to waste time in quarrelling over points of method, but to remember the conditions of successful growth in a plant, which were that the seed must be good, the soil suitable, and the weather propitious. He thought that the three conditions he had named were present, and his advice was that they should be content with the general resolutions already adopted, should go back to their respective bodies with them, submitting them for full consideration and then send them back to a future Conference with suggestions and criticisms. Let

them be content to plant the seed that afternoon and not at the moment to be too greatly concerned as to how it would grow.

Professor John Adams, of the University of London, seconded the resolution, which was supported by Mr. A. A. Somerville, of Eton College, who recalled the Conference in 1909 which led to the formation of the Teachers Registration Council. He said that since that time great progress had been made. Already over 40,000 teachers had applied to become registered and he believed that in a very short time the number would reach 100,000.

The resolution was then put to the meeting and declared to be carried unanimously.

A vote of thanks to the Chairman was moved by the Rev. C. J. Smith, President of the Incorporated Association of Headmasters, and this closed the proceedings.

The College of Preceptors.

At the meeting of the Council on the 12th May attention was called to the action of the Corporation of the Borough of Croydon in making an order for the compulsory acquisition of land used for over twenty years as a playing field by the High School for Boys, Croydon. The President, Sir Philip Magnus, read the following question which he had asked in the House of Commons, and the reply made on behalf of the President of the Board of Education:—
Sir Philip Magnus: To ask the President of the Board of Education whether he is aware that the Corporation of the Borough of Croydon has made a compulsory order for the acquisition, for the purposes of the Education Acts, 1870-1918, of a playing field in use for more than twenty years by a large school at Croydon; and whether, seeing that there is no other playing field available for this school, he will take such steps as may be necessary to prevent the school being deprived of ground which is now being used for the purposes of physical education.

Mr. Herbert Lewis: My Right Honourable Friend understands that the Croydon Local Education Authority have made an Order for the compulsory acquisition of land, but it has not yet been submitted to the Board of Education for confirmation, and he is consequently not fully informed as to the facts. Under the Statutes governing the matter, if a person interested in the land objects to the Order, it cannot be confirmed until after a Public Enquiry held by an impartial person not in the employment of any Government Department. There will consequently be ample opportunities for any person interested to raise objections to the Order and these objections will be fully considered."

The following resolutions were unanimously adopted:—

- 1.—That the attention of the Council of the College of Preceptors having been called to the proposed Order for the compulsory acquisition, for the purposes of the Education Acts, 1870-1918, of the land used for over twenty years as the playing field of the High School for Boys, Croydon, the Council respectfully hope that the Board of Education will in no case consent to the wide powers of compulsory purchase given to Local Education Authorities by the Act of 1918 being used for the taking of land and buildings already usefully serving the purposes of education.
- 2.—That the Council respectfully urges that in computing Excess Profits assessable for Excess Profits Duty under the Finance Act, 1920, deductions should be allowed in respect of any contributions or gifts made within the taxable year to Corporations organised exclusively for educational purposes.

The Secretary reported that in pursuance of Resolutions adopted by the Council and by the General Meeting a letter had been sent to the Prime Minister submitting that

(Continued on page 278.)

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the operation of the School Teachers Superannuation Act, 1918, adversely affects education in Private and other Independent Schools, and raises a serious obstacle to the unity of the teaching profession at a time when there is a widespread desire for such unity and when considerable progress in that direction has already been made by the Teachers Registration Council. The letter expressed the hope that an amending Bill might be introduced and that there should be an amendment which would secure for teachers in Private and other Independent Schools the benefits of the Superannuation Act under such conditions as would satisfy the public that those benefits would not be used to increase private profit or to subsidise Schools able to provide pensions out of their own resources.

Teachers' Guild Conference, 1920.

A Conference on Auto-Education will be held, by kind permission of the Council, at the Monmouthshire Training College, Caerleon, near Newport, Monmouthshire, from Friday, 30th July, to Thursday, 5th August. The subjects to be discussed are "Auto-Education in the Elementary School and in the Secondary School," "The Relation of Heuristic Method to Auto-Education," "The bearing of Psycho-Analysis on Auto-Education," "The Inspector in an Auto-Education Class," "The obstructions to the Introduction of Auto-Education into Schools."

The neighbourhood is full of historical and antiquarian interest; Caerleon, the Roman Capital of Britannia Secunda, being the accepted site of King Arthur's Round Table.

The Conference is open to both men and women, but as the accommodation at the College is limited it is important that early application should be made. Prospectuses and full particulars can be obtained from the Secretary of the Teachers' Guild, 9, Brunswick Square, W.C. 1.

The Uplands Association.

The Uplands Association will hold its Summer Meeting at the Uplands Farm, Werneth Low, Cheshire, during the first fortnight of August.

There will be lectures and discussions dealing with Principles of Educational Reform. Courses in Play Production, under the direction of the British Drama League, and Social Survey will be given, and in addition there will be opportunity for many open-air activities on the farm and in the garden.

A camp will be run for those who desire the experience of camp life.

Prospectus and all particulars from the Secretary, 3, Talbot Road, London, N.6.

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Mr. C. E. Lawrence's new romance, *The God in the Thicket*, will be published by J. M. Dent and Sons.

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Dr. F. H. Hayward's *Second Book of School Celebrations* will be issued during this month by Messrs. P. S. King and Son. Among its features are "Memorial Celebrations" for Alfred the Great, Pasteur and Lister, Turner and Watts; and more general "Homage Celebrations" in honour of the Artist, the Martyr, the Musician, Ireland, and Poland. There is also an improved "Empire Day Celebration," and several others of the "Service" type.

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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.

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Schools eligible for these grants, and willing to receive French Assistants on these terms, or schools not eligible for grants, but prepared to receive French Assistants without grants, are requested to apply at once to the Secretary, Board of Education, Whitehall, London, S.W. 1. Any application for the services of an Assistant should be accompanied by a statement showing whether it is proposed to offer the Assistant free board and lodging or a maintenance allowance.

Applications must be made by the 9th June, as the list of schools which are to receive these "Assistants" has to be sent to the French Government in that month.

Holiday Courses for Instruction in Modern Languages 1920.

The Board of Education have just published a list of 19 Holiday Courses in Modern Languages which will be held at different times during the present year, but mostly in the summer months. It should be clearly understood that the inclusion of a course in this list is not to be interpreted as the expression by the Board of any opinion as to its efficiency or otherwise. Four of these courses are in Switzerland, viz.: at Basel, Geneva, Lausanne, and Neuchatel; one in Spain, at Madrid; two in London; and the rest in France, at Besancon, Boulogne, Dijon, Grenoble, Caen, Lisieux, Paris, Rennes, St. Valery-sur-Somme, Strasbourg, and Tours. The Table published by the Board of Education gives the date of each course, the fees, lowest cost of boarding, principal subjects of instruction, address of Local Secretary, and other details of importance to intending students. This paper is no longer distributed gratuitously and copies (price 3d., by post 3½d.) can be obtained direct from H.M. Stationery Office, Imperial House, Kingsway, London, W.C.2, or through any bookseller.

University Grants Committee.

The University Grants Committee were at work in Scotland during the month of May. Under the chairmanship of Sir Wm. S. McCormick, the Committee visited buildings and listened to representations from the various academic interests involved, and three points emerged as of special importance. First, it is recognised that University teachers must be better paid; secondly, the number of such teachers must be greatly increased, for the present staffs, besides being underpaid, are overworked; thirdly, some attempt must be made to improve the social life of the undergraduates. Hostels have already appeared, but a great deal more must be done, and Government help is necessary. In the matter of salaries, it is well known that Secondary School teachers have in most cases better scales than University Assistants, and it is but right that the latter class should be more adequately remunerated. It is gratifying to know that the Chairman is most sympathetic towards the needs of the Universities.

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The Easter Vacation Classes held under the direction of Miss Ethel Driver and Mr. Ernest Read were attended by 51 students, and were considered in every way a great success.

The Summer School will be held in Oxford, August 16th to 28th inclusive.

Southport—A New Secondary School.

Mr. G. A. Millward, M.A., has been appointed Headmaster of the new Secondary School for Boys which is to be established at Southport in September next.

The successful architects in the competition for the new school, for which there were 96 competitors, are Messrs. Granger and Leathart, of Brixton.

The new school will provide accommodation for 500 boys, and is to be erected on a site of 15 acres on the sea front at the northern end of the Promenade. It will contain, in addition to the necessary classrooms, a large assembly hall with stage, swimming bath, gymnasium, shooting range, library, dining hall and reading room, art department, handicraft department (woodwork and metalwork), music rooms, and will probably be one of the best equipped Secondary Schools in the North of England.

London University Centre.

It is announced that the Treasury has agreed to convey to the authorities of the University of London the site adjoining the new buildings of the British Museum, and lying between them and Gordon Square. The value of the site is estimated to be a million pounds, and the purpose of the offer is to furnish an administrative centre for the University instead of the rooms in the Imperial Institute. Among the senior members of the University there appears to be some conflict of opinion as to the suitability of the proposed site, but it may be that opposition will be silenced by the Government's offer.

University of London.—Report of Principal Officer.

In the Report of the Principal Officer on the work of the University during the year 1919-20 the most striking fact recorded is the increase in the number of entries for examinations. Thus in 1913-14 there were 6,638 matriculations and registrations, and in 1919-20 there were 12,608. In the higher stages there is no great increase, but it is evident that during the next few years those who have just matriculated will be passing on to the degree courses.

Appeals.

Liverpool, Wales and Leeds are following the example of Manchester in appealing for public support. In Manchester the effort is taking a novel form, reminiscent of campaigns in favour of the War Loan. A prospectus has been issued offering shares in "Lancashire Development, Unlimited." The share certificates are handed to subscribers, but there is no promise of a cash dividend. From Liverpool we have received a handsomely printed Manifesto, setting forth the needs of the University and the importance of higher studies. Considering that the mounts asked for by all these Universities do not in their sum total exceed two millions it will be a lamentable thing if the appeals fail. If they do fail we may be led to believe that extended State control of education is stopping the spring of private benefactions.

Day Continuation Schools in Kent.

The establishment of Day Continuation Schools in the neighbourhood of London and our large towns is rendered difficult by the fact that the young people may be living under the jurisdiction of one Education Authority and working under that of another. A joint conference of representatives of Education Authorities for London and the adjoining districts has accepted the principle of sending young persons who work in London to attend Continuation Schools in London, the Authorities for the areas in which the young persons reside undertaking to pay the London Authority for the service thus rendered. The Kent Education Committee have prepared a scheme for introducing Day Continuation Schools gradually throughout the county, beginning with urban areas, and providing that the hours of attendance, averaging eight a week for forty weeks in the year, shall be adjusted to the needs of the locality in each case. The classes are not to exceed 25. Teachers are to be paid on the scale for Technical Schools. Attendance is to be supervised by the School Attendance Officers, but as an immediate step approval is given to the establishment of schools on a voluntary basis. As to buildings, the Committee express the view that while every effort should be made to utilise existing premises, it is important that these should not be such as will hamper the work of the teachers and prejudice the success of an important experiment in educational development. Permanent buildings will, however, not be erected until experience of the working of Continuation Schools has been gained.

From School to Factory.

Is everything done that might be done to help the child who at the age of 14 takes the big plunge from school life to factory life? How can we make the boy or girl feel at home in the strange industrial environment, feel that he or she is a more or less essential unit in a large concern, and realise the benefits to be got from the recreative, educational and social sides of the factory or business house? Various suggestions have been made and a few experiments have been tried.

One experiment, carried out at Bournville in January of this year, takes the form of a Preparatory or Initiation School. It was brought within the limits of practicability by the new arrangement under which boys and girls leave the Day School at the end of the term only. A group of boys or girls, newly taken on, constitutes for—say—a week this Preparatory School. The pupils receive guidance on many matters referring to their future work, on health cleanliness, use of leisure, works institutions, what to do and what to avoid, the instructions being as practical and realistic as possible. The lantern and the kine-matograph may be brought into use, together with illustrative visits to show the chief processes carried on in the factory, the nature and sources of the raw materials, the properties and ultimate destination of the finished products. While the girls learn to cut out their working overalls, the boys can be making plans of some simple parts of the building (from measurements taken by themselves). The time table is varied by organised games and observations which will bring out some of the main characteristics of the boy or girl. Should there be a superfluity of labour at the beginning of the new school term this Preparatory School may with advantage be continued on a diminishing scale, and on a part-time basis for several weeks, this forming a reserve to be drawn upon as required. Experience already gained seems to indicate that boys and girls enjoy this school. The premises of the Youths' and the Girls' Club can be readily adapted for the purpose, while a generously staffed factory has no difficulty in providing the necessary teachers. Of course the pupils are paid for the time spent in this way, and the Preparatory School is distinct in every way from the Day Continuation School which the boys and girls commence attending immediately after.

Mr. Humphrey Milford, of the Oxford University Press, reports that *The Listener's Guide to Music*, by Percy A. Scholes, has gone into three editions within a year of publication. A children's book by the same author, *The Book of the Great Musicians*, is nearly ready, as also a teacher's companion to this, *Musical Appreciation—Why and How?*

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PERSONAL NOTES.

Mr. Arthur Lupton.

Since the foundation of Leeds University in 1904, Mr. Lupton has been Pro-Chancellor and Chairman of the Council. When Mr. Lupton's resignation was announced by Sir Michael Sadler it was received with sincere regret and a resolution of appreciation was passed concerning Mr. Lupton's work in the successful making of the University.

Sir Owen M. Edwards.

The career of the late Sir Owen Edwards, H.M. Chief Inspector of Schools for Wales, illustrates the devotion of the Welsh to education.

He was born in a cottage in Merionethshire, became M.P. for the County, and Oxford lecturer in Modern History. From Bala Grammar School he proceeded to Aberystwyth University College, and thence to Balliol College, Oxford, and was elected to a Fellowship at Lincoln. He was the editor of "Cymru," and the author of the "History of Wales."

Dr. Leonard Bairstow, C.B.E., F.R.S.

Dr. Bairstow has been appointed as Professor of Aerodynamics at the Imperial College of Science and Technology. He was made F.R.S. on account of his applying mathematical theories to actual aeroplane models and machines.

Dr. Bairstow is a fellow of the Royal Aeronautical Society and a member of its Council. He joined the Air Board in 1917. He is a member of several Committees concerned with aircraft, is 46 years old and was educated at Bedford.

Dr. R. M. Burrows.

Dr. Burrows, Principal of King's College, London, and the greatest English authority on Modern Greece, died on May 15, at the age of 57. At Oxford Dr. Burrows took a double first; at both Glasgow and Cardiff he was assistant professor of Greek, and later became Professor of Greek at Manchester University. In 1913 Dr. Burrows came to London, but in his vacations spent considerable time in Greece and knew intimately the leading statesmen.

Dr. Morgan Watkin, M.A., Ph.D.

Dr. Watkin, Professor of French language and literature at the South Wales University College, began life as a stonemason.

His outstanding ability was discovered by a French professor who had been sent to examine evening school students at Swansea. As a student at South Wales University College he graduated with first-class honours in French and became research fellow at Paris.

Mr. Robert B. Morgan, M.Litt.

Mr. Morgan has been appointed School Inspector and assistant Clerk to the Education Committee of Croydon.

Mr. Morgan was both a student and a teacher at the Walsingham Grammar School, Durham. He has had a distinguished career at Durham University and has been housemaster at Newark Grammar School and chief master of the Whitgift Grammar Junior School.

Miss Sarah J. Hale.

The death of Miss S. J. Hale, Principal of Edge Hill Training College, Liverpool, has left the world of education the poorer. On leaving Whitelands College, Miss Hale became the headmistress of a London school and afterwards first mistress at Tottenham College. Thence Miss Hale qualified for a degree in Mental and Moral Science at Newnham. For a short time she was method mistress at Cheltenham Training College and when the post of principal of Edge Hill College became vacant it was offered to her.

Under her progressive and able guidance the College took a high place in the country, many of the students taking their degrees in the early days at London University, and later at the Liverpool University, with which the Edge Hill College became affiliated.

Miss Hale was greatly respected by all who knew her for her ability, strong character, devotion to duty and keen insight.

NEWS ITEMS.

A Distributing Centre.

Near Bexhill the hutments of Cooden Camp, formerly used for the training of troops, are now to serve as temporary accommodation for Austrian children from the famine area, who will be distributed over the country.

Mr. Fisher's Salary.

The salary of the Minister of the Board of Education remains at the pre-war level of £2,000, but his work has been increased and its scope extended.

The contention of the "Yorkshire Post" is that as a nation we are guilty of parsimony in allowing grudging recognition and meagre reward to those responsible for Education, and that a successful housemaster may make more than £2,000 as a hotel keeper for boys, that in one case a grammar school head receives £3,000, and that many directors of education in large cities receive £1,500 or more.

The conclusion is that the minister's salary should be equal to that of a Secretary of State.

Women's Degrees at Oxford.

Convocation finally passed the statute, without opposition, providing that women may be matriculated and admitted to degrees in the University.

Teaching by Film.

The Ealing Education Committee has rented one of the local cinema theatres and on certain days the children in charge of their teachers will visit the theatre and films of an educational character will be shown.

These films are selected by a committee of head teachers, and supplementary lessons will be given in school of the subjects filmed. Here is the first programme: Lumbering in Australia, Beautiful Flowers, From Mine to Mint, Wild Birds and Animals at Home, Chemical Crystallization, Herring Fishery. 500 children a week will see the pictures.

The Housing Difficulty.

The problem of securing sufficient and suitable accommodation is constantly recurring. In Southport two manual instructors and an assistant master were appointed by the Staffing Committee, but all of them withdrew because they could not secure houses in the borough.

In Sheffield young men have come from remote places to study at the University, and more lodging room is needed. Mr. Atkin, of Tapton Cliff, has transferred his house to the University on most favourable terms.

Mr. J. Davis Brown in Birmingham urged, in an address to the Rotary Club, that the nation could not afford to let the whole housing question stand in the way of an extension of Day Continuation Schools.

Winner of the Rome Scholarship.

Mr. F. O. Lawrence, A.R.I.B.A., of Liverpool, has won the Rome Scholarship annually awarded by His Majesty's Commission for the British School at Rome. The value of the scholarship is £250 for three years and free studio accommodation in Rome. The subject for design in the competition was "A House of Parliament for a British Colony, in conjunction with a War Memorial." The competitors were allowed eighteen days for their work and for eight hours a day were confined in separate cubicles.

Income Tax Allowance for Schooling.

Children over 16 receiving full-time instruction at any educational establishment come under the provisions of the Finance Act for deductions from income liable to income tax; the deduction for one child is £36 and for each subsequent child £27, but no deduction will be allowed in respect of a child whose income in his own right exceeds £40, but in calculating a child's income no scholarship endowment or grant is taken into account.

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LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

Mr. Fisher's Kite.

Sir,—Will you allow a criticism of your "Notes and Comments" on Mr. Fisher's proposals for religious instruction, from one who teaches scripture in a State school, and whose interest is chiefly centred in that subject? To me, and to others of my profession, the proposals give hope of much-needed reform in the teaching of this most important of subjects. For they make for the freedom of the teacher. In no secular lesson would teachers consent to be hindered from putting forth the whole of their resources, or bestowing any information that they thought useful to the class. Yet under the undenominational system, which as you truly say is dogmatic too, they may be hindered in teaching portions of the Bible which they consider of great importance by the presence in the class of children of differing beliefs. Mr. Fisher proposes a remedy for this undoubted hardship both to teachers and taught. He suggests that teachers may, if they wish it, volunteer to teach scripture as they believe it to children of their own faith. I do not see how anybody could deny that this proposal is right in theory. And I believe it will be found to work smoothly in practice in every school where the staff is dominated by the spirit of goodwill. You speak of our dislike for any plan which will operate as a religious test. But under the present system those who give the lesson have submitted to a test to the extent that they thereby declare to a belief in Christianity. The new "test," being voluntary, differs only in degree from the old one—the volunteer being merely asked which kind of lesson he wishes to give. And it is to be hoped that few will be found too sensitive to answer so reasonable a question.

The working arrangements have been found to be simple in schools where some such plan has been tried. Parents have been asked to write whether they wish for Church of England or undenominational instruction. The numbers are found to be fairly evenly divided, so that the classes are easily arranged. Nonconformists have up till now been satisfied with the undenominational lesson (witness the fact that they have not attempted to have it changed, while the Church has made great efforts in support of her theory of education), and I cannot believe that they would now demand separate lessons for each sect merely to block the teaching that others desire. Roman Catholics and Jews, of course, require separate treatment, but as they are left outside the present State system, their case need not cloud the present issue.

I would urge all unprejudiced people to consider whether a scheme which substitutes for the old cramping system one which offers equal opportunity for all to bestow of their best is not worthy at least of a trial. L. E. WILLIAMS, B.A.

6, Ruskin Close, N.W. 4.

To the Editor of THE EDUCATIONAL TIMES.

Crosby Hall for Students from Overseas.

Mr. Albert Mansbridge writes:—

"The historic buildings of England have hitherto been used for purely English purposes. An exception is to be made in the case of Crosby Hall, the ancient home of Richard III, and, later, of Sir Thomas More, now occupying a splendid site on Chelsea Embankment in what was once the garden of Sir Thomas More's country house. The Hall, which originally stood in Bishopsgate, City, was moved stone by stone and reconstructed in its present position by the University and City Association in whom the property is vested. The residential accommodation for students from overseas at the various institutions of the University of London is meagre and unsatisfying. The World Association for Adult Education has conceived a most practical and inspiring idea, viz., the development of Crosby Hall as a Residence for Students from the British Empire and the United States. There is no doubt that the project will

eventually receive substantial support from the Dominions and from wealthy individuals, but there is immediate need of money to put the Hall itself in order and to equip it as a centre for students before the residences are built. The present plans allow for the accommodation of 120 students and an appeal is being made for £250,000. Copies of the appeal and details of the proposed plans can be obtained from 13, John Street, Adelphi, W.C. 2."

League of Nations Union.

The League of Nations Union is holding a Summer School at Kempsey, near Worcester, commencing on Saturday, July 31st, and terminating on August 7th. The main object of this Summer School is the training of likely efficient leaders of Study Circles, and the subjects of study will be the Covenant and International Affairs. All intending to be present should communicate with The League of Nations Union, 22, Buckingham Gate, S.W. 1.

Glamorgan Summer School, 1920.

The Glamorgan Summer School will be held as usual at Barry, beginning on August 9th and ending on September 4th. This year there will be three new subjects taken, namely: The Montessori Method, the Teaching and Appreciation of Music, and Bookbinding. Students may live under canvas if they so desire, taking their meals in the Training College.

Froebel Society.

The Summer School of the Society will be held at Queenwood, Darley Road, Meads, Eastbourne, from August 3rd to August 24th, under the direction of Miss L. James, B.A., Head of the Kindergarten Training Department of Clapham High School. Professor Kilpatrick, of Columbia University, New York, will lecture daily during the first ten days of the course, and during the third week there will be short courses on Eurhythmics, Bookbinding, and Handwork.

Association of Head Mistresses.

The Association will hold its 46th Annual Conference on June 11th and 12th at Streatham Hill High School, Miss Major presiding.

Dalcroze Summer School.

This school will be held at Oxford, beginning August 16th. Opening address by Mr. Frank Roscoe, on "The Fear of Ideas."

Association for the Advancement of Industry and Commerce.

On Wednesday, Thursday and Friday, June 2nd, 3rd and 4th, 1920, this Association will hold a Conference at Liverpool and Port Sunlight under the Presidency of Lord Leverhulme. Among the speakers will be Col. J. G. Adami, F.R.S., Vice-Chancellor of Liverpool University, Mr. P. A. Best, of Selfridge and Co., Professor Montgomery, Mr. N. L. Lythgoe, Principal Schofield, Mr. Albert Mansbridge, and Mr. J. Knox.

We hope to publish an account of the proceedings in our July number.

Correspondence regarding the Conference should be addressed to R. W. Ferguson, Esq., B.Sc., 36, Linden Road, Bournville.

School Gymnastics.

We have received from Messrs. Spencer, Heath, and George, Ltd., of 48, Goswell Road, E.C. 1, two very attractive and useful booklets, one entitled "How to Build and Equip a Modern Gymnasium," the other "A Synopsis of Ling's Gymnastics." The firm has a well-justified reputation for excellent work in fitting up gymnastic apparatus, and the booklets are based on their experience.

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LITERARY SECTION.

BOOKS AND THE MAN.

Education and Labour.

For this month I take the following passage from the lectures of Thorold Rogers, delivered in Oxford, and edited by his son in a volume published by T. Fisher Unwin, under the title, "The Industrial and Commercial History of England."

The passage quoted is especially interesting at the present time, when there is much discussion concerning vocational training in continuation schools and universities, and some uneasiness as to the fitness of "labour" to govern. One thing appears to be certain, namely, that the better-instructed leaders of working-class opinion are resolved to press for increased leisure and for a rate of remuneration above the level of bare subsistence. These two demands should be accompanied by a recognition of the need for education in the widest and most humane sense, an education which is available at every stage of life. Professor Thorold Rogers said:—

"Now a sensible economist is by no means dissatisfied by the extension of certain secondary wants, and by their gradually becoming in a certain sense primary wants. In the first place, it is greatly to be desired that habits of refinement should be extended to all classes of society. It would be well if all the labouring classes—I use a convenient expression with the distinct knowledge that all persons who have any value in society whatever labour—were able to satisfy secondary wants. One would rejoice if all the workers were well-fed, well-clad, and well-housed. There are few persons nowadays who are so malignant and so silly as to wish to deprive such people of enjoyments, to tie them down to a mere routine of labour and of existence, to grudge them anything beyond the barest subsistence, and to deny them comforts and culture. From the narrowest view, one does not better the character of a man's work by refusing to allow him any relaxation and any learning.

"We have wisely concluded, however unwisely we may carry out the process, that an educated race is worth more, even as a mere machine of production, than one which is devoid of all training beyond that which gives him the requisite skill in his calling. Our educational system is open, I grant, to a good deal of destructive criticism. It is, in my judgment, a vicious and foolish compromise, superintended and manipulated under a ludicrously pedantic method. But it is so far sound that it recognises the necessity that the human being should be trained to something which is not mere work, and that this educational training should be universal, compulsory, and precedent to special or technical training. And what applies to the life of the young, and their preparation, applies to the education of people, as Adam Smith says, of all ages.

"The saying of the ancient sage, that men should keep learning as long as they live, is true of all classes. Every kind of education from the highest to the lowest, which is ostensibly completed in youth, is if properly understood, and wisely used, but the supply of instruments, by which knowledge is constantly collected, accumulated, and utilised."

SILAS BIRCH.

REVIEWS.

Education.

THE CLASS-ROOM REPUBLIC: by E. A. Craddock. A. and C. Black. 2s. 6d. net.

We have here another application of the New Discipline. It has the great merit of not being called an adventure, and the greater merit of being eminently practical. Mr. Craddock takes a sane commonsense view of the whole position, and relies upon actual experience to justify his conclusions. He is keenly alive to the difficulties and dangers of self-government at the schoolboy stage, and in his chapter on *Some Objections* he does much to reassure timid experimenters. His analysis of schoolboy defects is capital, and his way of dealing with them most ingenious. But there is one fundamental objection that he does not appear to have met, which is that the kind of republic that he has in view tends prematurely to develop personal qualities that belong to a later stage. The objection is sometimes put in the form that the suggested self-government is really a kind of *vocational training*, and that therefore it should be deferred to the latest stage of the school course. Mr. Craddock on the other hand suggests that self-government may profitably begin at ten years of age.

Were it not for Chapter II, with its account of the author's actual success in carrying out his principles, we would be doubtful about the value of Chapter V on *The Advantages of the System*. We are tempted to launch out into the usual criticism: "That's all very well in theory, but ——" till we remember Chapter II, and begin to reconsider matters. A more hopeful objection is that the system demands a special type of person to apply it with success. Mr. Craddock assures us that the one essential quality is *faith*: there must be no half-hearted acceptance of his doctrine. The moment our faith fails we begin to sink. But we can imagine a type of teacher who can carry on, with at any rate mediocre success, on the established autocratic lines, but who would make immediate shipwreck in the seas of class-room republicanism. Mr. Craddock's reply would no doubt be that such mediocre success means a very real failure, and is the very thing he wants to make impossible. His own faith in his scheme is whole-hearted: he maintains that it can be applied not only to a class-room but to the whole school. Further, he explains that it can be applied as a mere part-time arrangement in a given class, to be used only during the visit of a specialist teacher if need be. What one likes about Mr. Craddock's presentation is that while he is anxious to make all manner of extensions of his scheme, he is very willing to admit the possibility of failure in regions which he has not himself explored. He makes no claim to infallibility, but his arguments are very effective, and backed as they are by two years of successful application, they cannot but appeal to the open-minded and intelligent teacher.

J. A.

THE NEW CHILDREN: by Sheila Radice. Hodder and Stoughton, 4s. net.

The sub-title—*Talks with Dr. Maria Montessori*—gives some sort of idea of the nature of this book. But Mrs. Radice is no mere Boswell. Her ambition is rather to play the part to the Dottoressa that Wildon Carr plays to Bergson. Few stand so much in need of an interpreter as does Dr. Montessori, and few indeed are so fortunate as to find such an interpreter as Mrs. Radice. It is significant that the book is not so much an exposition of the Montessori method as a defence of the Montessorian spirit. After going through this volume a careful reader will be less surprised than he was before at the widespread hostility to Dr. Montessori, and will be convinced that the hostility is unjustified, since it results from an ignorance of both the purpose and the spirit of the great Italian child-specialist whom our own Minister of Education describes as "the most outstanding figure in education to-day." Mrs. Radice takes the stand that we have to investigate not so much the method as the nature of the resultant child. A system that can thus boldly claim to be judged by results makes an appeal that goes straight to the heart of our practical English people.

(Continued on page 288.)

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J. A.

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C. C. C.

A GUIDE TO THE HISTORY OF EDUCATION: by John William Adamson. Society for Promoting Christian Knowledge. 8d. net.

This is one of those guide-books that are better read after one has been to the places described. The beginner will get little help from it. Professor Adamson has certain very definite opinions about what the History of Education ought to mean, and these he expresses clearly and emphatically. But he attempts too much in the middle part of the pamphlet, for his mode of writing history does not lend itself to condensation. Because of the limited space at his disposal he is driven to generalise in a way that would be very irritating to himself were it not for the fact that his other works provide brilliant examples of the sort of thing that he here advocates. Many readers will regret the absence of the more philosophical treatment that Professor Adamson contemns. But it takes all sorts of points of view to secure a true estimate of the nature and value of the history of education, and this guide will be welcomed as a valuable contribution to the development of the subject.

S. K.

THE PROBLEMS OF NATIONAL EDUCATION IN INDIA: by Lajpat Rai. Allen and Unwin. 6s. net.

Mr. Rai belongs to that group of Indian educational reformers who, while demanding a free national development of education, wish to adopt the western rather than the old oriental ideals. He is proud of his country and his people, and, so far from adopting an apologetic attitude, claims in good round words not only equality with but in some respects superiority to western folk. He is not quite convincing in his claim that the hundreds of millions of people in India form one nation, but his All-India scheme of education may be workable for all that. When he has to choose between English and Hindustani as a national language, he unhesitatingly votes for Hindustani, not through any ill-will to England—the general tone of the book is clearly loyal to our government—but because an English medium would unduly delay the progress he desires. The main value of the book to us is the indication it gives of the oriental reaction to the newer theories of education. Mr. Rai is strongly attracted towards the newer American views of the Dewey school, but he is also much impressed by Mr. Fisher and his policy. The modernism of the book is strikingly manifested in the chapters on *Physical Education*, on the *Co-operative System*, and on *Vocational Education*. Old Indian ideals here rub shoulders with the very newest developments of American economics. It is disappointing that Mr. Rai does not work out the connection between caste and the old Indian form of hereditary training for trades and occupations. Probably he is unwilling to deal with anything that tends to make his fellow countrymen look backwards instead of forwards. When Mr. Rai gets into the hands of Dr. Caswell Ellis, he writes in a way that must rouse doubts in the minds of those who accept, perhaps too uncritically, the "East is east and west is west" theory. There is nothing intrinsically new in the book; but the point of view deserves serious consideration.

A.

REPORT OF THE EIGHTH ANNUAL CONFERENCE OF EDUCATIONAL ASSOCIATIONS. Conference Committee, 9, Brunswick Square. 4s. net, post free.

Few people who have any interest at all in education can take up this report without at once finding something attractive. All tastes are catered for, and the only serious objection is that commonly brought against the dictionary—a too frequent change of subject. The Conference itself seems now well-established, and its growing importance is proved by the increasing excellence of the annual report. Already the Report is taking its place among the footnotes that no respectable "researcher" sees his way to do without. We have only to carry the mind forward for fifty years to picture serious readers in the renovated British Museum Library poring over these pages and reconstructing us who are responsible for them. It cannot be denied that any respectable psycho-analyst could without difficulty make out what manner of people we are by the record we have here left. Almost every question that is stirring controversy among people interested in education is represented somewhere or other in these pages. The absence of the most vital question of all—salaries—is really a testimonial to the disinterestedness of the Conference. Money is not tabooed—one speaker demanded £15,000—but the personal interests of teachers were kept in a most creditable abeyance.

(Continued on page 290.)

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English.

THE PUPILS' CLASS-BOOK OF ENGLISH COMPOSITION, Book III.: by E. J. S. Lay. (Macmillan and Co. 1s. 3d. net.)

The first two books of this series have already been reviewed in these columns. The one before us does not differ much from its predecessors. In spite of its attempt to show that the writing of English is a "jolly game" it contains the same old hotch-potch of grammar and punctuation with its nouns and verbs, its subjects and predicates, as if the road to correct writing led directly through these. So, too, it contains the usual references to "Thought-Gems" (for transcription), and to miscellaneous poems as "Pleasant Thoughts worth remembering." The absurdity of the latter catch-phrase is seen when it is applied to such a poem as Hood's "November in England." The book generally ignores the existence of the class-teacher and pretends to appeal direct to the pupil in what is considered to be the approved self-educating manner. Thus there is plenty of advice of the following order: "Our artist has made a sketch of his idea of South-West Wind Esq. It would be interesting

to draw the figure on a large scale and colour it according to the description." No doubt it would be—but it would not be English. The best feature of the book is the study of definite extracts (rather objectionably termed "N.B. notices"), though these are chosen with but little attempt at gradation. Thus a difficult extract from Dickens' "Christmas Carol" appears quite early in the book. But, generally, what good features the book possesses are obscured in a mass of traditional rubbish.

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F. A. W.

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(Continued on page 292.)

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On the whole we feel that the book, while enlightened in parts, is generally inadequate, and that the authors should have treated of fewer topics and should have dealt with those more exhaustively.

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(Continued on page 294.)

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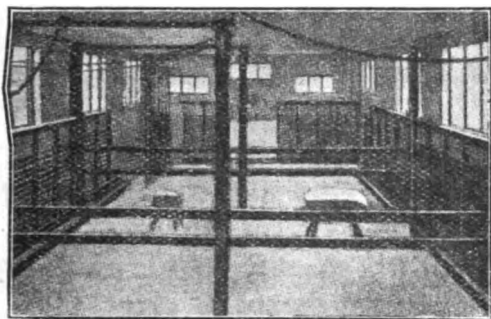
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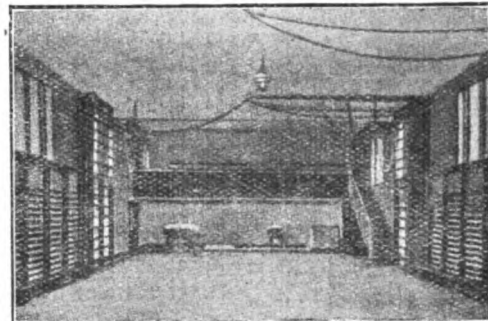
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THE ORCHESTRA, AND HOW TO LISTEN TO IT: by M. Montagu-Nathan. Kegan Paul. 4s. 6d. net.

Although the preface is dated 1917, this small handbook on the Orchestra has only recently made its appearance. It is evidently meant for the amateur, and makes no pretence to the technical completeness of Berlioz and Widor; but there is a large concert-going public who will welcome a simple explanation of that fascinating combination of so many instruments in which it delights, without much real comprehension as to the why and wherefore of the sounds produced, and Mr. Nathan's explanations are simple and yet clear. After a chapter on Listening, he deals with the various orchestral groups; next he supplies some comment on the "Principles of Sound-production," and then, in a lengthy chapter on "Instruments and their Sounds," deals in detail with the various families of instruments. Further chapters on "The Collective Orchestra," "The Score," and "The Conductor," are added, and as an appendix comes a series of typical passages for each member of the orchestra from well-known works. The second appendix, a series of differently scored chords from different composers, requires a powerful magnifying glass. Not having one at hand the present writer, whose eyesight is pretty good, cannot pretend to criticise this feature of what is otherwise a very practical helpful volume.

UNFIGURED HARMONY: by Percy C. Buck. Clarendon Press. 7s. 6d. net.

This excellent little volume, of which we wrote at length some years ago, is now available in a second edition, after, we believe, being out of stock for some time.

ELEMENTARY HARMONY, Part II: by C. H. Kitson. Clarendon Press. 3s. 6d. net.

Dealing as it does with Harmony from the beginner's point of view, this book is largely a codification of rules as applied to different chords. The present volume covers the ground of diatonic harmony from secondary sevenths to dominant thirteenths (the existence of the latter chord is admitted by Dr. Kitson, although he rules out the dominant eleventh. One could wish that he had discarded this somewhat cumbrous chord, especially as his letterpress makes it quite clear that he generally regards it as a decorative discord). Throughout the book the author throws prominence upon the harmonisation of melodies and unfigured basses, although for completeness he includes some examples of figured bass. Perhaps the most valuable chapter is the last, in which Dr. Kitson discusses fully various types of exercise, such as Figured Bass, Unfigured Bass, Harmonisation of Melodies, Given Inner Part, Writing a Sentence introducing given chords or combinations, Writing a Sentence introducing prescribed modulations, and Ground Bass. Upon all these points very useful hints are given, and as the style and subject matter are of an easier character than Dr. Buck's excellent "Unfigured Harmony," this chapter may be warmly commended to the student of harmony who desires something both comprehensive and comparatively simple. Part III, when it appears, is to deal with chromatic harmony.

Scripture.

ST. PAUL, HIS LIFE, LETTERS, AND CHRISTIAN DOCTRINE: by Dr. A. H. McNeile. Cambridge University Press. 10s. net. 311 pp. + xix and 3 maps.

It is difficult to do justice to this admirable work in a short review. The author, as he says, has gathered "together in a small compass the best that has been written concerning the Apostle in recent years." Brief though his account of the life is, it is written in a most readable and interesting manner, without omitting any of the main facts. We are glad to learn that he concurs in the hypothesis that St. Paul wrote four Epistles to the Corinthians.

The introductions to the Epistles are excellent, while the summaries to each Epistle are very valuable and carefully tabulated. Both the teacher and student of St. Paul will find this book of the highest service. We can recommend it with great confidence.

(a) HAGGAI AND ZACHARIAH: by T. W. Crafer, D.D.

(b) JOEL, OBADIAH, JONAH, AND MALACHI (revised version): by the Rev. T. H. Hennessy, M.A. University Press, Cambridge. 3s. each net. 116 pp. and 124 pp.

To the school which is desirous of studying any of these prophets we can recommend no better text books than these, by authors who are themselves no mean students of Hebrew; they present many attractive features. The introductions to each prophet are admirable and most comprehensive, embodying the results of modern scholarship. The notes are complete without being too voluminous, and are excellently adapted for school purposes. The authors modestly refrain from intruding their own opinions when quoting the conclusions of modern scholars. We should like, *e.g.*, to have been able to read their opinion on the new light Macalister throws on the civilisation, etc., of the Philistines.

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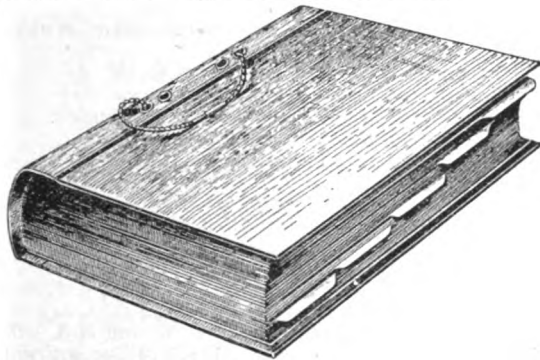
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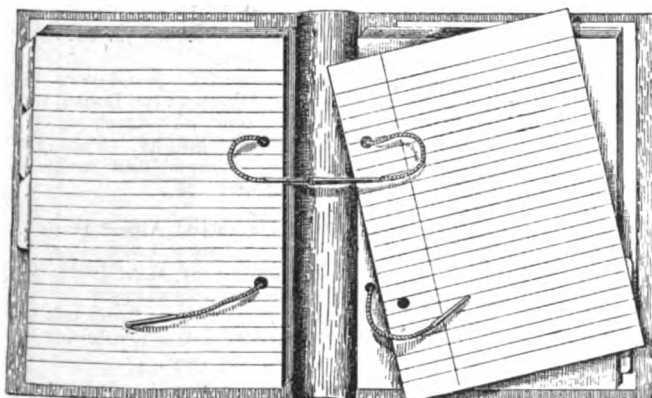
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Educational Associations, Report of the Eighth Annual Conference of, held at University College, London. Jan., 1920.
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Teachers Registration Council.—Secretary: Mr. Frank Roscoe, M.A., 47, Bedford Square, W.C. 1. (Letters to be addressed "The Secretary.")

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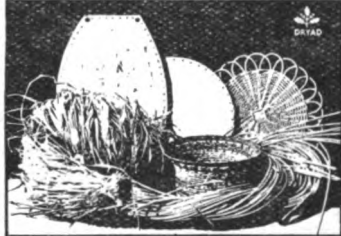
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A REVIEW OF IDEAS AND METHODS.

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JULY, 1920.

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NOTES AND COMMENTS.

The Tyranny of Examinations.

When the Secondary Schools Examinations Council was established two years ago, there were some who looked for an early release from the long-existing tyranny of examinations. They hoped to find themselves free to do their best for their pupils instead of being compelled to work always with an eye to a curriculum or syllabus which was imposed on them from outside. In some measure these hopes are likely to be realised, and it may be expected that the full development of the School Certificates and Advanced Courses will enable us to become teachers instead of crammers. This will not come about until teachers have gained more influence on the examining bodies, nor until examinations themselves are subordinated to the work of the school. We ought to be able to determine, with some degree of exactitude, the scope and kind of knowledge appropriate to each stage of a child's school life. The schools ought to furnish this knowledge, and at the right time the pupils ought to be tested, not in selected subjects, but over the entire field, care being taken to allow full credit for special aptitude in such subjects as are outside the conventional range of examinations. If we are to use examinations as a means of encouraging initiative and freedom in the schools we must not refuse to give credit for work which is novel. As things are, the examinations continue on traditional lines, and the teacher who would essay new methods is soon compelled to remember that he is imperilling the chances of his pupils.

Building Downwards.

The most pressing reform is a co-ordination of the requirements for entrance to the Universities and the professions. These now demand either a selection of credit passes in subjects taken in the School Certificate test or, alternatively, a pass in an examination of their own. It follows that a pupil may obtain the School Certificate with several credits, but if he does not happen to fulfil the prescription of the University or profession which he desires to join he must either try again or take a special examination. This illustrates the manner in which we build our educational system from above downwards. The entrance requirements of the Universities are allowed to determine the conditions in our secondary schools, and the scholarship tests for secondary schools affect the work in primary schools to a growing extent. A more intelligent plan would be that we should build up each stage in education on the preceding ones. It should be possible to admit to the secondary stage any who have passed satisfactorily through the primary stage. Similarly the Universities ought to admit to their degree courses any who have passed through the secondary stage. Entrance examinations should be subordinate to the needs of good education.

NOTICE TO READERS.

The August issue of "The Educational Times" will be a Holiday Number, and even more cheerful than usual. Among the serious articles will be one by Dr. H. Valentine Knaggs on "Breathing." The report on the Prize Competition is unavoidably held over till next month.

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.

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A Newspaper "Stunt."

Some years ago there appeared at a dull and highly technical conference on education a representative of one of our most popular daily newspapers. He sat through the proceedings without taking a note, and when a friend asked him why he had chosen to spend a Saturday afternoon in that apparently profitless manner he explained that the editor of his paper had sent him there on the chance that something would be said about "the Board School voice." It would seem that this topic is regarded by London newspapers as good material for what they call a "stunt." At the recent Conference of the Association of Head Mistresses, Miss F. R. Gray read a paper on "The Teacher's Voice." Incidentally she referred to varieties of pronunciation and spoke of Cockneyism, describing it as being not a dialect but a vice. This remark was at once taken up by the London press and perverted into an attack on the mode of speech in the London Council Schools. Most unfortunately it was made to appear that Miss Gray had criticised the teachers in these schools. A careful reading of the full report shows that no such criticism was made. Miss Gray was chiefly bent on pointing out the need for using the vocal organs properly, a need which cannot be too strongly or too frequently emphasized. A wrong use of the voice is undoubtedly productive of much unnecessary strain among teachers, and it is frequently the cause of irritation and lack of proper response among pupils. Many teachers have yet to learn that the still small voice is more potent than the thundering of Boanerges.

The Consultative Committee.

The Board of Education have issued a draft of the constitution of the new Consultative Committee without, however, giving any indication as to the matters on which it is to be consulted. It is apparently not proposed to allow the Committee to have a free hand. Probably the former practice will be revived, and whenever the Board feel themselves to be in need of guidance the Consultative Committee will be set to work. Since the consciousness of any need of guidance is not endemic at Whitehall, there is the likelihood that the Committee will be used mainly as a defence against any proposals to give to teachers a statutory right to be consulted in regard to the conditions under which they work. It will be well for those in authority to understand and allow for the growing desire among teachers to be rid of the interference of the layman. Sooner or later we shall have a real Board of Education to replace the present ghostly fiction. The experience of teachers will be utilised in determining the conditions of education both nationally and locally. In every field the workers are aiming at securing the right to be consulted, and it is not to be supposed that teachers will remain for ever content to work under the direction of clergymen managers, grocers on education committees, and officials who have never taught in a school. These people are important, but they are not the sole repositories of educational wisdom. Their amateur efforts must be supplemented and informed by the contribution which teachers can bring in the shape of experience and knowledge of school work.

London University.

The Government's offer of a site adjoining the British Museum has been received by the University of London with a degree of hesitation which is puzzling until it is explained. The truth seems to be that the Government is acting somewhat after the fashion of the kind uncle who gives a photographic camera to his small nephew, leaving him or his parents to defray the cost of materials. All gifts of this kind ought properly to be supplemented by an endowment fund, and the problem for London University is to discover whether the offer of the Government carries the right to remission of rates and taxes. It is to be hoped that the problem will be solved on satisfactory lines. It is even more important that the University should organise itself in a manner worthy of its possibilities. It is little matter for surprise that the Imperial College of Science and Technology should be seeking power to grant its own degrees when we consider how the University has failed to compose its internal difficulties or to become anything more than a collection of institutions with little or nothing in the way of real University life and spirit. The great advantage of a central site in Bloomsbury or elsewhere is that it will give the opportunity of developing a corporate life, and the magnificent gift which America has made to the University College and Hospital is but a foretaste of what might happen if we had in London a real centre of learning worthy of the capital of a great Empire.

Manchester or Mankind.

It is recorded that John Wesley said "the world is my parish." Certain members of the Manchester Education Committee would reverse this saying and declare that their parish is the world. The Manchester College of Technology has of late been building up a worldwide reputation which promised to rival that of the Massachusetts College of Technology at Boston or the Charlottenburg Technical College at Berlin. It is a College of the University of Manchester and has an increasing number of applicants desiring to attend its classes and obtain degrees. In its origin, however, the Manchester College of Technology is a municipal institution, started as the Manchester Technical School. Some of the citizens have watched with growing jealousy the incursion of students from outside the city, fearing that these would capture the opportunities provided and would thereby exclude the young people of Manchester. It is perhaps significant that this narrow view was put forward by representatives of the Labour Party. It is certainly unfortunate that the Committee decided to limit the number of University students to be admitted during the next session. The City Council may refuse to accept this policy. Some of its members may be able to recall the fact that when Florence had suffered heavily from a pestilence during the Middle Ages the citizens resolved to establish a University as a means of attracting outsiders to the place. Our great cities cannot properly refuse to play their part in providing means of education, nor can they properly seek to limit their outlay to their own sons. Our cities owe a debt to the whole world, especially in these days of widespread commercial relations.

The New Continuation Schools.

A correspondent writes:—A curious circumstance connected with the new Continuation Schools is that the people of this country seem to be woefully ignorant of their possibilities and even of their existence. Yet they are springing up in all parts of the country. So unobtrusively are the schools coming into existence that those who doubted Mr. Fisher's wisdom in declining to fix the Appointed Day for Section X of his Act before the autumn of next year are probably still doubting.

The fact is that Mr. Fisher's reluctance to "name the day" was most astute. So many schools have been opened, and so many planned, that it is impossible for the country to draw back now. Lord Rothermere is wasting his time in protesting against Section X of the Act.

One county, Warwickshire, has even fixed the Appointed Day for certain portions of its area. (Local Authorities may do this in anticipation of the general date to be enforced by the Board.) The Appointed Day for Stratford was the first in the country. Rugby followed close behind and has the additional distinction of possessing what is thought to be the first building erected specifically for Continuation School purposes. Unfortunately, Continuation Schools will have to be content, as a rule, with adaptations of existing and perhaps most unsuitable structures. The school at Rugby, in which Dr. David, I hear, takes a warm interest, is built of coke breeze slabs faced with rough cast. There are six class-rooms, three for boys and three for girls, and an assembly hall. A magnificent playing field is attached. The staff are paid according to the secondary school scale.

Of works schools—that is, schools attached to places of business—there is already a considerable number. Some of the best known of London houses of business are competing with one another in this direction. Selfridge and Co. have a first-rate school, the head of which is Miss Enright, a member of the Departmental Committee on English, and formerly the head mistress of a Higher Grade Elementary School in the North. Harrods have had a school for quite a year now, and Messrs. Debenham and Freebody have more recently started one.

In spite of the shortage of teachers staffs are being engaged apparently without difficulty. Probably the reason is that good salaries are being paid and it is more than likely that the Board of Education's gloomy forecasts on the subject of teachers' remuneration in the new schools are to be falsified. There are already signs of one bright side at least to the Works Continuation Schools. Some of these may tend to be too vocational, but much of the evidence at present is in their favour on this point. There can be no doubt as to their standing in the matter of salaries, if present indications are trustworthy. It may be that leaders in industry will do much to advance teachers' interests in this way. Their conception of what a teacher is worth may be very gratifying to all but the members of ultra-economical Education Committees.

THE LUNCHEON HOUR.

Where is the hour I dreamed and planned—
 Endless, omnipotent hour?
 Gone like a twinkling April shower;
 Gone like the magical cactus flower
 Bursting its sheath by the fairies made,
 A hundred years waited, only to fade!
 At a desk sits my body, a pen in its hand:
 But I? I wander in Rainbowland.

GERTRUDE VAUGHAN.

EDUCATION IN THE FUTURE.

BY TONY WELLS.

(The writer of this article is a boy at a well-known Public School).

Introduction.

I have been thinking for some time past on the subject of education, and the first thing that struck me about the present system was its lack of scope for originality. I therefore set myself in my spare time to work out for myself an ideal system of education, eliminating, in the process, those features of the present system which did not fit in with mine in operation. I find that if one sets oneself at the outset not to destroy what one wishes to improve, but to preserve those things which can become a part of the improved whole, one gets further with the subjects than otherwise. And it is under these conditions, the same as those under which I build my other schemes, that I have set myself to formulate this scheme for the ideal education of the nations in all parts of the world.

LIBERTY.

My first heading is the single word—Liberty—for it is the first essential. As far as my experience goes, the average preparatory school is a kingdom under tyranny, and the preparatory school boy knows no more of liberty during term than if he were shut up in a cage all the time. His every moment is planned by others, and the boy himself is apt to become a mere machine but for the occasional relief of the holidays.

In the system which I here propose to set forth, the lessons would be carried on in the most interesting manner possible. In order to find out the inclinations and natural bent of each boy, there would be certain extra or "free" periods, in which they could select their own subjects, and when, through interest, the whole school working conscientiously, they might occasionally choose the subjects in which they were weak, in order to improve themselves, a thing I am nearly certain no one would do, if the work were not made interesting.*

WORK-CLUBS AND GAMES CLUBS.

Those boys who like certain subjects would eventually gather round the masters who were also interested in them, in a kind of work-club, and the boy who did not belong to any of these clubs would most probably have a bad time compared with the others.

The games would also be carried on by clubs, there would be a tennis club, a hockey club, etc., as well as footer and cricket clubs. Each club, in both work and play, would have its own President (a master), captain, and vice-captain, and possibly secretary and treasurer. In work they would arrange and conduct meetings, at which members would bring up problems and questions relating to work. In the games they would pick teams and captain their respective sides, the odd men, if any, taking it in turns to umpire, referee, or judge the respective performances of the different sides. In the absence of both captain and vice, the game would be controlled

* It would not do for the boy always to choose a subject in which he was weak, as this would merely mean that he would develop along his weakest or worst line.

either by a member appointed by them, or, if preferred, an elected senior. The president would be either elected or nominated, and voluntary subscriptions could be handed to the treasurer for deposit in the school bank, to cover expenses of material, etc., not provided by the school. In the main, of course, the grounds, courts, gymnasium, etc., would be provided by the school.

Anglers' or cyclists' clubs might possibly be formed too, in which case members would (a) bring their licences and permits for the nearest river, or (b) bring bicycles and store them in the school shed. Picnic outfits would be provided (also food) for clubs or parties who wished to go far into the country or could not be back for school tea.

In this way everyone would be occupied on holidays, without any master, who did not wish to, taking charge, each party taking its senior as captain. But in the work club the master would always be present to clear up points in discussion.

Cross-country runs or paper chases on holidays would be organised occasionally during the fine weather, and swimming or gymnastic displays or sports (indoor) during the bad.

Free access to the laboratory, engineering rooms, etc., would be given to chemistry or scientific club members, whom the masters at the head of these sections considered to be sufficiently advanced for the privilege, and every encouragement given them to enable them to construct models embodying their own ideas and to conduct their own experiments.

GAMES CLUBS.

The games clubs are not entirely new, but even now there is not a particle of the freedom that there should be. A large variety of games should be given, if possible, to choose from, and boys would eventually settle down to a game which they really liked, instead of having to do four hours compulsory cricket on a half-holiday (a thing which I have had myself every fine Wednesday afternoon and evening for a whole summer term).

The club captains and vice-captains would manage all the team picking and allot space to parties who wished to play together, also settle any disputes which arose in the course of the game. In cases of odd men either the captain might sacrifice his place or a member who did not mind might do likewise, or umpire, as he preferred. Whoever gave up his place would have to go and join another game, unless permission was given for any reason which might arise (such as those given).

RULES.

Certain parts of the town, if there was one close at hand, would be out of bounds, the bounds to be decided at the discretion of the head and other masters, and theatres, except certain seats for certain performances, would be forbidden. But I think it is a pity when good plays or music or pictures are available that the boys should miss them. The danger of infection might be lessened by taking a block of seats and letting all the boys sit together.

A certain limit would be fixed to the distance travelled on half-holidays, though week-end runs (cycle) might be arranged, with consent of parents, at half-term.

CHEQUE BOOK SYSTEM.

The pocket-money problem would be dealt with by giving out cheque books, and arranging with the school tuck-shop to take the cheques.

The school bank would also cash cheques.

If a boy's money was running low he would be told, so that he could either stop spending so much, or write home for more. If his money was exhausted his cheque book would be taken away.

STUDIES AND DENS.

Every boy in the middle school would have his own cubicle, however small, in which he could get peace to write his letters, read or study. The present system is absolutely useless, as there is usually such an amount of noise in the class-room that it is hardly possible to read in comfort, far less write a letter or get off arrears of work. No letters would be looked at, except in cases of suspicion, and this would give a boy a chance to write what he really wanted without fear of having it all read between him and its destination.

II. Interest.

INTEREST LECTURE SYSTEM AND CHARTS.

The teaching in the system which I consider as nearly as possible ideal would be done by lectures whenever possible, and other lessons would be made as interesting as circumstances permitted. At the beginning of the next period given up to that particular subject, exercises would be done on the previous lecture; these would be corrected by the master, who would then mark up the improvement, or otherwise, on a chart. This chart should show not only the marks awarded, but also the improvement, or otherwise, on any previous performance. First place would mean, not highest marks, but greatest amount of improvement. The award for highest marks would be a separate affair, though both results would show on the same chart. Any boy would be allowed to see his chart on applying, and the charts would be shown to the boys once a week. This would give the boy a chance to try to make real progress, by excelling his own previous efforts, so that the boy at the bottom would not despair of ever getting any higher, or the boy at the top slack because he knew he was safe. Every boy should imagine that he has a chance of winning a first place, and should be encouraged to some degree to think so, as this would stimulate even greater effort, and would bring up the standard of the class.

Each class would have its average increase in marks taken each term, and a prize would be divided among the best class. However, the prize should not be the chief consideration, as this would make the self rivalry, if I may call it so, degenerate into mere "prize-fighting."

WORK CLUBS.

The enthusiasts in certain branches of work would form the clubs I have already spoken of, and meetings might be held in spare time, or in free periods, if permission was granted by the master who was President and the head.

These clubs would go to the same lectures and would eventually elect their president, any master who was asked to be president of two clubs choosing his club, upon which the other club would have to elect a fresh president.

The elections would be held about a fortnight or three weeks after the term began, so that new boys could get settled and the boys get to know new masters, or select a master for whom to vote. This would tend to raise the standard of keenness throughout the school.

These work clubs, are, I think, an entirely new idea, but I also think they would improve the work tremendously if properly run. And even if they were badly run they would increase the knowledge of the subject that the boys were keen on, and would tend to set any boy on to the subject for which he had a natural talent.

ALTERATION OF BOOKS.

The books used now, especially those used in teaching languages are, in my humble opinion, the most useless and stupid productions that could be devised. A few are ahead of the ruck and going well in the right direction (Arnold's Latin Prose), only why somebody has not translated "Treasure Island" into simple idiomatic French and Latin for boys up to fourteen years of age, and provided some really good novels for boys in the upper school I do not know. "Le Capitaine Pamphile" (Dumas) is the nearest thing I have seen.

Languages might be combined in some measure with other subjects, such as French—Chemistry, so that the boy would be able to converse and read in the different languages on the subjects which would be necessary. For instance, who has taught the boy going in for business the French terms parallel to those we use in English every day? For every business has its slang terms, and if not, scientific and technical terms, neither of which come into school books. Questions about things actually happening would be asked as often as possible.

ACTUAL QUESTIONS ABOUT EVERY-DAY THINGS.

For instance, who wants to know how much A would get if B—a bankrupt—paid him 13s. 3½d. in the £1? But if the problem were to find the output of coal at a given estimated rate, on a 7-hour basis, its increase or decrease on the output previous to the alteration given, also the effect of that increase or decrease on the annual income of the nation (of which the percentage realised from coal would be given), the whole class would go on trying to get the answer with perhaps as much as 200 per cent. increase in keenness and interest.

NOT WATERTIGHT COMPARTMENTS.

The present system of teaching strictly within the bounds of the subject would be partially done away with. Variation would be allowed, and every side branch would be followed up to its end, and when it stopped the original subject would be taken up again. These side branches should not be allowed by the masters to get outside work, but might be taken up again at the club meetings.

History and Geography obviously ought to be taught together and the former extended to other important countries besides Britain. The latter, too, might have a wider range than it has at present. The new Harmsworth Atlas, from the description, would be a most interesting one to use, as a great deal of the old geography is obsolete now. History would not stop at Edward the Seventh, but would be brought right up to date.

STAFF.

Higher salaries would be absolutely necessary to the success of this scheme, for if the work did not command a fairly good salary, very few clever men would ever go in for it and the staff would consist of men who, having taken some degree or other, and having nothing better to do, would go into schools as junior masters and stay there, though in nine cases out of ten not fitted for the work, and certainly not keen or clever enough to alter the system or the standard of the school.

I would like to suggest for the staff a kind of entrance examination in which a few questions would be asked on school subjects, but having mingled with them questions by the answers to which the enthusiasm and competence of the candidate might be estimated. These would be really the main part of the examination, and would rule out candidates who had merely come for the high salary. Power would rest with the boys to get a petition signed by a few seniors for the resignation of any master, and the head would either give or withhold his consent as he thought good. Any master who refused a presidentship, without obvious reason, should not be given too much authority, as the object of the whole staff scheme is to secure a competent, keen, and understanding set of masters.

Conclusion.

I have here set out to the best of my ability my opinion of an ideal education system. On coming to a close, I wish to say that I have avoided prejudice as far as I was able, and that the object of the scheme would be to reduce the number of useless lives, and also to teach originality, courtesy, self-control, and, **in spite of this**, to turn out, where the material is to hand, men with powerful brains, working for the good of everybody.

It is all very well to have **one** Prime Minister with a 1,000 volt brain, but we want no brain power wasted.

Time Table.

Rules would be as far as time goes :

- 7-0 a.m. Get up.
- 7-25 a.m. Work starts.
- 7-55 a.m. Work stops.
- 8-0 a.m. Breakfast.
- 8-45 a.m. Dining hall closes. No boy allowed to remain behind after that time.
- 9-0 a.m. Work recommences.
- 11-0 a.m. 15 minutes break.
- 11-15 a.m. Work recommences.
- 12-45 p.m. Work stops.
- 1-0 p.m. Dinner.
- 1-45 p.m. Dining hall closes.
- 2-0 p.m. Work recommences (summer). Games (winter).
- 2-4 p.m. Work.
- 4-15 p.m. Cake or buns in dining hall.
- 4-25 p.m. Dining hall closes. Work or games begin.
- 6-0 p.m. Tea.
- 7-0 p.m. Preparation starts.
- 7-30 p.m. Minimus school stops. Must be in bed by 8-15. Lights out 8-30.

- 7-45 p.m. Middle school stops. Must be in bed by 8-30. Lights out 9 p.m.
 8-15 to 30 Upper school stops. Bed by 9. Lights out 9-15.
 9-30 p.m. Club captains and vice-captains' dormitory lights out.

Club captains may leave their dormitory, after lights out, leaving senior boy in charge, and read or talk till 9-30 in vice's dormitory.

This gives a graduated scale of hours to which an interested senior, middle, or junior boy could work. Each is capable of working his brain hard enough for the time to get a good deal out of it, and when one is interested one is apt to work without noticing it.

It would be forbidden to talk after lights out without applying to the dormitory captain, or, if urgent, without waking him, so that any emergency is provided for.

On waking up boys are allowed to read, if the light is good enough, which, in the upper school, would be left for the boy to decide; but in the middle and lower, would be decided by giving times between certain dates, as in a lighting regulation list. Blinds must not be pulled or lights lit unless every boy is awake, or unless it is only an electric torch, which may be used in the morning but not at night. If anyone wished, Muller or other exercises might be done before getting up bell, but not after, unless very short, or after dressing. Any boy sleeping after the bell must be waked by those nearest him or by the dormitory captain. If there is time a run or a swim (in the baths) may be had before breakfast, in which case the boy is free during swimming time later on, but if given permission, may go in again if he likes. The juniors miss break and the $\frac{1}{2}$ -hour before lunch and swim between 12-30 and 1. The middle school bathe before or after games at 4-30, *i.e.*, before cake and buns. The upper school swim after work or games, 5-30 to 6.

New Era Globes.

We have received from E. M. Walters and Co., Hove, three globes which are intended for class use. One gives the political divisions of the world and the chief trade routes; another the heights of land and depths of ocean; and a third the routes of the chief explorers, with dates of discoveries. These globes are about 14 $\frac{1}{2}$ inches in circumference and are light balls of rubber, easy to handle. The features are painted in good colour and the device will be extremely useful in the classroom. It certainly helps to overcome the difficulty of teaching geography from flat maps of various scales.

A Useful Bookshop.

Everybody who is engaged in school work knows the difficulty which attends an effort to obtain second-hand or out of print copies of books. Messrs. W. and G. Foyle, 121-125, Charing Cross Road, London, W.C. 2, have sent us a comprehensive catalogue of their new and second-hand stock, from which it is clear that they are ready to supply every reasonable need of teachers or students.

CULTURE AND THE WORKERS.

BY DINK PRIDHAM.

THE remark, aptly made by a character in the sentimental but delightful comedy, the "Cinderella Man," that "genius thrives in the garret" is indeed a truism. If we substitute culture, as understood by the working man or woman, who has in some measure attained it, then genius and culture are akin.

The workers, with shortened hours and more leisure in which to read and think, are desirous of a fuller and happier existence than in the past has been their portion, and although we may lament the fact that sport and gambling are still irresistible attractions, manual workers, especially those who fought in and survived the war, are turning more to the happiness that is to be found in the interests of an enlightened mind.

And what of culture? To the writer, a simple soul, it means a love of the best in created things, in a world of commercialism a standard of high ideals, in the realm of literature an appreciation of all that is pure and good, in music, opera, and drama a striving after understanding and accomplishment, in a love of nature, and in the service of man.

And its acquisition by the workers?

A generous country provides the working-man's son with an elementary school education, sometimes a secondary one. If the boy is intelligent he avails himself of the instruction given, enabling him to read, write, and think.

His reading will evolve by way of the schoolboy, detective, or adventure weekly, then as age matures books will be sought at the public library. The library book will create a desire for possession, which entails self-denial to purchase books, but the subsequent joys engendered will amply repay him. It will be through a love of books and his interest therein, that the world of music, art; the wonders of science, astronomy and all things pertaining to culture will be to him revealed. His quest will probably bring him into touch with institutions as Ruskin College, Oxford, the Workers' Educational Association, and the Cambridge Tutorial Classes, which render excellent service in the educational and spiritual development of working men and women, and any or all of them will assist him considerably, if he desires their aid.

* * * * *

Briefly I have traced the road to culture of the worker's son, one that in the past has been filled with almost insurmountable difficulties, heart searchings, and hard knocks. It is also the way of working women, although the desire for intellectual achievement is not so apparent in women as in men, probably on account of the restricted freedom enjoyed by them and occasioned by the domestic drudgery of the average working-class home.

The highway of culture and accomplishment will, however, only be open to the working class when facilities permit of the elementary schoolboy or girl to graduate through secondary and higher education to a university career.

MELEAGER OF GADARA.

BY F. A. WRIGHT.

Poems of Manhood.

We are so familiar with love poetry, the sonnets made to a mistress's eyebrows, that we are apt to forget its late appearance in the Greek literature from which all modern verse derives. A certain obscure author of the 4th century B.C., Antimachus of Colophon, is probably the first Greek who composed verses in honour of a woman, but his "Lyde" has now, except for small fragments, disappeared. Asclepiades has left a few epigrams; but Meleager is the poet to whom the Romans, and we after them, are most indebted. And of Meleager's love poems those written to Heliodora are the most beautiful and the most sincere.

The Toast.

Pour out and pour and pour again
And "Heliodora" cry.
Let that dear word be the refrain
As fast the wine cups fly.

Three spirits fair, in her combined,
Have come from heaven above;
And we in her one body find
Allurement, Grace, and Love.

A.P. v. 137.

Love's Prisoner.

Full well I know the grief and smart
That has and will be mine;
Not vain your warning, O poor heart,
But still with love I pine.

"From Heliodora fly"—But how?
I have nor strength nor shame.
The very thoughts that warn me glow
Enraptured at her name.

A.P. v. 24.

Misericordia.

Have mercy, Love, and lull my sleepless pain,
Nor leave my Muse's voice to cry in vain.
To-day they bow, forgetting other hearts,
On me alone pours all its winged darts.
Even if you kill me, on my tomb you'll see
This epitaph—"Slain by Love's cruelty."

A.P. xii. 215.

The Garland.

Blend with the wine the glad refrain,
Our Heliodora's name.
Uplift the cry again, again;
Our toast is still the same.
O dear memorials of the past,
O rapture all too sweet to last.

Bring me the flowers that yester eve
Upon her brows were set.
Look how the roses seem to grieve
With perfumed fragrance wet.
They know that she is far away
Who then upon my bosom lay.

A.P. v. 136

Remembrance.

That night, its sleepless hours I'll ne'er forget;
On Heliodora all my thoughts are set.
My eyes still feel the smart of those glad tears
When each gray morn with slanting beams appears.
Ah does she too, I wonder, think of me
And cherish yet our love's dear memory,
To my cold picture give her kisses warm,
And as she sleeps with tears bedew her arm;
In dreams upon her heart me close embrace,
Deluded by the phantom of my face?
Or can it be that with new fire she burns,
To some new love her fancy lightly turns?
Such sights, dear lamp, I pray thou never see,
I left her safely, keep her safe for me.

A.P. v. 166.

The Bee.

O rose fed bee, why hast thou come,
When flowers thy presence seek,
And dare to touch the fragrant bloom
Of Heliodora's cheek?

Is this thy message: that Love's sting,
So bitter to the heart,
Has yet within it some sweet thing
That takes away the smart?

O little friend, thy word is vain;
Ah yes tis vain I trow.
Quick backward fly nor waste thy pain.
Too well that truth I know.

A.P. v. 163.

Love's Tennis.

Love and Desire play the set,
My heart's the flying ball.
To Heliodora, cross the net,
They send it, rise and fall.

Be heedful, sweetest; watch thy art
Nor mock me in my need.
To miss the stroke and lose my heart,
That were a fault indeed.

A.P. v. 214.

Cordis Signum.

Open my heart and you will find
My Heliodora's name.
Soul of my soul, dear inmost mind;
Two made by Love the same.

A.P. v. 155.

The Dark-eyed Colleen.

My Hely's soft fingers,
The touch of them lingers;
But her nails they are stingers,
I still feel the smart.
Sure Cupid must teach ye
The way how to reach me;
Go soft, I beseech ye,
You're touching my heart.

A.P. v. 157.

VOCABULARY OF A YOUNG CHILD.

WALLACE E. WHITEHOUSE.

University College of Wales, Aberystwyth.

MANY experiments have been made testing the extent of children's vocabularies, but apart from a statement as to the number of words little is usually said as to the conditions under which the test was conducted, and less still as to the environment of the child itself.

The following analysis is based on a ten days' test :—

The child on the fifth day of the test was three years ten months old. He has had no systematic lessons, but throughout he has been encouraged to ask questions, and picture books have been welcome gifts. He is imitative even beyond normal, of very good health, and possesses a sunny temperament. He frequently accompanies his only brother (ten years older) during short rambles and fishing expeditions. His permanent residence is at the seaside, but he has been taken for several long railway journeys. There is no sister.

Alphabetical sheets were prepared, and during the period his words were collected by his mother, brother, and by myself. Summaries were made each night. Up to the sixth evening, when 936 different words had been collected, nothing more than the jotting down of his normal chatter was practised. On the fourth day he certainly realised that some experiment was proceeding, for a fairly loud query between two of the compilers—"Have you got 'ridiculous' down?"—apparently gave him definite knowledge as to what was being done. In consequence, from time to time he proffered gibberish, less from inherent conceit than from a well-developed spirit of "leg-pulling." During the seventh and following days he was taken on short tours, usually five minutes, for object naming. This was useful in checking his knowledge of words employed, and considerably increased his total, but the subject soon tired and lost interest. He was not deliberately taught any new words during the period of the test, nor was there any semblance of prompting. The observation during the ten days was practically continuous. The parts of the day which yielded highest returns were during the forenoon, when he was playing and talking to himself, and at tea-time, when all assembled and some of the doings of the day were under general discussion.

Words were usually added to the lists in short bursts as new topics came under comment. An interesting example of this came on the fourth day. The firing of a signal rocket, which startled him, announced the launching of the local lifeboat. He was taken to see the practice, which was briefly described to him. His interest, perhaps on account of his preceding fright, was intense. The explanation of the launching which he gave to his brother later in the day added the following 22 "new" words to his list:—"Launch, lifeboat, rocket, rope, pulling, mast, sails, rudder, climb, Darkgate, turn, Germany, huge, lift, matter, patch, round, street, take, worm, work, upset." Several of these words had not been used in the description of the lifeboat practice given to him.

The total of the words which he *used* during the ten days was 1,324. It was obvious that some of the words *were* merely words, but this failing is not restricted to

young children only, and certainly, as far as could be tested, he understood a very high proportion of those which he used. Alternative words were frequently employed during his conversation, and the shades of difference appeared to be realised. Children of this age are not sufficiently self-conscious to fear ridicule on account of mispronunciation, nor do they realise that there is any mispronunciation in most of the cases; consequently their use of synonyms is generally due to different causes than in the case of many adults. There is also the important point here that the 1,324 words had been collected by the subject not from books but by ear, hence the necessity for careful pronunciation on the part of those instructing very young children.

In the list nouns (or words used as nouns) and verbs predominated, as would be expected, but the vocabulary also contains a satisfactory proportion of adverbs and adjectives.

A psycho-analyst would no doubt find some material of interest in the complete list, but this is obviously of insufficiently general interest to print.

The daily totals from the sixth day onwards were 936, 1,039, 1,200, 1,264, 1,324. The words were distributed alphabetically as follows:—(A—40, B—113, C—115, &c.) 40, 113, 115, 67, 27, 71, 45, 62, 12, 18, 19, 63, 75, 30, 24, 98, 6, 51, 193, 101, 14, 3, 70, 0, 7, 0. This has been compared with a smallish one-volume (Blackie's Standard) dictionary, and the number of columns in the latter case have been used as a measure of word frequency. The alphabet appears to be distributed as follows, in percentages:—5.1, 4.2, 9.5, 6.2, 4.6, 4.8, 3.2, 3.8, 5.4, 0.9, 0.5, 3.3, 5.4, 1.8, 2.2, 8.7, 0.6, 4.8, 12.0, 5.9, 2.2, 1.9, 2.6, 0.03, 0.2, 0.17. The subject's corresponding percentages are:—3.0, 8.5, 8.7, 5.1, 2.0, 5.4, 3.4, 4.7, 0.9, 1.4, 1.5, 4.8, 5.7, 2.3, 1.8, 7.4, 0.5, 3.6, 14.7, 7.6, 1.1, 0.2, 5.3, 0.0, 0.5, 0.0. In every case the percentage for words beginning with a vowel is low, A, E, and U about one-half, and I equals one-sixth. The dictionary's total percentages for words with initial vowels is 19.8; the subject's is 8.8; against this B and W had twice the dictionary frequency, and K was also much higher. Several quite long words were listed, of which a few were compound words: in all 38 had 9 letters, there were 13 of 10 letters, and 10 with 11 letters, while 8 had 12 letters, and there was one of 13 letters. A few of the words which struck the investigators as being unexpected are given, viz.:—"Afford, bleating, bothered, collision, dainty, enjoy, flop, gracious, hotel, indeed, lozenge, Mauretania, miscellaneous, pliers, poisonous, ridiculous, Sphagnol, tackled, worried."

In addition to the 1,324 words entered on the list the subject has from time to time used many others which have been heard by the investigators, but the vocabulary represents only the total of words actually used during the ten days' test. For example, the list does not contain cat, though sheep, lion, tiger, dog, elephant, and horse are all included.

Finally the writer has not made out this analysis as an illustration of an unusual case. He believes it to be more or less normal, and can recommend such a test to parents as a means of gaining interesting and useful information with regard to the young child.

CONDITIONS IN GIRLS' HIGH SCHOOLS: THEIR CAUSE AND CURE

By M. F. MOOR.

(Concluded.)

II. Remedial.

In this section of the paper the intention is to suggest, in the light of the previous remarks, the lines on which we may hope to improve educational conditions and make the schools into centres of true life and growth.

First of all let it be laid down as the fundamental principle of any system that the pupils are the first consideration. In the organization of schools it seems so easy to lose sight of the individual child and to legislate for an average pupil who never really exists. It is possible to have buildings splendidly equipped, time-tables wonderfully planned, teachers excellently qualified in their subjects, and yet the generations of pupils may pass through the school and carry away almost nothing that will be of permanent value in their after-lives. But this, and this alone, is what education really means; the development of powers enabling the individual to get more out of life, to live more fully and richly, and to realise that the process of education does not end when he (or she) leaves school. Knowledge in itself is of little value; facts learned at school may be forgotten, even the ability to read and write may be lost through disuse or wasted through misuse. It is not *what* children learn that matters nearly so much as the *spirit* in which they learn it; it is by their personalities, not by their intellects, that people live. Learning to work a theorem does not necessarily enable a person to judge between right and wrong, or even between truth and falsehood.

The development of personality is almost impossible in the large classes and hurriedly filled periods of the average day school. Class-teaching of the usual type can only have an incidental effect on any individual; those who profit by it most are those who need it least: the quickest minds are forced to mark time and the slowest are left behind, deriving almost nothing from the lesson. The child with the most individuality is often the one who suffers most. The time-table, again, is far too rigid and far too scrappy—almost kaleidoscopic. The morning periods are usually intended to cover all the regular class subjects, and the children are expected to work at full pressure all the time, switching off from one subject to another at the shortest possible notice. Such an atmosphere of rush and effort is most undesirable in childhood and adolescence. Further, there is no time or opportunity out of class for teachers to know their pupils.

We need, then, a thorough revision and reconstruction of the schools and their organization; we want a single system, adequately supported by public funds, open to all classes of the community. Under this system children up to the age of about 12 should receive a real education of the *primary* type; from 12 to 18 they should continue the education in *secondary* schools. Parents and teachers alike must insist on the adaptation of schoolwork to the children's needs; educational authorities, both central and local, must be convinced

of the importance of providing premises, materials, and personnel, so that all children may have a real chance of full development. There seems to be some ground for thinking that, since the Education Act with its provisions for continuation schools, some such scheme of re-division into primary and secondary without the present over-lapping between the ages of 12 and 14 is officially contemplated.

In planning curricula for these primary and secondary stages in education it must not be assumed that the function of the school is to prepare for the Universities or for professions or trades: the best preparation for all these alternatives is the development of natural endowment. In the primary stage there need be no thought of specialism for a future career; in the secondary schools there would be quite definite specialization for the last two or three years and even in the preceding years opportunity must be allowed for the cultivation of special interests or talents. Throughout the whole course a distinction would be made between bookwork and other forms of activity and a greater proportion of time would be allotted to the latter than is at present given, especially in the primary stage.

It would not be possible in this paper to discuss at all fully the details of curricula; a few mere suggestions may be outlined as follows: In the primary schools full opportunity must be provided for the training of all physical as well as mental powers; subjects such as gymnastics, dancing, music, drawing, handicrafts, would not be "extras" but free to any child with the smallest degree of aptitude. The multiplicity of "subjects" which tends at present to appear on time-tables could be considerably reduced if Reading were assumed to cover not only what is generally called "Literature," but works on natural history, travel in foreign countries and so on—such books could be read in the class-room, with facilities given for questions and illustrations and discussions bearing on the subject matter. Also, wherever it is possible, as in the case, for example, of botany or biology, there must be correlation of bookwork with outdoor activities, such as gardening, looking after animals, and walks in the country. It would probably be found practicable to give more time *continuously* to certain studies than is done at present, and to make the time-table more "seasonal." For instance, natural history or surveying belong to the summer months, sewing and writing are indoor occupations: much more bookwork can be done in winter when time must be spent indoors.

Nor must the planning of subjects be too rigid. Free time must be given for children to study what they like. There is something essentially stupid in everyone doing the same thing at the same time unless the activity is one in which all can really unite their efforts to produce some result. Reading lessons in which a set book is read aloud are often great waste of time—the story or poem may be quite familiar to some in the class, and the rate at which individuals can follow and understand is very variable. On the other hand co-operation is essential when the aim is some production which all can appreciate and enjoy, as in the case of a dramatic representation or an exhibition of work.

Four or five years spent in activities like this would be a fit and proper foundation for the secondary stage, which would begin at 12 or 13. A good grounding in

English and in the elements of mathematics, with plenty of "general knowledge" derived both from books and from practical life, would fit the child to work in a more concentrated way at the subjects recognised as essential for progress, and after, say, three years, an examination could if necessary be taken to demonstrate that a certain standard had been reached.

In the secondary stage bookwork and theoretical knowledge play a far larger part than before; psychologically the adolescent develops powers of thought and of æsthetic appreciation which must have scope; but at the same time there must be ample provision for handicrafts and practical work of all kinds for those whose bent lies in that direction rather than towards "intellectual" interests. It is a great mistake to suppose that technical subjects are not educational. It is a matter of aim and treatment. Learning a trade such as carpentering is a good education if the teacher knows his business and the pupil gets the right point of view. Thus the technical school will not stand apart from the system, but be an integral part of it; it will not be a "trade school," but will do its share in equipping the scholars as members of the community. Subjects like typewriting and shorthand will also have their place, since they are instrumental in the life of the community. Those scholars who have the love of books and of knowledge for its own sake will give the bulk of their time to "intellectual" studies; but all alike will have full opportunity to develop their literary and artistic inclinations; reading, acting, singing, dancing, etc., will have their place in leisure time, which is not outside the curriculum, but an important element in it.

In all this the main contention is to be borne in mind that education is part of life; not only must the organizers and teachers realise this, but the scholars must feel that it is so. The chief reason why children so often feel no interest in their lessons is that they do not see any reality or value in them—too often the only value that they do see is the utilitarian. Their parents tell them that they must do well at school because it will enable them to earn their living. With others even this incentive is lacking, and they see no "use" in learning what does not interest them.

If men and women as parents realised what could be done for their children by the schools they would not as ratepayers grudge the necessary expenditure on education. Teachers must be given more social opportunities and a better social standing. They on their side must believe in the importance of their own work and not be content to waste their energies in doing useless things. Their sense of responsibility to their pupils must urge them to revolt against the stupid conventions of school routine. And, if the teachers are to make education a living thing, schools and teachers must cease to be cut off from the life of the community. It is difficult for an enthusiastic teacher *not* to be absorbed in school-work; there is endless thinking and planning that may be done in time which ought to be spent in recuperative and inspiring occupations and interests; but it is the duty of society to see that those to whom it is entrusting its children are not shut in upon themselves for lack of social opportunities and of surplus energy to enjoy them.

CHRONICLE OF EDUCATION.

- May 22—Opening meeting of Annual Conference of National Union of Women Teachers at the Guildhall, Bath. President, Miss Agnes Dawson.
- May 24—The Eleventh Annual Conference of the Association of Teachers in Technical Institutions was held at the Polytechnic, Regent Street; address by Mr. E. L. Rhead, M.Sc., of Manchester, the President.
- May 28—The King laid the foundation-stone of new buildings of the London School of Economics, Clare Market.
- May 28, 29—The fourteenth Annual Meeting of the English Association at Bedford College. Address by Professor Harford, President, on: "The Normality of Shakespeare." Conference on "The Place of English in the new Continuation Schools."
- May 29—Conference at Goldsmiths' Training College on "The Aims and Methods of Day Continuation Schools." Mr. T. Raymont, Warden, presided.
- June 2—Opening meeting of Conference of the Association for the Advancement of Education in Industry and Commerce at Liverpool University. Lord Leverhulme presided.
- June 4—Meeting of the Imperial College of Science at the Central Hall, Westminster, to demand university status and degree-giving power. Chairman, Lord Morris.
- June 5—Annual Conference of Association of Teachers of Domestic Subjects at the Victory Hotel, Briggate, Leeds. Addresses by the President, Mrs. Edwin Gray; Professor John Strong, M.A., LL.D.; Professor H. S. Raper, C.B.E., D.Sc., M.B.; and Miss A. Churton, of the Ministry of Reconstruction.
- June 5—Annual Meeting of Association of Assistant Mistresses.
- June 8—Annual Meeting of the British Science Guild. Address by Lord Sydenham, retiring President, on "Science and the Nation."
- June 10, 11—Annual Meeting of the Association of Education Committees at the Municipal College of Technology, Manchester. Address by Lord Burnham.
- June 11, 12—Annual Conference of Association of Head Mistresses at Streatham Hill High School.
- June 15—New scale of salaries for teachers in primary schools adopted by the L.C.C.
- June 18, 19—First public meeting of Association of University Teachers. Addresses by Lord Haldane and Mr. R. Douglas Laurie.

Some Appointments.

Mr. Hugh Macnaughten, an assistant master at Eton College, as Vice-Provost.

Colonel H. D. Lyons, D.Sc., F.R.S., as Director and Secretary to the Science Museum, in succession to Sir Francis Ogilvie, C.B., LL.D.

Mr. J. L. Brierly, B.C.L., M.A., as Professor of Law in the University of Manchester.

Dr. W. E. S. Turner, as Professor of Glass Technology, Mr. Joseph Husband, as Professor of Civil Engineering, Mr. Black, as Professor of Modern History, and Dr. Mellanby, as Professor of Pharmacology in the University of Sheffield.

Dr. Arthur Somervell, as Principal Inspector of Music under the Board of Education.

Mr. H. Richardson, M.Sc., Vice-Principal of the College of Technology, Manchester, as Principal of the Bradford Technical College.

SUBJECTS AND METHODS.

Do we Teach Languages Wrongly? By R. STEWART.

It is interesting to note that, in anticipation of the approaching active period of commercial and social, as well as political, reconstruction, an ever increasing importance is being attached to the study of foreign languages. So popular has the subject become of late that scores of "schools" are springing up to meet the public demand for tuition. "Rapid postal courses," "new and inexpensive methods" of every description are being placed before the public in the advertisement columns of all the daily newspapers. The prospectuses are attractive, the qualifications of the teachers in many cases are high, and hundreds of students are enrolling weekly. It would seem that if our orthodox academical courses are to retain the confidence of the learning public we shall be compelled to modify our methods of teaching in many respects in order to compete effectively with the "quack" element that has entered the lists against us. Let us realise at once that our school methods of teaching French and German are obsolete and uninteresting to pupils. The results are most unsatisfactory. Let my reader ask any secondary school pupil to give the French or German for, say, "pocket-money," "gutter," "screw," "ventilated," or any other simple word in everyday use. The replies will satisfy him that for all practical purposes our boys and girls are ignorant of foreign languages. They cannot take an effective part in an ordinary conversation in French or German for the simple reason that their vocabulary is not sufficiently large to furnish them with even the most elementary words in common use. In this respect we are constrained to admit they are much below the average "rapid course" pupil's standard of fluency. Our teaching methods will require to be remodelled. It matters not how conscientious or enthusiastic the teacher may be, his efforts will bear no valuable fruit if his method of teaching is not founded on sound scientific and natural principles and does not have a practical end in view.

It is the general method of teaching languages in our schools to-day that I propose in this article to examine, with a view to discovering if it would not be possible, with a change in the system, to obtain better results from the many hours that are devoted each week to the study of French and German.

A glance through a few of the "Courses" in general use reveals to us that the most favoured vehicle of instruction is the "translation exercise." Translation from and to the foreign language has become an accepted part of the course to such an extent that to doubt its efficacy savours almost of heresy. Yet serious consideration will convince us that it is an absurd method of teaching grammar or composition. It is based on the assumption that the French or German idiom can be grasped only by comparing it with the English one expressing the same idea; and as a result of this ridiculous supposition having taken possession of the text-bookwriters, our poor pupils are compelled to trudge wearily through the conversation of hundreds of unnatural sentences from which they emerge untaught and utterly disgusted. It is small wonder that few of them are sufficiently interested, after leaving school, to trouble to open, much less read, a book in French or German. Translation as a method of acquiring a language is an illogical process. To be able to compose a French or German sentence only in terms of an English one expressing the same thought is to be forever hampered in the development of a free and original style. A foreign language should be taught as a FOREIGN LANGUAGE and not as a counterpart of English converted after the manner of a "code" message.

It is only logical that facility in speaking and writing a foreign language should be acquired by exactly the same methods that we adopt in order to attain skill in speaking and writing our own. Just as the native acquires ease in

the use of his own tongue by the careful study of the technique of the masters of prose, so the English student must grapple with real French and real German in a manner essentially similar. In short, reading matter should be made the basis of instruction in our schools from the very first lesson, and composition should be the free effort of the pupil to express his own thoughts by means of words and phrases with which he has already become acquainted as opposed to the mere artificial substitution of French or German ones for those of a stilted English passage. This is sometimes called the "direct method," but I should suggest that the method be made even more scientifically "direct" than most of the courses that are usually printed under this heading. Any competent teacher of French or German can devise his own "direct" method and pursue it with all his classes in the manner that he finds most efficient. Its scope is limitless. Any stage of advancement of a class, or even of an individual pupil, can be provided for merely by choosing reading matter of the required difficulty. All rules of accidence and syntax can be inductively inferred from the reading passages as they are proceeded with; any teacher who has practised the method will agree that grammar can be taught more effectively in this way than by the usual "examples for translation" process. As regards composition, all teachers of the "free" method know that a good style, approaching that of a native almost perfectly, is unconsciously acquired by this judicious combination of reading and writing. The pupil's work cannot possibly show traces of the English idiom since all the examples he has met with have been in original French or German and he has never been taught to consider the foreign construction as having any relation to the English one. Purity of phraseology can be the only natural result. Conversational powers grow with skill in composition and, since copious reading is the very foundation of the method, it follows that the student will soon acquire a vocabulary, and even a volubility, capable of literally staggering the slow "translationist."

Lastly, in urging the adoption of a scientific "direct" method in all our schools, I would draw special attention to the good points it holds for the teacher himself. A reading book of a difficulty graded according to the pupil's age or ability and a dictionary or vocabulary are the only books required for the system. The teacher's work consists of making all the grammatical and literary explanations required, perusing the composition exercises and explaining the nature of the errors discovered therein to the class or to the individual pupil concerned.

It has been said that there is no royal road to the acquirement of a foreign language, but there are some ways certainly more easy to traverse than others, and it is our plain duty to our older pupils to endeavour to discover the most rapid, and to our younger pupils the most pleasant and entertaining that we know of. Translation exercises possess none of these advantages.

Schools and Public Libraries. By J. C. WRIGHT.

At the annual meetings of the Library Association during the last twenty years the question of increasing the rate has been frequently discussed. It has long been felt that the nominal penny was not sufficient to provide books and also maintain the upkeep of libraries; but beyond two or three leading spokesmen, no bold and definite plan has been brought forward to remedy the position of affairs. What could not be done in times of peace has been inaugurated indirectly by the Education Act of 1918. A way has been found in the new Public Libraries Act, whose chief provisions are threefold.

First, there is the abolition of the penny rate. It is left to local authorities to levy what they consider a sufficient amount to keep the libraries in a satisfactory condition.

Beyond this they need not do more, unless they desire to incorporate their duties with those of the Education Committee. Now this latter question is a debatable one. For years past librarians have protested against the principle, and we think they have grounds for their objections. Though public libraries are certainly educational in their scope they deal primarily with adults, and as such would lose their main features if merged with another body. And putting this factor on one side, there is a weighty objection at the present time.

No one will deny that educational matters are in a state of flux, and that under the most favourable circumstances the new Act can be best administered with success if it be not overweighted; but to add to the work by tacking on additional duties of a complicated character, which those of Public Libraries undoubtedly are, would be a misfortune.

At the same time, the provision for an extension of the Act to County Authorities is a far-reaching provision which makes it possible to carry books to the villager, and so provide a boon which, up to the present time, has not been possible. Desirable as this may be, the proposal will have to be carried out with care, or the result will not be the advancement of culture or of literature. It may be possible to retain the freedom and elasticity of the library, and at the same time co-operate in the work of education. With the development of continuation classes there is greater need for the public library than ever—indeed, we may say the library is an absolute necessity, and will play an important part in the life of the nation.

It is probable children's libraries in elementary schools will be an increasingly important feature. The system has been fully developed in America, and forms a part of nearly every public library. In some instances lists of books are furnished to the teachers; in others, the books are sent direct from the library. Here, in a few of our larger towns, children's rooms have been provided. As an instrument of education, therefore, the library aids to afford continuous teaching.

As the chairman of a public library committee, the present writer has many opportunities of gauging the public tastes. "Tell me what a nation reads, and I will tell you its character," has almost passed into a proverb, and the saying applies to each individual library. It must be admitted that the percentage of fiction is too high, but when we analyse the other classes of literature outside fiction, the result is distinctly cheering. The considerable number relating to history, biography, sociology, and poetry would prove surprising to the detractors of public libraries, and prove evidence of intellectual life among the people.

There is one phase of development which is more relevant to the question than appears at the moment. We refer to the popularity of the cinema, not only in towns but villages. In the former the growth has been so rapid that in some places it is seriously proposed to take the children of our elementary schools to this kind of amusement with the object of acquiring knowledge through the medium of the eye rather than the voice and the living personality—the teacher. If the idea were carried out to any considerable extent, results would follow which would be inimical to the child, educationally and physically. The influence of the teacher would be lessened, and the child's mind become unfitted for study. Evils of a secondary nature would follow, and physical health would suffer. But it may be said: "What have cinemas to do with books?" Much, every way. The frequenter of a cinema becomes the victim of unrest, and THE PRINTED PAGE IS REPLACED BY THE FILM.

It is important, therefore, that more attention should be given to providing good books for children and young persons. The President of the Board of Education is cognisant of the fact, for he said recently: "I want to see an increasing use of books, and I should like to see in every school something like a real library.

When I go into a school and see no sign of a good book I begin to doubt whether we understand even the alphabet of the subject." These words are suggestive of dissatisfaction with the present position of public libraries. It is to be hoped they will be the means of bringing about the recognition of the duty to provide books that will be helpful to educational work.

A Minimum Curriculum in Kent.

THE question of a minimum standard of attainment has lately received fresh consideration in London and elsewhere. The Kent Education Committee has discussed the matter and has drawn up a scheme which is extremely interesting and suggestive.

The Committee decided upon the following as a minimum curriculum for children between the ages of six-seven (or roughly Standard I) and eleven-twelve, in all types of schools. They do not consider it advisable to limit any school or teacher to this curriculum, but are of opinion that no Secondary School should demand more from children seeking admission under the age of twelve, and no pupil should expect to gain admission on less equipment.

(1) It is understood that the necessary arrangements will be made in all cases for Religious and Moral Instruction.

(2) It is recognised that good manners, care of person, cleanliness and tidiness will be provided for in all schools.

(3) In all schools there should be great attention to English, spoken and written, as the vehicle of thought.

The rest of the curriculum may conveniently be dealt with under the following heads:—

- (a) Language, including English literature and the linguistic arts of writing and reading.
- (b) Handicraft, including needlework and drawing.
- (c) Mathematics, including the elementary study of number and space.
- (d) History, Geography, and Nature Study.
- (e) Music.
- (f) Physical Training.

(a) **English** will include the intelligent reading and learning by heart of suitable verse and prose and training in speech and writing.

(i) The training of the voice in speech and a simple study of the way in which the sounds of spoken English are produced should receive attention in all schools.

(ii) As soon as the mechanical difficulties of reading are mastered, a large selection of good literature should be placed within the reach of pupils, whether for school or home enjoyment. It should not be overlooked that one of the objects of English teaching is to familiarise the pupil with the use of books.

(iii) An anthology of English verse for children should find a place in every class.

(iv) Such a thorough grounding should be given in composition, oral and written, as will enable the children to express their thoughts concisely and clearly. Frequent practice should be given in easy oral and written composition on familiar and imaginative subjects, and in the answering of questions in writing on the subject matter of other lessons.

(v) It is suggested that sufficient English grammar should be taught to give children a simple understanding, without formal definitions, of the functions of words in sentences and to enable them to understand corrections in their speech and composition. This will properly include an introduction to simple analysis.

(b) **Handwork** should deal with as wide a variety of materials as possible and should include paper cutting, carton or cardboard work, raffia, the use of strip wood and plastic materials, basketry, weaving, needlecraft, and drawing.

(i) Needlecraft should follow the lines of the syllabus of the Kent Education Committee.

(ii) Drawing with crayon, brush and pencil will be used as a means of representing simple objects and in connection with nature study. Provision should also be made for imaginative drawing.

(c) **Simple Mathematics**, *i.e.*, the elementary study of number and space, should include :—

- (1) The four Simple and Compound Rules, Simple Fractions, Ratio, and easy questions in Percentages.
- (2) Decimals, so taught that notation and the place value of digits are made clear from the beginning.
- (3) Simple exercises in mensuration, dealing with rectangular surfaces, practical work being taken whenever possible.

Questions should be as far as possible in problem form. Mental Arithmetic should be used freely throughout the course.

Ciphering with fairly large numbers should be used occasionally to secure accuracy and skill in manipulation.

Use should be made of symbols, as a preparation for Algebra.

(d) **History** should include the story of great persons who have influenced the progress of the world and studies of the British people at different periods, their mode of life, their social relations, their habits and customs illustrated as far as possible from the locality. Such attention should be paid to simple chronological teaching by the use of time lines, etc., as will enable the scholars to form an intelligent idea of the sequence of the various periods.

(e) **Geography**.—The children should have a simple, descriptive knowledge of the main areas of the Globe and of their chief occupations and be familiar with the discoveries of a few well-known explorers. Detailed study should be left to a later stage. Children will be expected to have a knowledge of the geography of the British Isles, with special reference to Kent, and to have made a special study of their own neighbourhood.

(f) **Elementary Science** should be taught chiefly by directed observation in connection with nature study and the simple phenomena of every-day life. The particular course of nature study will depend upon the interests and individuality of the teacher. It might properly include not only the life histories of a few typical plants and insects, but a study of the sky, rocks, soils, weather, etc.

(g) **Vocal Music and Musical Appreciation**.—The instruction should provide for the teaching of both notations.

(h) **Physical Training** should be in accordance with the new syllabus of the Board of Education.

A Third Talk about Geometry. BY CONSTANCE I. MARKS, B.A. (Lond.).

"GOOD-MORNING, boys," I replied, when my class welcomed my arrival for our third lesson. "I do hope you have all been thinking about what I was telling you last time. If so, you will no doubt remember that we had something to say then about solids, and surfaces, and lines and points. We learnt, too, that if we take them in the above order they are like four successive links in an unclosed piece of chain; also that, if we start at either end of the four, we can travel along the four till we reach the other end. The dimensions of our solids and surfaces and lines—for remember a point had, as we found, no dimension at all—were all **measurements**, and therefore had to do with size particularly, but to-day I want to begin to talk about shape as well as size in speaking of solids and surfaces and lines. Who can remind me of the special lines about which we talked first at our last lesson? Good, Charlie, they were the lines formed by the meeting of two walls of the room. All such lines belong to a class called **straight** lines, and we must now find a definition of a **straight** line in just the same way as we arrived at one for a solid. Now there are various ways in which we can define a **straight** line, but, if we

really can grasp what the celebrated ancient mathematician Euclid meant by his definition, I think we cannot select a better way of expressing ourselves. Have any of you ever heard of Euclid? No. Well I will say a few words about him first. He lived many hundreds of years ago in a city called Alexandria, whose position you can see in an atlas on the map of Africa, up near where we now have the Suez Canal, and he not only studied and wrote about Geometry, but he also taught it to students. Euclid defined a **straight** line as one which lies **evenly** between its **extreme** points. Of course, by **extreme** points he means the very ends of the line, but that word **evenly** is the word which needs most explanation. I have here a piece of thin very smooth twine. You hold one end, Frank, and keep your hand quite still, and suppose, Eric, you take the other end. If you stretch the string quite tight, and look along it, there will not be any ups and downs to be seen, that is the string will lie **evenly** from one end to the other. But, if you do not stretch the string quite tight, and just shake it a little, then as you look along it you will see what appear like little waves; some points on the string are higher up than others, or in other words, the line of the string does not lie **evenly** between its ends. We see, then, that the string may form a **straight** line as in the first case, or it may **not**, as in the second. Any line that does **not** lie **evenly** between its extreme points is not a **straight** line, and later on we shall meet with various names for lines which are not straight, *e.g.*, some will be called broken lines, others curved lines or curves, but for us now the important point to bear in mind is this :—Lines may be **straight** according to Euclid's definition, or they may be **not straight**.

"Now let us think about surfaces. Someone can, I am sure, tell me what those surfaces were like of which we spoke at the last lesson. Yes, Harry, they were like the surfaces of the walls of a room. But let us take a solid of another shape, for example, this ball. I will enclose a small portion of the outside of it by chalk lines. Now the figure I have drawn will be exactly the same in appearance, whether my ball is a hollow one or is filled up inside. I mean that the thickness of the material of which the ball is made does not trouble us at all, when we are thinking only of my little picture on the outside. So we have in our minds something that has two dimensions only; that is, it is a **surface**. Now you cannot help agreeing with me, I think, that as the outside of my ball can be quite covered over with such little pictures as this one, it must be that the outside of my ball is a surface. Now let us go a step further. I have here a ruler called a straight-edge, that is, it is made with one edge quite **straight**. Suppose I try to place it with this edge anywhere on the table and anywhere on the ball. Do you notice any difference? Right, Eric, the whole of the edge lies on the table, but only part of it rests on the ball. It is just the same you see, no matter where I place the straight-edge on the table or on the ball. If we have a surface on which **any** two points being taken—in our example the ends of the straight-edge in any position are the points—the straight line joining them—in our example the **straight-edge**—lies entirely on the surface, then that surface is said to be a plane surface, or simply a plane. You will remember that **plane** is very often just another word for quite flat. Any surface that does not answer completely to our definition of a plane surface is either an irregular surface or very often it will be what is called a curved surface, or it will have some one of the names given to a surface of a special form other than plane. But for us the important point to remember now is the difference between a **plane** surface and one that is **not plane**."

Selecting various lines and surfaces from the classroom and its furniture, I emphasize the subject of our lesson by allowing some of the pupils to experiment with the straight-edge.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The L.C.C. and the Burnham Committee.

The adoption of a new scale of salaries by the London County Council is a testimony to the growing power and influence of the Burnham Committee. The Finance Committee of the Council does not readily agree to any additional expenditure, especially when, as in this case, it involves raising the rate for education. It is therefore significant to find this committee, in its report to the full Council, stating, "No useful purpose would be served by criticising the details of the various scales, seeing that they have been approved by the Burnham Committee." Evidently the authority of the Burnham Committee runs in the most powerful quarters. Another and even more encouraging effect of the committee's decisions is the evidence—apparent at the L.C.C. Education Committee when the new scale was under consideration on 9th June—of an entirely new spirit in fixing the salaries of teachers in the London area. Among the remarks of members of the Committee were these: "The scale is a tribute to the work of Sir Cyril Cobb and the teachers' representatives."—"I am thankful to be alive and present to see a scheme like this brought forward."—"The Burnham Committee's work has put us on a different footing."—"We are now in sight of a permanent means of settling difficulties if not of a permanent truce."—"The L.C.C. are now in a different position. This is an agreed scheme between the teachers and the Authority."—"There can be no satisfactory or lasting settlement apart from one on a national basis," etc., etc. Further evidence of goodwill was to be found in the invitation to Messrs. Bently, Yolland, and Sainsbury, the teachers' representatives on the Burnham Committee, to be present during the debate, and to the many congratulations they received from members on the results of their work.

A Final Struggle on Equal Pay.

The debate was noteworthy for the effort of Mrs. Lamartine Yates to secure equal pay. She moved the reference back with an instruction to fix the salaries of women at the same rate as those of men. She was entirely unsuccessful. Her speech was most ineffective; indeed I hear that one member of the committee who left while she was speaking was heard to mutter the word "Tosh!" in an undertone. Mr. G. L. Bruce made a very characteristic speech. He attacked the principle of equal pay vigorously. In the course of his speech he stated that even now men were compelled to work in evening institutes to make ends meet, whereas women had enough to go on long holidays and enjoy continental tours. He deplored the nearer approach to equal pay marked by the new scale and said it would tend to remove men from the teaching profession. Further, he asked which member of the committee would advise his son to become a teacher with a prospect of only £100 a year.

Unrest in the Extra-Metropolitan Provincial Areas.

It is curious to note that while many London teachers are criticising the new scale because it is not good enough, teachers in the extra-metropolitan districts are most anxious to secure its adoption by their own authorities. A mass meeting was held early in June at the Kingsway

Hall. The Hall was packed to its utmost capacity. The speakers and the audience were indignant at the possibility of missing the London scale and its complete "carry over." Every member of the Burnham Committee has been bombarded with letters and resolutions pressing for an immediate decision. There is an overwhelming majority who want the Burnham Committee to publish the Zone IV scale at once and to include in the district in which it is to run every authority within the London Police area.

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I hear there is also considerable impatience among teachers in several districts outside the purely London area at what they call the unnecessary delay of the Burnham Committee in making and publishing its second report. It is now known this report will deal with three scales other than the Provisional Minimum already published, and I understand the figures of the scales for Zones II and III have already been decided. Teachers will do well however to possess their souls in patience yet a little longer. There are other matters than the figures—important as they are—to be considered. For instance, there is the "carry over" and the very different and most important question of the definition of the areas to which the Zones shall apply. The London "carry over" is filling the minds of all teachers with an intense desire to secure a complete "carry over" in every case. I do not think the complete "carry over" can be secured apart from the desire of the authority itself to grant it. With regard to the definition of areas, there is likely to be trouble. Birmingham, for instance, has just secured a scale which I have heard described as superior to the London scale—in parts. Then there are Manchester, Liverpool, etc. Are they to be excluded from the Zone IV scale? It will be seen also that teachers in the rural areas embraced in the London outer ring will certainly want to be included in the Zone IV area. When teachers recognise all these obstacles to an early publication of the next report, they will, I am sure, not be too impatient. An early publication if it involves future trouble would be a great mistake.

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The Southampton Teachers' Association have advised members to bombard members of the teachers' panel on the Burnham Committee with post cards urging an immediate decision in the case of such towns as Southampton. The Southampton teachers are acting on the advice!

* * * * *

The housing problem in rural districts is a matter of serious import to education, if only in its bearing on the supply of teachers to rural schools. Teachers who have to be housed under scandalous conditions will not stay in rural districts, and it is equally certain teachers will not offer their services when they know of the conditions under which they will have to be housed.

* * * * *

In the past rural school teachers have accepted paid positions in their localities in order to eke out the meagre salaries earned by work in school. This fact has helped to keep salaries down. Many rural teachers feel the practice should not be continued, and a few would even go so far as to ask the N.U.T. to start a campaign to prevent teachers from accepting paid posts outside the business of teaching. This would be a mistake, but doubtless now that salaries are on the up grade there will be less need and consequently fewer teachers acting as rate collectors and tax gatherers in the villages.

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Many teachers are complaining that school doctors and professional organisers of physical training are interfering unduly with the school routine in their enthusiasm to promote the physical well-being of the children. No doubt there is a via media, and it should be found.

SCOTLAND.

E.I.S. Congress.

A Congress under the auspices of the Educational Institute of Scotland was held in Edinburgh in June 4 and 5. At the first meeting, under the chairmanship of Dr. Wm. Boyd, Glasgow, a discussion on the training of teachers took place. It was urged that teachers in training should be treated in identical fashion to the candidates of other professions, and all should have a University degree or its equivalent. The abolition of the Junior Student system was discussed, and it was resolved to institute an inquiry regarding the value of having a system of training intending teachers from 15 to 18. Protest was made against the postponement of Sections 14 and 15 of the 1918 Act, relating to the extension of the school age to 15 and the institution of day continuation classes. At Saturday's sederunt, an address was delivered by Sir Donald Maclean, M.P. He referred to the demands of teachers, the work of the new Education Authorities, the development of continued education, and the school medical service. Thereafter Mr. H. S. Robertson, conductor, Glasgow Orpheus Choir, gave an address on "Music in the Schools," in which he made a plea for music in our educational system, and pointed out the importance of the festival movement as a factor in musical education at the present time. The address was illustrated by songs beautifully rendered by a choir conducted by Miss C. Wood, Radnor Park Public School, Clydebank. The afternoon was devoted to a series of sectional meetings at which papers on various aspects of educational work were read. Professor Harrower, Aberdeen, outlined a new Greek Graduation Course, and other subjects dealt with included Domestic Science, Handwork, History, Educational Reconstruction, Physical Education, etc.

Education Finance.

A meeting of the Association of the Education Authorities was held recently in Edinburgh, Sir Hugh Arthur Rose presiding. The Chairman, in moving the adoption of the annual report, mentioned that all the Authorities of Scotland had joined the Association. Referring to the work done, mention was made of the formulation of the National Minimum Scale of Salaries, the payment of "accrued" grants, and the allocation of the Education Fund. The mode of allocating the Fund was to be altered and Authorities would know before the beginning of the financial year the amount of money available. Roughly, the basis of allocation would be so much as to teachers, so much as to enrolments (not attendances) and so much in connection with excess staffing and the smaller schools. The Department apparently recognised the importance of a body such as the Association, capable as it was of looking at the educational problems of Scotland as a whole. The Constitution of the proposed joint Council of Authorities and Teachers was adopted, and the Executive received power to nominate representatives. Provost Keith, of Hamilton, was elected Chairman, and the Duchess of Athol was re-elected Vice-President.

Teachers on Probation.

In a circular to Education Authorities it is pointed out that there are certain considerations the Authorities should bear in mind when making appointments for the coming session, especially as far as teachers leaving College are concerned. The training of such teachers consists of three parts—the Junior Student Course, the Training period in College, and the two years of Probation. The Department wish to impress upon the Authorities that the probationary

period is of considerable importance, and that young teachers should be appointed to schools where they can obtain advice and guidance from experienced head teachers. It is not desirable that such teachers should be put at once in charge of one-teacher schools. The Department propose to instruct their Inspectors to pay particular attention to the arrangements which are made for supervising the work of teachers on probation and for reporting on their progress.

Schools Fees.

The question of differentiating certain schools by the imposition of fees has been raised in Ayrshire and in Glasgow, and treated in entirely opposite ways. In the former county the Director of Education (Dr. J. A. Third) recommended the continuance of fees in certain schools, but suggested that they should be made uniform. After some discussion it was moved that fees be entirely abolished. The Authority had already granted free books, etc., and until they did away with fees the term free education was a misnomer. By a small majority, it was resolved to discontinue fees. In Glasgow, on the other hand, the fees chargeable to pupils in certain schools under the Authority's jurisdiction have been largely increased, and no effort has been made to attain uniformity. In the High School, for instance, the increase is from £2 15s. to 6 guineas per term for the senior school; in Hillhead School, where the present fees vary from £1 to £5 per session (three terms), the proposal is to fix a fee of 5 guineas per term for the senior school, and 4 guineas for the junior school. The proposals have aroused much interest and given rise to considerable criticism.

Joint Council.

For the Joint Council of Education Authorities and the Educational Institute of Scotland, the following are the teacher representatives:—Mr. Neil E. Snodgrass, Glasgow; Miss M. H. MacDonald, Rutherglen; Dr. Wm. Boyd, Glasgow; Mr. H. B. Guthrie, Kilbarchan; Mr. T. Macpherson, Dundee; Miss Tweedie and Mr. W. King Gillies, Edinburgh. There were 28 nominations for seven places.

University News.

Among those to receive the honorary degree of Doctor of Divinity at St. Andrews at the public graduation ceremonial to be held on July 2 next appears the name of Mr. T. R. Glover, M.A., Public Orator of the University of Cambridge, while Sir Dugald Clerk, F.R.S., Dr. Leon Frederick, a noted Belgian, and Dr. Norman Walker, His Majesty's Inspector of Anatomy for Scotland, receive the LL.D. degree. St. Andrews mourns the loss of Principal Sir John Herkless, who 26 years ago was appointed professor of Ecclesiastical History. He was appointed Principal in 1915 and received the honour of Knighthood in 1917. Dr. W. Gilmour, a distinguished graduate of Glasgow University, has been appointed pathologist and bacteriologist to the District General Hospital, Auckland, New Zealand. He has made valuable contributions to medical science and the importance of his investigations was recognised by the award of the degree of M.D. with honours, and a Bellahouston Medal in 1908. Among gifts recently received by Glasgow University is a letter written by Lord Palmerston in 1862, intimating his acceptance of the office of Lord Rector. Mr. John Lees, M.A., D.Litt., Lecturer in German at Aberdeen University, died on 1st June, at age of 44. Dr. Lees had many published works to his credit, including several translations from the German, and at the time of his death had a selection of German leader in the press.

MUSIC AND THE CHILD.

ART IN LONDON.

New Methods of School Training.

Authorities like Sir Thomas Beecham have been insisting for years that the hope for music, as for most things, lies with the children, and that it is on the training of the child in the mass in our elementary schools that our resources of musical education should be concentrated. Our colleges of music, such has been the argument, may train musicians, and great numbers of them, but our education authorities have it within their power to create, not musicians, but a whole music-loving people.

The idea, thanks to its sedulous propagation by enthusiasts, is bearing fruit in municipal action in various cities, Manchester included, and Education Committees are pursuing schemes which aim at developing the musical perceptions of Elementary School children from their earliest years. Manchester has now gone one better than most cities in this direction by appointing a musical adviser to its Education Committee. The position, which carries a salary of £1,000 a year, has been given to Dr. Carroll. He has been on the staff of the Manchester College of Music for many years, and has taught harmony there since 1893. He has also been Lecturer in Music at the University. Dr. Carroll has acted as part-time adviser to the Education Committee since May, 1918, but now he will devote his whole time to directing the musical training of selected teachers and to supervising the instruction given to the children.

The Audience of the Future.

"We are hoping," said Dr. Carroll, "through the agency of our specially trained teachers, to develop the child's faculty for appreciating the best in music by playing and singing in the schools the highest forms of it. The days are past when it was thought sufficient for a child's musical education that it should be taught to sing part songs. The children will continue their vocal exercises, but above and beyond that we shall have our specially trained teachers giving examples of the best instrumental and other music. The child's interest will be awakened in the wider appeal of music, and at the same time its tastes will be trained to appreciate the best in music."

"Already the children in 72 out of a total of 350 schools are receiving these lessons in what we call music appreciation. Of the 3,500 teachers and head teachers in Manchester schools over 1,800 have been and are in regular attendance at lectures and demonstrations which I give on the teaching of school music. The teachers are keenly interested in the work, and are applying with great success the principles of teaching expounded at those lectures. During my visits to the schools I have been tremendously impressed by the innate love of music revealed among children from the industrial districts of the city. I have known them listen intently for a full forty minutes to a piece of instrumental music.

"I believe that along the lines we are following we can create a generation of genuine music-lovers—people who, if they cannot perform difficult music themselves, will be intelligent listeners, capable of receiving the utmost enjoyment from the music performed for them."

—MANCHESTER GUARDIAN.

June has seen the opening of many exhibitions, but among them are only two that call for special treatment. Messrs. Colnaghi and Obach (144, New Bond Street) have gathered a collection of etchings by J. L. Forain that offer an opportunity not likely to occur of seeing as a whole the later and serious work of this great master. Forain is widely known in this country as a bitter satirist of Parisian manners, but almost unrecognised as one of the leading religious artists of modern times. The story of his life is interesting and gives the key to the current misconception of his art. Born in 1852, he began etching in 1873, and by 1886 had produced some thirty plates in savage commentary on the vices of the time. A few of these are in Messrs. Colnaghi's exhibition. From 1886 to 1908 he did no etching whatever, confining himself principally to lithography and showing ever increasing power as a scourge of manners, as a caricaturist, as an impressionist of the vivid dramas of daily life. In 1908, after twenty years of inactivity, he resumed his etching, and in two years completed ninety-four plates, technically of striking excellence and in subject matter wholly different from his earlier work. Of these later etchings the most important series deal with the life of Christ. Many are of the utmost rarity. So moving are they that one is inclined to claim for Forain a place in the very front rank of religious artists. As etchings, one compares them naturally with those of Rembrandt, but to the modern eye there is in Forain's work an intensity of respect for the solitary tragedy of Jesus Christ that is wanting in the calmer, less agonised treatment of the Dutch master. Forain sees the Christ story as the eternal story of poverty and humility. Christ is scourged and the leering brutality of the crowd is modern brutality; He carries His cross and the gamins of the modern city squeal at His heels; He is stripped for crucifixion and the Roman legionary stands by as impersonal, as aloof as the modern policeman in execution of his duty; after the supper at Emmaus, when Christ has vanished, the two disciples, huddled in amazement at the corner of the empty table, are two simple peasants of to-day, amazed and terrified, but accepting instinctively the divinity of Him who was a moment ago one of themselves. The artist is no sentimentalist for poverty. He shows the worker as often mean and cruel and grotesque; but he shows also that faith and honesty and awkward reverence are found more frequently among the very poor than among the very rich.

The New English Art Club (5a, Pall Mall East) is a very different affair. Here, in the sunshine—real and imaginary—of new ideals, young England frisks and capers and a few persons, no longer young, caper bravely in company. The exhibition is stimulating and joyously free from pose. In the penultimate style of Mark Gertler (at present vowed to abstruse research into solidity at the expense of light) D. E. Brett shows a fine and luminous picture, "Straw Hats." Two landscapes by Darsie Japp with soft sensuous colouring; two beautiful water-colours by Paul Nash, extracting what is surely the essence of tree-growth and lazy rhythm; a dignified oil by C. J. Holmes; work by Nevinson, Guevara, Malcolm Milne, John, Muirhead Bone, Therese Lessore, and others make up an exhibition that proves the vitality (however erratic) of contemporary native art.

Other noteworthy exhibitions are: Etchings by Gordon Craig (8, Bruton Street); work by Gandier Bizeska (John Street, Adelphi); Modern French Art (Goupil, 5, Regent Street); Roger Fry—oils and drawings—(7a, Grafton Street).

MICHAEL SADLEIR.

EDUCATION ABROAD.

University of Reval.

Representatives of American Industrial Interests have made an offer to Esthonia to found a Technical University in Reval. The Americans are prepared to contribute 11 million dollars to the University. The proposed University would be one of the largest and most up-to-date of its kind. According to the proposal the University would at its opening be able to receive 1,500 students. Citizens of the other Baltic States would be eligible as students.

New Strasbourg University.

The University of Strasbourg, built by the Germans and paid for largely by the Alsations, is to be made one of the foremost institutions of France. While its development has been undertaken for sentimental reasons by the French Government, with the support of a large number of French scholars, it is by no means contemplated that the German language and all other things pertaining to German "kultur" and science shall be abolished.

Courses instituted by the Germans at Strasbourg will be continued by the French professors.

Until the University of Strasbourg reverted to the French there was no library outside of Germany where a foreign student could study German history, literature, and the like from their fountain head. In this lay the explanation of the great flood of students found flowing from other countries into Germany. It is predicted Strasbourg will become a Mecca for those who are interested in Germanistic research. - Since it is no longer dominated by the Herr Professor, it will offer a point from which Germany may be analysed and observed in perspective.

The French hope to develop the work begun by the Germans, particularly the series of reviews of German economic and political progress, on which the former administration of the institution laid emphasis. The chance of studying the movements made by Germany during the four years of war is specially attractive, the documents relating to these movements being in the library of the institution. When they were placed there, of course, the Germans had no idea they were not stored in a safe place.

The German Government practically excluded the Alsations from the University's faculty. If any were connected with its higher staff of professors, the records do not disclose who they were. German professors were placed in charge, and when the institution was established the Germans announced that they were creating an outpost for the Germanisation of Alsace-Lorraine.

Influence of Rural Schools.

The Right Hon. Robert Munro, Secretary for Scotland, delivered on Empire Day an inspiring address to the pupils of Ednam School, near Kelso. He referred to the excellent instruction given in the past in rural schools, and gave instances of men educated in such places who had attained positions of great importance all over the world. He pleaded more particularly for the teaching of modern languages, and in advising his hearers to study languages he said that by so doing they would open the door to a new world of which they had never before heard. Concluding, Mr. Munro said the children had the long road before them, and if they worked well and played well he did not doubt but that they would do credit not only to themselves, their parents and their teachers, but also to the great country of which they formed a part.

EDUCATION AT WESTMINSTER.

Bristol University.

Educational questions have had a more than usually wide range of interest during the past month. They are not always addressed to Mr. Fisher. A reply to Mr. T. Davies, given by the Chancellor of the Exchequer, is marked by a quiet conclusiveness that evidently discouraged "supplementaries." The question was whether, in the event of county councils and boroughs voting sums from their rates to support Bristol University, similar amounts will be given for the same object from the National Exchequer?

Mr. Chamberlain: Grants amounting to £22,500 will be paid by the Treasury to Bristol University during the present financial year. I am informed that the support accorded to the University by local authorities from the rates is confined to a grant of £7,000 per annum made by the Bristol Corporation, of which £3,000 is paid in respect of students' fees, leaving a net contribution towards the expenses of the University of £4,000 per annum, and that, while grants from the Treasury have more than doubled since 1914, no increase has been made during this period in the contribution of the local authority.

The Board of Education and the Victoria and Albert Museum.

Mr. Fisher, replying to **Sir J. Butcher:** I am most anxious that the Victoria and Albert Museum should be restored to its proper uses at the earliest possible date. The delay in the evacuation of the museum by the staff of the Board of Education is due partly to the fact that certain work has to be carried out in order to render the accommodation allocated to them at Whitehall fit for occupation, and partly to the fact that certain rearrangements of other staffs have to be effected before that accommodation can be placed at the disposal of the Board of Education. My right hon. friend the First Commissioner of Works informs me that he hopes that the removal of the Board's staff to Whitehall will be completed by the end of July.

Ex-Service Students.

Major M. Wood asked the President of the Board of Education whether officers and men of the Navy, Army, and Air Force who are not demobilised before June 30 are to be deprived of the benefits of the Government scheme to assist ex-service men to complete their interrupted education; and, if so, why they are thus to be penalised for the extended service they have given to their country?

Mr. Hogge asked the President of the Board of Education whether the Government has definitely decided to discontinue any grants to demobilised officers after June 30; and, if so, what rights will remain to officers who have fought during the war and are not yet demobilised or in a position to avail themselves of the Government provision?

Mr. Fisher: There is nothing in the Regulations governing the award of these grants to prevent intending applicants from applying for an award before they are demobilised, but if an applicant, submitting an application after June 30, 1920, can show that circumstances of his military or naval service prevented him from lodging his application before that date, the Board will be prepared to consider it.

London University Site.

Mr. Fisher, replying to questions regarding the site offered by the Government to London University, said: The Government have considered the possibilities of a number of sites for the University of London, including the Foundling Hospital, a site south of the river between the new County Hall and Hungerford Bridge, another between Waterloo Bridge and Blackfriars Bridge, and also the feasibility of utilising Somerset House or of effecting an extension of the present University quarters in the Imperial Institute. As I have already stated in this House, the Bedford estate site is, in the opinion of the Government, undoubtedly the best for the purpose, and they did not, therefore, open negotiations for properties which they regarded as less suitable. My letter offering the site to the Chancellor of the University and giving a description of it was published in the Press on May 20. As the site includes four vacant plots, and as the majority of the leases fall in at different periods after 1923, it would only come into occupation gradually.

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ASSOCIATION NEWS.

The Teachers' Council.

At the meeting of the Council held on Friday, June 18, it was announced that the total of applications was then 46,000. During the past seven weeks nearly 10,000 applications have been received. At the present rate of progress it will not be long before the great majority of qualified teachers are registered.

The Council has passed resolutions affirming the view that music and drawing should be more fully recognised as necessary elements in education and that they should be accepted in examinations for School Certificates.

Incorporated Society of Musicians.

The London Branch held an important meeting on Saturday, June 12th, when it was decided to arrange a conference of representatives of musical bodies in order to consider the best means of securing united action by musicians in the interests of their work.

The Teachers' Guild.

The Council of the Teachers' Guild have appointed Captain A. J. H. McClush to the position of general secretary, and he will take up his duties about the middle of July. He has been for the last ten years headmaster of the Royal Hibernian School in the Phoenix Park, Dublin, and also Inspector of Army Schools, having to do with the general education of the boys and men. Captain McClush has also been elected secretary of the Joint Educational Conference which will again be held at University College, London, from 29th December, 1920, to 8th January, 1921.

Association of Head Mistresses—Annual Conference.

The forty-sixth annual conference of the Incorporated Association of Head Mistresses was held at the Streatham Hill High School on Friday and Saturday, June 11th and 12th. Miss Edith H. Major, M.A. (King Edward's High School, Birmingham) presided. Over 300 members were present.

On Friday, Miss Reta Oldham, O.B.E., M.A., welcomed the conference, and after the transaction of routine business, Miss Bell, B.A. (Sutton High School) was re-elected treasurer, and Miss Norden, 47, Victoria Street, S.W. 1, was re-elected auditor of the Association.

The reports of sub-committees were adopted; and in connection with the report of the sub-committee to consider openings for girls and women, Miss I. M. Drummond (North London Collegiate School) drew attention to the fact that the Central Committee on Women's Training and Employment included no one who was in close touch with secondary schools for girls.

After the adoption of the annual report, papers were read on Home Work by Miss Frood (Girls' High School, Dudley) and Miss R. Fletcher (Bath High School). The discussion was opened by Miss Burstall, M.A. (Manchester High School).

The next item was "The importance of a knowledge of voice production and phonetics in the equipment of the teacher." Miss F. R. Gray, M.A. (St. Paul's Girls' School) dealt with "The Teacher's Voice"; Miss Fergie, M.A. (Girls' Grammar School, Watford) dealt chiefly with phonetics.

At 5-30 on Friday, the President of the Board of Education addressed the conference on the League of Nations.

On Saturday morning the following resolution was unanimously adopted:—

That this meeting is of opinion that the forthcoming meeting of the Council of the League of Nations should take into consideration the Polish-Russian and the Polish-Czecho-Slovak disputes, with a view to action under Article 11 of the Covenant of the League.

State Action with regard to Education.

On Saturday morning Miss Oldham moved the following resolutions, which were carried:—

Since the Association of Head Mistresses has always maintained the principle that the true function of education

is to discover the tastes and develop the capacity and character of the individual pupil, the Conference urges upon the Board of Education:—

1. That in order to secure a considerable measure of liberty at a stage which is the time of decision for most girls and the end of school life for many, there should be greater freedom in the choice of subjects in the First Examination. The Head Mistresses recognise the unique importance of English in the educational system of this country, and desire that Group I. should be obligatory for all candidates; they consider, however, that the remaining four subjects of the five necessary for a pass should be chosen freely, provided that at least two of the remaining three Groups are represented.
2. That in order to secure complete liberty during the last two years of school life, when corporate activities and responsibilities play so large a part, and it is of paramount importance to adapt the course of study to the tastes and capacities of individuals, the restrictions imposed by the conditions on which the Advanced Course grants are made should be removed, and Head Mistresses should be entrusted with the duty of arranging, subject to the approval of the Board of Education, the work of the Sixth Forms.

On the proposal of Miss E. R. Gwatkin, M.A. (Queen Mary High School for Girls), seconded by Miss Collin, B.A. (City of Cardiff High School for Girls), the following resolutions were unanimously adopted:—

1. That for a pass in a Group in the First School Examination a pass in one subject should be sufficient.
2. That in all examinations qualifying for entrance to a University, or to any faculty in a University, wherever Latin is declared compulsory, the words "or Greek" should be inserted.
3. That every University should be asked to accept for entrance not only, as at present, a Certificate awarded on the First School Examination of any examining body recognised by the Board of Education, which satisfies certain conditions with regard to compulsory subjects, or credit in a required number of subjects; but also any Certificate awarded on the First Examination, without conditions, provided that it is supplemented by any Certificate awarded on the Second or Higher Examination.
4. That in all Second School Examinations recognised by the Board of Education, it should be possible to take Music either as a main subject or as a subsidiary subject.
5. That in all Second School Examinations recognised by the Board of Education, it should be possible to take Art as a main subject, or as a subsidiary subject.
6. That Examinations in English, especially the Higher Examinations, should be so modified as to allow far more scope for thoughtful answers, and that in order to ensure this: (i) there should be more definite insistence on the quality rather than on the quantity of the work; (ii) in at least one paper, candidates should be allowed to use unannotated text books in the examination room for purposes of reference.

The Position of Non-maintained Schools.

Miss Steele, M.A. (Grey Coat Hospital) submitted the following resolutions, which had been adopted at a meeting held on Friday, June 11th:—

1. That the Conference be invited to express recognition of the value in the National System of Education of the work done in non-maintained Secondary Schools, and to instruct the Executive Committee to prepare a statement on the subject to be forwarded to the Board of Education, to be supported, if thought desirable, by a Deputation.
2. That the Conference be asked to re-affirm the following resolution, carried by the Conference in 1915, viz.:—

That this Conference, being convinced that the sound education of children under ten years of age is of vital

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importance to their further progress, regrets that many children attending neither public, elementary, or secondary schools receive no efficient education in early years ; and recommends that preparatory departments be attached to secondary schools wherever this is possible, and that pupils in such preparatory departments be eligible for grants from the Board of Education.

3. That Local Education Authorities, in their Reconstruction Schemes, should assign adequate financial aid to such non-maintained secondary schools in their area as require it, without seeking to alter their distinctive character.

These were seconded by Miss Burstall, and on being put to the meeting were adopted.

Democracy and Education.

Papers on "Democracy and Education" were read by Miss Faithfull, M.A. (Ladies' College, Cheltenham), and Miss Savill (Lincoln High School), and a discussion followed.

At the close of the Conference the Chairman of the London County Council gave a reception at the Furzedown Training College.

Association of Teachers in Technical Institutions—Annual Conference.

The members of the Association of Teachers in Technical Institutions met for their eleventh Annual Conference at The Polytechnic, Regent Street, on May 24th and 25th. Mr. E. L. Rhead, of the College of Technology, Manchester, occupied the presidential chair for the second year in succession. In his presidential address he devoted himself to a spirited defence of technical education, being moved thereto by views expressed recently in certain quarters as to the value of a "technical" as compared with a "liberal" education. In the course of his speech he said that the hostility of the workers to primary education has been broken down and the antipathy to continued education is rapidly diminishing, but the hostility of those who lead the thought of the workers in educational matters to technical education still survives. There are signs that in some quarters it is diminishing, and its final disappearance is only deferred till the time when the true facts of the case are appreciated and the false premises of the arguments on which this attitude is based are exposed.

There are those who decry technical education because they assert it is narrow, that it is restricted to bread and butter subjects, and that it does not expand the humanities side. They state that it only makes a more efficient workman a better tool to be exploited by the employer and by industry, and that it focuses more definitely a man's energies and interests in the narrow groove connected with his employment. Such a conception of technical education is not a correct one. It has no such narrow boundaries. It is not a question of merely imparting knowledge, so many rules, so many facts, so many formulae, so many methods. Technical education, like all other true education, is a mental training, a teaching to think, to enquire, to explore, to apply. A "liberal" education can do no more. The technical student is acquainted with the trend of his subjects, his interest is ensured and his progress is more rapid. He is not wandering in totally unknown paths which possess little direct interest. A well-regulated course, with good live teachers, makes him methodical ; the gradual development of his main subject and the collateral studies bearing upon it naturally produce a process of reasoning and evolve an ability to follow step by step in proper sequence a train of thought to a proper conclusion.

"Can any form of education do more? Nor are the humanities neglected. The historical development of his subject, the sources of raw materials, the destruction of the products, and the economic basis of his processes and activities form a necessary part of the training, and are included in every satisfactory course. The distinguishing feature of technical education is that it deals with real things. Surely it is not to be blamed because it is at the same time useful. Useful to the individual and the State. The great fault of liberal education up to the present is that it has been too retrospective and introspective. Dead languages, dead history, ancient philosophy. Technical education is prospective, its outlook is for the future."

Those who are supporters of a liberal education for the masses of the people, as opposed to technical education, always place economics prominently in their programme. Is not technical education the best type of education for securing what they are aiming at? It fits a man to make the best of himself in his every day life, to serve the community and himself better ; it makes him a better citizen, and not less able to appreciate his relationship and duty to others. It does not dull his perceptions or his keenness in matters of general interest, but by making him sure of himself, strengthens and increases his manliness. Technical education has no narrow aims, but gives a wider outlook, a truer perspective, a clearer aim and a more logical and definite effort to benefit himself and his fellows.

I have stressed this point because it is not only among the leaders of educational movements among the workers that this opposition exists. Technical education is still looked at askance by some in the Universities who have not yet reached the twentieth century in their historical researches.

"There is a place for technical education ; not an inferior place, but one of importance equal to that of any other type. If our nation is great it has been made so by its men of action, and no doubt should be cast upon the efficiency of that form of education that trains men for action. Nor should any obstacle be permitted to stand or be placed in the way of its development by those who think otherwise. I would invite all those whose interest lies in the education of the masses, whose desire it is to develop a mind training to enable any man to make the most of himself for himself, and for the nation to see that education in technical schools is carried out in a generous spirit and not narrowed down to a mere industrial instrument, but made comprehensive and progressive."

Mr. Rhead went on to speak of the many qualities needed for the making of a good technical teacher. In addition to those qualities which are demanded from every teacher, the technical teacher must have acquired a knowledge of industry and industrial requirements in a practical manner, and industry can as readily claim him as the teaching profession. He added that the opinion is sometimes expressed that education should not compete with industry in the emoluments offered to teachers, that men should be content to enter the profession on account of its selectness and environment, and that its attractions in these respects should compensate for low salary. But to get the right type of man, the technical schools must compete with industry and payment must be made accordingly.

Mr. Rhead also made a plea for more scholarships for those students who desired a technical education, for it is necessary that students whose talents and individuality fit them for industry should have every facility to train for that purpose.

"It is sometimes argued that such facilities exist, and are afforded in other ways by universities. We would point out that we desire these scholarships to train men whose knowledge of the principles underlying the processes they apply and control shall be such that they are alive to every possibility and the effect of ever-varying conditions.

"It is felt that the provision of such scholarships will secure the training of a large amount of talent that is now wasted. At present the age of selection does not secure the training of the pupil whose development is slower but much more substantial, nor of those whose circumstances in early years prevent them from benefiting by existing facilities. Again the methods of selection are too rigid in character, and by fixing subjects and standards for adults secure only pupils of a certain type. Candidates of exceptional brilliance in a particular direction are missed, and these men have to toil long years before they secure recognition, even if their enthusiasm survives the strain of drudgery."

After the presidential address came a series of resolutions. Notable among these was one asking for more elasticity in the curriculum and organisation of junior technical schools.

But it was evident that there was great feeling behind one on salaries which ran thus :—

"That in general the increases in salaries of technical teachers have been inadequate when compared with the general rise in the cost of living ; whereas the cost of living has increased 135 per cent., the salaries of technical teachers, on the average, have increased about 30 or 40 per cent. Consequently the Association

views with apprehension the danger of a serious shortage of properly qualified technical teachers in the near future. It therefore urges :—

- (1) The immediate adoption of the scale of salaries in technical institutions as formulated by the Association.
- (2) That every teacher should be placed at once on the scale at that point which he would have reached if the scale had been in operation for the whole of his teaching service."

The scale referred to is as follows :—

A.—Full-time teachers.

ASSISTANTS—£300 to £600 in 10 years.

PRINCIPAL ASSISTANTS—£400 to £700 in 10 years.

HEADS OF DEPARTMENTS—Three grades according to work and responsibilities :—

- (1) £500 to £700 in 5 years.
- (2) £600 to £800 in 5 years.
- (3) £800 to £1,000 in 4 years.

B.—Part-time teachers.—Sessional Fees for a period of two hours per week for a session of 30 weeks.

- (1) Responsible teachers in charge of a subject—£45 to £60 in 3 years.
- (2) Assistants—£30 to £40 in 4 years.

At the Private Session which was held on Tuesday resolutions were also passed urging the Board of Education and Local Education Authorities to accelerate the formation of the third Burnham Committee for Technical Teachers, and asking that pending the report of such Committee Local Education Authorities shall make immediate increases as in the latest Civil Service award, such advances to be incorporated in the new scales when formulated by the Burnham Committee.

Other resolutions were as follows :—

Scholarships.

That in the opinion of this Association there is an urgent need for an immediate and considerable increase in the number of Scholarships available at Day Technical Institutions for Students proceeding from (1) Secondary Schools; (2) Junior Technical Schools; (3) Evening Classes.

Superannuation.

(1) That teaching service in any University or Institution accepted as efficient by the Board of Education should be regarded as "recognised service."

(2) That in the case of teachers who transfer to educational administration, service so spent should be "recognised service."

Whitley Councils.

That a National Council for Education on the lines recommended in the Whitley Report should be formed, to be composed half of representatives of Local Education Authorities, and half of representatives of teachers. The teachers' representatives shall be the Registration Council, together with others chosen in the same way.

Day Continuation Schools.

(a) That this Association is of opinion that all Day Continuation Schools should be provided by Local Education Authorities.

(b) That Works Day Continuation Schools should conform in general to the regulations laid down by the Board of Education. They should be open to inspection by the Board of Education and the Local Education Authority, and should form a constituent part of the educational scheme of the area in which they are situated.

It was announced at the Private Session that the officers for next year were: President, Mr. E. L. Rhead; Vice-President, Prof. Knox (South Wales School of Mines); Hon. Treasurer, Mr. J. W. Riley (Rochdale); Hon. Secretary, Mr. W. W. Sirman (Birmingham Technical School). Mr. Abbott has retired from the post of Hon. Secretary after serving for ten years in that office, and for two years as President.

The resolutions passed at the recent conference of National Associations called by the Teachers Council were adopted unanimously, and the Council was authorised to proceed further with the matter.

Education at the British Association.

The Education Section of the British Association will meet at Cardiff from 24th to 28th August, under the Presidency of Sir Robert Blair, Education Officer of the London County Council. Many of the papers to be read will deal with separate aspects of a system of National Education, and the President intends to open the way for discussion on a broad basis, taking a wider view even than that comprehended in the Education Act of 1918. Following the President's address, the Report of the Committee upon "Training in Citizenship" will be presented and discussed; Bishop Welldon, the Chairman of the Committee, has promised to open the discussion, and other speakers will be Lady Shaw and, it is hoped, General Sir Robert Baden-Powell. On Tuesday afternoon an animated discussion is expected upon the Supply of Teachers, the subject being opened by Mr. Spurley Hey, of Manchester. The first item to be considered on the Wednesday morning is "The Relation of Schools to Life," Mr. Linecar, Mr. McTavish, Secretary to the W.E.A., and Mr. Bray, Head of the Welfare Department of the Ministry of Labour, being the invited speakers; this will be followed by a paper by Professor J. L. Myres, of Oxford, upon "The Place of Geography in a Reformed Classical Education"; and in the afternoon Dr. Naesar, of the Anglo-Danish Students' Bureau, will give an account of the Scandinavian proposals for encouraging International Post-graduate Education.

On the Thursday morning the Education Section and the Psychological Sub-section will meet in joint session to consider various aspects of the theory of education, the chief speakers being Professor Percy Nunn, of the London Day Training College; Dr. Simon, the designer of the "Binet-Simon system of measuring intelligence"; and Dr. C. W. Kimmins. On the Friday the Rt. Hon. H. A. L. Fisher, President of the Board of Education; Mr. Frank Fletcher, Headmaster of Charterhouse; Miss H. M. Wodehouse, of Bristol; and Principal Garnett, of Manchester, will deal respectively with the Universities, the Public Schools, The Training Colleges and Higher Technical Schools in a National System of Education.

Correspondence relating to the work of the Education Section should be addressed to the Recorder, Mr. Douglas Berridge, 1, College Grounds, Malvern.

Simplified Spelling Society.

The Reverend A. H. Sayce, the great authority on Etymology and Assyriology, has become a Vice-President of the Simplified Spelling Society. He recently stated: "I am entirely at one with the subject of Phonetic or Simplified Spelling, and I wish we could reform our contradictory and systemless collection of hieroglyphs which takes the place of it. Quite apart from the loss of time and labour involved in learning it, it is the chief obstacle to English becoming what otherwise it would be likely to become, the universal language."

Music Teachers' Association.

A meeting under the auspices of the Music Teachers' Association was held recently to consider the question of Music Study in Boys' Preparatory Schools.

Mr. Stewart Macpherson, who was in the chair, said that the position of Music in Boys' Schools was a difficult problem, for two main reasons: (1) There were still some Heads of Schools who did not recognise the true educational value of music; and (2) others (while willing to

admit its inclusion in the time-table) were not always quite clear whether the results from the study were commensurate with the time and labour spent upon it.

After enumerating the chief objects that could be attained by music-study, especially in the "Appreciation" Class, and the rightly conducted Singing Class, the speaker proceeded: Are the schools to be content merely to train the intellect, or are they also to try to raise the standard of the appreciation of beauty? The vitiating effect of the Music Hall and the Cinema could be countered only by the recoil of a purified taste and a controlled imagination, and it was here that music could help in bountiful measure, if presented (as it should be) as a great means of human expression. If this is true (and many believe it is) surely it should not pass the wit of man to devise some means by which the "Appreciation" Class may play its part and help in the development of the very side of the boy's nature to which too little attention has been paid in the past.

The Rev. H. Costley White, Headmaster of Westminster, then dealt with the practical side of the question. He pointed out that pressure was brought to bear on Headmasters from all sides to include in the school curriculum many additional subjects, besides music, and it was impossible to find room for all of them in the time-table. Examinations were a formidable obstacle to its inclusion, since in hardly a single examination was a candidate, unfortunately, allowed to offer Music as a qualifying subject. Parents were also, very often, a further obstacle, since many were not yet sufficiently educated to realise the true value of music. Despite these difficulties, however, continued the speaker, he fully agreed with Mr. Macpherson as to the importance of music as a class subject, and contended that it should have a place in the curriculum. He added that one way of making time for it would be to curtail some of the home work.

Dr. Dorothy Brock, Headmistress of The Mary Datchelor School, gave her own experiences in Appreciation work in her own school. She spoke of the value of scientific and methodical Aural Culture and Appreciation work from the Kindergarten up to the highest forms, and stressed the point that the subject should be taught as systematically as any other school subject. She furnished some remarkable examples of the results of music study, in the added power of concentration and in the stimulus to the imagination it gave to the pupils. In her experience music had sometimes proved the one door to the awakening of a child's intellect.

In the subsequent discussion, the following speakers took part:—Mr. Percy A. Scholes, President of the Union of Directors of Music in Boys' Secondary Schools; Mr. Basil Johnson, Musical Director of Eton College; Mr. Ernest Fowles; Mr. W. S. Oke; and Mr. H. S. Ward.

The chief points which emerged from this discussion were:—(1) That, while in many Preparatory Schools the standard in musical work was very low, excellent work was being done in individual cases, where the presence of a singing-class was utilised to give the boys much systematic musical instruction; and that therefore this opportunity could be similarly used and extended in other schools,

(2) That one reason for the low standard of music in Preparatory Schools was that any musical-class work that happened to be done was entrusted to any master who was available, and not necessarily to a qualified specialist.

(3) That in some schools time might well be spared from games, which often absorbed a ridiculous amount of time.

(4) That in a commercial age like the present anything which tended to counteract material influences and to emphasize the spiritual side of education was of vital importance.

Mr. Macpherson, summing up, said that he thought the feeling of the meeting was that music should no longer be regarded as a luxury, but as one of the "humanities," and as something of real, practical value in education, and further remarked that what the musician asked of the educationist was to be allowed to contribute his own special experience (which he felt could be of real service) in the supreme task of educating the child.

PUBLISHERS' ANNOUNCEMENTS.

Messrs. Constable and Company have just published "Educational Woodwork," by David Brown, Assistant Master at Taunton's School, Southampton, a recognised authority on the subject of Carpentry, Joinery and Educational Handwork generally. The volume is intended for the use of pupils attending a course of instruction in manual training, and, by supplementing their practical work in the class, should afford assistance in the more theoretical portions of the work, thus encouraging them, not only to take an intelligent interest in the tools and materials which they employ, but also to make models of their own design.

The volume is fully illustrated.

Miss M. E. Francis's new novel, entitled "Beck of Beckford," is announced by Messrs. George Allen and Unwin, Ltd. The authoress, who in private life is Mrs. Francis Blundell, employs again the background of rural Lancashire as the scene of her new story. Mrs. Blundell lived for some years at Crosby, near Liverpool, so has always known and understood the North Country and its people, and has used this knowledge to advantage in many of her stories and sketches.

Mr. George Moore has written an introduction to "The Genius of the Marne," a play by Mr. John L. Balderston, to be published shortly by Messrs. George Allen and Unwin, Ltd. Mr. Balderston, who is an American and a personal friend of the famous Irish writer, includes Marshal Joffre and the shade of Napoleon in his cast of characters. Mr. Moore's introduction has an additional interest in incidentally revealing to us for the first time his own views on the Great War.

Miss C. Nina Boyle is well known in the political world as a prominent feminist and a clever speaker, and has herself made a plucky fight as an independent candidate for Keighley, in Yorkshire. She now reveals herself in the new light of authoress, and her first novel, "Out of the Frying Pan," is to be published shortly by Messrs. George Allen and Unwin, Ltd. It is said to have a particularly original and striking plot and to be full of exciting adventures and mysteries.

"The Socialist Illusion," by Reginald Tayler, will shortly be published by Messrs. George Allen and Unwin, Ltd. The book is described as a critical review of State Socialism, in which Socialism is mercilessly criticised both from the academic and practical standpoint.

The same publishers will also have ready at the end of this month "The Quintessence of Bernard Shaw," by H. C. Duffin. In it, after suggesting Mr. Shaw's relation to "Erewhon" Butler, the writer disentangles and collates Shaw's views on such subjects as Immorality, Sex, Religion, Politics, Economics, and Education.

The Education of Seamen.—A New Departure.

On Saturday, May 20th, the S.S. "Æneas" sailed from Glasgow for Australian ports. She has the distinction of being the first vessel to carry a library for the ship's company specially planned to meet their educational needs and working under a system capable of extension to the whole Mercantile Marine. The provision of crews' libraries is part of an educational scheme devised by a Commission of the World Association for Adult Education, 13, John Street, Adelphi, W.C. 2, which is representative of all the interests involved, and is working in co-operation with other societies which exist for the benefit of seamen.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

PERSONAL NOTES.

Manchester College of Technology.

The recently issued Report of the War Work of the College of Technology, Manchester (Faculty of Technology in Manchester University) gives an interesting account of the services rendered by members of the College in His Majesty's Forces—particularly in connection with the Royal Engineers and the technical branches of the Royal Navy—and in the many fields of scientific research opened up by the war.

Like other British Universities and University Colleges, the Manchester College made its principal contribution to the task of winning the war by supplying the Navy and Army with men whose character and intelligence owed a great deal to their College training. Among these men were some 150 students who had passed through the Officers' Training Corps on their way to Commissions.

The greater part of the Report before us is, however, concerned with College war work other than that of supplying men. It appears from this report that while the Military Authorities took some little time to realise the possible usefulness of an institution located in the midst of the principal centre of British industry and equipped for the highest technological education and research, the official attitude towards the College underwent a rapid metamorphosis, so that before the war was over the College was by no means large enough to undertake all the work which the Military Authorities—including the Air Board as well as the Admiralty and the War Office—were anxious to entrust to it. Even the Entrance Hall was made into an office, in which the Manchester and District Armaments Output Committee employed some fifty persons in organising the production of munitions in the engineering works of the district. At the close of the war this Committee marked their gratitude to the College by placing more than £16,000 in the hands of Trustees for entrance scholarships intended to enable engineering apprentices to receive a University education in the College.

Royal College of Art.

It is stated that the President of the Board of Education has offered to Mr. William Rothenstein the post of Principal of the Royal College of Art, vacant by reason of the resignation of Mr. A. Spencer.

Bishop Strong.

The appointment of Sir Thomas Banks Strong, Dean of Christ Church, Oxford, as Bishop of Ripon, involves a serious loss to "The House" in particular and to Oxford in general. Dean Strong has always shown himself ready to take an active part in the life of the city. He has frequently offered the use of the Cathedral for civic functions, seeking thereby to make the citizens realise that the Cathedral Church was something more than the Chapel of a College. As a member of the Teachers Registration Council Dr. Strong acted as Vice-Chairman, and attended regularly until the pressure of his duties as Vice-Chancellor during the war compelled him to withdraw from the Council's work and eventually to resign his membership. At Christ Church he was a most popular head of the College, and many of his friends will feel that his departure to Ripon is in no real sense a promotion, since it is difficult to see how it can provide opportunities for more useful work than that which he has done so successfully at Oxford.

Compliment to Lord Burnham.

The honorary degree of Doctor of Laws was conferred upon Viscount Burnham on June 15th, when Mr. Balfour became Chancellor of Cambridge University. Early in June, at a meeting of the Standing Joint Committee on Salaries, held at Hamilton House, the Chairman was presented with his robes by the members of the two panels.

Sir George Lunn said that the idea of the gift was an inspiration, and no other suggestion had been received by his side with such cordiality. It had been taken up by Sir James Yoxall and his friends with equal enthusiasm.

Sir James Yoxall joined entirely with the words of Sir George Lunn.

Lord Burnham said that he owed much to his well-chosen friends. As a University man he most highly appreciated the honour Cambridge was to confer upon him, and he hoped that the work of the Committee would have a permanent influence upon education.

Mr. James Malloch.

Mr. Malloch, Principal of Dundee Training College, is the new Executive officer for the training of teachers in Scotland.

He was first a pupil-teacher, then a student at Edinburgh University, obtaining honours in several classes and special distinction in Philosophy.

He has been headmaster under the Dundee School Board, lecturer in Education at the Training College, and in 1906 became first Director of Studies to the St. Andrew's Provincial Committee.

Dr. Walter Carroll.

After two years' service Dr. Carroll has been appointed permanent musical adviser to the Manchester Education Committee. A very large number of teachers have regularly attended his lectures.

He desires to obtain satisfactory instruments for the schools and encourages the proper training of the speaking as well as the singing voice.

Mr. J. G. Ranalow.

Mr. Ranalow, Doctor of Music at Westminster School, who retired only last year when Dr. Gow resigned, has just died at the age of 76. Mr. Ranalow was for forty-two years in the service of the school and was responsible for singing, for choral services in the school and the Abbey, and for concerts. He is the musician in the Royal Academy picture of "Prayer Up School."

Mr. Stanley Thorogood.

Mr. Thorogood is now Principal of the L.C.C. School of Arts and Crafts, Camberwell, after twenty-three years spent as Art Director at Stoke.

At a gathering at the North Stafford Hotel, a cheque and a gold watch were presented to him by those interested in the advancement of art education in the Potteries.

The presentation was made by Mrs. Pidduck, the chair being occupied by Major F. H. Wedgwood, president of the Ceramic Art Society.

Mr. G. M. E. Hamilton, M.A.

Mr. Hamilton, one of the founders of the National Union of Teachers, and for thirty-two years the Honorary Treasurer, recently died at the age of 79.

The Union named its new offices Hamilton House, in his honour.

He was buried at Bexley, and the service was attended by a large and representative gathering.

NEWS ITEMS.

Gift to Cambridge.

The substantial sum of £165,000 has been allocated to Cambridge University by the trustees of the late Mr. William Dunn, for the building of an institute of Bio-Chemistry, for providing adequate incomes for the professor and his staff, and for the endowment of research. Already the preliminary scheme for the endowment has been approved and published by the High Court and a committee formed to carry out its terms.

Hostels for Teachers.

Secondary school teachers in Bradford have suggested to the Education Committee that in view of the scarcity of housing accommodation hostels should be established by the Authority.

The Governors of the Bradford Girls' Grammar School have asked the Committee to buy a house and lease it to them for a teachers' hostel; a sub-committee with power to act has been appointed to deal with the proposals.

Cure for Stammering.

Six centres were opened by the L.C.C. in January for the treatment of children afflicted with stammering. The classes have been successful and are to be continued. Several boys, who could scarcely get out a word, have been cured and can now recite poetry; others can read aloud, but still hesitate when asked a question. Many more boys than girls have the failing, which is more prevalent in the East End than elsewhere.

Schoolmasters' Trading Society.

The masters of a secondary school in Paris have constituted themselves a Co-operative Society to obtain food and clothing for themselves at wholesale rates. The State has provided a loan and they have begun by purchasing supplies of groceries, oil and coffee.

Protest of the L.C.C. Staff.

Two Scotsmen were appointed by the London Education Committee as Technical officers, although the staff association sent a letter of protest against filling superior positions from outside instead of promoting those already in the service.

Lord Rothermere's Gifts.

Lord Rothermere has offered £20,000 to Oxford University for the purpose of endowing a chair of the History of the United States of America, in memory of his son, Captain the Hon. Harold Vyvyan Harmsworth, M.C., who was killed in the war.

The offer has been gratefully accepted and the conditions laid down.

In 1910 Lord Rothermere founded the King Edward VII Chair of English Literature, now held by Sir Arthur Quiller Couch, and in 1918 founded the Vere Harmsworth Professorship of Naval History, both at Cambridge University, the latter in memory of his second son, killed in the battle of the Ancre.

Keble College Jubilee.

The jubilee of Keble College, Oxford, was celebrated on June 24th. It was founded to enable students of limited means to secure the advantages of an Oxford education. Keble has been among other things a nursery of bishops, the twenty pupils who have held bishoprics including the present Bishops of London, Southwark, Stepney, Kensington and Winchester.

Eight hundred Keble men foregathered, and Lord Curzon of Kedleston was among the speakers.

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

ENGLISH PROSODY.

Sir,—It is surely a pity that the critic who briefly reviewed my little manual on English Prosody, *The Measures of the Poets*, in your June issue, had apparently found time to do little more than glance at the preface. Readers of THE EDUCATIONAL TIMES (of all papers) do not expect to be altogether misled as to the contents of a book, and such perfunctoriness, if that is indeed where the fault lies, is likely to damage the respect which they properly have for notices published in it.

The chief contentions of the book are two: (1) that the trochee is the only possible basis for the metre or scansion of our triple measures, (2) that Metre and Rhythm, though they have much in common—overlapping one another, so to speak—are yet as entities quite distinct. Both these contentions are set forth at some length, yet F. A. W. writes that the author "refuses to allow the existence of iambic rhythm in English at all." Your readers will hardly be able to believe that on page 19, after quoting

I come to bury Cæsar, not to praise him,
as a line showing our 5ft. measure in its "full" form, I have written:

"The comparative weakness of the ending—u—led the poets at an early stage to cut off the last syllable and make the "checked" line their staple measure. This at once altered the character of the line as a whole in a remarkable way, giving it that predominantly iambic rhythm which has so long been mistaken for its scansion; the normal rhythm became that of

To: sleep,—perchance—to dream:—ay there's—the rub Λ ||
Here every foot has been cut in half, with a great gain of strength; and the cutting of the last foot in particular brings the line to a far more decided and effective close. How unmistakeable is the change of rhythm which follows from this bisection of the feet may be seen by rewriting the line from *Julius Cæsar* as

I come to slay the traitor, not to praise him.
In saying the original we were compelled to emphasize the trochaic rhythm by the strong stress required for 'bury'; now the even stronger one demanded by 'slay' has given to two-fifths of the line ('I come to slay') an iambic movement."

A further plain illustration is afforded by *L'Allegro*. The metre or scansion of the poem, as everyone agrees, is trochaic, but when it is recited, the words fall into the various rhythmical groups here indicated by the dashes:

Haste thee, Nymph,—and bring with thee—
Jest—and youthful Jollity—
Quips and Cranks—and wanton Wiles,—
Nods and Becks—and wreathed Smiles.

Rhythmically the first, third, and fourth lines begin with a cretic (—u—), and the second with a faced-off monosyllable, while all four lines end iambically.

Quoting:

And leaves the world to darkness and to me,
the reviewer says, "If that line is not five iambs, it is difficult to say what it is." But even rhythmically the whole line is not iambic. The word "darkness" is important and must not be run together with the following words "and to me"; darkness and the poet do not form one idea like "bread-and-butter," or to take an exact rhythmical parallel, "Beauty and the Beast." There is therefore in recitation a very slight pause after "darkness," giving the word the required amount of detachment and emphasis, and the result is that rhythmically the line falls into two portions: the first begins with two iambic units of rhythm (which are not metrical feet), but these melt into a trochaic rhythm at "darkness"; the second portion, "and to me," gives the rhythm of a cretic.

This varying of the rhythmical units is the very art of verse, and my book, while explicitly recognising iambic rhythms among others, is an attempt to make the whole matter clear. Had the reviewer read it, or had he not? And in either case what are we to think?

Your obedient servant,

M. A. BAYFIELD.

LITERARY SECTION.

BOOKS AND THE MAN.

The Petulant Pedagogue—and Others.

Among the countless books on education which issue from the press, a few are justified to the extent of being worth buying; more are justified to the extent of being worth borrowing; and some ought to be neither bought nor borrowed, but instantly destroyed. In this last class I should place all books written by teachers who affect to despise their work or to speak of it in cynical terms. It is becoming in a man that he should regard himself lightly and with a certain scorn, but it is an impropriety savouring of treachery for him to despise the task by which he is willing to earn a livelihood. If the work gives him no satisfaction he ought to leave it. While he remains in it he ought not to nourish his own vanity by pretending that he is too good for his task, or by suggesting that the task itself is a fitting theme for gibes and sneers.

These reflections—obvious and trite enough—are the result of reading a small paper-covered volume issued by T. Owen and Sons, of Oswestry, "Printers, Stationers, and Account Book Makers (Military Rubber Stamps a Speciality)." It is admirably produced, and reflects considerable credit on the firm I have named. It is entitled "From a Common Room Window," and the author disguises himself as "Orbilus." The real owner of this name is said to have lived to be a hundred, although he taught Horace, and earned from him the nickname Plagosus. Perhaps the pleasantest thing recorded of the original Orbilus is that he lost his memory in his old age, a circumstance which saved us, it may be, from having to wrestle with his reminiscences.

Our Orbilus is of different metal, suave and mellow of temper, able to look upon his work with a kindly eye, and retaining a gentle humour even in regard to Headmasters' Wives and Governors. Of these he says little beyond describing them as themes of the most piquant chapters in his collection of memories as yet unwritten. He promises that when he has put a safe distance between himself and these important classes, he will give the chapters to an expectant world.

Meanwhile he has given us a most agreeable little book, beginning with a discussion on "Making a Start," quoting the advice of an old hand: "Sail in as if you'd been meeting the beggars every morning for the past three years." Then follow a series of amusing discourses on such topics as Headmasters, the Castigator, School Reports, and an Usher's Day. On Reports there are some happy suggestions for avoiding conventional but colourless adjectives, such as "weak," "fair," etc. Thus of the Latin of Brown ma. we might say, "At his best he reminds one of Cicero at his worst." This, Orbilus tells us, will please any well-brought-up parent, since the mere mention of Cicero hints at tremendous possibilities. Of Jones's History we might say,

"The only parts of our rough island story

That count with Jones are those that men call gory"; while his ignorance of Geography might be subtly indicated by some such phrase as "All knowledge is relative."

The book ends with a couple of chapters revealing the author as a man who respects his task and is mindful of its real rewards. A group photograph sets him thinking of boys who were lost in the war. "None of them lived to become men of mark—in the usual sense of the term. Yet they had learnt to play the man, and they would in their several ways have developed into honest, clean-living citizens. But the Fates had something vaster in store for them, and when Atropos bent to give them early release, it was as heroes that they passed over to the unknown."

SILAS BIRCH.

REVIEWS.

Education.

A FOUR YEARS' COURSE OF LITERATURE FOR SCHOOLS. A Handbook for Teachers: by Dora M. Hollom. (Longmans, Green and Co. 3s. 6d. net.)

Yet another book to tell us how to do it. In accordance with the general custom of teachers to-day the author has expanded a few notes of lectures into book form. We think it high time that some tribunal other than that of a publisher should decide whether such books are really worth printing. This is not to imply that the one before us is bad. It is no better and no worse than its fellows. The author is evidently an enthusiast, but like all such is apt to forget that the only method by which a knowledge and appreciation of literature is to be obtained is by reading, reading, reading, and that no amount of pious and unctuous gush on the part of the teacher can cause any child to swallow a literary pill except in his own way and at his own pace. If this were more fully realised we should have less intellectual hypocrisy displayed by pupils in what after all is a subject for students' zeal rather than teachers' display. As usual, the book would seem to imply that no English literature of any value has been created during the last fifty years.

EDUCATION AND TRAINING FOR THE ELECTRICAL AND ALLIED ENGINEERING INDUSTRIES. A report of the Education Committee of the British Electrical and Allied Manufacturers' Association. (Edward Arnold. 3s. 6d. net.)

This little book is an encouraging sign of reconstruction from within. Mr. Fleming and his Committee are to be congratulated upon the issue of such a valuable report in such a convenient and attractive form.

The only point with which we would quarrel is the tendency to perpetuate class-distinctions and to make the transference from the "tradesman" to the "engineer" an almost impossible matter. Indeed the doctrine of "predestination" is pushed to extreme limits. We do not like the new class of "research apprentice." This matter is surely one for experience rather than for apprenticeship. The members of the Committee being largely employers naturally take the view that "continued education should preferably be given in a school attached to the Works." This we believe is neither the experience nor the conviction of those most interested in the development of young people, whether engineers or others. The final recommendation of co-operation between employers and external agencies and facilities for education of their employes is, we think, much to be preferred.

EVENING PLAY CENTRES FOR CHILDREN: by Janet Penrose Trevelyan. Methuen. 5s. net.

This book is made up of a twelve-page introduction by Mrs. Humphry Ward, 146 pages of text, and 37 pages of appendices. It gives an account of the origin and growth of the evening play centres in London, for which Mrs. Ward was so largely responsible. Similar work in the large provincial towns is also included. The story is written from within, and with full knowledge. The presentation is excellent, the tone sympathetic, and the general style attractive. The subject matter is somewhat depressing, since it includes vivid accounts of the ghastly circumstances under which so many of the poor children live in the slums of London and of the great provincial towns. But there is always the comfort of learning what has been done to mitigate the hardships of at least a small percentage of the sufferers. The claim is made that the schools belong to the children during extra-school hours, as well as during what is technically known as the school day, and an excellent case is made out for the extension of the privilege of house room for homeless youngsters during the period between afternoon school and the return of parents from their day's work. The book is well documented in every way. The evidence of the children themselves is adduced: the teachers are also placed in the witness box: photography is made to bear its silent testimony to the truth of the text. A dozen illustrations give life to the book, and the five appendices supply all manner of valuable practical help to those who are interested in the subject and willing to help. Altogether an excellent bit of propaganda work in a most worthy cause.

S. K.

English.

COLERIDGE—*Biographia Literaria*; **WORDSWORTH**—*Prefaces and Essays, 1800-1815*: edited by George Sampson, with an Introductory Essay by Sir Arthur Quiller-Couch. Cambridge Press. 10s.

This is surely the edition so long desired by students and lovers of a fascinating literary period. Mr. Sampson's editorship needs no recommendation. His work is done not well, but excellently. The chapters are re-arranged so that the bulk of *biographia literaria* of real worth is given together while the less important chapters are grouped at the end. Various appendices give the prose of Wordsworth, which must be read concurrently with Coleridge. Yet, scholarly though the work of the author undoubtedly is, it must yield in charm and attractiveness to the introduction contributed by Sir Arthur Quiller-Couch. This surely is the touch of the master hand. Clear, critical, gently satirical, the writer chains our attention and compels us to read even the duller pages which follow. Passages such as the following are irresistible: ". . . through chapters xviii and xix (Coleridge) treats us to a really superb display of archery upon the target of poetic diction—until we seem to hear Apollo's own bow twanging, as shot upon shot whistles into the gold; pauses, wipes his brow, lets fall some chatty, well-chosen remarks, a little heated, but obviously irrelevant enough to be only his own fun, and generally suggesting the spirit of a tea interval . . . a second time the Wedding-Guest turns away; from an entertainment superlative indeed, but curiously irreconcilable with his card of invitation. Last time he dressed for a wedding and found himself attending a confessional. This time a confessional was advertised, but its closing stages have been renimiscient rather of a Pleasant Sunday Afternoon."

After this Coleridge *must* be read and can be the better appreciated. This altogether is a volume of uncommon worth, to be read and re-read, to be enjoyed ever and again. We congratulate the editor; we have seen nothing better.

STOPS; or *How to Punctuate*—a handbook for writers and students: by Paul Allardyce. 2s.

This little book is essential for the reference shelf. It sets out in attractive style the ordinary rules and conventions of a subject which usually receives somewhat scanty and incidental treatment in English books and courses. The appendix on "How to correct a printer's proof" is especially valuable.

NATURALISM IN ENGLISH POETRY: by Stopford A. Brooke. 7s. 6d. J. M. Dent and Sons, Ltd., London and Toronto.

This volume consists chiefly of a series of lectures delivered at University College, London, in 1902. It should be in the hands of all who love—and especially of all who teach—English Literature, and should find a place on the shelves of each school reference library.

It is a privilege to have the benefit of these lectures at second-hand, and in a form of which death cannot rob us. The matter of them is erudite and thoughtful, the manner happy in phrase and vivid. The final impression left on the mind is that Mr. Stopford-Brooke was far more than a scholarly critic, for with his great literary knowledge was combined a degree of freshness and vitality, of sympathy with Nature (in the largest sense), of enthusiasm for all that is sincere and true, which makes his utterances of abiding value. While he was carefully teaching us to know better the poetic giants of old, his ears were strained with eager anxiety to catch the first cry of the new spirit which should be born of this restless and passionate age.

Classics.

RES METRICA: An Introduction to the Study of Greek and Roman Versification: by the late W. R. Hardie. (Oxford. 1920. 7s. 6d.)

This book supplies—or at least partly supplies—something that classical students have long required, a concise statement of the metrical laws of Greek and Roman poetry. Its defects, a certain roughness of design and inequality of treatment, together with the absence of an index, are probably due to the author's premature and lamented death; and they are greatly outweighed by its merits. But as a text-book it would certainly be improved by a fuller statement of elementary rules and a curtailment of controversial discussion.

It is divided into two parts: the first dealing with the simpler and more familiar forms of verse, and here there is little room for criticism. The first fifty pages on the heroic hexameter are

mainly an expansion of a previous essay by Prof. Hardie in his "Roman Poetry," and they are particularly good. The seven pages on the elegiac couplet seem by comparison somewhat meagre and incomplete. It would be useful to have a fuller statement of the differences between Greek and Roman practice; e.g., of the contrast between the versification of Theognis and Martial, neither of whom are even mentioned. The remainder of Part I contains a fairly adequate statement of the rules for anapaests, iambics, the varieties of trochaic metre, and hendecasyllabics. Part II consists of three independent essays: one a good account of Horace's metres, and the second an interesting but rather slight history of metre at Rome. Here the young student would probably be glad of a much more elaborate discussion of the changes introduced by Ennius, when he adapted the dactylic hexameter to the trochaic rhythm of the Latin language. The third and longest essay on Greek lyric verse, confessedly the most difficult subject, is the least satisfactory. For a text-book there is too large an amount of controversial minutiae, and it seems a pity that no reference is made to the most valuable English contribution to ancient metric, Walter Headlam's essay on "Greek Lyric Metre," in the *Journal of Hellenic Studies*, 1902. F. A. W.

Modern Languages.

LA CORRIDA: by V. Blasco Ibañez, and translation by C. D. Campbell, R.F.S.E. Text and translation on opposite pages. 1s. 6d. Harrap's Bi-lingual Series. 128 pp.+ introduction.

This little booklet gives us the first five chapters of Ibañez' novel, "Sangre y Arena," together with the closing chapter of the same, and recounts in wonderful detail the story of a bull-fight, as perhaps no pen but that of Ibañez could have depicted it. The translation quite fulfils the claims made for it in the preface, especially in respect to its strict fidelity to the original.

EL LICENCIADO VIDRIERA: Edited by E. A. Peers, M.A., with introduction, notes, and vocabulary. Harrap and Co.

This should be quite useful as a one-term reader for schools. The introduction gives a very brief outline of the life of Cervantes, and the notes are mainly translations of the more difficult phrases. More might have been said about points of syntax with advantage, and surely the note on 38, 3, misses the point: "novit" does not mean "scorns." The vocabulary has been carefully compiled.

PRIMERAS LECTURAS EN ESPAÑOL: by Carolina M. Dorado. Ginn and Company.

The author's aim has been to use simple language, with but few idioms and yet to give the text the local colour that makes it genuinely Spanish. She has achieved her aim, and the book should be both popular and useful in the hands of young students. An excellent set of easy exercises adds to the value of the book.

COMMERCIAL SPANISH: by C. F. McHale. 5s. Geo. G. Harrap and Co.

This is one of the best and most serviceable books on Commercial Spanish we have seen. It touches upon a large number of commercial subjects, and is well supplied with facsimiles of documents. Especially useful is the chapter on mercantile terminology, and the vocabulary is unusually full.

A COMMERCIAL SPANISH READER: by John Warren. 3s. 6d. Longmans, Green and Co.

A useful collection of passages taken from various commercial magazines and newspapers, which should be serviceable to students working for the various examinations in commercial Spanish.

SONES DE LA LIRA INGLESA: by G. de Zéndegui. 5s. Humphrey Milford—Oxford University Press.

The author has skimmed the cream of English poetry, from Shelley and Keats to Edmund Gosse and Robert Bridges, to turn it into Spanish verse, so that some of the strains of the singers of these colder climes may perchance gladden the hearts of his country men in the sunny South. To English readers with a fair knowledge of Spanish the book will doubtless be very interesting. Of its value as Spanish poetry we would not presume to speak.

(Continued on page 344.)

Cambridge University Press

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Mathematics.

THE ELEMENTARY DIFFERENTIAL GEOMETRY OF PLANE CURVES : by R. H. Fowler. 106 pp. 6s. net. Cambridge Tracts in Mathematics and Mathematical Physics, No. 20.

As Mr. Fowler says in his preface, "This tract covers no new ground but that usually covered in the geometrical chapters of any standard Cours d'Analyse; the matter has not, however, been easily accessible in English."

The reader will require previous knowledge of such a book as Prof. Hardy's "Pure Mathematics," and the main subjects of discussion are Curvature, Contact, Envelopes, and Asymptotes, and it is on account of this last chapter that we are most grateful to the author. As he says, "A number of interesting misconceptions are current in English text books," and among them there are few greater sources of confusion than the vagueness in the definition of an asymptote. A writer will lay down one definition and proceed to prove (?) theorems tacitly assuming another not necessarily equivalent one.

We earnestly recommend the perusal of this able tract to all would-be authors of text-books on the Calculus intended for boys reading for mathematical scholarships.

EUCLID IN GREEK : Book I, with Introduction and Notes by Sir Thomas L. Heath, K.C.B., K.C.V.O., F.R.S., Sc.D., Hon. D.Sc. pp. viii + 240. 10s. net. Cambridge University Press.

"In these days," says Sir Thomas Heath in his preface, "when Greek is supposed to be on its trial and Euclid happily defunct, it may well seem a wildly reactionary proceeding to suggest to teachers a combination of the two"—and he does not overstate the case. Compulsory Greek has followed Euclid, and the study of the latter under its pseudonym Geometry is threatened, in fact the whole structure of formal studies is tottering. So, at least, to judge from what educationists write. The observant cynic may, however, take comfort from noticing how their practice lags behind. For instance, such a foundation stone of our modern secondary school curriculum as the syllabus for the Oxford and Cambridge Schools Certificate Examination still requires Proposition 4, albeit with a longer phrase replaced by the word "congruent." Yet rumour has it that the Headmasters' Conference has packed "Geometry's" bag and even ballasted it with the quadratic equation. One wonders whether their judgments will obtain a better hearing than ten—or is it twenty—years' vain repetitions of the Mathematical Association.

Many, however, who cannot follow Sir Thomas when he prescribes Euclid in Greek for those "with no particular aptitude for mathematics," will read this book with the greatest appreciation and delight. The notes are good; print and spacing, which mean so much in a book of this class, are excellent; it is a scholarly work indeed. Boys cannot fail to enjoy such a luxury except in those unfortunate cases where the whole field of interest has been worked out by over-long hours or dull teaching. We warmly recommend this book for the consideration of all school librarians. H.P.S.

PITMAN'S COMMON-SENSE ARITHMETIC, Books I-VI : by F. F. Potter, M.A., B.Sc. (Lond.). Sir Isaac Pitman and Sons, Ltd.

These books, sold at prices from 8d. to 1s., contain well graduated lists of questions suitable for oral and written work, leading up to interest, map-scales, and area and volume. The later books contain, also, revision questions on the earlier matter.

EASY NUMERICAL TRIGONOMETRY : by Prof. H. S. Carslaw, D.Sc., Sc.D. pp. 142. Angus and Robertson, Ltd., Sydney.

This book deals with the solution of right-angled triangles and pays some attention to trigonometrical identities. There is an attractive chapter on measuring angles and area out-of-doors, but we should have been glad to have seen a larger number of problems in a book of this class.

Science.

THE DEVELOPMENT OF THE ATOMIC THEORY : by Andrew Norman Meldrum. Humphrey Milford—Oxford University Press. Pp. 1+13. 1s. 6d. net.

In the presidential address to the Chemical Society in 1917, statements are made which, according to the author, have the effect of saying that John Dalton was the creator of the modern atomic theory. From a historical survey of the subject the author combats these statements and shows that the doctrine of chemical combination in multiple proportions is embodied in William

Higgins' atomic theory of 1789, that is, that Higgins forestalled Dalton. Both investigators probably started from the same hypothesis, namely, Newton's doctrine of an electric fluid composed of mutually repulsive particles. There is no suggestion that Dalton plagiarised from Higgins. T. S. P.

CHEMISTRY IN EVERYDAY LIFE (Opportunities in Chemistry) : by Ellwood Hendrick. University of London Press, Ltd. Pp. ix+102. 3/6 net.

The author avows his purpose to be "to show how much chemistry is needed in nearly every walk of life by the man who thinks about his work." It cannot be gainsaid that by reference to such subjects as fuel, ferments, soaps, soil, iron and steel, etc., the advantage of a knowledge of chemistry is demonstrated, but the subject matter is dealt with in such a crude and unconnected manner that it is very doubtful whether the ordinary reader's interest could be sustained, were it not for the Americanisms which abound. To define the temperature of the electric arc as being "about as hot as sizzling sinners getting their reward" may be picturesque, but it is not scientific.

Elementary mistakes occur, such as, for example, the statements that oxygen distils off first from liquid air, and that phosphine contains phosphorus, oxygen, and hydrogen. The idea of valence is described as the possession of hooks by means of which atoms mutually combine. The attempt to visualise the meaning of valency in this fashion is strongly to be deprecated, since once such an idea is seized on by the non-scientific reader it is very difficult to displace it afterwards.

The book cannot be recommended; it is not worthy to be compared with Prof. Philip's "Romance of Modern Chemistry." T. S. P.

Art.

THE ART OF DRAWING THE HUMAN FIGURE SIMPLIFIED : by W. H. Gates, A.R.C.A. (Baillière, Tindall and Cox. 7s. 6d.)

Mr. Gates is the Headmaster of a School of Art who has boldly set out in this book the method he employs in teaching the drawing of the "human figure" in his own school.

The scheme is one of dividing up the human figure into parts or areas. The parts are graded in some order, either of difficulty or relative importance, and the student is passed from the study of one to the other till the whole figure has been dealt with in detail.

Modelling and drawing the "details" from memory are advocated. Memorising the diagrams of the book will do little good; it is more essential to memorise the living form.

The book is written as a supplement to "A Manual of Artistic Anatomy," by J. C. L. Sparkes. Possibly for this reason the student's attention is drawn rather to the anatomical features of the human figure than to the artistic rendering of form and structure.

One new feature in the book is the prominence given to the orthographic representation of the "figure details" in plan, elevation, and section. It may be within the experience of the author that such a method of explaining the structure of the human figure has been found necessary. It does, however, remind one of certain strange efforts at subject correlation: "Figure drawing for Bricklayers and Architects," or "Geometry and Figure Drawing." It cannot be that the author has never met one who possessed an "eye" and power of judgment born for "figure drawing," while knowing nothing about "model drawing," or "plans and elevations," and whose faculty of perception and understanding of the human figure could not have been quickened had he known all the theories of both.

In teaching the "Art of Figure Drawing" the practice of pinning a student down at once to a long succession of studies of small detail is open to objection. It is not considered necessary to require the categorical study of a dictionary or the complete digestion of English grammar before a pupil tries his hand at writing prose. Modern tendency is rather in the opposite direction. One of the earliest and most persistent pitfalls in learning to draw the human figure is the student's preoccupation with detail—an obsession of unrelated facts and formulæ. Learning to see the wood in spite of the trees is comparable to learning the "Art of Figure Drawing." Isolating the trees should be the last act and not the first.

To the art student who wishes to know something of the human figure, and who is prevented from constantly drawing from one in the flesh, the book will be useful, but we should view with some misgiving its more general use. W. M. W.

(Continued on page 346.)

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A HANDBOOK TO THE SEPTUAGINT: by R. R. Ottley, M.A. Methuen and Co. 292 pp. 8s. net.

The author quotes the story of Ferdinand Hitzig, Biblical critic and Hebraist, who is said to have been in the habit of asking his classes, "Gentlemen, have you a Septuagint? If not, sell all that you have, and buy a Septuagint." If we are not tempted to do this, it will not be the author's fault, for he has written a very elucidating and learned book in a comparatively small compass. To the intelligent Biblical student who is desirous of exploring the sources of the Scriptures, we can recommend no better method than by beginning with this work. His treatment of the origin and subject matter of the Apocrypha and Pseudepigrapha is particularly interesting and well worth a close study. Recent researches are quoted throughout. A list, with description, of books to be studied is included. The book concludes with a valuable glossary of terms which the student is most likely to meet in the course of his investigations, and which are of great practical utility.

History.

A HISTORY OF THE UNITED KINGDOM, 1707-1919, FOR SCOTTISH SCHOOLS: by Robert S. Rait. Blackie and Son. 336 pp. 5s. net.

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From 844 to 877, a king named Roderick Mawr—that is, Roderick the Great—drove back the Danes, and played the

part of King Alfred in England. Roderick fell in battle against the English in 877, and the land was in a sad condition until the time of Llewellyn I. The various princes owned Llewellyn as their overlord, and he became the chief King of Wales. After clearing the land of Dane and English alike, he gave his country peace and prosperity. After his death in 1023, a time of bloodshed and misery followed; but at length Griffith, the son of Llewellyn, gained the upper hand.

In penning such passages, the writer forgets the children, and is simply trying to grapple with chronology. This meticulous dating should be abandoned. You cannot improve on the spacious, human, and vivid method of Plutarch, when preparing material for the young. Nevertheless, we desire most cordially to praise this enterprise. It goes in the right direction; the spirit is good; the pictures are splendid.

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In this style she makes very readable chapters on castle and cottage, work and tools, cultivation, industry, schools, discoveries, fine arts, etc. The part devoted to State, Justice, Army, Navy, etc., is somewhat conventional; and here, as in the previous pages on Industry, Miss Cunnington (sharing the fault of most other popular writers on "history") deals too lightly with the Trade Union movement, and altogether omits the enormously important Co-operative movement. There are plenty of pictures, coloured and black and white.

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(Continued on page 348.)

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The author tells us the dog's feelings under various conditions; when his mistress was ill, Lad was the saddest of dogs; when in the presence of children or invalids, the dog was gentle and kind; when he was ill-treated either by his mate or his puppy-son, he bore everything with a loving sadness in his dark brown eyes.

Then we are given some idea of the horrors which dogs have of shows. The master was prevailed upon to show Lad, and he regretted it afterwards, in spite of the honours won by the splendid dog. We are told of the misery of a lost dog; Lad was lost, and it was only by dint of his superb courage and skill that he was able to traverse the thirty miles back to The Place.

As is always the case, there was a keen sense of rivalry and competition among the farmers of the neighbourhood, and the author cleverly introduced the sordid character—the Wall Street farmer. This man always disliked Lad because of his beauty and his absolute obedience to his master and mistress. Hence The Farmer did everything in his power to lessen the prestige which Lad had justly won. The readers will be glad to learn that it was in vain.

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And this to a boy. "How I long to clasp thy hand, to feel thy cheek on mine." We should like the boy's view. We hope there are few schoolmasters who misuse their leisure in this futile fashion. For all such we would recommend a brisk round or two of golf or a course of sea-bathing in water none too warm. These might effect the necessary cure.

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(A short notice may be followed by a longer review in a later issue.)

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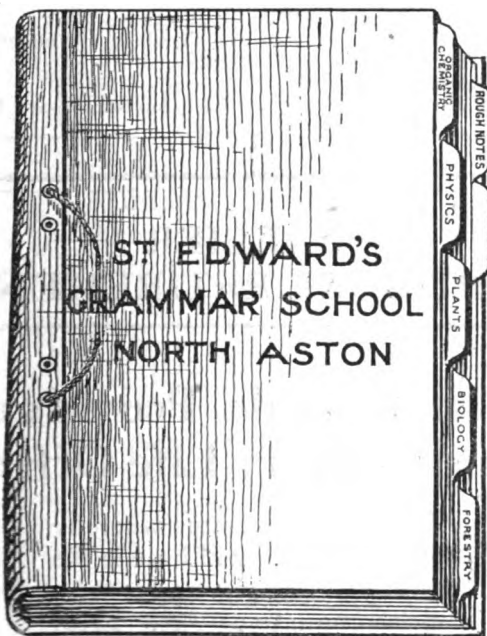
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Education Office, Sheffield. Director of Education,
30th June, 1920.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR BOYS.

Principal: J. W. LITTLE, M.A. (Cantab.).

Applications are invited for the following appointments:—

1. SENIOR SUBJECT MASTERS are required for—
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(b) Modern Languages.

Minimum salary £350 per annum, rising by annual increments of £12 10s. to a maximum of £550 or £600, according to qualifications and success.

Candidates for the above appointments must hold a good Honours Degree.

2. MATHEMATICS MASTER.
SCIENCE MASTER (Physics and Chemistry).
FRENCH MASTER, knowledge of Spanish or Russian an advantage.
FRENCH AND GERMAN MASTER.
ENGLISH MASTER.

Candidates for these appointments must be Graduates. Minimum salary, £220 per annum, rising by annual increments of £12 10s. to a maximum of £450.

3. ART MASTER. A trained man with good qualifications.

Minimum salary £200 or £220, rising by annual increments of £12 10s. to a maximum of £400 or £450, according to qualifications and success.

Three-fourths of previous experience in like capacity under other authorities will be recognised in fixing the commencing salary, and the "Carry Over" will be completed on 1st July, 1922.

A teacher being trained for one year as a Secondary School Teacher after graduation and holding the Secondary School Teachers' Diploma will receive two scale increments additional in the commencing salary.

Application forms, which may be had on receipt of a stamped addressed foolscap envelope from the undersigned, to be returned to the Principal at once.

PERCIVAL SHARP,

Director of Education.
Education Office, Sheffield. 30th June, 1920.

POSTS VACANT.

CITY OF SHEFFIELD
EDUCATION COMMITTEE.

PITSMOOR SECONDARY SCHOOL FOR BOYS.

Headmaster: L. STORR-BEST, D.Litt., M.A.

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2. SCIENCE, Physics, with Mathematics as Subsidiary Subject.
3. MODERN LANGUAGES, Principal Subject, French, with Spanish or Russian or Italian or Latin as a Subsidiary Subject. (Knowledge of Phonetics essential.)
4. MATHEMATICS, Pure and Applied, with Geography as a Subsidiary Subject.
5. ENGLISH, with History as Subsidiary Subject.
6. MUSIC and MUSICAL APPRECIATION.

Salary Scale:—

For Graduate Form Masters, £220 or £250, according to qualifications, rising by £12 10s. annually to £450 or £500.

Three-fourths of previous experience in like capacity under other authorities will be recognised in fixing the commencing salary, and the "Carry Over" will be completed on 1st July, 1922.

A teacher being trained for one year as a Secondary School Teacher after graduation, and holding the Secondary School Teachers' Diploma, will receive two scale increments additional in the commencing salary.

Applications, to be made on forms which may be had from the undersigned on receipt of a stamped addressed foolscap envelope, should be returned to the Headmaster at once.

PERCIVAL SHARP,

Education Office, Sheffield. Director of Education.
30th June, 1920.CITY OF SHEFFIELD
EDUCATION COMMITTEE.

TECHNICAL SCHOOL OF ART, ARUNDEL ST.

REQUIRED, in September next, a SPECIALIST to teach and lecture on Decorative Architecture, History of Art, Geometry and Perspective.

Salary, £350, or more if in possession of high qualifications and of special abilities and experience.

Application Forms, which may be obtained at this Office, should be completed and returned to the undersigned at once.

PERCIVAL SHARP,

Education Office, Sheffield. Director of Education.
Leopold Street, Sheffield.
14th July, 1920.

POSTS VACANT.

COUNTY BOROUGH OF
STOKE-ON-TRENT EDUCATION
COMMITTEE.

LONGTON HIGH SCHOOL.

Headmaster: W. HARRIS, M.A., Ph.D.

APPLICATIONS are invited for the following posts:—

1. MASTER or MISTRESS for September, to take charge of the Botany for the Advanced Course in Science and Mathematics. Candidates should be graduates of a British University with first or second class honours, and must have had previous teaching experience.
2. MISTRESS for September to teach French to the Lower and Middle Forms of the School. Candidates must be graduates of a British University and should have acquired a knowledge of the language by residence abroad. Previous teaching experience essential.
3. MASTER or MISTRESS (Graduate) required for September to take Science and Mathematics.
4. MISTRESS (Graduate) for English subjects. Posts 3 and 4 are for work in the Middle and Lower parts of the School.

Salaries will be according to scale, and at present there is an economic bonus of £52 per annum in the case of men, and £39 in the case of women.

Full allowance will be made in fixing the commencing salary for any previous teaching experience.

The maximum salaries (without bonus) are £400 for men and £330 for women in the case of Graduates with first or second class honours, and £330 for men and £280 for women in the case of Graduates.

It is probable that the forthcoming Burnham Scale will be adopted in its entirety when the Burnham report is issued.

Applications should be sent in at once to Dr. Harris at the School.

Dr. W. LUDFORD FREEMAN,
Education Offices, Director of Education.
Town Hall, Hanley,
Stoke-on-Trent. July 13th, 1920.S. OLAVE'S SCHOOL,
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TEACHERS REGISTRATION COUNCIL.

REPRESENTATIVE OF THE TEACHING PROFESSION.
(Constituted by Order in Council, 29th February, 1912.)

THE Teachers Council was formed at the express desire of the teachers of the country. This desire was expressed through the various Associations and Societies of Teachers. It is clearly formulated in the following extracts from the Objects of the National Union of Teachers :—

- “ To secure the compilation of a comprehensive Register of Teachers.”
- “ To secure the solidarity and extend the influence of the Teaching Profession.”

The aims thus set forth are sought by teachers of all types. Solidarity can be attained only by the unification of the teaching profession, and of this unification the Official Register of Teachers is the outward symbol. Teachers who are qualified for Registration should therefore become Registered without delay in order to show that they are loyal to the best interests of their calling and prepared to do their share in extending the influence of their profession.

The Teachers Council is a representative body composed entirely of teachers who are chosen by Associations and Societies of Teachers. No fewer than 42 such bodies are represented on the Council.

It began the compilation of an Official Register of Teachers early in 1914, and in spite of the grave handicap imposed by the War, the number of applicants for Registration is now

OVER 60,000

The Council has been able to bring together the views of teachers of all types, and while not attempting to control the policy of any section or association, it has undoubtedly done much to foster united action and harmony of purpose.

The Council desires to make known to all

UNREGISTERED TEACHERS

that

1. The full CONDITIONS OF REGISTRATION will come into force 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.
3. On WEDNESDAY, 30th June, the uniform fee for Registration was raised to TWO POUNDS, instead of ONE GUINEA.

Teachers who are not already Registered should complete the form below and post it without delay to the offices 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

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THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

AUGUST, 1920.

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NOTES AND COMMENTS.

Army Competition.

From the War Office we have received a communication relating to the pay of Army Educational Officers. This note is headed "War Office, Publicity Department," and may therefore be assumed to have the personal approval of the present Secretary of State for War. The normal annual rates of pay for officers of the Army Educational Corps are: 2nd Lieutenant (married) £394, (unmarried) £320; after two years' service £448 and £375 respectively; Lieutenant (married) £448, (unmarried) £375; after seven years' service £503 and £429 respectively; Captain (married) £622, (unmarried) £517; after 15 years' service £667 and £562. A married Major is to receive £768, a bachelor £684; after five years £868 and £784. A Lieutenant-Colonel will receive £1,242 if married, or £1,184 if a bachelor. The memorandum adds, with truth, that "these rates compare very favourably with those in civil appointments, and, indeed, open out a promising career to the teaching profession." It is no less true that they will call for the close attention of education authorities and the Burnham Committee. The case for more generous treatment of the teachers of the country is greatly strengthened by this action of the War Office.

A Manchester Mistake.

The City Council at Manchester confirmed the action of the Education Committee in reducing the number of degree students to be admitted to the College of Technology in the autumn. By implication the Council also endorsed the condemnation which the Committee had seen fit to express concerning a somewhat indiscreet letter which the Principal of the College had addressed to those intending to join as degree students. In this letter Mr. Maxwell Garnett used a phrase which indicated his own view of the Committee's action. Probably he forgot Walt Whitman's diagnosis of the mentality of elected persons. He made prompt amends, but the elected ones were apparently resolved to ignore their own previous policy and were quite ready to push Mr. Garnett's trifling indiscretion into the foreground as a cover for their own want of good sense and civic pride. As a result the City of Manchester has lost the services of Mr. Garnett, the College of Technology is relegated to the position of a municipal technical school, and the manufacturers of Lancashire are deprived of a most valuable training ground for leaders in the scientific development of industry. It is to be hoped that the lesson will not be lost upon those who would place our new Universities under municipal control. There is a type of municipal councillor and official who finds pleasure in humiliating men of proved intellectual eminence. Inwardly he despises learning and yet he is envious of those who possess it, especially when to their learning they add practical ability.

NOTICE TO READERS.

The September issue of "The Educational Times" will contain an important article on the Teacher as Student, describing the London Scheme of Lectures for Teachers. There will also be a valuable essay on "After School Care."

The report on the Prize Competition for Devices in the Teaching of History will be found on page 371 of this issue.

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.

Address for Advertisements:

27, Southampton Street, Strand, W.C. 2.

Music in Examinations.

The authorities of a certain city in the United States have discovered a novel place for music in examinations. It is not stated whether they accept music as an examinable subject, ranking with classics and mathematics, but they are said to have ordered that during every examination there shall be an interval in the middle of each session when the candidates shall pause in their wrestling with problems and listen to the strains of a band. It is well known that the father of Montaigne the essayist caused his son to be roused from sleep every morning by the sound of a musical instrument. It can hardly be supposed that the new American plan is intended to awaken somnolent candidates. Perhaps it is meant to soothe their savage breasts and to prevent any such demonstration as was witnessed the other day in London, when a disappointed candidate in a medical examination produced a revolver and fired six shots at the mark list because it did not contain his name. In this instance the examining body decided to ignore the incident, whereas they ought perhaps to have bought a ticket for the opera and given it to the irate young gentleman. It may be that their leniency on this occasion will lead him to try the effect of shooting an examiner or two next time, a demonstration which no examining body could properly ignore. Our young composers might well bend their energies to the production of soothing airs under such titles as "Matric Melodies," or "Intermediate Intermezzos."

Children and Public Libraries.

No school is complete without a library, and it must be confessed that many of our schools are sadly incomplete. In Bristol the City Librarian, Mr. L. Acland Taylor, has been making an interesting experiment with the purpose of developing a fuller co-operation between the public libraries and the schools. At the Central Library a series of Half-hour Talks to School Children are being given weekly on Friday afternoons, from 3-30 to 4 o'clock. About 150 scholars are taken every week, and in order to allow of the attendance of children from six schools in parties of fifty, the talks are repeated. An inspection of the Library and its contents forms a prelude to each of the talks. An interesting syllabus has been prepared by Mr. Acland Taylor, and from this we find that the subjects include Thomas Chatterton, Books and how to use them, Astronomy, British History, Schools of other Days, Classics in Translation, Geology and Scenery of the Bristol District, and The Story of London. A list of books is given, and the children are told where they may be found in the various departments of the Library. The scheme is carefully arranged and should be studied by Educational Authorities elsewhere, especially with reference to the possibility of making a greater use of public libraries in connection with the new Continuation Schools. Too often our public libraries are used merely by the few, or by those whose chief interest is in fiction.

The Consultative Committee.

The newly-formed Consultative Committee of the Board of Education is to have as its Chairman the Vice-Chancellor of Sheffield University, Sir Henry Hadow. A preliminary meeting has already been held, but it is not expected that the Committee will be at work before the autumn. The questions on which the Board desire help are concerned with the development of psychological tests and the differences, if any, which should exist as between the education of boys and that of girls. Of these questions the former calls for scientific knowledge, and the Committee will probably find it necessary to enlist the services of medical men and psychologists. It may be doubted whether the laboratory experiments so far conducted have produced material in sufficient quantity to enable the Committee to form a just conclusion as to the value of psychological tests. The second question is highly important, and it will be necessary to make adequate allowance for the prejudices of headmasters and headmistresses in secondary schools, who are inclined to look at the matter from the point of view of employment for themselves. Clearly the Consultative Committee itself will not lack employment if it is to furnish adequate reports on these difficult topics within a reasonable time. A topic of more immediate moment might have been found if the Committee had been asked to report on the place of private schools in our national system of education.

Holiday Courses for Foreigners.

Amid the wealth of instruction which is offered to British teachers in the summer vacation courses it is pleasant to find that there is special provision made for visitors from abroad. The University of London has been specially active in arranging its thirteenth holiday course for foreigners anxious to improve their knowledge of the English language and of English life. This year applications have been received from Belgium, China, Denmark, Esthonia, Finland, France, Greece, Holland, Italy, Norway, Poland, Roumania, Russia, Sweden, and Switzerland. The number of visitors is greater than in any previous year. The list of lecturers includes Mr. Walter Ripman, on the Sounds of Modern English and two lectures on Recent Developments in English Education; Mr. Alison Peers, who will deliver three lectures on Thackeray and three on George Eliot; and Mr. Allen S. Walker, four lectures on the History of London, with tours to places of interest. Mr. Bernard Macdonald will recite, and there is a full programme of entertainments and excursions, lasting from July 23rd, when the Inaugural Meeting was held, to August 19th, when this practical and extremely "Peace Conference" will close. The meetings are held at Bedford College, Regent's Park. It is, of course, well known that practically all our Summer Schools are open to visitors from abroad, and such schools as the Unity School of History at Woodbrooke offer them a special welcome.

Domestic Science in Elementary Schools.

A correspondent who is fully qualified to express an opinion writes to suggest that Domestic Science should be removed from the curriculum of the elementary schools and placed in that of the continuation schools. At present the subject is often taken by groups of girls who are chosen according to age, under the regulations of the Board, and not according to their position in the school. The withdrawal of a group may thus derange the work of several classes and such subjects as English, History, and Geography suffer accordingly. Domestic Science is more appropriate to girls of the continuation school age, since they can appreciate its importance. In practice the elementary school girl gains little of permanent value from the instruction. The present centres might be used as part of the Continuation Schools, thereby reducing building costs. Our correspondent further points out that the present time affords an excellent opportunity for making the change which he suggests. If Continuation School buildings are erected with Domestic Science rooms the cost will be great, and the old centres will remain as at present, used to little good purpose by reason of the fact that the elementary school pupil is not able to derive full benefit from the subject. These arguments are worthy of consideration since it is certain that Domestic Science must form a part of the curriculum in the Continuation Schools.

THE SCHOLAR BEGGAR.

Oxford undergraduate scholar, who is tired of being poor, wishes to be adopted by wealthy people.—“The Times.”

Behold me, a penniless scholar,
Necessitous, indigent, broke,
Whose celluloid collar (that symbol of squalor)
Oppresses his neck like a yoke!
Though Fate I importune in vain for a fortune,
And Providence seems to have dropped me,
The world would be sunny if someone with money
Would kindly consent to adopt me!

I weary of badly-cooked victuals;
I fail to regard with respect
The man who belittles the beer and the skittles
Which luckier mortals affect.
In place of the gravy that's served by the slavey,
The eggs she so often has fried me,
I long to discover the fruit of the plover,
The soup of the turtle, beside me!

I yearn for a half-crown cigar, too,
In stead of this common clay pipe,
For fresh caviare to unearth from a jar, too,
In place of pigs' trotters or tripe.
And that is the reason why now, in due season,
No old-fashioned scruples have stopped me
From asking some silly and half-witted milli-
Onaire to buck up and adopt me!

(“H.G.” in the MANCHESTER GUARDIAN.)

THE DEMAND FOR LEISURE.

BY C. A. E. WHISH.

FOR those interested in the educational problems of to-day the most significant fact is the demand for hours of leisure, a demand whose insistence is proportional to the soullessness or drudgery of the daily task of those by whom the demand is formulated—for those whose daily activities are most concerned with producing mere bread are those most insistent in their demand for leisure. And the significance of this demand is rooted rather in the essential nature of man—a being who does not live by bread alone—than in the clamourings of lazy and good-for-nothing individuals. As Mr. J. Lewis Paton has pointed out, “This view (of those who see in this new movement a mere ‘craze for amusement’) is narrow and purblind. The new demand represents a revolt against the sordidness which people have hitherto been stupid enough to think necessary.” Yet if these hours of leisure are to be spent in material pursuits and passing shows can it be supposed that contentment will be found? In such case, will not the new-gained leisure become a curse rather than a blessing? Hours will be spent in pursuit of that which when attained fails to satisfy, and then a further rushing to something “new,” a “new” demand, until in fine a blind and ceaseless movement of ever unsatisfied seekers brings disaster.

If then the need for this extension be granted, on what principle or principles should it be based? There is agreement among progressive thinkers that the essential nature of man's activity is “creative”; machine work there is and must be, but such work is alien to and repressive of man's nature, a necessity arising rather, as some would say, through man's temporal association with matter. Man then, by nature, is a creator, and in the recognition of this principle may be seen the explanation in man of that “divine discontent” with things as they are—with that which has already been created. In the wise utilisation of this principle lies hope for the future; let but a man once *realise* and feel his power to create his own life and leisure will be full. Thus it would seem that the necessary widening of the scope of educational effort will be such as will give a fuller expression to this principle, which has, in fact, already been applied, for the aim of the “New Teaching” may be said to be knowledge created by each individual for himself. To what extent this new quality in our teaching finds application in practice it is hard to say, but it does seem certain that where most needed it is least applied. For its application is most to be desired just where the home life of children has been cramped and repressive. Much remains to be done before the creative ability of each child is allowed sufficient scope, but already experiments based on the application of the principle that the creative impulse in the child should be the sole determining factor of the child's activity afford valuable information for practice. Yet it would appear that in such experimental schools an important consideration has been overlooked—attention has been concentrated alone on the life of the individual child, while the life of the environment has seemingly been forgotten. For each individual child has a life to live in relation to an environment which itself is of double aspect; there is the social or

human environment, and there is the material environment. While fully recognising the essential nature of the individual life as such and its consequent requirements, education must also take note of the nature and resulting demands of the environment in which the individual life is realised. And to this extent examination tests with the accompanying curriculum are justified. But is it too much or unreasonable to demand that in every place of juvenile education a portion of each week is definitely allotted for activities proceeding from the child's own will—activities which are suitable to the environment in which the child is placed? By the definite allotment of time in each week for self-determined activities, there would result for each individual child a definite creation entirely his own.

Let but the necessary working conditions be granted for a widening of the scope of educative effort and an education may be hoped for in our schools which is in living relation to the nature of each individual child's life and which corresponds to the life of the social environment with its implied demand for the development of a capacity to utilise leisure. For the essence of a living education is that it should correspond to the needs of the living world. Viewed broadly, civilisation progresses by rhythmic pulses; there is the period characterised by the emergence—from an approximately averaged human mass—of outstanding individuals with new standards, when the emphasis of a sympathetic educational effort would be directed to the production of a type, the average type of the day and the matrix whence new offspring would arise. And later there is a period occupied in averaging the general life to the new standards; a time when education is concerned with the full development of the latent possibilities of the majority of individuals so that they may be able to "live" the hours of leisure. To-day is witnessed this effort to average up the life of each individual toward a new standard of living which involves for the great majority a wider life and more leisure. It is necessary that a corresponding movement or adjustment of educational enterprise in relation to environment should be made. Surely to-day the mere pushing of children through the narrow gate of present examination tests should be abandoned, for such methods can never be a preparation for that fuller life which is now demanded.

Surely at a time when education is to be given to all, it is imperative that there should be provided an education which in its scope will correspond to that life which to-day is accounted "human living." Especially so when it is remembered that for one pupil from a home of "full life" there will be a thousand from homes of the most limited life. But further, only in this way can that type of individual be supplied who will leaven the social environment and so modify it as to make possible for the succeeding generation a realisation of that life which is in it, and make that realisation possible without the convulsion of violent revolution, the outcome of repression. In the experience of a fuller life the one hope lies that man's eyes may turn from gold to that which gold can never buy. Only when men's eyes are so turned will it be possible for co-operation to sweep away competition—when each will do his work not from the urgent need or greed for gold, but because of that full life which is in him and in virtue of which he can but be an artist!

"THE BLOODY JUKE"—AND BILL.

A Study of the Human Boy.

BY MRS. N. FORD.

BILL has lately discovered that he possesses an enquiring mind as well as a brutally healthy body.

Until quite recently his intellectual horizon was bounded on every side by the placid problemless ethics set forth in "Tiny Tales for Tots"; which he would read aloud at the top of a singularly resonant voice, to nobody's intense enjoyment but his own.

Lately, an unkind fate has compelled Bill to veil his eagle gaze behind unbecoming but serious-looking spectacles.

It is a curious psychological fact—of which I can give no explanation—that the advent of the aforesaid spectacles caused the aforesaid enquiring mind of Bill to behave very much like a bucking broncho. It bucked violently and contemptuously at "Tiny Tots"; and—such was the force of this mysterious new Bill—even incited the old, fleshly, familiar Bill to drop it secretly into the soft water tank.

The fleshly Bill's favourite hobbies were severely neglected; while all the time he could spare from having twenty-round boxing spars with an under-sized friend he spent burrowing round the bookcase in search of mental nourishment. At last he found it.

He leapt with one bound from the peaceful pussy cats of "Tiny Tots" to the blood-stained annals of "Some Facts concerning the Reformation," a somewhat battered volume in an unlovely binding of saintly drab, which some unfortunate member of the family had received as a reward for virtuous conduct of sorts, about three generations back.

It was holiday time and things were slack—there were uncoaxable locks on the pantry door and the jam cupboard; moreover, the under-sized friend was taking a badly-needed rest cure with his grandma in the country, preparatory to again entering the ring—so when Bill spotted one or two of the illustrations, he was on it like a gorilla. When I left him to see about dinner, he was sitting on the floor, drinking it in, his pugnacious jaw dropped.

He sat on it in a sort of fierce quietude all dinnertime; his criticism of the pudding was not quite so scathing as usual; his general demeanour was thoughtful and slightly absent.

He came up to me in the afternoon with a smile of shocked delight, his fat face very red, his spectacles gleaming.

"Mother, do you know what they called the Juke of Alva?"

If I ever had known any nicknames of that amiable character, they had flown along with my French irregular verbs. I was reading my favourite Ladies' Column—which, when it lets itself go on house decoration, is funnier than Mark Twain—so I answered Bill somewhat absently in the negative. It came out like the bursting of a geyser: "The Bloody Juke."

I stared at him helplessly.

Alack! I could see the old Bill rising up through the austere intellectuality of the new.

That was the beginning of the trouble; the invasion of our happy home by the Bloody Juke.

Bill—once the thoughtlessly happy, whose only trouble was the irritatingly slight capacity of the human stomach—read up Alva in season and out of it.

He was obsessed.

We came across him unexpectedly in odd corners, browsing on statistics of the slain.

I had vetoed Jacky—Bill's junior by eighteen months—knowing anything about these unfortunate matters, but Bill's blood-drunkenness would not but out—his under-sized friend staggered about heavy with the Duke's guilty secrets; indeed, he was in worse case, as Bill with a hint of his hero's own fiendish malignity, had given him no very clear notion of Alva's decease; therefore he sped round street corners in the dark in record time; in a moment of carelessness on my part, however, he waylaid Jacky and sketched for him in lurid phrases his hero's amazing versatility with the knife.

Jacky has not yet reached that age of calm reasoning which repeats glibly the total number of heads struck off in the French Revolution without turning a hair; he felt it very plainly in the stomach, and said so.

So I took the "Facts" gently, but firmly, from Bill and told him what I thought of him. But, alas, it was of no avail. Alva had become the elixir of life to him; he got worried and lost flesh. So the "Facts" went back.

A few nights after we were aroused by wild shrieks—it was Bill, his fat cheeks trembling: more Alva.

Clearly, the man was getting a nuisance; it was hard that the peace of our little suburban villa—which was only disturbed when the chimneys rocked in a breeze—should be destroyed in this way.

Then on Sundays, when the parson said he didn't mind if he did have a bit of dinner with us, Bill, with a triumphant leer—scenting an opportunity for our downfall—would darkly ply us with posers concerning chained Bibles and Tyndale's last words, until I felt it was nearing the limit.

About a week later, father came home rather suddenly by the afternoon train.

"Where's Bill?" he said.

"Need you ask," I answered bitterly, "my society has grown insipid. He is on the kitchen sofa with the Bloody Duke."

Father smiled. "I've brought him something; I hope it will cure him of that unhealthy stuff." He fetched a volume out of his pocket, brightly bound in red, green, and yellow. "'The Three Homes,'" he said with satisfaction. "A true story for boys—there's a strong cricket interest in it—he ought to like it."

Bill was called. He came in unsteadily, looking rather haggard.

Father explained the plot of "The Three Homes" at length, dwelling strongly on the cricket interest.

But it left Bill cold. He had started a little when he first saw the binding—it was chiefly red—but cricket—his look of sardonic indifference sent a chill to our hearts. Alas, I'm afraid Alva had for him made the whole earth look pale.

* * * * *

The end came abruptly. Bill came home one day with a prize for what was vaguely termed "general merit."

He has always had a decided tendency towards waistcoat, but on this particular day his buttons seemed to ache with pride.

It was a book of gorgeous adventure, and the front-piece showed the open-faced hero rescuing two poor fisher boys—the while he swam casually with one arm against fifty-foot breakers.

Bill was charmed, there was no doubt about it. He never mentioned Alva—probably thinking he would be uneasy in such a commonplace liquid as water.

While he was laboriously assimilating some interesting details concerning the author's career, as set forth in the preface, I cautiously picked up the well-thumbed "Facts," and stole stealthily into the back yard.

In another minute there was an ominous splash, and "Tiny Tots" welcomed a companion. Like the famed lion and the lamb they lay down together.

It seems likely that Bill's intellectual milestones will accumulate in that tank. But—for a long time—life seemed very insipid and suburban without the sinister influence of the Bloody Juke.

PRIZE COMPETITION.

REPORT.

In our April issue we offered a First Prize of £2 and a Second Prize of £1 for the best suggestions as to devices to be used in the teaching of history. The announcement of the result has been delayed owing to the number of competitors.

The First Prize goes to Miss Frances M. Buss, Leighland, St. Matthew's Road, Torquay.

The Second Prize goes to Mr. Alfred Cook, 8, Castleton Road, Upper Walthamstow.

Cheques for the amounts named have been forwarded to the successful candidates.

The competition revealed but few features of novelty. The use of pictures, diagrams, and history games was recommended, and some competitors have found dramatic performances very valuable. Too little weight was given to the use of handwork in conjunction with the history lesson. Models of fortresses, armour, ships, and costume are interesting things to make, and help to an understanding of the mode of life in former days.

BREATHING.

BY DR. H. VALENTINE KNAGGS.

ALL animals have to inhale or, as it were, eat air for the purpose of maintaining life, for if air is withheld for even a minute or two, life will cease.

Air is composed, so the authorities on chemistry say, of one part oxygen mingled, but not chemically combined, with four parts of nitrogen. It also contains relatively small amounts of water vapour, carbonic acid gas and other substances which need not be considered here.

Oxygen by itself is a powerful stimulant to all life processes. We could not live for long in an atmosphere of pure oxygen, because our life processes would be so active that our bodies would be quickly depleted of all their vitality. That is why Nature dilutes it (just as a man might dilute a strong condiment or drink) with eighty parts of nitrogen.

The lung is the dynamo of the human body and the in and out flowing of the breath is the motive power of the dynamo. This rhythmical breathing pulse, as we know, consists of three distinct stages, viz., an inspiration, an interval, and expiration. Inspiration, asserts the Indian adept, is strength; interval is a promoter of longevity; expiration is death, for when the last-named is not followed by inspiration, death ensues. A forcible expiration is always a sure accompaniment of death.

Ordinary air contains but .04 per cent of carbonic acid gas, while expired air holds 4 per cent. We do not, therefore, ventilate ourselves so much for the purpose of getting oxygen as in order to rid ourselves of this air that we have polluted. A suffocating or drowning man dies, not because of his need of oxygen, but owing to the fact that the carbonic acid cannot emerge from the body.

Let us first try to reason out how the sun's rays influence the air which we breathe, so as to make it a living food capable of assimilation by the blood.

When the white light of the sun reaches the atmosphere it breaks up into the respective coloured rays of which sunlight is known to be composed. It does this when it meets with the resistance which the various formed constituents of the air offer to its passage through them. Action and interaction are thus brought about, resulting in functioning and the storage of life force. The real truth about the atmosphere is not that it contains certain gases, but that it is a living entity abounding with latent life, of which the gases constitute only its physical organism. The air is, as it were, a form of natural accumulator.

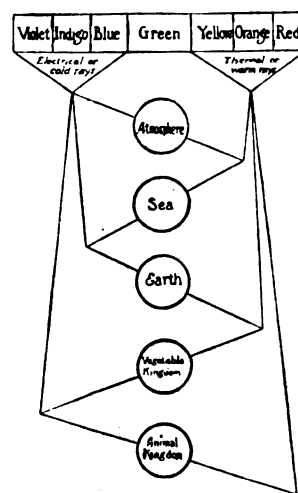
Every element and every compound, whether gaseous, liquid, or solid, and every living organism, whether vegetable or animal, has its own particular spectrum, and, therefore, its own distinctive colouring to denote its type of life force.

Certain of the chemical elements known to us as oxygen and acids are found to predominate at the violet end of the spectrum. Others, like carbon, hydrogen, or alkalis, show their affinity for the yellow or red rays.

If we look more carefully into this theory of a life force dominated by the colour flow of sunlight, we shall note that this force flows either in one direction or the other. It flows either from the blue-violet (cold producing) colours towards the yellow-red (warmth-producing) colours, or vice versa. The law which governs and determines this flow may be worked out as of a threefold nature:—

1. *Similar forces repel each other.*

For example, certain foods are built up by Nature from the warm elements, carbon and hydrogen. When heat is applied to them the stored-up warmth natural to them is driven off. If we mix two acid or two alkaline substances together they will refuse to unite, or if we place pith balls positively charged with electricity near to the positive pole of a Wimshurst or Static electrical machine, they will be repelled.



2. *Opposite forces attract each other.*

If we place an alkaline or warm substance in contact with an acid or cold substance, they will at once unite to form a compound or natural salt. If heat is applied to cold water the cold is attracted by the heat, and so the water becomes hot. And if hot water is allowed to stand in cool air it gradually loses its heat until the temperature of the water is the same as that of the surrounding air. Also if we repeat the pith ball experiment by applying pith balls positively charged to the negative pole of the influence machine they will be attracted towards it.

3. *The flow of a colour force (influenced by laws Nos. 1 and 2) will proceed from one extreme of the spectrum to the other, according to the evolved state of the matter in which it is circulating.*

If we now apply these laws to the physical world we can formulate the working theory that the atmospheric life force must flow through each kingdom successively in an alternating manner.

This brings us back to the question of an atmosphere that is a living entity, or the so-called "Vital air" of the ancients. The oxygen of the atmosphere, which spectroscopically is a cold element, would be repelled

by the cold blue and violet rays of sunlight. The carbonic acid and water vapour, on the other hand, would be attracted by the cold rays and repelled by the red-yellow emanations.

The repulsion of the oxygen and the attraction of the carbonic acid and water vapour towards the blue-violet rays will set life force currents flowing, and, as the oxygen is predominant, the latter will provide the direction in which the flow will proceed. The nitrogen will act as the physical body of the vital air, looking at it as a living entity, and it will store it up or organise the life force in the form of latent or potential electricity or magnetism which will become active (or kinetic) when the other sections of the physical world are in a position to make it so.

The air stream, the "Breath of life," going into the lungs, not only provides oxygen which is taken up by the blood to ensure the functioning of the body, but it also yields up its subtle life force, the essential element of "Vital air." This force manifests itself in the form of waves which give to our breathing its regular rhythmic character. Without it life would be impossible. Moreover, the blood is a good conductor of electric and magnetic forces, for it is charged with a saline solution which enables any form of electricity or magnetism to travel readily and rapidly to all parts of the body.

The Hindoo Brahmins understand these matters far more than we of the West do. They use the breathing function to develop their mental or inspirational powers. From the information which they give, it would appear that the air is prepared or digested for us in the nasal cavities, so that the importance of free nasal breathing must be patent to all of us.

To become master of his body, the Yogi cuts down his food to a minimum and then breathes in a certain way.* He inspires through the mouth and expires through the nostrils. When this is done, the air does not enter the lungs at the correct spot where the gaseous interchanges take place. I do not advise any one to try this practice without expert guidance.

We do not know yet what this wonderful life force is or of what it consists. We only know that it exists and how it manifests itself. Our senses must become superphysical before we can really understand, and it is the development of these finer forces or senses that is man's future heritage.

Life force is the driving power which from two minute cells can develop a living being and knit together a fractured bone or repair a lacerated skin. It also, if allowed free play, corrects those disturbances which we call "disease."

Respiratory inefficiency is one of the causes of the general debility which shows itself after an acute illness. It is recognised by nasal insufficiency and is shown by an inability to breathe twenty times in succession through both nostrils (M. Siredey and M. Rosenthal in *Société Med. des Hospitiaux*).†

Waste is proportional to the quantity of oxygen taken into the system. Hence quick breathing greatly increases this waste.

* "Five years of Theosophy," page 349, 1894.

† *Lancet*, Vol. I., page 264, 1905.

Air breathed through the nose is warmed, moistened, filtered and cleansed. The nostrils and air passages are covered with very tiny hairs or cilia, also with downward pointed hairs and moist mucus coats which form them into a natural respirator. The brain is affected by the perverted circulation which an absence of nose breathing entails. This culminates in intellectual dulness, inability to concentrate and defective memory.

I believe it is a mistaken notion to teach children to practise deep breathing in (so to put it) cold blood. Full respiration can only be indulged in to advantage while a child is taking brisk active exercise. This exercise forces the lungs to work regularly and so brings about deep breathing automatically. The correct thing to do in the case of a child is to encourage activity and then direct the child to breathe to the best advantage. The mouth should be firmly shut and nostril breathing should be the method used. The inspiration and expiration should be so timed that the active exercise is taken with the least possible strain and the maximum amount of bodily ventilation assured. The only kind of breathing exercise which it is possible to inculcate into the child's consciousness is that of slow, regular, rhythmical breathing. It should be carried out to the ticks of a metronome. Rhythmical breathing regularises the functions of the body and quiets the nervous system. If a person is worried, wearied, or in a bad temper, a few minutes steady practice of slow rhythmical breathing will quieten the stormy nerve impulses. If a child knows this and practises it on suitable occasions a fine foundation for further control of the senses is laid, which will prove of inestimable value when adult life is reached.

A Permanent Link with France.

For the past ten years a valuable work has been quietly carried on in London by the French Institute, or, to give it its full French title, "L'Institut Francais du Royaume Uni," which is linked with the University of Lille. It has acted as a centre of French culture in this country, and the value of its work in strengthening the entente has been recognised in a practical manner by both the British and the French Governments. Its Headquarters, which were formerly at Marble Arch House, have been removed to Cromwell Gardens, where a block of houses, facing the Victoria and Albert Museum, has been kindly placed at its disposal. The alterations necessary to fit the premises for the varied work of the Institute are nearing completion, and arrangements are being made for their formal opening in the early Autumn. A great expansion of the work undertaken by the Institute is in contemplation. Lycées for boys and girls are being organised in which children, both English and French, will receive instruction by highly-qualified French teachers on the best modern French lines. There will no longer be any need for parents to incur the risk and expense of sending their sons and daughters to France to complete their education; they will be able to have them thoroughly prepared in London for French degrees. Courses of instruction in the French language will be given to adults, and advantage is already being taken by the Post Office and the Institute of Bankers of the facilities offered by the Institute in this direction.

The Council intend to make a feature of the popular evening lectures which will be delivered in French, on a variety of subjects by competent lecturers; well-known authorities on French literature, art, science, and law will also come specially from France to speak on subjects which they have made their own.

When completed the Institute will possess a hall capable of seating between 300 and 400 persons; a library furnished with some thousands of volumes of classical and contemporary French literature and the leading Paris and French provincial journals, while the handsome receptions and writing rooms will answer all the purposes of an Anglo-French Club.

MELEAGER OF GADARA.

BY F. A. WRIGHT.

Poems of Age.

SOME time during the poet's manhood Heliadora died, and Meleager, leaving Tyre in grief, withdrew to the island of Cos, where he spent the later part of his life. Cos was the land of healing, love, and poetry, the birthplace of Asklepios, Philetos, and Aratos, and under the shelter of the great temple where the statue of Aphrodite was enshrined Meleager found peace. It was probably here that he wrote the lines for Heliadora's grave, and here, too, that he found the young girl Phanion, his "Beacon-fire," who was to be the light and comfort of his old age.

Heliadora's Grave.

My Heliadora, in the earth beneath,
Tears still to thee I send ;
Poor relics of my heart, a gift to Death,
From Love that knows no end.

With tender offerings to thy grave I come ;
My tears libation make ;
My longing eyes gaze fondly on thy tomb,
For our dear love's dear sake.

Useless my gifts, my anguish, and my pain ;
In death thou dost abide.
Thy Meleager cries, and cries in vain,
By that dark river side.

Ah me, ah me ! where's now the cherished flower,
That His fierce fingers crushed ?
The blossom scarce had reached perfection's hour ;
He cast it to the dust.

Kind earth, all mother, on my knees I pray,
Guard her whom still I weep ;
Her gentle body on thy bosom lay,
And let her softly sleep. A.P. vii. 476.

Love's Immortality.

What though thy pinions flutter fast,
Thy bow its Scythian arrows cast !
I shall escape from thee in death,
Nor wings nor bow can pass beneath.
And yet 'gainst thee will even death avail ?
Does not death's lord before love's spirit quail ?
A.P. xvi. 213.

Love's Wages.

O suffering soul whom now fierce fire burns,
And now again life's cooling breath returns.

Why weep ! Did'st think that he could let thee rest,
That love whom once thou nurtured on thy breast ?

Did'st thou not know that thus he pays the price
Of all thy care—with fire and freezing ice ?

The choice was thine, and this thy work's due wage,
These honeyed fires that none can e'er assuage.
A.P. xii. 132.

The Rose.

Fair blooms the rose in all the pride of morn ;
At even withered in the mire forlorn.
Oh learn the lesson of that fragrant dust,
Dear maid, who in your beauty vainly trust.
Roses and rosy cheeks last but a day ;
And jealous time sweeps both to swift decay.

A.P. xii. 234.

Love's Fires.

Love's wound was healed :
His flame in darkness sunken low ;
But now, again, the ashes glow,
Their fire revealed.

Poor, foolish breast—
Nay, nay, to God, to God I cry,
O let those slumbering embers lie—
Break not their rest.

Hast thou forgot ?
A runaway, wilt thou return
For love with tortures fierce to burn ?
He'll spare thee not.

A.P. xii. 80.

The Beacon Light.

Not with sharp arrows nor with torches' flame,
As once he came ;
His mother's fragrance, her alluring art,
Love tries now on my heart.
He lifts before my eyes one tiny ray,
And melts my soul away.
But ah, dear Phanion, soon that gentle light
Will blaze in fury might.

A.P. xii. 83.

The Pet Hare.

Torn from my mother's breast
I came to Phanion's arm,
And quick forgot my dam
Upon that bosom warm.
A flying hare I quiet lay,
And flicked my ears in frolic play.

My soft-cheeked mistress called
The sweetest flowers of spring,
Fat and more fat I grew
With each day's offering.
Until, alas, the feasts she gave
Brought me by surfeit to this grave.

A.P. vii. 207

On a Child's Tomb.

Hail, kindly mother ; to thy breast
Aisigenes returns to rest.
Lie lightly on him, earth, for he
No heavy burden lay on thee.

A.P. vii. 461.

DEMOCRACY AND EDUCATION.

A Paper read at the Conference of the Head
Mistresses' Association.

By MISS SAVILL (Lincoln Girls' High School).

This is an intoxicating subject to think about, but intoxication is not apt to lead to clarity of speech. We are a nation in turmoil, like a boat riding in storm, first plunged in the trough of waters as though we shall never rise, then in all the exhilaration of being on the crest; so, too, our thoughts on democracy and its attitude to education may well fill us alternately with despair and hope.

I take it what we want to hold out to our fellows is that sort of education which develops character and personality, and strengthens our hold on things of the mind and spirit; that widens sympathy; gives joy in beauty; and fits us to use leisure worthily.

And democracy is all of us, not the cream of organised labour represented by the Workers' Educational Association, which is indeed, with an idealism that puts many to shame, out for a humane education such as will develop manhood and womanhood quite apart from improving their weekly wage, but the British public. It is a horrid habit to generalise about people, because nearly everybody seems hopeful if we take the trouble to be interested in them, but attempting a generalisation, it would seem that only a minority in any class is at present interested in real education, or wants the awakening that real education means.

The majority want it because it pays to have some. They use places of education but do not trust them, and fear anything so disturbing as a sense of vocation. They regard it as a means of getting, rather than of getting ready to give. Dignitaries rise up on platforms to welcome teachers such as Mr. A. L. Smith, and testify their lifelong zeal for education, though their faith would not appear to have taken shape in works. The well-to-do will write, "There is no hurry about my daughter's education, education can be bought at any time." The struggling will say, "She will do herself no good if she stays till 18," meaning she will not earn more. Most fathers who are manual workers have never been as busy as their wives. They have had more time to think, and they see further as to what education may mean for their children. These limitations of democracy are the outcome of our so-called civilisation; grandfathers, fathers, underpaid, exploited, scored off. It shows in their being always on the defensive, unable to believe that anybody can be disinterested in their dealings with them, servile, suspicious, suspicious even of handwork in the curriculum lest we have some sinister motive, without belief in their own potentialities. I am told there are no such people in Lancashire and Yorkshire. If democracy demands material success from education I would suggest for a moment what it needs from education. Clear thinking, which will make useless the present methods of party politicians, befogging the mind, inflaming passion. Clear thinking which will make for honesty; honesty to admit our inequalities, to realise that human progress goes forward through the co-operation of the strong with the weak in furtherance of the common good. Honesty to compute what we are worth to the community, and not to think we are worth more. Honesty to be as careful with public money as we are with our own. Honesty to know that effort shirked or withheld is a degradation of personality.

Joy, a rekindling of delight in simple things, and in work for its own sake; an awakening of the artist in us, once so much awake in our forefathers. Hence the value of all that music is doing for children in schools and through the villages in the development of singing clubs and orchestras, leading utilitarian and self-centred selves out into new and unimagined realms of beauty.

And vision through history and geography and economics to know that the world is our neighbour, that labour problems are problems of humanity and not of the white man and that now is our day of opportunity for giving our best to the East before it is too late. The public which reads "John Bull," and gets its foreign politics in the cheap press, does not for the most part know the disciplining burden of responsibility; it lacks the charity that comes of wider knowledge, its zeal takes the form of censoriousness rather than of service.

If I have sounded gloomy as Jeremiah, may I conclude with signs of hope. There is a real drawing together of those who care whatever their walk in life to resist the standards of mere material prosperity. I can think of two private libraries where foundry men are free to come, not merely to borrow books, but to sit and exchange sincere and friendly talk, but even this drawing together is in the teeth of suspicion. The war, instead of breaking down class distinctions, has made them more rigid. Everyone is disappointed that we are not nicer after the war; we are all inclined to think it is somebody else's fault; we grudge what others have, and are less inclined to share what we have.

A second sign of hope is the increase in the provision of educational facilities, especially continuation schools, which for the first time give adolescence its chance; and an adequate maintenance in secondary schools, which will make it possible for many parents for the first time to choose education, and many are choosing it.

Lastly, and most important, largely owing to the work of the Master of Balliol, organised labour would seem to be dropping from its programme the demand for secular education; it begins to understand that there is no true education which does not awaken a sense of the things which are eternal.

That book, "Europe Unbound," published during the war, suggested that democracy and Christianity must get hand in hand again for their mutual salvation, and our schools, informed with the Christian spirit, must have untold opportunities of presenting the appeal of the Gospel, which is that we shall consider our scale of values, and trust the Truth, which says that life is not in abundance of riches.

A vigorous minority inspired with the spirit of service can accomplish much.

Education Grants.

A draft minute of the Committee of Council on Education in Scotland, providing for the payment of grants from the Education (Scotland) Fund, has been issued. The main grant of not less than £4,000,000 is to be distributed among the Education Authorities, one-half in proportion to number of scholars in the area, and one-half in proportion to number of teachers. There is also a grant based upon expenditure and valuation. Extra grants are payable where an exceptional number of teachers is required, and also in respect of small schools, while certain Highland counties receive additional sums in terms of the minute of December 9, 1919.

SUBJECTS AND METHODS.

School Essays and School Debates. BY W. C. BUNCHER.

THERE is more of contrast than connection between these two features of school life, though perhaps many would say that crudity is the characteristic of both. Even if this is granted there can be no doubt that it is in the Debate, not in the Essay, that the Public School boy finds the happiest expression of his thoughts. For he does think and he can clothe his ideas with words. But the essays he is called upon to write do not give him the opportunity and the inspiration he needs. Everything connected with them is of the nature of a hindrance instead of a help. To begin with they have one great drawback—they are a 'task' and they are compulsory. The subjects are "set" by the master, not chosen by the boys. To the natural feeling of rebellion there is added the difficulty of thinking what to say on a subject which perhaps makes no appeal to the imagination but yet demands imagination (in another sense) to take the place of non-existent information. No one can write his best when he writes "to order," and particularly when, as German philosophers say, he must first evolve the ideas he puts on paper out of his inner consciousness. The schoolboy is too often compelled, or at least commanded, to make bricks not only without straw, but even without clay. A subject is given, but no preliminary instruction or suggestions are given. Perhaps some commonplace subject is chosen and the boy can write nothing but commonplaces interspersed with a Latin "tag" here and there, or some hackneyed quotation which may—or may not—have some connection with the subject. This kind of composition brings little benefit, though it is at least humane, for it makes but few demands upon the writer. On the other hand, the subjects may be chosen by a master with a view (so it appears to the boys) to display his own greatness, and they are calculated not only to bewilder but to drive the boys to desperation. To demand that boys of sixteen should write an essay on "Conscience," or—still worse—on "The influence of abstract thoughts upon practical politics" (two subjects actually set in the writer's schooldays) is sheer cruelty as well as an utter absurdity, for the demand implies an acquaintance with moral and political philosophy, and what schoolboy knows—or can be expected to know—anything of either?

Speaking generally, school essays are either too easy or too difficult, and for the most part they fail both to interest and to benefit the writers. They do little or nothing to prepare them to become men of letters, or even moderately proficient journalists. If the writing of them teaches anything at all it is little more than "how not to do it." The schoolboy knows that his efforts will either receive the criticism "This never rises above the level of the commonplace," or, if he dares to be original, that his humour will probably be taken as impertinence, or at the best as folly. It is difficult, not to say dangerous, for him to "let himself go" and give full and free expression to his thoughts.

But the School Debates are totally different. There the schoolboy, if not afflicted with excessive nervousness, can dare to be himself. He is interested, and therefore he is at his best, he is free to say what he thinks without fear of any other kind of criticism than that which all public speakers must face. What he says is what he thinks, not what he is expected to think. He risks no punishment for speaking either badly or madly. Masters and boys are for the time being on an equal footing, and the freedom from restraint is beneficial to both. The opportunity of attacking a master and demolishing his arguments does more to rouse a boy's mental powers and to stir him to use them than a whole term's instruction. (The writer has in mind a Debating Society of a Public School where masters as well as boys took part in the discussions.)

An important point in a Debating Society is that the subjects are chosen, not because they ought to be discussed, but because they are subjects which the members wish to discuss, subjects in which they are interested and on which they have something to say. They are live subjects and lend themselves to lively treatment. And they are discussed with a view to producing conviction and to winning a victory. The Debate is therefore a battle of wits, even if it reveals but little wisdom.

"School Stories" give the impression that School Debates are entirely confined to hackneyed subjects which do duty from one generation to another, such as: "That Classics is a better training than Mathematics," or "That Napoleon was a greater General than Wellington." Even if it was so (to quote Jerry Cruncher) this would be no condemnation, for the debates would, so far as subjects are concerned, be only on a level with many of the essays written in school hours, while they would be at once pleasanter and more profitable. But the impression is wrong. Perhaps it may be said that if the present day Debating Society is more up-to-date and its range of subjects wider, at any rate a few generations ago (school generations that is to say) the description would be correct. It is easy, so far as one famous school is concerned, to refute this. The writer has preserved among his treasures some cards of his school debates of thirty years ago, and the subjects that can be called hackneyed are extraordinarily few in number. Some of them are well worth mentioning as showing how "modern" and thoughtful the boys of that generation were. It is true that some of the motions were introduced by masters, but the cards for four years in succession only contain the names of three masters, each of whom only moved a resolution once in each year. The rest of the subjects were chosen and brought forward by members of the school of the age of seventeen or eighteen. Here is a list of the subjects; it reveals the intellectual character of the school. "That Examinations are the curse of these days." (The mover was a master.) "That this House views with approval the progress of the Cremation system." "That this House protests against the despotism of a pigheaded and asinine Society." "That the Stage as a Profession is undesirable." "That we applaud the efforts displayed in the race to the North." "That the modern system of Advertising is much to be deprecated." "That Strikes are either superfluous or suicidal." "That the tyranny of the Press is a blot upon our civilisation." "Vox populi non Vox dei." "That this Age is bad to live in." "That Force is no remedy." "That Exhibitions are not useful but ornamental." "That there is a danger of over-education in the modern world." "That the Drama and the Public would gain much by the naturalisation of plays without words in this country." "That we live in an age of too much self-advertisement." "That the popularity of Mr. Rudyard Kipling's stories is discreditable to the public taste."

No one can say that these are hackneyed subjects, and it is only necessary to cast the mind back thirty years to realise that many of the subjects were exactly those that were before the public at that time. The school in question, though rooted in the past and bearing, more than any other school, the marks of the century that saw its birth, lived in the present.

The writer, remembering vividly both the speeches and the spirit of these debates, cannot help wondering why they did not suggest to "the powers that be" the possibility of remodelling the whole system of essay-writing and the lines on which its transformation might have been carried out. Perhaps it was a case of the obscurity of the obvious. For undoubtedly it is the School Debate that shows what can be done and what should be done if school essays are to be made a profitable and also a pleasant part of the

school curriculum. The suggestions now made may, perhaps, if prejudice can be put aside, commend themselves to Headmasters as worthy of an experiment.

Let the boys themselves have a voice in deciding the subjects on which they are to write. They will then have something to say as well as having to say something. Or if the master chooses the subject let it be one that is engaging the public attention and being discussed in the Press. Occasionally each boy, instead of writing on the same subject as all the rest of the class, should choose a subject of his own or at least be given a choice of subjects, so as to show the bent of his mind and give him an opportunity of revealing his real thoughts and his real talents.

And besides all this, if the school essay is to be of any real use and not a mere instrument of torture, there must be fair play so that there may be free play. The boys must feel that they are at liberty to say exactly what they think and feel on the question before them and that no unpleasant consequences will ensue if their sentiments are revolutionary and their style unorthodox. Only in this way can boys be induced to take a genuine interest in the writing of essays, and on no other lines has it any real value.

Our Newspaper Club. BY ELSIE A. FIELDER.

In these days, examiners rightly expect that school children should know something of what happens to the rest of the world's population. Happily the days are passed when a man may easily shut himself in a little narrow world of his own, caring little about his fellows.

In consideration of this state of things, and with a view to training good citizens, we started a little experiment in our school at the commencement of this term.

It is not possible to keep in touch with national or foreign affairs without newspapers, but newspapers are dear, and the income of a school-child varies from 1d. to 6d. per week. We realised, too, that it was not sufficient, or indeed desirable, that the children should have access to their parents' daily papers; the papers must be at school, and the children must be taught what to look out for when reading.

It was suggested, therefore, in the Second Form, that we should form a newspaper club. The members could pay 1d. a week each, and we could buy papers for all to share. The children were pleased with the idea, and the club was opened. From among the members a treasurer and a secretary were chosen. There were twenty people, so we had 10d. to spend each week. The treasurer, very full of importance, always buys the papers; she gets two children's newspapers on Friday, and two "Daily Mirrors" and two "Daily Graphics" twice a week, and she saves 3d. each week for "My Magazine" at the end of the month.

We devote fifteen minutes of school time twice a week to reading and discussing news, and once a week there is a debate out of school hours, lasting about half an hour, on some topics of general interest, the matter for this being gleaned from the week's reading. Reports of these little debates are written up by the secretary.

Below we give notes of last week's debate. Subject: Should the Army uniform be of scarlet?—

NO.	YES.
Scarlet expensive, therefore unlikely to attract recruits.	Scarlet likely to attract recruits.
Poor men kept out of Army.	(No answer.)
Much material would be wasted because already a store of khaki is ready.	(No reply.)
Scarlet shows stains. No one knows of anything to clean it.	Scarlet would not show bloodstains.
Too easily seen by the enemy to be worn at all in battle.	
Khaki is just as smart and easier to keep smart.	Scarlet very smart.

The children conducted the debate with great solemnity, and one by one the Scarlet people agreed that Khaki was the better colour, so we decided that the "Noes" had won the day.

During odd moments in schooltime the members are allowed to read their papers, but one has to keep a watch on WHAT is read in case undesirable matter should be chosen; the children are quite young, of course—only eight to eleven years.

This week two members have read papers which they prepared about the Louth disaster, and one girl showed a large map which she had made to illustrate hers. Her reading is reproduced below.

"On Saturday, at Louth, there was a terrible disaster. A cloudburst, or waterspout, came suddenly after a thunder storm; the storm seemed over, the rain had stopped. A cloudburst is when the clouds come apart and water comes very rapidly down. The river soon began to swell and to flood its banks, and it soon began to run in the streets. It kept on swelling for an hour; by that time it was up to the top of the doors of the houses. The houses were crumpled up like cardboard, trees were uprooted, and when the water fell were scattered all over the streets. Many motors and carts, driven in for market, were carried away. A great many people were trapped in their houses as they were unable to open their doors owing to the force of the water, and were drowned. Some managed to climb trees, but they were torn down and swept away by the onrushing tide and drowned. One little girl's body was found washed into the corner of a greenhouse; one man took refuge up a lamp-post, and was rescued after three hours by ropes. The rush of water was at one time two hundred yards wide. Over twenty people were drowned and two hundred houses were made uninhabitable. In a few hours the water began to sink. It is thought that about twenty millions tons of water fell in all. The King and Queen at once sent a kind message to the Mayor, and the "Daily Mail" started a fund to help the poor, homeless people, which has now reached nearly ten thousand pounds. All people who could help, from the Mayor downwards, did all they could to make the sufferers more comfortable, but are all now very tired out. A great many people have gone from other places to assist them. It is wonderful what a great force Nature has when it breaks loose."

The next development, in connection with the Club, will be the keeping of news-diaries, which we begin this week. News has to be written up in the books each day, and besides the records the children can paste in pictures cut from their papers.

Personally, I think it will be better always to confine the membership to one form, having several clubs going in the school, rather than one for all, because children are naturally shy of expressing their opinions, in debates or readings, before those who are not their classmates. It seems there are wonderful possibilities with a little club like this; perhaps other schools may like to form them too.

Dr. W. Ludford Freeman, M.A.

Dr. Freeman has tendered his resignation to the Stoke Education Committee upon his appointment as Director of Education under the Bristol Education Authority.

The Chairman congratulated him upon his appointment, expressed regret at his departure, and wished him many happy years of successful service.

Dr. Freeman has been a pupil-teacher at Bristol, headmaster at Oxford, Inspector at Leeds, and Secretary to the Education Committee at Hornsey.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The Burnham Committee.

Teachers outside the Metropolitan area are becoming restive on account of the committee's "delay" in the publication of further scales and conditions. It is an open secret there are to be four "grade" scales, and that each of these grade scales is to be applicable to its appropriate area. It is also understood the figures of these scales—at any rate as regards grade IV., grade III., and grade II.—have been agreed on. Also, it is now fairly well known the figures may be ascertained from and communicated by the secretaries of the Burnham Committee whenever negotiations are proceeding between the teachers and their education authority. The figures may not, however, be published as the final word of the Burnham Committee until the final word has been said, and that word will not be said until the report as a whole has been accepted by both panels of the committee.

The apparent delay is unavoidable. It is not only the figures of the scales which have to be agreed on. There are other important agreements to be reached. The London area has to be defined. The period of peace has to be fixed. The correlation of the agreed scales with those now being formed for teachers in secondary schools has to be effected. Each of these matters is a stumbling block in the path to early settlement. It must be remembered the Provisional Minimum scale is still operative, and the period of peace already accepted as a condition precedent to the adoption of that scale lasts till October 1st, 1922, in most cases, and till October 1st, 1923, in some cases. Whatever may be agreed on by the Burnham Committee in respect of further scales their adoption before these dates by any of the local education authorities can be brought about by agreement only. The N.U.T. is precluded, by the agreement embodied in the first report of the Burnham Committee, from taking drastic action in any area during the currency of its existing period of peace. If teachers will recognise this there will be fewer complaints about "delay." Goodwill is necessary to further immediate improvements, and because of this it would be impolitic to do anything which will upset the prospect of establishing goodwill on as broad and firm a basis as possible. To force the position to the point of "breaking off" would not bring the early relief sought.

The London Scale.

London proper is happy in having secured its grade IV. scale. The teachers are not only being paid in accordance with it, but have already received the arrears due to them from 1st April. The extra-metropolitan teachers are not so well off. Their hopes of a complete "carry over" are drooping, and instead of expressing indignation at the "three years" period of peace they are expecting to be compelled to accept an even longer period. What is causing the change of attitude is the uncertainty hanging over so many as to their inclusion in the area in which grade IV. scale is to be operative. I understand the counties included in the metropolitan police area are in revolt. They will not agree to pay on two different scales in their area. The settlement is further complicated by rumoured agreements between these county authorities and their teachers. Now that the grade figures can be ascertained teachers will do well to open up negotiations with their authorities, and test that goodwill on which for the next two years at any rate increases will be dependent.

Whitley Committees.

The N.U.T. are issuing a model scheme for the establishment of local Whitley Committees. In London the teachers have laid their case before the appropriate committee of the Council, but as yet nothing definite has resulted. It is well known that Sir Robert Blair is not in favour of a Whitley Committee. He thinks it will lead to delay and a dissipation of energy. "Every man to his job" is his motto; in other words, let the administrator administer and the teacher teach.

Equal Pay.

There is an ever increasing bitterness among men teachers on the question of "equal pay." The Schoolmasters' Association is particularly active in London, Liverpool, and Lancashire. Revolt from the policy of the N.U.T. is rife, and secession from the ranks of the Union is threatened. The men believe they could obtain better remuneration if their case was not linked up with that of the women. There is an increasing dearth of men teachers, but no corresponding dearth of women teachers. Quite naturally they note this, and foresee the teaching profession becoming entirely a woman's profession if the men are not allowed to take advantage of a short market to get their full market value.

CHRONICLE OF EDUCATION.

- June 17—Deputation to the Chancellor of the Exchequer from the Secondary Schools Association, suggesting amendments to the Superannuation Act, 1918.
- June 22—Issue of the Report of the Board of Education.
- June 25—Meeting of the National Home Reading Union in the Goldsmiths' Hall. President, H.R.H. Princess Louise, Duchess of Argyll. Chairman, Mr. H. A. L. Fisher. Addresses by the Master of the Temple, Dr. Scott Lidgett, Mrs. Henry Fawcett.
- June 26—Tenth Annual Conference of the Catholic Teachers' Federation at Manchester. Mr. J. Lorrimer presided, and criticised Mr. Fisher's proposals respecting religious instruction.
- July 5-8—Conference of American and British Professors of English.
- July 5—Conversazione at the University of London, South Kensington.
- July 6—Address of welcome by Professor Sir Sidney Lee. "The Place of Old and Middle English in English Studies." Chairman, Professor W. P. Ker. Speakers: Dr. Henry Bradley, Professor Sir Israel Gollancz, Dr. George MacLean.
- 2-30—4-30. "Means of Co-operation between English and American Scholars in Advanced English Studies." Chairman: President M. Carey Thomas, of Bryn Mawr. (a) "A Survey of American Organisations," by Professor Carleton Brown. (b) "The Philological Society's Work," by Professor W. A. Craigie. (c) "The Early English Text Society's Work," by Professor Sir Israel Gollancz. (d) "The Bibliographical Society's Work," by Professor A. W. Pollard.
- July 7—"The Study of English in Universities in relation to (a) Classics, (b) Modern Languages. Chairman: Dr. J. W. Mackail. Speakers: Professors J. W. Cunliffe, G. S. Gordon, Drs. G. Saintsbury, Grierson, A. H. Thorndike.
- July 8—Research Work. (a) Standard of Scholarship. (b) Means of Publication. (c) Facilities for Distribution. (d) The new Ph.D. Degree in British Universities. Chairman: Professor A. H. Thorndike. Speakers: Professors Brewster Tinker, Sir Gregory Foster, G. E. Moore-Smith, Drs. R. W. Chambers, H. M. Chadwick.
- 2-30—4-15. "Special Features of English Study in American Universities." Chairman: Professor C. F. E. Spurgeon. Speakers: Professors G. P. Baker, J. W. Cunliffe.
- 7-30. Conference entertained at dinner by His Majesty's Government. Chairman: Rt. Hon. H. A. L. Fisher, M.P., President of the Board of Education.
- July 6—Foundation Stone of King's Buildings of Edinburgh University laid by the King. Hon. Degree of LL.D. Conferred on the Queen.
- July 22—Annual Presentation by the Rt. Hon. Edward Shortt, K.C., M.P., Secretary of State for Home Affairs, of scholarships, medals and prizes in connection with Commercial Education Examinations of the London Chamber of Commerce at the Mansion House. President: The Lord Mayor.

Some Appointments.

Miss B. A. Clough, as Principal of Newnham College in succession to Miss Stephen.

Monsieur J. Edmond Eggli (French); Mr. William J. Dakin D.Sc., F.L.S. (Zoology); Mr. I. M. Heilbron, D.S.O., D.Sc., Ph.D. (Organic Chemistry); as Professors in the University of Liverpool.

Captain McCleesh, Headmaster of the Royal Hibernian Military School, Dublin, as General Secretary of the Teachers' Guild.

Mr. I. V. Brown, M.A., B.Sc., A.I.C., of the Westminster City School, as Director of Education for West Hartlepool.

Mr. J. James, as Director of Education for Barnsley.

Mr. J. W. Scott, Lecturer in Moral Philosophy at the University of Glasgow, as Professor of Logic and Philosophy at the South Wales and Monmouthshire University College.

Miss E. H. Talbot, as Principal of Cherwell Hall Training College for Women, Oxford.

SCOTLAND.

Joint Council.

The Association of Education Authorities have appointed the following as their representatives on the Joint Council of Teachers and Authorities :—The Duchess of Atholl, Perthshire ; Sir Henry Keith, Lanarkshire ; Mr. J. H. Bell, Dumfriesshire ; Rev. James Hamilton, Ayrshire ; Mr. A. J. Mullan, Clackmannanshire ; Rev. Chas. Robertson, Ross-shire ; and Mr. Chas. W. Sleight, Aberdeenshire. The teacher representatives were announced in this column last month.

Technical Education.

The subject of technical education has been under discussion in Edinburgh and Glasgow. In the latter city the congestion in first year classes is so acute that measures of relief must be taken, and it is proposed that the local education authority should be urged to increase, as soon as possible, the provision of classes in mathematics, engineering, drawing, mechanics, etc., equivalent to the classes in these subjects carried on in the Technical College. If some such steps are not taken, the interests of students doing advanced work—for which the College is admirably equipped—must be jeopardised, and the extreme urgency of the matter compelled the governors to make these representations to the authority. In Edinburgh, the Heriot-Watt College carries on similar work, and here the difficulty is financial, and at a conference held recently it was proposed that outside authorities who send students to the College should be approached with a view to making increased contributions for its maintenance.

University News.

Glasgow has celebrated "Commemoration Day," and at the same time the jubilee of the removal of its habitation to the third of the houses it has occupied since 1451. Professor Rait delivered the commemoration oration, and he told briefly the story of the foundation of the University ; its rise and progress ; and of its distinguished scholars. Several honorary degrees were conferred. At an ordinary graduation ceremony the degree of Bachelor of Science was conferred on Mr. James Lennox Dawson, V.C. Mr. Dawson, while a teacher in Govan, joined the Army as a private, won the Victoria Cross at the Hohenzollern Redoubt in October, 1915, and subsequently rose to the rank of Major. A Chinese former student has presented 250 volumes of Chinese literature to Glasgow University. During the first week of July graduation ceremonies were carried through at Edinburgh and Aberdeen, recipients of the honorary degree of LL.D. at the Northern city including Marshal Foch, Burgomaster Max of Brussels, and Earl Beatty, upon whom the degree was conferred *in absentia*.

Grants for Teachers' Salaries.

The Education Authority of Glasgow have lodged objections to the draft minute providing for the allocation of the balance of the Education (Scotland) Fund for the session 1920-21. The question at issue relates to expenditure by the Authority on teachers' salaries above the national minimum scale. The excess is not regarded by the Department as "approved" expenditure, and therefore it will not be reckoned in fixing grants. The Education Authority, on the other hand, contend that as the Department have already approved the payment of the higher scales they are not entitled to regard any part of the scale in excess of the national scale as expenditure not approved for the purpose of grant. The sum involved to Glasgow is about £200,000, and represents about 7d. per £1 in the school rate. A number of other Scottish Education Authorities are also parties to the controversy.

Report on Scottish Education for 1919-1920.

The report of the Committee of Council on Education in Scotland was issued towards the end of June. Usually a document of considerable interest, it ought on this occasion to receive more than ordinary attention, not only from administrators and teachers, but also from the general public. Attention is called to two important circumstances distinguishing the report—the appreciable effect of the armistice upon the life of the schools, and the result of the assumption of powers and duties by the recently elected education authorities. The effects of the war are dealt with, and the consequences to pupils may be described as far-reaching. While the issue of the war hung in the balance there was among pupils an intense reality of interest in the fortunes of the country and a heightened sense of citizenship. With peace, reaction set in. A spirit of unrest, an outcome of the abnormally high wages to be earned by boys, pervaded the older scholars, and regularity of attendance has declined considerably. From 89.43 per cent. in 1913-14 it has dropped to 86.53 in the period under review. One of the features of the war-time period has been the marked increase in the number of pupils attending intermediate and secondary schools. From statistics given in an appendix it appears that in the five years between 1913-14 and 1918-19, though the total number of such schools has only been increased by one, the total emolument has risen from 47,742 to 58,948, or 23 per cent. For the preceding five years the increase was only 6½ per cent., while the number of schools rose by 12. This demand for higher education "is of good augury as a sign that the Legislature has not mistaken the readiness of the public to accept the extension of the school age under section 14 of the new Act," and should encourage educationists to continue their campaign with a view to the fixing of an early date on which the full provisions of the Act shall take effect.

The section of the Report dealing with accommodation shows plainly one of the difficulties in the way of the full realisation of the Act. Attention is drawn to the lack of accommodation. Regret is expressed that "experiments in the construction of convenient but less durable and costly schools have been few." As deficiencies are said to be increasing, there is room here for initiative on the part of the more progressive authorities, and it is hoped that a forward move will soon be made.

The report details the progress already made by Education authorities in preparing schemes, adopting scales of salaries for teachers, etc. Some of the figures relating to school management committees are interesting—even curious. Argyll has 46 such committees—one more than the number of old school boards—with a total membership of 386. Renfrew, with a population five times that of Argyll, has five committees with a membership of 93. Distribution of population has, of course, something to do with this, but evidently in certain counties the old parochial board idea dies hard. There are in the country 489 such committees, with an aggregate membership of 5,472—an appalling number. Local advisory councils as a rule vary from 6 to 25 ; but in one case it is actually 55.

Reference is made to the national minimum salary scales for teachers, and to the various minutes of the Department outlining their policy, the most important perhaps being circular 24, in which it is announced that payments beyond the terms of the minimum scales would not be considered as approved expenditure for purposes of grant. Another recent minute sets forth in detail the method of distributing grants, and the altered conditions have led to a consolidation of grants, which is to be welcomed. Not the least interesting section of the report deals with the training of ex-service men. Nearly 5,000 ex-service students have been accepted by the colleges and universities, and the expense entailed will no doubt be cheerfully borne by the public.

EDUCATION ABROAD.

Foreign Women Students in New York City. Committee of Reception.

To bring in touch with one another the various organisations, institutions, and individuals interested in receiving, aiding, and showing hospitality to foreign women students passing through or remaining in New York City, and to provide a headquarters for information on this subject, a central, co-ordinating committee has been formed with an office at 419, West 117th Street, New York. The chairman of the committee is Dean Virginia C. Gildersleeve, of Barnard College, Chairman of the Committee on International Relations of the Association of Collegiate Alumnae, and the secretary is Miss Virginia Newcomb, of the Institute of International Education. Representatives of the Young Women's Christian Association, the Association of Collegiate Alumnae, Sub-Committee on Hospitality, the Catholic educational institutions, the Association of American Colleges, the Council of Jewish Women, the Travellers' Aid Society, the Women's University Club, and the Maison Francaise are already members.

Foreign women students or individuals knowing of the prospective arrival of such students are invited to communicate with Miss Newcomb at 419, West 117th Street, New York (Telephone, Morningside 7419). She will endeavour to advise them regarding residence in New York, travelling arrangements, etc., and to put them in touch with persons or organisations who can be of help to them.

Shortage of Teachers in U.S.A.

The dearth of teachers is affecting America no less than ourselves. The following is taken from "School Life," the official organ of the Bureau of Education of the United States:

"That the teacher shortage situation is getting worse instead of better is indicated by the experience of the school board service division of the Bureau of Education, which was established as an emergency service during the war and later continued by Congress for the purpose of aiding school boards to find suitable teachers.

"On May 5 the records of the division showed 436 requests for teachers received during the day, with only seven teachers applying for positions, and records on succeeding days have been even more startling. The disproportion between the number of positions open and the number of candidates available has been growing steadily. 'Whereas a year ago we had 14,000 registrations from teachers willing to take positions,' says J.F. Abel, chief of the division, 'a recent canvass of this list showed only about 4,000 now available for service.'"

Salaries in America.

One reason for the prevailing shortage of teachers in the United States is to be found in the rate of payment. A survey of three typical counties in every State has been prepared by Mr. A. O. Neal, of the rural schools division of the Bureau of Education. He finds that more than 40 per cent. of the rural school teachers receive less than 600 dollars a year; 24 per cent. receive less than 500 dollars, and 11 per cent. less than 400 dollars. Only 5 per cent. receive a thousand dollars or more. The average salary for all the teachers in the survey, including elementary and secondary school teachers, is 634 dollars. White men teachers average 712 dollars, white women teachers 630 dollars, while coloured teachers receive 373 and 359 dollars. The maximum average salary for any State is 1,000 dollars, the minimum 93 dollars. Translated into British currency, even at the present rates of exchange, these figures are surprisingly low in comparison with the salaries paid in our rural schools under the Burnham Scale. It is hardly matter for surprise to note that some American teachers are declaring that their education system will presently break down and cease unless salaries are improved.

EDUCATION AT WESTMINSTER.

ROYAL COLLEGE OF ART (PRINCIPAL).

Mr. Stanton asked the President of the Board of Education whether Mr. William Rothenstein has been appointed principal of the Royal College of Art; whether the Royal College of Art was founded for the development of industrial art and for the training of art teachers, he will say what are Mr. Rothenstein's qualifications for either purpose; whether he is purely a painter; what experience of art school management or organisation he has; and what was the number of students attending his lectures during the last session of his professorship of civic art in the University of Sheffield?

The President of the Board of Education (Mr. Fisher): With my hon. friend's permission, I propose to circulate the reply in the OFFICIAL REPORT.

The following is the reply referred to:

I have appointed Professor William Rothenstein to be Principal of the Royal College of Art. In his lectures and published writings he has urged a fuller use of the services of British craftsmen, whether in artistic industry, or in public decorative work, and he has long been known as interested in the teaching of art; he has worked as an artist in other crafts than painting, for example, in lithography, etching and medallion design; he was for some years a member of the Advisory Committee for the London County Council Bolt Court School of Photo-Engraving and Lithography, and was for a year a teacher in the London County Council Central School of Arts and Crafts. During the last session of his professorship of civic art at Sheffield, his lectures, which were public, were largely attended, especially by teachers, including teachers of art; but civic art is not a specific subject of university study with a regular body of students. I consider myself fortunate in having secured Professor Rothenstein's services, and am satisfied that he is the best man available to secure the development of the College on lines which will increase the influence of art on craft and industry.

BOARD OF EDUCATION (POWERS).

Colonel Wedgwood asked the President of the Board of Education whether Local Education Authorities are responsible to his Department for their correct and efficient working; whether he would have any power to alter the decisions of any Local Education Authority should such decisions appear to him unjust or incorrect or contrary to Act of Parliament; or whether the Local Education Authority is the supreme authority where salaries, conditions of employment, and appointment of teachers in Secondary Schools is concerned?

Mr. Fisher: If Local Education Authorities fail to fulfil their duties under the Education Acts, the Board of Education can enforce their fulfilment either by action in the Courts or by deduction from grant; in the former case it would be for the Court to determine whether any particular action was contrary to an Act of Parliament. The Local Education Authority are responsible for the salaries, conditions of employment, and appointment of teachers in Secondary Schools provided by them. The Board's Regulations for Secondary Schools, in Articles 12 to 16, however, contain certain provisions relating to the teaching staff, and failure to comply with those Articles may involve reduction of grant.

GLASGOW UNIVERSITY (PROFESSOR LUDWIG BECKER).

Major Henderson asked the Secretary for Scotland whether Professor Ludwig Becker is still on leave of absence, with full pay, from Glasgow University; and, if so, whether he can bring pressure to bear on the University authorities to terminate a situation which has existed ever since March, 1916?

Mr. Munro: I understand that the position is as stated in the first part of the question. The University Court have taken action under the Universities (Scotland) Act, 1858, with a view to bringing about the retirement of Professor Becker, and the resolution of the Court is now before the Privy Council.

BLUE BOOK SUMMARY.

Army Education.

A Parliamentary White Paper (Cmd. 568), recently published, gives a Report on Educational Training in the Army. The scheme is now passing out of the transitional phase into its permanent form. In future all educational training, both general and technical, will be carried out in the unit, the responsibility for the educational efficiency of which will rest with the Commanding Officer. Commanding Officers will be guided and advised in this important work by "Officers, Warrant Officers, and Non-commissioned Officers of the Army Educational Corps," who "will also undertake the instruction in the higher and special subjects," while "for the more elementary instruction the regimental officer will be responsible."

To enable future Regimental Officers to do this work, the curriculum of training at Woolwich and Sandhurst will include a course of educational training under an Education Officer at these institutions. In addition, special Army Schools of Education are established for the training of Regimental Officers and the personnel of the Army Education Corps.

As laid out in the White Paper, the scheme seems to be based on a sound and businesslike foundation; but the authorities are advised to go very warily, otherwise what might be a real power for all-round efficiency in the Army may, through lack of balance in its application, become a total failure.

The application of the scheme is being very carefully watched by the educational world, and its success depends upon two factors: firstly, the choice of syllabus; and secondly, the choice of personnel for carrying it out.

The syllabus must be based upon two requirements:—(i) the development of the foundations of soldierly efficiency—intelligence, initiative, and morale; and (ii) the preparation of the soldier for return to civil life. In connection with these two requirements the authorities must not blind themselves to the fact that though the educational level of the nation has been raised during the last two decades, the standard of intelligence of the present-day recruit is, comparatively to the nation, no higher than it was before the South African War. In fact, a great many young men of 18, now enlisting, are those whose education was suddenly terminated six years ago, and who were lured by the fabulously high wages into blind-alley occupations. The educational attainments of these men are of a very low standard. It therefore behoves the authorities to see that the intellectual menu provided for these men is of a digestible order, and for the first few years at least, of not too academic a nature.

But however well the syllabus is drawn up, the success depends upon the individuals who have to administer it—*i.e.*, upon the personnel of the Army Educational Corps. The selection of this important body of men devolves upon a Board of Selection of which Lord Gorell is chairman. The Board of Selection must realise that the conditions obtaining in a peace time army are very different from those experienced during the late war. During the last six years there were found in the ranks men of all degrees of mental calibre, from the 'varsity graduate down to the illiterate farm labourer. It will be found on investigation that the class of man who gave the real fillip to the educational scheme was the man who had already received the rudiments of a good general education, or whose educational career was interrupted by the outbreak of war. These formed the bulk of the classes, and enabled the more advanced academical subjects of the curriculum to be taken. The vocational classes were also well supplied with men who already possessed some trade knowledge.

The conditions at the present time, and at any period in a peace time army, are very different, and the class of men enlisting requires special provision to be made for it. It therefore follows that the type of instructor who may have passed muster as a lecturer to the superior class of man found in the ranks during the war is not necessarily the most suited for the post of instructor under present conditions. It must be borne in mind that it is "teachers" who are required—men who can bring themselves down to the level of their pupils. A teacher requires considerable training and experience, and this cannot be obtained in days or months.

Army education is undoubtedly a phase of the Continuation School, but with a wider basis, and the same care which educational authorities are now showing in their selection of teachers for their Continuation Schools must be exercised by the Board of Selection for the Army Educational Corps.

Professional teaching and breadth of experience in the education of men must carry considerable weight, and, in this respect, the now defunct Corps of Army Schoolmasters would appear to have a special claim for consideration on the score of professional training and experience. These Warrant Officers are all trained men who have had considerable experience in dealing educationally with men, and this wealth of experience, if wisely used, should form a very solid foundation for the Army Educational Training Scheme. The success of the Army Schoolmaster in the past has been due to his ability to shape his tools from very rough materials in the shape of men of very indifferent education, whom, concurrently with his legitimate school-work, he has educated and trained to be useful school assistants. It would therefore appear that the bulk of the commissioned appointments,—*i.e.*, the organising posts—will be mainly recruited from the ranks of these Warrant Officers.

Pupil Teachers in Army Schools.

It is officially announced that the employment of boy pupil teachers is not contemplated under the scheme of the Army Educational Corps, and that no new candidates will be accepted for such appointments. It is also announced that no new appointments as acting girl pupil teachers are to be made, but that acting pupil teachers appointed prior to 7th April, 1920, will continue in their present employment, at the appropriate rates of pay, until they become paid pupil teachers or terminate their engagements. When no vacancy exists for a paid pupil teacher, supernumerary pupil teachers (without pay) may be employed at the discretion of the O.C. Schools in order to allow suitable girls between 16 and 21 years of age who desire to become Army schoolmistresses to gain experience of teaching in Army Schools.

Nursery Schools Amending Regulation No. 1.

The Regulations for Nursery Schools, 1919 (Statutory Rules and Orders, 1919, No. 257), are modified by a B. of E. Draft dated 9th July as follows: For article 13 (c) substitute: (c) Application for the payment of grant must be submitted to the Board through the Authority, together with a statement of accounts for the year, duly audited. The accounts of every nursery school not provided by an Authority must be annually audited by a member of the Institute of Chartered Accountants, or of the Society of Accountants and Auditors, or by a banker or bank manager, or, in cases where no person so qualified is available, by some person specially approved by the Board.

ASSOCIATION NEWS.

The Teachers Council.

Up to the end of July the number of applicants for admission to the Official Register was over 61,000. This represents an increase of over 26,000 since the beginning of May and brings the number of supporters of registration to a total which is more than half that of those who are qualified for admission. It must be remembered that the minimum age is 25, and that teachers who are approaching the retiring age are not becoming registered in large numbers. Hence the number of registerable teachers is smaller even than that of qualified teachers. At the end of the present year the full conditions of Registration will come into force. These will demand evidence of training in teaching as well as of attainments and experience. The Council, however, has under consideration the establishment of a Preliminary List, whereon may be recorded the names of teachers who are not yet qualified for full registration, but are on the way to become qualified. The conditions of admission to this List will be made known in the autumn.

The Associated Board of the Royal Academy of Music and the Royal College of Music.

The thirty-first Annual Meeting of the Associated Board of the Royal Academy of Music and the Royal College of Music was held at the Royal College of Music, Prince Consort Road, South Kensington, on the 20th July. Mr. Ernest Mathews took the chair.

Among those present were Sir Hugh Allen, Director of the Royal College of Music, Sir Walter Parratt, Professor Sir Charles V. Stanford, Oscar Beringer, Esq., Eaton Fanning, Esq., Mus.Doc., Frederic King, Esq., Saxton W. A. Noble, Esq., H. W. Richards, Esq., Mus.Doc., S. P. Waddington, Esq., H. Wessely, Esq., Professor Percy C. Buck, etc.

The minutes of the previous meeting having been read and confirmed, the Secretary read the Report, which expressed the regret of the Board at the death of Dr. C. H. Lloyd, a member and for many years an Examiner of the Board. The number of candidates in the United Kingdom was 5,409 in the Local Centre Examinations, and 35,699 in the School Examinations. Exhibitions were awarded last year in the United Kingdom to Muriel M. Hart, London Centre, viola; Betty M. Humby, London Centre, piano; Nina Joel, Brighton Centre, violin; Joan Lloyd, London Centre, piano; Christina G. Macdonald, Swansea Centre, singing; Mary C. M. Nono, London Centre, piano; in Australia, Eileen Cody, Melbourne Centre, piano; Dorothy Randall, Melbourne Centre, piano; in Canada, Ben Lobana, Winnipeg Centre, violin; in Ceylon, Kathleen M. Wright, piano; in the combined Gibraltar and Malta Centres, Jennie Ross, Malta Centre, piano; in New Zealand, Thelma Gallagher, Auckland Centre, piano. Eight Exhibitions previously gained have been renewed for a further period of one year.

The Chairman, in moving the adoption of the Report, said: "At the meeting last year I expressed the hope that on this occasion our President, the Prince of Wales, would be able to be present, and thus take up the work so ably carried out by his father and grandfather before him. Unfortunately his visit to Australia has made this impossible."

He also referred to the important changes which have been made in the forthcoming Syllabus for 1921, and particularly to the "Aural Tests," which in future will form a part of all Examinations in practical subjects.

He also announced that the Board had decided to publish the Examination Music for Pianoforte and for Violin for 1921, and hoped that in this way it might obviate some of the difficulties which have been met with in the past in compiling the Examination Lists. He wished, however, to take that opportunity of expressing the Board's thanks to Messrs. Joseph Williams, who had published the music

for the last five years, for their successful efforts in maintaining throughout a most difficult period a regular supply of Examination music.

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 Sir Hugh Allen, terminated the proceedings.

Historical Association (Herts Branch).

Aids to the Teaching of History. BY J. A. WHITE.

On Saturday, May 8th, a special exhibition of historical illustrations and of school work in History was held at the Victoria School, Watford, by the Herts Branch of the Historical Association. Suggested by Mr. Roscoe, stimulated by Mr. Marvin, the President, and arranged and carried through by Miss Baxter, the Headmistress of the School, and hon. secretary of the Association, the exhibition was an unqualified success. It illustrates in a striking way the great increase of real interest in historical studies during the last ten years. For even so short a time ago it would have been impossible in an area of this kind to have got together such a large number of interesting exhibits and such a large and enthusiastic audience—some 300 or 400 people visited the exhibition during the day.

Twenty-six sets of exhibits were displayed. Almost every kind of illustration, models, pictures, drawings, needlework, charts, facsimiles, costume, dramatic sketches, local antiquities, and so forth, was represented, and every period of History from the time of primitive man to modern times was illustrated, the most complete piece of work being a chart of great length representing the development of man from the times of the early cave dwellers up to the present day. Many of the models indicated a real appreciation of the objects copied, and although there was in some cases a tendency to over-elaborate the handwork side and to dwell unduly upon those items in History which perhaps make the strongest appeal to children, they could not fail to give children in later life a more substantial basis of reasoning about human affairs in various ages.

Where so much is well done it would be invidious to select particular examples for special praise, but one can scarcely omit a reference to the work of those schools which seek their historical illustrations from objects still in existence in their own locality. There is perhaps nothing which reminds children so strongly that the past had a real existence.

During the exhibition short addresses were given by Mr. Marvin in opening the exhibition, Mr. White on original illustrations, and by Mr. Roscoe on the use of illustrations in teaching. By all the speakers it was urged that (1) the actual thing is much more satisfactory than a picture, (2) a picture is more satisfactory than a description; that the nearer we get to an accurate appreciation of the real thing the more accurate is our reasoning about human relationships likely to become, and that accurate thinking and accurate reasoning are just as possible in History as in any other subject. Mr. Roscoe also emphasized the fact that illustrations should as far as possible represent only the essential points of any particular lesson, because irrelevant details were seriously distracting to young pupils.

The whole of the proceedings demonstrates the fact that History is no dull subject but rather one full of life, variety, and interest. Plainly enthusiasm is there when History is presented in its many-sided phases and not as a catalogue of events arranged in chronological order. And one looks forward with eager anticipation to the time when, in our schools and colleges, there will be a sufficient supply of good History teachers to guide and stimulate the studies of our rising generation. To ourselves as a people and to humanity in general there is no more urgent need than the training which History affords.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Salaries of University Teachers.

An organised effort is being made by university teachers to increase their salaries.

Some forty universities and university colleges were represented at the first annual meeting of the Association of University Teachers, held at Bedford College on Saturday, June 19th, when the president, Mr. R. D. Laurie (Aberystwyth University College), said the university teacher had a traditional dislike to discussing money matters, which had not been shared by his individualist business friends, or his friends the manual workers. It was the shockingly underpaid condition of members of the assistant staffs of the universities which was responsible for the vitality of the earlier conferences.

Statistics collected from fifteen Universities and University Colleges showed that out of a total of 329 lecturers 63 per cent. were in receipt of salaries not exceeding £200, while the salaries of another 30 per cent. were between £200 and £300.

They suggested that for the non-professorial staff (junior lecturers on probation only) the salary should be £300 for the first year, rising by £50 per annum to £400 for the third year; for the general run of lecturers, £400 for the first year, rising by £50 per annum to £650 for the sixth year; for special lecturers, promoted by selection, £650 first year, rising to £900 for the sixth year; professorial staff minimum, £1,100. The latter minimum was placed at a figure which represented some adjustment of pre-war salaries to the increased cost of living.

University teachers felt that there were various ways and means to be explored, and one of the most obvious was to increase the students' fees. Though many of them would like to see the entire abolition of University fees and entrance to Universities depend upon capacity to profit, they were compelled, for practical purposes, to adopt the policy of urging that fees should be revised.

University of Bristol.

Dr. Lloyd Morgan, on his retirement from the staff of the University, has been appointed Emeritus Professor of Psychology and Ethics. His office of Pro Vice-Chancellor will be filled by Professor Francis, the present Dean of the Faculty of Science.

Mr. C. D. Broad, M.A., Litt.D., at one time Fellow of Trinity College, Cambridge, has been appointed to the new chair of Philosophy.

The Department of Education.

Various changes and additions to the University examinations in Education will come into force during the coming session. In the examination for the Diploma a paper will be set on Social and Economic Theory in relation to Education, which may be taken as an alternative to that of the History of Education. A new certificate, to be called a Testamur in Education, has been instituted, intended primarily for students who have already taken a two-year course of training for elementary school work. This has been done in the belief it is in Universities that third-year students can most profitably spend their extra year.

A degree of M.A. has also been established. It is open to all graduates who have previously obtained a Diploma in Education. A course of study in the University is required of all candidates who are graduates of other Universities.

Certificate in Commerce.

It has been decided to establish a Higher Commercial Certificate, for Secondary School candidates about the age of 18, but open to all without restriction of age or place of study. Arithmetic, Geography, and two contemporary foreign languages are compulsory subjects, and the test will be that of business suitability rather than academic knowledge.

The University of London Site.

The Senate of the University of London have asked permission to postpone their decision on the Government's offer of a site in Bloomsbury. The question will probably remain open until the autumn, although Mr. Fisher has asked for a prompt reply. The University authority and their advisers are apparently not wholly satisfied with the terms of the offer, since acceptance will involve the loss of their present headquarters in Kensington, the giving up of King's College, and the effort to raise a special building fund of about a million pounds. In return the University will have a piece of ground intersected by important roads which reduce the available building site to some ten acres or less. It is said by some critics that the King's College site is worth far more than the proposed new one. Others desire to remain in Kensington, and to obtain the sole use of the building there. Others again suggest an entirely new site between Highgate and Hampstead, on the estate known as Ken Wood. This last proposal seems to involve difficulties of access and also to require the provision of a very large fund for buildings.

University of Manchester.

UNIVERSITY SCHOLARSHIPS FOR WOMEN (1920).

(1) During University career.

Edmund Roscoe, Post Graduate Scholarship :
G. R. Cole-Baker.

Graduate Scholarship in English : P. G. Gorton.

Graduate Scholarship in Chemistry : M. G. Simpson.

Oliver Heywood Scholarship : L. Gregory.

Prof. Tom Jones Exhibition in Anatomy : E. M. Holmes.

Dauntsey Legal Scholarship "A" : J. Ritchie.

(2) Entrance Scholarships.

Alice Fay Exhibition : P. Beacall (Colston's Girls' School, Bristol).

Dora Muir Scholarship : M. Pollard (Chester City and County School).

Derby Scholarship : K. P. Kirsop (Eccles Secondary School).

Entrance in Italian : H. U. Briggs (Cardiff High School).

Entrance in Russian : J. W. Procter (Manchester High School for Girls).

University Scholarships for Women :

R. Ireland (Whitehaven Secondary School).

A. G. Croft (Sale County High School).

AT ASHBURNE HALL THE FOLLOWING SCHOLARSHIPS
HAVE BEEN AWARDED :

Katharine Romille Entrance Scholarship :

H. Boothman (Blackburn High School).

Old Friends' Entrance Scholarship :

G. Gillmour (Whitehaven Secondary School).

Research Studentship : No award.

PERSONAL NOTES.

Dr. Charles Buller Heberden, D.C.L.

Dr. Heberden, Principal of Brasenose College, Oxford, since 1889, has resigned at the age of 70. Dr. Heberden was educated at Harrow and Balliol and has been connected with Brasenose since 1872, having been at various times fellow, lecturer, tutor, and vice-principal. For three years he was Vice-Chancellor of the University.

Dr. F. A. Tarleton.

Dr. Francis Alexander Tarleton, Senior Fellow and Senior Dean of Trinity College, Dublin, died recently at his home in the city. In 1860 Dr. Tarleton was placed first in the science scholarship examination, and at the last scholars' dinner was the oldest of those present. He was at one time Professor of Natural Philosophy, at another President of the Royal Irish Academy, and was also well known as an author of philosophical and mathematical works.

Mr. P. J. Hartog.

Mr. Philip Joseph Hartog, C.I.E., M.A., B.Sc., Academic Registrar of the University of London, is to be the Vice-Chancellor of the new University of Dacca, in Bengal.

The appointment was made by the Governor-General of India under the terms of the Dacca University Act. Mr. Hartog will be a whole-time salaried officer.

Mr. Ernest Barker, M.A.

Mr. Barker, Fellow of New College, Oxford, has succeeded Dr. Burrows as Principal of King's College, London, at the age of 46. Mr. Barker was educated at Manchester Grammar School and Balliol College, Oxford, and his connection with his university has been very close for many years. He became a fellow of Merton, a delegate of the Common University Fund, and a member both of the Hebdomadal Council and also of the General Board of Faculties.

Mr. H. R. Rathbone.

Mr. Rathbone, in resigning from the Liverpool City Council, severs his connection with the Education Committee, of which he was a most active member. Mr. Rathbone bears an honoured name, and carried on the tradition of zeal in municipal work which has come to be associated with his family. His services to education were greatly appreciated by the teachers, for he was both just and conscientious.

Dr. Godfrey H. Thomson.

Dr. Thomson has been appointed Professor of Education of Armstrong College, vice Professor Mark Wright, resigned. Dr. Thomson is a Ph.D. of Strasbourg and a D.Sc. of Durham University, where he had a brilliant career, winning scholarships for several years consecutively. He is known as a contributor to educational and scientific literature and for his research work.

Mr. Maxwell Garnett.

Mr. Garnett, Principal of the Manchester Municipal College of Technology, has resigned his position as from the end of the summer vacation. The Principal and the Education Committee have been at variance regarding the educational status of the College, which Mr. Garnett desires to raise. The Committee decided to limit the number of degree students and to admit certain senior technical school boys as whole-time students; in a letter to candidates for admission Mr. Garnett suggested that this policy of the Committee might be reversed by the full Council. The Principal was publicly censured by the Education Committee, and the City Council upheld the censure, its publication, and the whole policy. Hence Manchester will lose the services of Mr. Garnett.

NEWS ITEMS.

Appeal for Books.

The University of Prague needs text-books on political economy, constitutional history, science, and medicine.

Sir Henry Brittain, M.P., and Dr. A. E. Shipley, Master of Christ's College, Cambridge, have drawn attention to the appeal for these and other English books which the Czecho-Slovak Legation is willing to accept and forward.

Manchester Grammar School.

The Board of Education are pressing the Governors of the Manchester Grammar School to remove the school from its present position, and no objection is raised by the Education Committee. Negotiations for a site are proceeding, but the Governors cannot acquire one near the centre of the city, as the price of land is prohibitive. At present the school-work suffers from the noise of the heavy traffic passing the school.

Invalid Children.

A deputation from Willesden has spent much time in visiting various institutions in different parts of England and has recommended a scheme for the erection of a special school for invalid children, who will be conveyed in motor cars to and fro, under the charge of a nurse. The school is to occupy six acres, including gardens. The children will be served with three meals a day in the dining hall, and baths will be provided.

General Baden-Powell on Gymnasias.

The only A1. nations he knew were the Zulus and Gurkhas. The people of those nations had splendid physique and he did not remember seeing a gymnasium in either country. If boys had open air, together with good food and plenty of natural exercise and games, they would grow up much finer men than would be produced by any gymnasium.

Christ's Hospital.

This famous school is in want of funds. The Council of Almoners has applied for State aid, and unless it be forthcoming is likely to reduce very largely the number of scholars. There are now over 800 boys at Horsham and about 280 girls at Hertford.

A Prodigy.

Tameo Kajiyama is a Jap credited with being able to do several things at once. His show at the Coliseum is an educational medley. He reads, writes, answers questions, and works arithmetical examples simultaneously, extracting the cube root of any number. Mr. Kajiyama's father was an officer in the Japanese army, and he himself a student of engineering in the Washington Agricultural College at Pullman.

Board of Education, Whitehall, S.W. 1.

The main offices of the Board of Education are now, as formerly, in King Charles Street, Whitehall. The removal from South Kensington is now being completed.

American Teachers Leaving School Work.

An unusually large number of teachers in America left the profession in 1919. A thousand schools in New York State and 400 in West Virginia were closed for want of staff. Many thousands of incompetent teachers are said to be employed.

The "University Correspondent" asserts that the reason for this state of affairs is that the pay is inadequate and Dr. Virgil Pretyman, who has given up teaching for business, says the whole system of American education is in danger of breaking down and that the nation does not realise the desperate nature of the situation.

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

Drawing as an "Examinable" Subject.

Sir,—The paragraph on "examinable" subjects in the EDUCATIONAL TIMES for June calls for a word on the other side. Under the old South Kensington Examinations system the authorities did not seek to create or find artists in the sense of painters of pictures. One principal object was the improvement of the forms and decoration of articles in every-day use. Comparing British industrial products at the time of the first great exhibition (1851) with those of recent years, it may confidently be asserted that the project has been amply justified by its results.

Examinations can surely be successfully used as a means of cultivating and testing the attainments of the designer (*i.e.*, the inventor of new patterns or solid forms) and also of improving the taste of the consumer. The practice of freehand drawing has often been derided, but it fulfilled its purpose as a first stage in a valuable course, though it is not improbable that it was sometimes overdone. It may fairly be claimed that such examinations as drawing, painting, or modelling in clay of designs, as also studies of the human figure, have a considerable aesthetic value. All of these have been in vogue for about forty years. A recent writer says: "The old School of Art course . . . represents searching and analytical drawing which none but the naturally gifted artist dare despise; and we must view with suspicion any scheme of teaching drawing which aimed directly at the freedom and fluency of the experienced brush and pen, and which ignores that guiding and refining mill through which everyone must pass unless he is a born genius."

Apart from the professionals, who are a class by themselves, an enormous number of people have learnt, through the South Kensington course, the humble but useful power of simple drawing in the numerous cases wherein it describes a thing better than words can. This was largely achieved by taking advantage of the eagerness of young people for examinations, instituted not for the discovery of any order of merit, but for the certification of a definite amount of skill acquired. In those days the "psychology" of the pupil had not been invented, but the offer of certificates for those who reached a satisfactory standard was a shrewd and successful way of inducing large numbers to work for their self-improvement.

Further, it should be noted that the artist (properly so called), like the poet *nascitur non fit*. One sometimes hears a claim that under such-and-such a system an artist has been discovered. It may be that he has received encouragement to proceed, but the real artist "finds" himself. The creative genius, whether musician, poet, or artist, is self-revealed. He may, and should, avail himself of such opportunities of study as the various schools offer for the acquirement of technique, and reap the benefits of his predecessors' observations. Among those who elected to receive such training under the auspices of the South Kensington scheme, the names following are recalled almost haphazard:—Seymour Lucas, George Clausen, both of the Shannons, St. G. Hare, William Logsdail, Sir W. Llewellyn, Henry Woods. This list is by no means exhaustive, but as it stands and without making invidious comparisons, it is certainly respectable. One of these artists has a daughter who, while still at her High School, showed inherited talent, and would shyly, at her mother's instigation, bring her drawings for the present writer's inspection. Her father on one occasion remarked "Ah, she wants a good drilling at freehand drawing."

C. H. S.

To the Editor of THE EDUCATIONAL TIMES.

The Measures of the Poets.

Sir,—I gave myself the pleasure of reading "The Measures of the Poets" before I ventured to write the notice for your pages, and the solution of the dilemma which Mr. Bayfield so courteously propounds is that he and I use the phrase "iambic rhythm" in rather different senses. I still think that an author who says (p. 5)—"Iambus v.—This is not used as a metrical foot in English," and refuses to regard—"And leaves the world to darkness and to me" as an iambic line, may be fairly described as refusing to acknowledge the existence of iambic rhythm in English verse.

I am, Sir, Yours truly,

Birkbeck College, E.C. 4.

F. A. WRIGHT.

To the Editor of THE EDUCATIONAL TIMES.

Greetings from California.

Dear Sir,—I am a child psychologist (Ph.D. University of Chicago) and a teacher of subnormal children in the Oakland School Department. I see THE EDUCATIONAL TIMES in the library of the University of California, where I go for professional reading. I have written the following lines on my work:—

MY TASK.

I sing of the joy of my doing;
For 'tis mine to take the sentient clay
That life has marred in the working,
From a useless vase to fashion the cup
Which holds pure water day by day.

With greetings to you across almost half the world,

I am, Yours sincerely,

ANNIE DOLMAN INSKEEP.

2509, Parker Street, Berkeley,
California, U.S.A.

To the Editor of THE EDUCATIONAL TIMES.

A University Library.

Sir,—At the end of the War, on October 31st, 1918, the Library of the University of Nancy was destroyed by an incendiary bomb, and the English section in particular suffered heavily. Not a single volume remains of the works of such standard English authors as Carlyle, Dickens, Meredith, Scott, Matthew Arnold, Robert and Elizabeth Browning, Fielding, Smollett, Richardson, Jane Austen, Swift, Pope.

Efforts are being made by the University of London to assist the University of Nancy in re-establishing its Library after the ravages of the War. Already about 500 volumes have been collected for this purpose, and an appeal is now made to all who are in a position to contribute books. Gifts of money for the purchase of books will also be gratefully received.

REGINALD A. RYE,

Goldsmiths' Librarian, University of London.

Literary Note.

The continually increasing costs of production are responsible for the new prices of the indispensable *Everyman Library*. Messrs. J. H. Dent and Sons announce that they have been compelled to advance the prices of these volumes on and from July 1st; the cloth-bound copies are now 2s. 6d. net each, and the Library Binding Cloth 3s. 6d. net.

A Correction.

The notice in our last issue relating to the Teachers' Guild Summer Conference which is to be held at Caerleon, Monmouthshire, from Friday, 30th July, to Thursday, 5th August, should be corrected to read that the subject is Auto Education in Elementary and Secondary Schools in relation to the Heuristic Method and Psycho-analysis. Full particulars can be obtained from the Secretary, The Teachers' Guild, 9, Brunswick Square, W.C.1.

Some Appointments.

Mr. Hugh H. Martin as Headmaster of the Madras College, St. Andrews.

Mr. A. H. Gibson (Engineering); Mr. A. E. Joliffe, M.A. (Mathematics, Royal Holloway College); Mr. B. J. Collingwood, O.B.E., M.D. (Physiology, St. Mary's Hospital); Mr. L. R. Dicksee, M.Comm. (Accountancy and Business Methods, London School of Economics); Mr. H. C. Gutteridge, M.A. (Commercial and Industrial Law, London School of Economics); as Professors in the University of London.

Dr. F. Francis, D.Sc., Ph.D., as Pro-Vice-Chancellor, in succession to Professor C. Lloyd Morgan, D.Sc., J.L.D., F.R.S.; Professor C. Lloyd Morgan (Psychology and Ethics, Emeritus); Professor C. D. Broad, M.A., Litt.D. (Philosophy); in the University of Bristol.

Mr. Thomas Martin Lowry, C.B.E., D.Sc., F.R.S., as Professor of Physical Chemistry in the University of Cambridge.

Dr. J. S. Flett, F.R.S., as Director of the Geological Survey and Museum.

LITERARY SECTION.

BOOKS AND THE MAN.

Camping in Earnest.

The Board of Education have recently issued through the Office of Special Enquiries and Reports an Educational Pamphlet (No. 39) which bears the title "Notes on Camping," and costs one shilling net. The little volume has been prepared by a school inspector, with the aid of experienced campers of all ages, and it bears on every page ample evidence of first-hand knowledge and practical skill. Occasionally the author drops into the obvious with a resounding bump, as when he tells us that even in a small camp there ought to be two officers, because "a single officer might be most awkwardly placed in the event of his meeting with an accident." On the same page we are gravely assured that "Old hands will always be found only too glad to welcome and help the tenderfoot." The words "only too glad" convey something of menace, but it is pleasant to picture hands and feet working together in brotherly love. We can readily believe that "good cooks can certainly do much to spread a spirit of happy contentment in camp." They do it even in walled dwellings, where indeed their rarity gives them a special value and charm apart from the practice of their profession.

It will be seen that our Inspector has a literary touch which is not without interest. He is perhaps coming down to our level when he suggests that "it may be necessary for the Camp Chief to drive home the importance of cleaning the teeth." Having dealt very fully with points of personal cleanliness and camp tidiness, he becomes practical and useful enough, giving some excellent tables of costs and dietary, with sound hints on discipline. The work is supplemented or adorned by some well-chosen quotations and good photographs. It is a trifle solemn, considering its theme, but we have known campers who were not inspectors and yet found it easy to speak of camping in language which would have been appropriate to the Exodus. Nevertheless they could not prevent cheerfulness from breaking out now and then, even in camp. For this our author makes the camp officers responsible, for he tells us that on wet days "the officers, whose supply of good spirits must be inexhaustible, will doubtless go round visiting the tents and cheering up the occupants." The term "good spirits" is here ambiguous, and will certainly be misunderstood by parents who wear the blue ribbon of a spiritless life. For their consolation I hasten to add that our discreet author is at pains to say that the word "officer" must not be understood to have any flavour of militarism. It means nothing more than official chief. It is pleasant to conclude from this that the Board's "officers" are not subjected to military discipline, but are quite civilian and gentle.

SILAS BIRCH,

REVIEWS.

Education.

THE CHILD VISION: by Dorothy Tudor Owen. (Manchester University Press. 6s. 6d. net.)

The sub-title of this book is *A Study in Mental Development and Expression*, while the sub-title of the authoress herself is *Mrs. Douglas Truman*. The volume represents the results of six years of practical experiment, the last year being devoted to the psychologising of the whole, which was then presented as a thesis for the degree of M.Ed. of Manchester University. We welcome it as a happy combination of the practical and the academic.

The main idea is the teaching of the art of composition in English by the use of drawing. The plan is for one pupil to give to his fellow pupils a description of a scene or an incident; they are then called upon to make a drawing representing as much of the spoken account as can be graphically expressed. The speaker then moves about among the pupils and states how far each of them has realised what was in the speaker's mind, and points out in what respects the drawings are inaccurate. The young draughtsmen on their part are entitled to criticise the verbal account, and to indicate in what respects it did not convey the ideas that were afterwards shown to be meant. We have in fact an educational application of the standing feud between the writer and the book-illustrator.

A radical difficulty in applying this method lies in the inability of young children to express their ideas by drawing. It must be admitted that the coloured drawings supplied by Mrs. Truman seem to indicate that this difficulty is not insurmountable. But the practical teacher will be inclined to shrug his shoulders and talk about exceptionally gifted children. But even though the average child may not be capable of the breadth of treatment exemplified in these pages, it may be fairly claimed that for the purposes of this method it will be sufficient if the child can draw in a purely diagrammatic way. Even the familiar "rake" hand with its five extended fingers is sufficient for the purposes of the method suggested. With this proviso we may proceed to examine the actual examples supplied in the text. It cannot be denied that the results in composition are extremely good. To begin with, the method effects that fundamental change of attitude that is essential to any success in the teaching of composition; the change from the attitude of having to say something to that of having something to say. In the examples supplied, the children get eager to express themselves. Instead of the old tongue-tiedness there comes the ardent desire to speak on the subject under discussion. Further, it must not be forgotten that the mere effort to express ideas by means of drawings is in itself an educational exercise. We are only beginning to realise the possibilities of drawing as a mere means of idea-expression, and no better way of cultivating this power could be suggested than the development of Mrs. Truman's plan. An excellent feature of the book is the abundance of examples of lessons actually carried out. Teachers of ability will learn far more from seeing how things have been done than by reading a more or less dogmatic exposition of what ought to be done. The fundamental ideas are the important matter, the application of them must be left to the individual teacher. It is for this reason that I do not lay so much stress on Mrs. Truman's weird diagrams as it is possible she does. For her they are no doubt excellent, and many others may find them equally useful. But the more fresh-minded teachers will catch the general idea and invent diagrams for themselves. Paragraphing, note-taking, and summary-making may all be aided by the teacher's use of linear diagrams, but so far as possible the pupils should be encouraged to invent diagrams of their own. When it comes to such matters as *style* Mrs. Truman is as successful as others, but she is no longer on a plane by herself. The value of her experiments lies in the demonstration of the possibilities of a co-ordination of verbal and graphic expression, and she and the Manchester Press are to be congratulated on the production of a really valuable contribution to educational method.

J.A.

PSYCHOANALYSIS. A Brief Account of the Freudian Theory : by Barbara Low, B.A. With an Introduction by Ernest Jones, M.D., L.R.C.P. pp. 191. (George Allen and Unwin, Ltd. 5s. net.)

A clear and reasonably short account of this Theory has been in great request the last few years. Great expense and the subject's inherent difficulty have discouraged most of us from tackling translations of Freud and Jung. How many study the Law of Gravitation in the Principia? Our readers will remember the unscientific attitude of some of Newton's followers towards Leibniz. One wonders if, to-day, his name is Jung. Nevertheless, those readers who are not put off by Miss Low's rather devotional tone in the earlier pages ("Freud himself has told us," etc., etc.) will find the very account they want of psychoanalysis before they lay down the book. In particular, her sketch of "Social and Educational Results" in the last chapter is most instructive, and has the virtue of sharp definition.

English.

NORMAL TUTORIAL SERIES :

Shakespeare—The Winter's Tale : edited by V. H. Allmandy. 3s. net.

Notes on George Eliot—Silas Marner : by S. A. Khan. 1s. 6d. net.

These editions should be useful for examination purposes.

LONGMANS' CLASSBOOKS OF ENGLISH LITERATURE :

1. The Cloister and the Hearth (Reade) - - - 2s. net.
2. Westward Ho (Kingsley) - - - 1/9 net.
3. Life of Nelson (Southey) - - - 1/9 net.
4. The House of the Wolf (Weyman) - - - 1/9 net.
5. Captain Cook's Voyages - - - 1/9 net.
6. Sohrab and Rostum, and Balder Dead (Arnold) 1/6 net.

The first five of these little books are abridgments. We do not like abridgments, and confess with reluctance that it seems advisable in the case of some of the longer works. The books contain the usual introduction and notes, but we think their use for class teachers would be extended if they included also a few questions and topics for essays and composition.

ENGLISH PROSE COMPOSITION : by W. J. Weston. (Sir Isaac Pitman and Sons. 3s. 6d. net.)

This book professes to be based upon the dictum that writing is an art and therefore learnt by practice. We do not know for what type of student the book is intended. It may be that the author hopes to reach that very large class of people who have "finished" their schooling but are still anxious for self-improvement. To such we would recommend it. Yet we think these are the people who will most readily find the book tiresome. The author is frequently verbose and almost garrulous, at times sententious; and often wearisome. The "building" analogy, upon which the book is based, has a cramping effect upon the contents, and in his zeal for collecting material the author seems to forget that before one can write there must be ideas as well as words, and the notion of collecting ideas as if they were stamps or birds' eggs is psychologically unsound. The attack on "Government English" is inexplicable, and, we regret to say, rather cheap. The necessity for statements in such terms as the one quoted on pp. 183, 184, is a legal necessity, and Mr. Weston should avoid the fallacy of condemning as bad English a statement made in legal phraseology and therefore possibly slightly obscure to a layman. We might retort to him that we have seen Government publications, even some issued by that much abused body, the Board of Education, which contain nobler and more inspiring English than any written in the book before us. We are at a loss to understand why the author begins his practical applications with the writing of an advertisement. This is so entirely a technical matter that its inclusion in this book in any section is of doubtful value, and it is certainly far more difficult than the simple letters which follow. But the chief defect of the book is that it is pedagogical rather than natural. Words, sentences, paragraphs; rules and applications; is a consecutive order beloved of the schoolmaster but few, very few, ever learn to write, or begin to write their own language in this stereotyped order. We prefer the natural method of concurrent rather than consecutive treatment; of observant self-criticism aided by the opinion of candid if merciless friends, to the laborious treatment outlined in this book.

Mathematics.

ELEMENTARY ALGEBRA. Part I. : by C. V. Durell, M.A. (Winchester College), and G. W. Palmer, M.A. (Christ's Hospital). pp. xxxi. + 256. With Introduction, 4s. 6d. net; without Introduction, 3s. 6d. net. (George Bell and Sons, Ltd.)

The value of formal training in education is now largely discredited. The mathematical syllabus should therefore be designed to help the pupil in his physics which stimulates and makes its appeal more directly to his interests. Geometry, profiteering conundrums in arithmetic, and much algebra can thus be superseded by trigonometry and mechanics. These, or something similar, are the opinions of most present-day teachers of mathematics, their practice, however, being largely at variance owing to the lag of the examining bodies. In parentheses, it may be remarked, that from 1921 even the Oxford and Cambridge Schools Examination Board will no longer require the *pons asinorum*.

Messrs. Durell and Palmer have produced a sound book, which will be found satisfactory from the point of view both of the foregoing theory and its contrary practice. Few will regret the "talk" which they have relegated to the introduction; the occasional "directions," which remain interspersed among the thousands of examples which form the book, will certainly be useful. All the newer types, such as composition and valuation of formulae, etc., are there—and very good examples, too—and very few of the older types will be missed.

While this book strikes us as less "modern" than that of Messrs. Godfrey and Siddons, with which it will very naturally be compared, we are confident that it will appeal, owing to its comprehensiveness, to an even larger number of teachers.

ARITHMETIC THROUGH PICTURES AND DIAGRAMS : by H. McKay. Two volumes. 3s. 6d. net each. The Kingsway Series. (Evans Bros., London.)

These are two very useful compendiums. Though they do not contain very much that is actually new, yet the compiler has industriously collected together and arranged methodically all the usual pictorial and graphical methods of teaching and illustrating arithmetic and its commoner problems. We cordially recommend these books to the teacher.

Science.

GENERAL SCIENCE (first course) : by Lewis Elhuff. George G. Harrap.

This book of general information is written apparently for American High School pupils. It is mainly informative, and covers a wide range of topics, from simple personal hygiene to physics and botany. We fear that the book is hardly suited for English secondary schools. The subject matter is somewhat too general and treated in rather a superficial manner, while the questions and exercises at the end of each chapter hardly give that training in scientific method which every science course should provide.

THE ENGINEERING DRAUGHTSMAN : by E. Rowarth, A.M.I.E.E. (Methuen and Co., Ltd.)

This book is intended for the use of students who are already familiar with the elementary principles of Engineering Drawing. The examples provided call for the practical application of these principles in the production of "working drawings," and they provide for students a course of work similar to that of a draughtsman during his apprenticeship.

The work covers the principal elements in the various engineering branches and quite properly discourages too early specialization. The exercises are arranged in suitable sequence, but not so as to hinder a rearrangement to meet the individual taste of the teacher.

All the drawings in conjunction with the text—thoughtfully printed on the opposite page—are very readable, while the handy size and form of the book merit praise.

Toothed gearing is particularly well handled. Cycloidal teeth and involute teeth for gear wheels we have never before seen so well explained in diagrammatic form.

General Engineering, Locomotives and other Steam Engines, Steamboilers and mountings, Motor and Aeroplane Engines, Electrical and Hydraulic Engineering, Steam Hammers and Machines, Tools and Jigs, have all very representative sections allotted to them. The choice of the examples to illustrate each section bears the stamp of careful discrimination.

Such a book as this will be invaluable to both the student of Engineering Drawing and the teacher. W. M. W.

History.

A HISTORY OF ENGLAND: Early and Middle Ages to 1485: by Cyril E. Robinson. 20 maps and diagrams. Methuen. 291 pp. 5s. net.

Quite truthfully, Mr. Robinson admits that "this book makes no pretence at putting forward theories that are novel or original." He sets out the usual fare—Romans, Saxons, Danes, Normans, Plantagenets, York and Lancaster—and obliges us with the customary plan of the "Battle of Senlac" and the "Battle of Poitiers." But the style is interesting and vigorous, and not just here and there: it entertains all along. Take this, on the spiritual side of things:—

In many village churches there stood over the chancel arch a frescoed representation of the Judgment Day, in which horned, cloven-footed demons were to be seen pitchforking the naked figures of damned souls into the flaming jaws of the bottomless pit. The moral of the warning was not lost. Unquiet consciences are made more pliable by fear, and, though there were hardened sinners and sceptics too, no doubt, the majority preferred to satisfy their qualms by trucking to the priest.

And on the temporal side, Mr. Robinson, having given a readable account of the Guilds, adds:—

It was the towns that were the undoing of Charles Stuart; and their strength, which was so decisive, was not, we may be sure, built up in a day or a year. While the peasants were still struggling to shake off the yoke of Feudalism, and be quit of their lords and masters, the towns had long since learned to bow their necks to no man, but to manage their own affairs. The love of liberty grows with the use of it; and it was this long experience in self-government that bred in the citizens and Guildsmen that unique spirit of sturdy independence which has laid the foundations of our English democracy.

One is always thankful for a "History of England" that is free from dullness. Mr. Robinson's volume has that merit—and others. F. J. G.

A HISTORY OF THE UNITED STATES: by John P. O'Hara. Macmillan. 461 pp. 6s. net.

The story runs on the usual lines, with the usual pictures, clarendon-type headings to paragraphs, and Declaration of Independence in an appendix. What is not usual is the Roman Catholic tendency. It is not obtruded; it leads to no prejudiced statements; but it weighs in quite noticeably at certain points. For example, the Mayflower episode is treated with a certain absence of zeal, and the venturers are "Pilgrims,"—not "Pilgrim Fathers." Of Rhode Island, Mr. O'Hara observes: Religious toleration was the rule in Rhode Island from the beginning, and this wise arrangement was formally made part of the Colony's laws by the Charter of 1663. Unfortunately, the colony later departed from its early attitude of tolerance, and after 1719 Catholics, as well as Jews, were excluded from citizenship.

And, in reference to the fourth quarter of the nineteenth century, he says:—

The work of Indian education has been greatly fostered by the generosity of Mother Katherine Drexel, foundress of the Sisters of the Blessed Sacrament for Indian and Coloured People, who has given several millions of her personal fortune in aid of this cause.

And so on. A brief record, not at all flamboyant, of America's share in the Great War concludes a useful volume. F. J. G.

A SHORT HISTORY OF WALES: by Owen M. Edwards. Fourth Impression. Fisher Unwin. 128 pp. 3s. 6d. net.

Mr. Edwards gives his plain and simple story many a homely touch. For example, he names antidotes to sectarian bitterness: One is the Welsh sense of humour, the nearest relative or the best friend of toleration. The other is the hymn—creed has been turned into song, and that is at least half-way to turning it into life; the heresy-hunter is disarmed by the poetry of the hymn, and its music has charms to soothe the sectarian breast.

Among topics of the twenty-five chapters one notes "The Rise of the Peasant," "Howel Harris and the Awakening," "Education System," and "The Wales of To-day." The maps include one of "Religion and Education," and one of "Industries."

F. J. G.

INTRODUCTION TO WORLD HISTORY: by Ernest H. Short. The New Teaching Series. 248 pp. 4s. 6d. net. Hodder and Stoughton.

This little book is an original and lively contribution to the problem of making world-history a vital thing to the general adult reader and to the boys and girls of the new continuation schools, for whom especially the New Teaching Series is designed. It is true that by itself it could hardly be used as a class text-book. Mr. Short, in ranging from the "Seven Creation Tablets" of Nineveh to "Reconstruction—the problem of to-day," has rightly not attempted narrative, and, though the style is simple, some of the ideas and allusions would be beyond the capacity of children to understand without interpretation. Mr. Short presupposes a higher standard of achievement than that laid down by the editors of the series and defined as "that which has been characterised in the past as the immediate aim of elementary education." But there are many excellent text-books of European history already in existence, particularly those by American professors, such as Webster, Robinson, Breasted, and Beard. A good text-book is a very good thing; this is something even better, a guide and inspiration to teacher and student. We are surprised that Mr. Short does not mention Mr. Marvin's classic "The Living Past," for his own book strikes us as a book of much the same conception of history, but more popular and elementary in treatment. For Mr. Short, while he never forgets the big movements of history, has an eye for detail and the picturesque. If it is in tendencies, generalisations, historical "laws" that we should seek the "meaning of history," these can only be made real to children (and, indeed, to adults) by the appeal to and the cultivation of the power to visualise. The "scientific" or "sociological" school of history needs picturesqueness even more than the literary. And so Mr. Short not only provides us with the happily now familiar time-charts, but, still better, urges his readers to make their own, and we find him emphasizing the geographical background of the early civilizations, giving us the whole spirit of Celtic Christianity in Kuno Meyer's translation of an exquisite song by an Irish hermit, and suggesting picture collecting or the "extra-illustration" of historical classics—for example, by interleaving the everyman edition of the "Little Flowers" and the "Lives of St. Francis" with reproductions from Giotto and Gozzoli, taken from the cheap series of Gowans and Gray. "If the general reader does not learn to utilise all sources of information, he will never have a sure hold upon the main facts of general history. This is the basic argument in my book." There are wise hints, too, on note taking. To one piece of advice, however, we must demur. "Let the non-professional student," says Mr. Short, "beware of big books." Dry as dust seems to be the object of this caution, for Buckle and Finlay (misspelt Findlay) are recommended to the student. But the greatest of the big books—the "Decline and Fall"—is not even mentioned. Yet of Gibbon, Freeman (whose "Norman Conquest" is, perhaps, an example of the big books Mr. Short would have us shun), truly wrote, "Whatever else is read, Gibbon must be read too."

Of the thirteen chapters of the book ten are devoted to the period before the discovery of America, and the last three chapters are the least successful. It is intended to be used with the volumes by Miss Spiller and Mr. Worts in the same series, which deal with modern times. Mr. Short has written a book which should be just what is needed by W.E.A. students, and by teachers in continuation schools, and he has throughout shown the quality of the teacher described in his preface, "Who was tender to dullness as to all forms of poverty." C. H. C. O.

A HISTORY OF THE PEOPLE OF THE UNITED STATES: by Waddy Thompson. 523 + li. pp. 6s. net. Harrap.

A knowledge of the history of the United States is fast becoming essential to intelligent citizenship, and, under present conditions, it is a subject in which children are naturally interested. Mr. Thompson makes no attempt to handle his matter philosophically, and such generalisations as he permits himself are not altogether happy, but he supplies a clear summary of the main facts of American history. There are interesting chapters on "social life," but the treatment of the labour movement is inadequate. Judgment should be reserved in the case of Russia (p. 512). Lincoln's Emancipation proclamation was not purely opportunist, as is implied (p. 341). In dealing with the relations between England and the South during the Civil War (p. 338) mention should be made of the attitude of the Lancashire cotton-spinners.

Physical Training.

SUGGESTIONS IN REGARD TO GAMES. Board of Education Publication. 71 pp. 4d. net.

A useful addition to the Board's publications on Physical Education, with chapters on playground sports, agility exercises, and games—the latter for limited and unlimited space, for cold weather, and games involving little change of position and little active movement. Well over a hundred forms of amusement are explained, usually under the headings "requirements," "description," "points for play-leaders," and "penalties" or "variations," which makes them easy to understand. The book is very cheap: it is pleasant to think of so much fun costing so little. It would be more pleasant still were it not for the first few pages, which overstress the team system, the spirit of competition, and the value of leadership. "The teacher should bear in mind that the educational value of competition lies in . . . teaching the children in all circumstances to 'play up, play the game, and play for the side'"—this is not what games should be for: the educational value of games is enjoyment, not organisation. The educational value of leadership is not command of others, but practice in securing their co-operation: it should be understood that each child in a team should have its turn at being leader. Also, children should be encouraged to invent their own games, and adapt the rules to suit themselves and the premises on which they play.

THE BRITISH SYSTEM OF PHYSICAL EDUCATION—a Textbook for Teachers: by Beatrice E. Bear, M.B.A.P.T. Bell and Sons. 128 pp. 8s. 6d. net.

In 1811 Jahn opened a gymnasium in Berlin: in 1814 Ling opened a gymnasium in Stockholm: in 1920 Miss Bear has issued the first handbook of the British System of Physical Education, with a foreword by Sir James Crichton-Browne. Her preface states that the British system includes the Swedish; his foreword says "it is a discipline, while the Swedish system is a drill": neither of them mention the German.

The British system, we are told, has two main divisions (a) mass exercises, with marching; (b) exercises on fixed apparatus; there are also exercises with hand apparatus, wands, canes, dumb-bells, etc. The fixed apparatus includes horizontal and parallel bars, ladders, rings, ropes, and climbing poles, trapeze, horses, storming-board, and table. In "Exercise and Education," p. 83 (by Tait Mackenzie, an authority quoted by Miss Bear), the German system is described as including (1) Tactics (with marching), (2) Free exercises (with hand apparatus), (3) Dancing steps, (4) Apparatus work on horizontal and parallel bars, horses, rings, ladders, poles, rope, storming board and table, etc., (5) Track and field work, (6) Games and plays. It was ungracious of Miss Bear not to acknowledge the parallel between her description of the British apparatus and that given by Stecher of the German.

As Sir James Crichton Browne says, "Our British system is comprehensive and eclectic." Its apparatus is German, the illustrations of its handbook are very literally "after" those of the Swedish, and its text is purely British. Amongst such a large collection of exercises many are of course quite good: they may be combined, it appears, in almost any order—"a rigid order is not only unnecessary but inadvisable" (p. 13). The teacher is nevertheless provided with descriptions of some anatomical and functional effects of the movements. Unfortunately many of these are inadequate or misleading—*e.g.*, the description of balance movements without even mentioning the words "nerve" or "nervous," and with no reference to plank, beam, or raised support on which to stand or walk (pp. 26-27); the naive sentence that "inflation of the lungs by the intake of air is the result (and not the cause) of the inflation of the chest" (p. 52). But far worse is the ignorance of elementary anatomy which makes it possible to state that "in ordinary quiet breathing the abdomen rises with the inhalation and falls with the exhalation, whilst in deep full breathing . . . the abdominal wall is then flattened during inhalation and relaxed during exhalation" (p. 53), and classifies the raising of a knee or leg as an abdominal exercise (p. 42). Any child can prove by experiment that these statements are wrong: one wonders if Sir James Crichton-Browne really read the book. There is no index. No German or Swedish principal of a Physical Training College could have written such a textbook for teachers.

Zoology.

INVERTEBRATE PALÆONTOLOGY: by H. L. Hawkins. (Methuen and Co., Ltd. 6s. 6d. net. pp. 226.)

Although this book will appeal most strongly to students of University College, Reading, as they will find their own specimens illustrated therein, yet the general reader and other students will find much that is extremely helpful. Palæontology text books are not usually very easy reading, but this one, spiced with the author's wit, forms a notable exception. The outlook is modern and the matter thoroughly up-to-date; the arrangement skilfully conceived and admirably carried out; the chapter on "Technique" particularly instructive, both morally and physically. The illustrations are by the author, and well in keeping with the excellence of the rest of the book. A glossary of terms as an appendix would be an improvement which might well be added to later editions. A.G.C.

(Continued on page 390.)

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General.

ROUSSEAU AND ROMANTICISM: by Irving Babbitt, Professor of French Literature in Harvard University. (Houghton, Mifflin Co. 17s. net.)

This book is not so much an essay in literature as a polemical treatise. It is not in the spirit of literary research that the author sets himself to trace the influence of Rousseau through the XIXth century and to investigate the many forms which the Romanticism of the Revival has assumed in English and foreign literature. He conceives his mission, in this and in his other books, to oppose Romanticism in all its manifestations and to show that since the time of Rousseau literature has been and continues to be permeated by its maleficent influence. Literature, moreover, is to be interpreted not as an occasional and spontaneous outburst of artistic creativeness but as propounding a philosophy of life. From this point of view Prof. Babbitt considers it to be fundamentally and dangerously wrong, perverted as it has been by the Romantic Revival. The whole trend of thought acquired a twist in the XVIIIth century from which at present there is no sign of recovery. Bergson in the XXth, as much as Rousseau in the XVIIIth century, is propagating a philosophy of life essentially unsound.

It is far from easy to state what is Prof. Babbitt's own position. He is against "naturalism," whether in the shape of scientific and utilitarian naturalism or in the shape of emotional naturalism, with which he assumes romanticism is inseparably bound up. He likes to call himself a "positivist," but not in the Comtian sense, and an "individualist," though not a follower of Herbert Spencer: a "complete positivist," who in contrast with the scientist will allow that human nature is dual, and a "sound individualist" seeking an "element of oneness" amid a world of change. The "element of oneness" is not apparently religious, though not antagonistic to religion, but "humanistic." These new connotations applied to familiar terms make it difficult to understand what the positive message claims precisely to be. But as the chief purpose of the book is critical and constructive, it is less essential to examine in detail the author's own philosophy.

The criticism of Prof. Babbitt, conveyed with a superabundant wealth of illustration from English, French and German literature, finds fault substantially with the whole literary output of the Western world since the time of Rousseau. From Wordsworth onwards it is incurably "romantic." Naturally the poets are the worst offenders. Wordsworth's worship of Nature, Shelley's unbridled imagination, the glamour of Keats, the wild dreams of Blake, the melancholy of Byron, the morbidity of Poe, are all attacked. Even Browning is seriously reprovved because in one of his poems he has hinted that all truth might be in the kiss of one girl. The sentimentalists who obviously owed their inspiration to Rousseau, Chateaubriand, Goethe in his Werther, Schiller, and especially Victor Hugo, are most frequently quoted in support of the main contention. But others do not escape, Browning, Carlyle, Ruskin, Tolstoi, and oddly enough in this connection, Bergson. This attitude looks like a complete mistrust of the imagination, wherever found. Prof. Babbitt does not indeed go so far as to discountenance all exercise of imagination. But apparently it must be kept in strict control and released only in recreative moments. With him literature almost appears to be, as with Spencer, the effluence of life only, or if it advances any higher claim, the claim must be disallowed for the last 150 years, because so much of it is romantic.

Rousseau is of course regarded as the evil genius of this age. His appeal for "life according to Nature," his "sensibilité," his ideal of freedom, his rejection of conventions political and social, have led to an undisciplined exercise of the imagination, a false worship of genius, a wrong attitude even towards natural scenery, dangerous conception of love, and a wicked glorification of melancholy. Professor Babbitt has little sympathy, it would seem, with the poor human being's effort to escape from the routine and the drabness of life through yearnings after the ideal and visions of it. While he disclaims any intention of defending the extreme classicism in language and the extreme convention in conduct against which the early Romanticists revolted, he clearly leans towards a decorous and measured type of life and custom and to sobriety in literary form. His ideal is that of the dignified scholar and philosopher, unconscious of Sturm und Drang. Though he does not explicitly say so, the religious life would appear to be too tumultuous an experience for such an one, and would demand more

enthusiasm, both in the old and in the modern sense, than is consistent with a well-ordered philosophy. Science he holds in little esteem: it has no "oneness," but is ready to be at the service of man for destruction as much as for progress.

Given his point of view, he has an easy task to trace the influence of Romanticism in literature. Every poem that is in marked contrast with the genteel outlook on life and the correct versification of Pope and his school, every prose work that has not the "robust common-sense" of Dr. Johnson, is an example of Rousseau's influence. Prof. Babbitt chooses Victor Hugo as one of the chief objects of his attack. One cannot but wonder whether he has applied his criterion to Shakespeare and with what results.

It is curious to notice throughout the book that not even grudging credit is given to Rousseau for the part he played in stimulating ideas of freedom in politics, in social life, and in education. The Rousseauistic man, as criticised by Prof. Babbitt, is a person apparently with no ties; when he loves, it is with a violent and transitory passion for a woman; his sentimentalism is conceived as wholly egoistic: he has no country, no relations, no friends. But after all, mistaken as he may have been, Rousseau wrote the *Contrat Social* as well as the *Confessions* and the *Nouvelle Héloïse*. And those "oracles," much as we may despise the person of the priest, did "set the world aflame."

The book, then, though well written and pleasant to read, in spite of the over careful reiteration of the main arguments, is disappointing. A spirited attack upon the modern trend of thought, as exemplified in Benjamin Kidd and in Bergson, would have appealed to many who think that in these days the individual and his development are too much glorified, and that "self-expression" is too much encouraged, even in education. So also a plea for some return to the decorum and the soberness of the XVIIIth century in literature would have awakened sympathy in those who have outlived Victorian ideals and yet are not wholly enamoured of modern schools. But the attempt to combine the two lines of criticism and to trace all the evils to one source, however important, strikes the reader as wanting in vigour and produces no real conviction.

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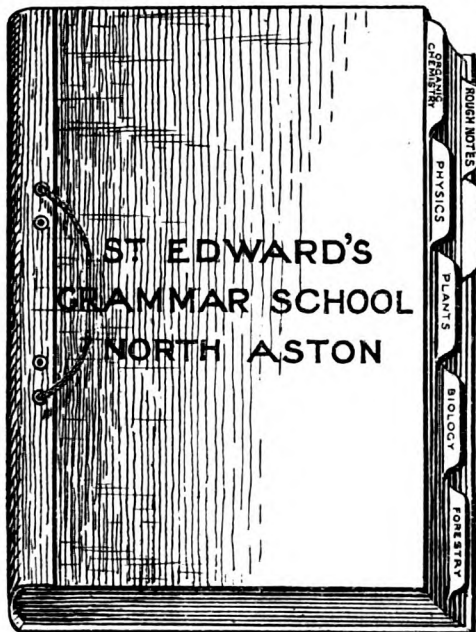
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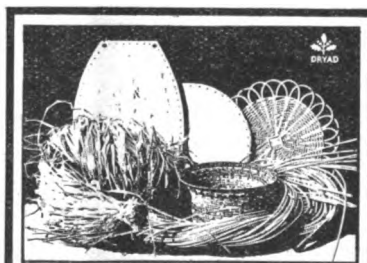
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A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

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NOTES AND COMMENTS.

Registration.

The Teachers Council is able to announce that the number of applicants for admission to the Official Register of Teachers now exceeds 62,000. This number is more than half the total of qualified teachers who may be considered as fit or likely to be registered. It must be remembered that the minimum age for admission is 25 and that qualified teachers who are nearing the age of retirement are not likely to apply. These facts reduce the proportion of applicants to about three-quarters of the number who are technically qualified in regard to attainments. Of the teachers now at work a large number are unable to fulfil even the transitional conditions which were laid down by the Council. Some are without evidence of attainments, and although satisfactory experience might ensure their admission, it is found that many teachers have spent years in places which cannot properly be described as schools. The growth of the Register has shown the imperative need that teachers should put their professional house in order. It is of no use to apply the term profession to a body of men and women which includes so many casual labourers. Nor is it of any use to expect the Board of Education to provide a remedy, especially when there is a shortage of qualified teachers. Under present circumstances the Board will be happy to have a human biped to take charge of each group of pupils. It is for teachers as a body to affirm the principle that their work demands something more than "gentility" and a passable classroom manner.

Future Possibilities.

The Teachers Council has now the support of the majority of qualified teachers, and its efforts towards improving the status of teachers and the conditions of their work will be greatly strengthened henceforward. The first task is to extend still further the recognition of the principle that teaching is a skilled craft and that the teacher must be trained for the work. Already the Council's efforts have borne fruit in the establishment of training courses for teachers of music and other specialist subjects. A second task is to secure for teachers a recognised right to be consulted in all matters which concern their work. It matters little whether this is brought about by a modification of the Whitley Scheme or otherwise. The important thing is to render available the experience and skill of teachers in order that our educational system may be redeemed from official control. Along with these tasks is that of developing a real unification of the teaching profession. Grading of some kind is inevitable, but there should be a frank recognition of the fact that efficient work in a public elementary school is no less important than efficient work in a secondary school, a technical school, or a university. Qualified men or women should be encouraged to gain experience over the widest possible field.

NOTICE TO READERS.

The October Number will contain news of the work of the Summer Schools of 1920, an important Article on the Teaching of Geography, and a cheerful Essay on Published Errors:

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

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27, Southampton Street, Strand, W.C. 2.

Teachers as Army Officers.

The scale of salaries under the new scheme of Army Education has attracted a very large number of applicants, and the task of the Selection Board will be an arduous one. It is unfortunate that the teachers under the scheme are to be divided into commissioned and non-commissioned officers. In the Army this involves a very wide social gulf, such as the traditions of the force will serve to remain. A better plan would have been to give every teacher under the scheme commissioned rank. Probably it was thought to be difficult to promote at once the whole existing body of army schoolmasters, men who have hitherto ranked as non-commissioned officers. Yet these men are trained and qualified teachers, experienced in the instruction of soldiers, and the social prejudice of the old type of army officer ought not to form any bar to their advancement. The war ought at least to have taught us the folly of trying to maintain an officer class which puts decorum before efficiency and blue blood before grey matter. The establishment of the Army Education Scheme is in itself evidence that in the army of the future brains are to count, and every teacher who is working under the scheme ought certainly to rank as an officer. The matter is of great importance from the point of view of the unification of the teaching profession, and no arrangement ought to stand which assigns qualified teachers to different social groups as the present army scheme promises to do.

Geography.

The study of geography has made rapid strides during the past few years, and has risen to the dignity of a special subject in our schools. The universities have recognised the need for a closer study of geography and have accorded to it a measure of academic recognition. At Oxford there is a School of Geography; at Cambridge there is a Geographical Tripos, and at London University an Honours Degree in Geography has recently been instituted. There is also a London University Diploma in Geography of a standard approximating to that of the honours degree. Hitherto the examination for this diploma has been open only to those who had passed matriculation or an equivalent test. This requirement has barred the way to many teachers, and especially to those holding the Board of Education certificate, who may have had considerable experience in teaching and be desirous of pursuing the study of geography. Very wisely, the University of London has now decided to admit to the examination for the diploma in geography any teacher who is qualified for registration under the permanent conditions prescribed by the Teachers Council. This enables qualified teachers to enter upon the course for the diploma without passing matriculation, provided, of course, that they are registered and show that they have sufficient knowledge of geography to profit by the course. This recognition of registration is valuable, and might well be imitated by other universities.

Private Schools.

It is highly desirable that we should have from the President of the Board of Education some definite statement as to the intentions of his department with regard to independent schools. The present position is intolerable. Hundreds of men and women have spent their money and their energy in establishing and maintaining schools which have been recognised and used by the public as a means of educating their children. They have been tacitly recognised and accepted by the Board and Local Authorities as fulfilling the requirements of the school attendance laws. They have not, however, been formally recognised by the Board as an integral part of our national system of education. Apparently the Board cannot bring itself to realise the plain fact that the independent schools are preferred by many citizens on good grounds. Instead of recognising this the Board prefers to act as if independent schools were merely temporary expedients, presently to be replaced by superior institutions provided and maintained at public cost and amenable to the dictates of Whitehall. The process of replacement is to be carried through by indirect and sinuous methods, helped by the operations of the Education Act and the Superannuation Act. Meanwhile there is no encouragement for those who conduct independent schools to spend further money or effort in improving them. The worst and cheapest can go on indefinitely, but those which have done the best work are most gravely threatened, and their fate is apparently a matter of complete indifference to the Board.

Music in Education.

Sir Henry Hadow, in an address at the annual meeting of the Manchester High School for Girls, made a special plea for the inclusion of music as a properly recognised part of our educational system. He said that some people did not understand what a musical education really was. Many thought that it consisted in teaching reluctant people to play the piano rather badly. He would gladly sweep away ninety per cent. of the piano lessons now given. What was wanted was an appreciation of music rather than executive ability. Music ought not to be regarded as something which foreigners made and England paid for. It had exactly the same kind of appeal as great literature, and everything that could be said in favour of the inclusion of Shakespeare in an educational system could be urged equally for great music. It was to be noted also that music was most prominent in those periods of history which were the most splendid and full of life and happiness. For our comfort Sir Henry expressed the view that things are improving as compared with his early days, when, he said, "every girl was disgraced who could not play the piano, and every boy who could."

These opinions have a special interest as coming from the Vice-Chancellor of Sheffield University and the Chairman of the Consultative Committee of the Board of Education. One way to give them effect would be to give proper recognition to music as a subject in school examinations. Another would be to secure that music in public elementary schools is taught by competent musicians who are also efficient teachers.

Guardianship.

A provincial Board of Guardians has had to wrestle with the difficult problem of a small boy who persists in escaping from various forms of detention, preferring the wind on the heath to the gentle zephyrs of work-house benevolence. He has declared his desire to be a sailor, an aim which is not unworthy of a young Briton, but the Guardians prescribe an industrial school, that outworn device for feeding our prisons. As they are many against one, the Guardians are able to apply disciplinary measures to the troublesome youngster, and the local newspapers record that they have sent him to bed for a fortnight. As a device for enlisting the boy's own efforts in his reformation this might be applied to the fat boy in "Pickwick," but it is hardly likely to curb the restlessness of any ordinary youngster. The feeble ingenuity of the punishment leads us to suggest that the Guardians should themselves retire to bed for the rest of their lives. This might involve their resignation from the office of Guardians, but the loss would be quite endurable. Failing this mild form of suicide they might attend a course of lectures on elementary psychology or consult any competent schoolmaster on the attributes of the human boy.

TO MY BATH.

There you may dream sweet dreams all undisturbed,
 And there the seeds of fancy, all uncurbed,
 Freed from the reins of stilted commonplace,
 Go frisking forth into the realms of space,
 And bright, mad, peaceful dreams flock round to
 bless
 Thee, with great thrice-blessed perfect laziness.
 And all is still, save for the steady drip
 That sends the ripples circling, till they slip
 Silently into nothing. And the lamp
 Shines through the clouds of vapour, warm and damp,
 And then, with solemn, deep, vibrating tone,
 The clock strikes
 And the dream of bliss is done.

LINDISFARNE HAMILTON.

THE TEACHER AS A STUDENT.**The London County Council's Scheme of Classes and Lectures for Teachers.**

BY A SPECIAL CORRESPONDENT.

The truth of the dictum attributed by Xenophon to Socrates that rulers should be those who know the art of ruling has been always accepted by those who follow the profession of teaching. For the teacher ever remains a student, and none sits so patiently at the feet of learning as he who is learned himself. The philosophers of ancient Greece—the disciples of old—Dr. Johnson and his Fleet Street contemporaries—all reasoned together. Once only in the history of learning has truth really been hidden deep in a well, and that was when the *scientia* of the mediæval ages retreated to the cloisters to escape the evil that men do. But the days when men could view broadly, Aristotle-like, all branches of learning are gone; specialisation has come. And every teacher, either from the necessities of his profession or from predilection, must ask himself or herself what subject shall be studied in particular.

Special Conditions in London.

The size and variety of the London Education service readily enable facilities to be provided for the professional training of teachers while they are actually teaching. The curriculum of the elementary schools, first established by the London School Board, was mainly humanistic, largely owing to the efforts of Professor Huxley, who was chairman of a committee which issued a report which had a predominating influence on the Board for many years. In 1885, however, depression of trade, the sudden development of German competition, and legislation concerning technical education, all united to produce a demand for a more practical curriculum; hence arose the subjects of manual training, hand and eye training, drawing, elementary science and domestic economy. These subjects were rapidly developed, mainly by the introduction of the special classes for teachers employed by the Board. Subsequently, special classes on method were introduced for teachers in infants' schools. In 1898, classes in voice production were first held, in order to check the frequent absences of teachers owing to laryngitis. Over 3,000 teachers attended these voice production classes. All the classes held by the Board were pedagogic in type. The Technical Education Board, however, broke new ground, and it is to them that we owe the beginning of the classes of the scientific type. The Board were at first prevented by statutory limitations from making grants in aid of university colleges, but they were not debarred from paying the fees of students nominated by them for instruction at these colleges. This was the beginning of the present extensive scheme of free places at the incorporated colleges and schools of the University of London. The forces which called the Technical Education Board into being largely diverted the curriculum of the schools of the School Board for London from one predominantly literary to one with a greater freedom for development along industrial lines. There was, however, necessarily some overlapping between the work of these two authorities, and it was not until the London County Council became the education authority for London that any real co-ordination took place.

Recent Developments.

In the first years of the Council's work the classes for teachers were mainly tutorial, but each year the tendency to make the scheme more humanistic and less vocational has increased. This tendency has undoubtedly caused the number of teachers participating in the scheme to show a steady increase, except during the slump of the war years. The first year of peace showed a record attendance, or an increased attendance of 150 per cent. as compared

with the first year of the previous decade. The courses have, in recent years, orientated towards short courses of a stimulating character. The great merit of such courses is that they keep the teacher in constant touch with development of his subject, without necessitating too great a demand upon his leisure.

The following figures show the effect of the development of the short course system upon the number of applications for admission :—

Period.	Average No. of Courses Annually.	Average No. of Applications Annually.	Average per course.
1908-11	210	10,200	49
1912-15	180	17,400	97
1915-18 (war)	48	6,000	123
1919	108	19,596	181

For the session which begins in September next, nearly one hundred courses of this kind have been arranged. Walter de la Mare and Laurence Binyon will lecture on poetry; Sir William Beveridge on "Problems of Modern Industry"; William Poel will illustrate by classes of pupils "How Shakespeare's Plays should be spoken"; Sir Charles Lucas will conduct a study circle on "Africa," and many distinguished university professors will give a short course on modern languages, literature, economics, and so on. The efforts begun by Lord Sudeley for the better utilisation of the national museums and art galleries are being taken up again after the inactivity of the period of the war, and in consequence a large number of conducted visits to these places will be included in the programme.

Side by side with the development of the classes organised directly by the Council there have sprung up a number of courses specially organised by the University, but financed by the Council. The Council pays the fees of teachers attending evening University classes at the London School of Economics, King's College (Evening School of English), and University College (Evening Schools of History, Geography and Phonetics), and also the fees of teachers attending the Institut Français du Royaume Uni.

Some Criticisms of the Scheme.

It will be obvious that a scheme so comprehensive in character as that of the Council's scheme of classes for teachers cannot altogether escape criticism. But this is, however, mainly directed to matters of detail and not of principle. There are many teachers who think that the classes should be more vocational in character, and that they should have a more direct bearing upon the particular problems which the teacher has to face in school. On the other hand there is the criticism that many teachers who work in the more remote suburbs of London are unable to receive the same advantages from the scheme as their colleagues who are more centrally employed. The last-mentioned criticism is one that is almost impossible to overcome, since the whole success of a scheme such as this must depend upon having sufficient teachers to form a satisfactory audience. Perhaps the disabilities which the outlying teachers suffer could be met by a more active co-operation between the London County Council and local education authorities adjacent to the county boundaries. The writer understands that some such arrangements were contemplated before the war, and he ventures to suggest that section 6 of the Education Act, 1918, which provides for co-operation between local education authorities, supplies an opportunity for establishing relations so that teachers in the outlying suburbs may join up with teachers in adjacent neighbourhoods to form a nucleus for additional classes of the kind established by the Council in Central London. The criticism that the classes are not sufficiently pedagogic is one, however, which has never been completely answered, and one to which further consideration should be given by the London County Council.

"AFTER SCHOOL CARE."

By EDWARD W. HOLMAN, B.Sc., Secondary School, Bury.

Few secondary schools in England have any arrangements to deal with "After School Care," that is, any organization which concerns itself with the careers taken up by the pupils and with their success therein, or with the further education of the pupils. This matter is one of moment where the parents need to depend upon the guidance of the school, both in deciding for what work the pupils are suitable, and in placing them in the right kind of work, and also in guiding the children as to the best ways of continuing their general education or increasing their qualifications for their career. The children of more wealthy parents can easily obtain advice, and those of parents who are themselves well informed naturally need less guidance; the child whose parents cannot give the necessary advice, and do not know where to obtain it, should be able to get help from those who have been the teachers, and who should have become its personal friends. Here it is uncertain, at present, how far teachers in all classes of schools will rise to the highest ideals of social service for the coming generation, or how far they will adopt a narrower attitude.

In this connection America is much in advance of this country. Mr. H. B. Gray, in his book "America at School and at Work," states: "The problem of watching over the well-being of adolescence throughout the United States has been an increasing study during the last ten years. It has not been left, as in some other countries, to the necessarily sporadic efforts of philanthropic agencies; it has been recognised as part and parcel of the educational function. In other words a boy or girl is not regarded as having disappeared from the active interests of the scholastic authorities when he or she has left the school. In . . . many States . . . it is considered part of the function of the Headmaster, acting either by himself or through an official specially delegated for the duty, to keep in touch with past students until at least the age of eighteen."

The following is an account of a system of "After School Care" which has been carried on in connection with a large mixed school in the North of England for several years. It is an attempt to help the boys and girls to enter upon suitable careers on leaving school, and to continue their work to the best advantage.

The scheme is the result of several years' growth and has developed from the small beginning of helping pupils to avoid "blind alley" occupations until it now embraces a very wide range of activity, dealing with ex-pupils for the three years immediately after they leave the school. Such a scheme, especially one which has been built up with no previous knowledge of anything of a similar nature, is hardly likely to be ideal; it will be open to criticism and probably could be improved with ease. Its value has been proved, however, by its unqualified success. Little modification would make the arrangement applicable to any school, and as a work of social welfare any trouble taken is well repaid.

The actual beginning of the work with any pupil occurs during the last few months at school after the usual leaving notice has been given. Such pupils are encouraged to consider very carefully their proposed career, and in any cases of doubt or difficulty to speak to the master who is responsible for this work. Some question of possible future occupation will, of course, have arisen earlier in the school course, but definite and careful attention is now given to the matter. Not only does the teacher rely upon his own experience, which becomes more and more useful and valuable each year through the "After School Care"

work itself, but also there is the fullest co operation with the Labour Exchange through the Secretary of the Juvenile Advisory Committee.

The Master in charge of the "After School Care," as occasion requires, meets the Secretary of the Juvenile Advisory Committee and obtains particulars of any change in the prospects offered by the occupations likely to be taken up by boys or girls from the school. Any special cases are noted where either the demand for, or the supply of, labour is excessive, and incidentally the opinions of employers in regard to the qualifications desired, and the reports upon ex-pupils who are employed by them, are considered.

When the number of pupils about to leave is more than one or two, as is usually the case at the end of the Summer term, the Secretary of the Juvenile Advisory Committee pays a visit to the school. Arrangements are made so that the pupils may interview the Secretary, and they are encouraged to ask for information upon any class of occupation, as well as to state their own desires, likes, and dislikes. One great value of this interview at the school lies in the fact that all school records are immediately to hand and the Secretary of the Juvenile Advisory Committee can gain a closer personal opinion of and acquaintance with the pupil.

Previous to this, at any time during the term, pupils are encouraged to consult the Master in charge about their future career, and they usually do so. Even when a parent is dealing with the matter himself the opinion of the Master is often asked before final arrangements are made. Every care is taken, however, both here and throughout all this work, to avoid anything in the nature of interference; the object is to help the pupil to find the most suitable work, and a parent may have special knowledge which is not at the disposal of others.

In the case of especially good pupils, particularly those who are desirous of, and well fitted for, some special work, the Master, either directly in person, or indirectly through the Secretary of the Juvenile Advisory Committee, makes enquiries among suitable business or professional men. Many very good pupils have in this way been placed in positions offering exceptional advantages, and as a high standard of character, work, conduct, and suitability for the occupation is required before such direct action is taken, those employers who have engaged pupils in this way are always most ready to welcome further boys and girls from the school as opportunity offers. Moreover, the recommendation from such employers to others is very valuable.

In order to maintain the value of the school recommendation the utmost possible care is always taken never to give a "character" which is not fully deserved. Incidentally the knowledge that this is the case has a distinct influence upon the general school tone and discipline.

In the September of each year the following letter is sent to all those pupils who have left during the previous year:—

"On behalf of the Headmaster I shall be obliged if you will let me have the following information, viz. :—

- (a) The occupation taken up by you on leaving school.
- (b) Particulars of the evening classes you intend to take during the coming winter.

I shall be at the Secondary School on _____ day next, _____ inst., from 6-30 to 8-30 p.m., when I shall be glad to consult with you regarding your future career."

At this interview, which is entirely a private and friendly chat between master and pupil, the latter is encouraged to make as much use as possible of the special knowledge

and experience of the master. Particular care is taken in the case of those who have obtained positions without any intervention on the part of the school in order to see that they have not drifted into "blind alley" occupations. The prospects offered by the work taken up are discussed and suitable courses of study examined and suggested.

The following September, and again a year later, another letter is sent out with a somewhat different wording, viz. :—

"I shall be obliged if you will let me know how you are progressing at your work, and also what evening classes you intend to take up during the coming winter."

A time is also indicated when the master will be available for consultation.

At the interviews in the second and third years information is obtained showing whether the occupation is proving suitable, and to this interview the master may bring private knowledge contributed by the employer, either directly or through the Secretary of the Juvenile Advisory Committee, as to how far the pupil is proving satisfactory. Very great care is taken at these later interviews to avoid any disturbance of occupation or creation of unrest; the danger of "casual" or erratic change is pointed out where there is any indication of such possibility, and this has proved valuable in several cases. Pupils are also invited to consult the master in charge of the "After School Care" either at home or at school on any future occasion when help may be desired.

So far the main aspect considered has been that of employment, the finding of the work, and the progress in it. Another and not less valuable side has been dealt with at the interviews described above. Each year the pupil is asked about the course of study he proposes to take up, usually at the local technical school: the suitability of this in connection with the employment is discussed and the special value of a "course" of related subjects, as against a set of isolated subjects, is gone into carefully. One point in this connection which is of some value is the fact that the master in charge is able to take a wider view of further education than the pupil can possibly do, and this wider view will often be explained with much future advantage to the pupil.

Where, as is not infrequently the case, no suitable classes or courses of instruction are available locally, every effort is made either to find classes in neighbouring towns or to arrange for tuition by private coaching or by correspondence work. This section of the "After School Care" is the part which is more often required after the pupil has been left for several years and has exhausted the possibilities of the more elementary classes. It is more often necessary, too, for later professional examinations in, for instance, Accountancy or Banking.

If any case is found where no attempt is being made to continue the education, the importance of doing so is most strongly impressed upon the ex-pupil, and every effort is made to arrange a suitable course.

In the second and subsequent interviews enquiries are made about the previous year's work, and any examination results are noted. At first very slight records were necessary, but now the scheme has developed, a careful and reasonably full record is made in a loose leaf book of the various interviews—a specimen is given later.

The above is a general description of the scheme itself; it is desirable to examine it from several points of view.

First, the work is valued by parents and pupils, who express their appreciation both personally and by letter. The following extracts are typical:—

"My son is at present learning weaving at _____.

I shall be very grateful if you will instruct him what subjects to take and where he can attend classes. . . .

Thanking you for your kindly interest in him. . . ."

"I am glad to hear from you, but I am sorry to say that it is impossible for me to come at the time you say as I am working till ——. I am glad to think that you take an interest in me now that I have left school, and would be glad of your advice."

Second, several cases are known where special difficulties have been overcome by the "After School Care" work. Naturally most of the records are quite straightforward, but even here the effect of the annual or more frequent interview helps to keep the ex-pupil up to the mark during those years which are doubly difficult because they are adolescent and because they are the first years of work and economic semi-independence.

The following are two records of special interest in this connection :—

A. B. Left December, 1916. Born July, 1902.

SEPTEMBER, 1917. Entered ——— Company. Father well satisfied with prospects, and this will probably be his permanent occupation. Taking 3rd year Commercial course. Book-keeping not up to 3rd year standard, so advised him to work up at home, using ———.

SEPTEMBER, 1918. Still with ——— Company, but expects to leave shortly. Fancies bank or shipping office. Discussed prospects and gave information about both banking and shipping office. Recommended him to consider position seriously, report information to father and see me again as soon as possible. Last winter evening class results : 2nd class in all subjects, Arithmetic, Theory and Practical Commerce, Shorthand, French. This winter taking same subjects, but 4th year.

LATER. Called twice at his home and saw him and his parents. Spoke of prospects of bank and shipping office. On decision to try and enter bank I saw Mr. ———, of ——— Bank, who arranged to see the boy. Has been taken on the staff, and after a few weeks Mr. ——— spoke most enthusiastically of him.

The above illustrates a case where a boy left school prematurely, under fifteen years of age, in order to enter upon work which seemed very promising at the time, but which the boy soon found was not congenial and did not offer the desired prospects. By the help of the master in charge of the "After School Care" a suitable change was made, with due caution, and the boy is now doing well.

The following record illustrates a case where the work originally taken up was intended to be temporary only but where the boy afterwards decided to continue and proceeded to qualify :—

X. Y. Left May, 1916. Born November, 1900.

SEPTEMBER, 1916. With Chartered Accountants. Does not care to make accountancy his final occupation, but will stay one or two years. To take 2nd year Commercial course.

SEPTEMBER, 1917. Has changed his mind, likes work and intends to make it his permanent occupation. Is still at ———. Wishes to qualify as Chartered Accountant and would like to take Preliminary Examination of the Institute, but is unable to attend classes regularly owing to absence from home on business. Father wishes to see me; will call at house to-morrow. Boy is taking 3rd year Commercial course. Passed 2nd year.

LATER. Saw father on two occasions, have arranged private tuition for Preliminary. Father has entrusted me with powers to do my best in his son's interest. Tuition commenced January, 1918. Have since seen father to advise regarding Articles, and am engaged selecting and arranging a correspondence course for Intermediate examination.

Numerous other cases could be adduced, but the above extracts from letters and records are sufficient to show that the work is appreciated and that it is valuable.

Certain other points should be considered. Is this, or a similar scheme, applicable to other schools? Undoubtedly yes, but with one essential proviso: the one who undertakes the work must be the "right kind of person." Anyone who says that the work is hardly worth while is most emphatically the "wrong kind of person," and so, too, is anyone who grudges time and labour spent in social service, for the work takes a good deal of time. The greatest qualification needed is faith and enthusiasm. Any schoolmaster, or schoolmistress, with sufficient breadth of view, tact, and common-sense and interest in adolescent boys or girls can soon learn a great deal about all kinds of occupations and will find employers very ready to help. Moreover the work, as it were, feeds itself. A parent in one occupation supplies information useful to someone else's child; the older ex-pupils are always ready to obtain any desired particulars that may be useful to members of their old school. In fact to anyone who has the necessary enthusiasm, breadth of view, tact, and common-sense, coupled with some of the very desirable knowledge of the outside world which every teacher should possess, numerous methods of gaining information will suggest themselves.

In the above description the careers of girls must be considered as being included, though not specifically mentioned. A mistress will, of course, undertake the "After School Care" work for girls, and will find no difficulty in working out details to fit the particular school, district, and class of pupil. Tact, sympathy with youth, and care in avoiding interference are necessary; sympathy is mentioned because for "after school care" to be successful there must be full sympathy on the part of the teacher and full confidence on the part of the child, who must feel strongly that the teacher is a wise and sympathetic friend.

What is the value to the school? The old scholars feel that the school is indeed "their school," that it retains an interest in them after they have left; this helps to create a tradition of mutual service and it has also been found to have a beneficial influence on incoming pupils, and on their parents. When old pupils impress upon young children, who they know are about to come to the school, that it is permeated by a spirit of friendship and mutual helpfulness, the young boy or girl enters the school with a feeling of affection already existent, and the first essential, to the growth of a good tone in the school, home, or other social group is a spirit of mutual liking and affection; corporate life depends upon this and cannot exist without it.

"After School Care" is the fitting culmination of the work of a secondary school, higher grade school, or continuation school. By its means the value of the general school work is greatly increased, inasmuch as this "welfare work" ensures that the teaching and lesson work of the previous four or five years have the best opportunities of yielding their greatest possible result. The pupils are helped, not only to realise the value of the education they have already received, but also the necessity of steady and continuous effort towards further education and self-development, and the material advantages help considerably to foster the sympathetic and kindly feeling which the old scholars have for their school and so indirectly add force to those moral and social doctrines which have been absorbed during the school life.

Technical Successes.

Students of the South of Scotland Technical College, Galashiels, have been successful in winning a Drapers' Company scholarship, two exhibitions, other prizes to the value of £22, four silver and six bronze medals, at recent examinations under the City and Guilds of London Institute.

MELEAGER OF GADARA.

BY F. A. WRIGHT.

Poems of Age.

In the Island of Cos, Meleager lived to an advanced old age. Most of his later years were doubtless spent in the compilation of the Anthology, and occasionally he would have to make a voyage to the great library at Alexandria. But we may imagine him generally as living quietly in the quiet island, and composing epitaphs and dedications for offerings made at the island shrine. And before his death he wrote for his own tomb the two epitaphs that are our chief source for the facts of his life.

On a Statue of the boy Praxiteles.

Praxiteles once wrought from Parian stone
Love's body, image of the Cyprian's son.
Now the fair god, turned sculptor men to please,
Sends as his living shape, Praxiteles.
To the one in heaven amidst the blessed throng,
To the other here on earth love's charms belong,
And happy Cos finds in the godlike boy
An Eros new to bear young hearts to joy.

A.P. xii. 56.

Ne Nimis.

When from the lightning Bacchus came,
All soiled with ash and murky flame,
The nymphs his limbs did lave.
So now the god their streams desires
And still remembers those old fires
When kept from their cool wave.

A.P. ix. 331.

The Dead Bride.

Shrinking in virgin shame,
Her maiden zone unbound,
Fair Clearista came
And death the bridegroom found.

At evening by her bower
The flute's loud music rose,
When welcoming the hour
The noisy portals close.

At dawn her dirge they sang,
The marriage hymn fell mute ;
The mourners' voices rang,
Hushed was the merry flute.

The torch, which flashed its light
Upon the marriage bed,
Lit up for her next night
The road that dead feet tread.

A.P. vii. 182.

Erinna's Grave.

As bees the honey sip
From every opening flower,
So to Erinna's lip
The muses set their dower.
She wore the poet's crown
Upon her virgin brow,
When Pluto snatched her down
To grace his bed below.
Ah, 'twas a word of truth
That once the wise maid said,
" He knows nor shame nor ruth
Who reigns among the dead."

A.P. vii. 13.

The Victim.

The suppliant bull roars loud to Zeus for grace,
Dragged as a victim to the altar base.
Spare him, great lord, for thou wert such as he
When erst thou bore Europa 'cross the sea.

A.P. ix. 453.

The Poet's History.

A foster child of Tyre's fair isle ;
The land that gave me birth
Was where the suns of Syria smile
On Gadara's Attic earth.

From Eucrates there was I bred,
And when the Muse I tried
The Graces of Menippus led
My first steps by their side.

A Syrian ? Yes. What if I be :
You need not wondering stand.
Children of Chaos all are we,
The world our fatherland.

Old was I when I wrote this page,
And soon to pass beneath ;
For he who lives next door to Age
Is drawing near to Death.

An old man I, but full of song ;
So give me greeting, friend :
May you, like Meleager, strong,
Come singing to your end.

A.P. vii. 417.

A Self Epitaph.

Walk gently, stranger, o'er my grave,
For with the spirits blest
An old man sleeps beside the wave,
In well deserved rest.

Here Meleager lies, who sang
The tears and joys of love,
And all the charms of graces young
With Muses' fragrance wove.

In Gadara's land I came to birth,
Proud Tyre my manhood chose
This lone isle, with her dear earth,
Gave to my age repose.

To all Phœnicians, then—Adieu ;
To Syrians—Salaam ;

To Greeks—Farewell. Dear stranger, you
Give answer back the same. A.P. vii. 419.

ON DORKING.

BY GERTRUDE VAUGHAN.

IF, as one school of theologians teaches, the intention is everything, the title of this article is not only justified but necessary. For we did intend to go to Dorking, or, to put it more subtly, to-go-on-the-top-of-a-bus-to-say-Dorking. The reason we did not go there is to be found in the psychology of the conductor. It was so obviously not in harmony with ours. If, when we asked him quite civilly and pleasantly whether there was room for two on the top, he had spread out his hands in desolation and in a voice charged with emotion had assured us that, alas, all the seats were taken as far as Leatherhead, we should have gone with him, inside the bus, as far as Leatherhead and then sprinted up the stairs. Or if he had said—as a tram conductor did one wet night when I was unduly persistent—“We’re f’lup inside, and on the top, *and* underneath,” our whole life from that moment might have been different. For it is an alluring problem! what happens if you mean to do one thing and then do another? Do you ever get back . . . ?

There remained the possibility that someone might, figuratively, drop off. “How”? asked Helen, in her matter-of-fact way. He said, “no one was getting off till Leatherhead.”

“Well, supposing someone got a wireless message from America that his uncle had left him all his oil shares; it wouldn’t be dignified for a millionaire’s nephew to be on the top of a vulgar bus, and so of course he would take a header into the first taxi that came along. That would make one seat. Then, if that famous lecturer on the Minor Prophets happened to be on the top, and unable to control a natural desire to put his famous question about where he should place Habakkuk, of course someone would give the proper answer, “‘E can ‘ave my seat, guv’nor; I’ve ‘ad enough of this.”

“Or,” said Helen, “if we went up and just talked quietly about how good they had been to us in the small-pox hospital”

“That’s a chestnut,” I said.

“So is Habakkuk,” she retorted.

“Well, at any rate the uncle in America is my own idea,” I insisted.

When we arrived at Hampton Court (for none of these things happened) it was tea time. The trams to Hampton Court are of a leisurely character, and apparently go there several times a day for fun. They wag their tails as they sail past pleasant and desirable residences (not “To Let”), sunny open spaces, nice people playing tennis (did I say it was a Saturday afternoon?), kind fathers making rabbit-hutches for bobbed and bare-legged little girls in back gardens, purling streams, meadows, and a black goat. “I have decided not to go to America,” I said.

“A tram to Hampton Court does quite as well as a week’s train journey across the States. How many weeks is it since we left the Broadway?”

“Six, I think,” yawned Helen.

Something of the tram’s leisured mood descended upon us. We had tea at a nice large restaurant, because Helen said that if we went to the proper tea place we shouldn’t enjoy it for feeling that people were wanting our table all the time. Then we strolled into the gardens, passed the first of the statues of ‘Ercles, as Helen will call him, stopped to fall in love with the Dutch garden where a bubbling little fountain, like a glass parasol, industriously keeps its lump of moss a bright emerald green, and prim box-tree peacocks strut without getting any further, and the grass comes up between the uneven tiles of the paths. “They’re so *right*, those paths,” said Helen.

We paid our pennies to look at the famous vine; we leaned on the wall of the King’s privy garden. . . Ah, yes, I did

At the Long Water we lingered with the crowd to watch the swans (“Come and feed the dicky-birds, sonny,” a man said to his little boy; so at least Helen declares), and we sat on a seat and wondered how it felt to be a resident in the Palace, and what would have happened if Dutch William hadn’t fancied the job of kingship . . . and finally, how to get home in one hour when by the very shortest route took at least two.

Still in the tram mood, we strolled towards the gates. It was when we had put one large lawn, several gravelled paths, and another statue of ‘Ercles between ourselves and the Long Water that I became aware that the fat red leather bag . . . that the bag which had hung all the afternoon securely on my arm hung there no longer, that where it should have been there was space, infinity, the *ewigkeit*. “And it’s got everything in it!” I exclaimed, in consternation; “Everything!”

Helen did not say “Wool-gathering!” as I had expected she would. She followed me in a mad chase back to the seat we had just left, by the Long Water, where the people were still feeding the stately “dicky-birds.” Mentally I rehearsed a cheerful “Oh, how lucky! Where did you find it?” as I examined the numerous and varied bags on people’s arms, followed by “You *will* just come along to the man at the gate, *won’t* you, and tell him just *where* you picked it up?” supposing they were restive and declared that my bag was their bag.

“I should think you could describe that bag in your sleep,” Helen said, four hours later. For we did all the things that one does when one loses things in London. And even I, plunged in melancholy, was able to feel that compensations are to be found in the direst of losses of bags. For everyone was so sorry about that bag. They simply poured out gallons of the milk of human kindness . . . and they all told us about the lady who lost her ear-ring in the Maze, and who, when she went back to look for it, lost her purse . . . and found neither. “Some people,” said the only pessimist in the gardens, “are just on the look-out for people leaving their bags about on the seats.”

But not so our great friend. “What, lost your bag, Miss? Dear, dear! Well, I do hope you’ll find it, I’m sure. Highgate did you say you came from? Why, I did all my courting at Highgate. Now, let me have the

particulars . . . red leather bag . . . containing a black leather silver-mounted purse . . . a Treasury note for one pound . . . some odd change . . . some stamps . . . also in the bag a fountain pen in case . . . two pairs of gold-mounted rimless glasses . . . Dear, dear ! Now I wonder what I gave for this pair ? Two pounds, I shouldn't be surprised, and that would be before the war. Well, well ! that's enough to identify the bag."

"There's a lot more," I said, sadly, yet stoically. At the back of my mind I was picturing myself all through the coming week, while I waited for a new pair of glasses, wrestling with manuscripts and proofs and "make-up," with a magnifying glass in one hand and red pencil (a proper "lit'ry gent," as Helen loves to introduce me, uses a blue one, but red is so much more cheerful and dashing), scissors and paste-brush in the other. "Then there's a letter, and a bundle of galleys . . ."

I think he jibbed at the galleys. He took off his glasses and addressed us, *ex cathedra*, on lost property. "If the bag has been picked up by an honest person," he said, in summing up, "you may be sure that you'll get it back either through us or through the police outside. But now" (he spoke as one enjoining a religious duty) "you mustn't forget to go to the police outside before you go home. Now, you won't forget that, will you ?"

We vowed solemnly that whatever else we forgot, we would not forget the police outside, and, still eyeing all the bags we met, we went out of the gardens. "Of course," I said, "I have no appetite; but I suppose we ought to have dinner."

We confided in the waiter that, having lost most of the money we had brought with us, we must have a very moderate meal. And, as usual on these occasions, the bill came to a good deal more than if we had ordered the dinner on the menu, even apart from the generous tip we felt it our duty to give him in return for his sympathy.

"I wonder where your bag is?" said Helen, by way of making cheerful conversation, when I had almost succeeded in forgetting it for a moment.

"I believe that old vine took it," I said. "I didn't trust it at the time, with those long arms . . . and that great age."

"Well, you couldn't have chosen a nicer place to lose it," said Helen. "The gardens are simply lovely."

"I didn't *choose* to lose it," I said. "It just went away."

At eleven p.m. we were tearing up the road to our local police station ("Always open, ever ready," the constable on point duty had assured us when we asked him if we should find anyone there at that time of night).

"I shall buy a lot of pockets," I said, as we came away, after describing the bag once more, "and plaster them all over me. I don't care if I do look like the White Knight. Of course they jibbed at us and said it was always ladies who lost things. And, anyhow, bags are pre-historic and silly. The person who invented them was probably the head of a gang of thieves who ought to have been shot at sight.

Perhaps St. Anthony had more to do with the finding of the bag than anyone else after all. He is my patron saint—that is to say, he shares with the Siamese Twins the date of my birth in all the diaries I have ever known. When I lose things I am always polite enough to mention it to him. And it is a fact that on two former occasions I have lost that very same bag and found it again through his intervention—at least, I had told him about it. So I mentioned it again on this occasion, with apologies for troubling him. And before we were up next morning there was a telephone call. The bag was safe, and at Hampton Court. A keeper had seen it sitting on a wall—the wall of the King's privy garden—and had at first taken it for a cat.

"I should butter its feet next time you take it out," said Helen.

"I felt sure it would turn up," I said, "because all the people in the gardens were such nice people—like ourselves, I mean."

"I know exactly what you mean," said Helen; "people of the respectable artisan class"

"What really intrigues me," I pursued, ignoring her last remark, "is what happens when you don't do the thing you set out to do? Should I have lost my bag if we had gone to Dorking?"

Helen said something rude about my being capable of losing it anywhere, but I ignored that, too, and explained that what I meant was, taking it in its deep philosophical sense, and not in the sense of the Woman Who Took the Wrong Turning, what *did* happen? When, for example, you went down one path, knowing that it was not the path you meant to go down, did you ever get back to the point you would have got to if you had gone down the one you meant to go down? "The first might be the first-best and the second the second-best," I elaborated, carefully. "Or there might not be, on the face of it, anything to choose between them. I suppose it really comes back to the old controversy about Free-will, Determinism, and so on."

"I've cut the sandwiches," said Helen. "As we have to go and get your bag, we are going to start now, and take our lunch and eat it on the bank of the river."

"That settles it so far," I said; "for if we had gone to Dorking I shouldn't have lost my bag, and we shouldn't have met such nice people (though of course they may be charming at Dorking), and so it wouldn't have been found (don't interrupt), and so we shouldn't have had two days running at Hampton Court. So I'm really glad we dorked . . ."

"Glad we—what?"

"Dorked! I've made a new verb, to dork. You see the present participle, or whatever they call it now, was there already. It's a nice verb: I dork, thou dorkest, down to they dorquent, q-u-e-n-t, of course, being plural."

"The verb 'to hurry-up' is more to the point," said Helen, crushingly. "Do put on your hat and come along else we shall never get there. And," she added, witheringly, "you'll be talking about Hampton Courting next . . ."

"Never! that is only done at Highgate, which is quite unconjugatable."

SUBJECTS AND METHODS.

Dalcroze in Geneva. BY MRS. HUTH JACKSON.

WHY do not more people go to Geneva for the Dalcroze fetes, which take place annually? There could be no more charming or more fruitful holiday. Geneva is in itself such an enchanting place, and Geneva in June is Geneva at its best.

I have just come back from the performance of "Narcisse" and "Les Premiers Souvenirs." I looked to see if there were any fellow-countrymen amongst the packed audience, but I fear there were none. A great revolutionary movement is in progress in the educational world, and all farsighted masters and mistresses of schools should try to make their knowledge of Eurhythmics first hand. Perhaps later on M. Dalcroze will give performances in August, when teachers can more easily attend.

The theatre itself is worth a visit. It is built on the lines with which Norman Craig has made English people familiar, in movable blocks, the scenery formed by neutral coloured curtains of the same tone as the blocks—the illusion of places and properties being made entirely by the performers. This method is well-known to Dalcroze students, but for those who have not seen these demonstrations I will describe it more fully. In Narcissus, for instance, the pool plays the most important part in the scenery. The pool was created by five girls who lay in a group at the base of a high block which formed, as it were, the wall of the pool. The movement of the water was suggested very slightly, sometimes continuously for a moment or two, and then again by perfect stillness and by perfectly indicated lines. The result was that I, at least, had an impression of a sleeping pool, occasionally stirred by the wind, much more intense than I have ever had from any scene painting representing the same idea.

The feeling of forest stillness was also very wonderful. And the dancing nymphs swaying amongst the foliage were exquisite. The dressing was a failure. The costumes of the girls, cut half-way to the knee, took away much of their natural grace of movement. The human figure is composed of certain planes, and if these planes are cut in any way, proportion is interfered with, and clumsiness ensues. I have heard that the susceptibilities of many old ladies are ruffled by the bare arms and legs of the Dalcroze performers. If this is really so, the sooner they learn that nudity is not indecency the better for their chance of artistic perception and for the morals of the rising generation.

England has much to learn from the Continent in music. But she is probably ahead in the sense of physical perfection. Dalcroze demonstrations should be very beautifully carried out in England. There is a great future for schools in this adventure. Eurhythmics is the safest expression of joy for the young. It is joy without sex appeal. All the wonder of plastic movement, of rhythm, of colour, of passion, can be introduced into this form of art, whilst preserving an impersonality as strict as that of sculpture.

Of "Les Souvenirs" it is difficult to speak, so much was compressed into a short period. When the first performance was over, I had not formed a very clear conception of it. I felt it was a little sentimental, and impossible to be understood from any but the Latin standpoint.

The second time I saw it I was greatly moved. It is difficult for Northern people to get inside the Latin atmosphere, and especially the Latin attitude towards childhood. Even those who have lived a good deal in Latin countries are occasionally rather confused by the self-consciousness of the Latin outlook. We prefer the Scandinavian or the German which corresponds very nearly, with perhaps rather more tenderness in it, to the English standpoint. But "Les Souvenirs" is a very lovely

and very touching piece of work and the movements of the children, especially the dancing of the little Norwegian, entrancing. Madame Dalcroze's singing was very remarkable. She is a most charming artist; and had I space I would like to say much more of the grave beautiful reading of the poet, M. Jacques Cheneviere.

I am not interested in the performers' names, as one of the wonderful things about Dalcroze demonstrations is that one thinks of the interpreters as the characters themselves, and not of them by their off-the-stage personalities, very much as one does after great performances of Wagner; but the director of the rhythmic movement groups was Miss Annie Beck, who also represented Echo.

The Mendelssohn Fugue rather disappointed me. It was curious from the musical point of view but seemed to fail as an artistic whole. It was not all of a piece, and there was a certain sensation of strain. But though I criticise, yet in the face of this marvellous achievement I feel as a dog might who stands on his hind legs and criticises the human being who is teaching him to walk.

Lesson Taking. BY LILIAN DALY.

In the course of time certain phrases drop out of use because the things they stand for cease to exist. "Bleeding the patient" is no longer current in medical conversation, because doctors have given up that method of cure. In like manner "giving a lesson" dates the educational thought of the person who uses this phrase.

In the past teachers taught from the standpoint of what there is to be known. We now teach from the standpoint of what of fact or of truth a child can grasp at any given age. This is no new idea. Thring ridicules the process of trying to fill "a kettle with the lid on." But great thoughts on education take some time to circulate in practice. If the aim of education is to develop power in the child—mental and moral as well as physical power—we must put the child first and the lesson second in our thought, or we only waste our own effort and the time of the child, if we do not injure him.

Now as soon as we include the child in our process of teaching we make a discovery, *i.e.*, that many lessons given to our own satisfaction, it may be, have never reached the class. A lesson given is not necessarily a lesson taken. The reasons are various.

1. Sometimes we advance matter beyond the grasp of that particular age of child.

Let me illustrate. Ask a class of six year old to draw a bucket or any other object involving the observation of an ellipse. The result leads thoughtful people to postpone such objects, as they require the exercise of a power that the child of six has not yet got. He will have it later, if watched and helped sensibly. The unthinking person commonly draws on the blackboard for the children to copy. But how has this helped the child? In the first place one drawing cannot represent what children sitting at different ends or sides of a class-room are supposed to be seeing, because each one sees from his own seat and his own eye-level; hence every child is seeing a different thing. So no child is by this method being helped to observe the object before him. What happens is that no child looks at the object. They all copy the teacher's drawing. And that is not an ellipse, but a flat surface of a more or less oval shape. So the lesson may produce certain results in brown paper and chalk, but no help in the observation of ellipses has been accomplished.

We sin more seriously still in our moral training of children. We thoughtlessly punish little children for faults that they themselves have no proper consciousness of. Father Tyrell says of himself at the age of five, "I supposed I was naughty because I was told I was." And

in "The Noisy Years," by Margaret Dearmer, we have the pathetic, but useful, story of a truthful little boy driven into untruthfulness in efforts to satisfy a grown-up person's lecturings on some puzzling conception that she called "telling the truth."

Why does no child ever forget that Henry VIII. had many wives? Why do few children, if any, get the foggiest understanding of the real issues in his reign that matter because they have affected the course of history ever since? I think because the one is well within the child's mental grasp; the other is totally outside the interest and understanding of children at the age at which it is presented to them, and as it is presented to them at that age.

"Behold I stand at the door and knock" is the method of the great Educator of Humanity. Our method is to rush in at our own time, and pay little heed to whether or not our voices are heard. Enough that we have uplifted them.

2. Sometimes we fail in our teaching because we do not ask for the co-operation of the class. "Little can be taught, because little can be learned unless the mind of the learner is out on its own account, looking, listening, wondering, questioning, combining, attending, thinking. It is by his own activity that the learner learns. All his education is in a sense self-education, with nature, life, books, and teachers as his material for finding answers to questions involved in his research. All answers to questions that have not been asked fall, as it were, on the roadside and perish."

Education is only possible when mind touches mind. To get at the minds of our children, two things at least are essential. (a) Children must be encouraged to ask questions. All persons when they are interested tend to ask questions, and it is our business as teachers to guide this tendency with a view to cultivating a method of enquiry appropriate to the matter in hand. (b) Teachers must pay thoughtful attention to answers given by children to questions asked by them.

Now the great difficulty to encouraging questions from children is the teacher's own want of knowledge. As long as a teacher must teach every subject, she, or he, cannot be proficient in any. In many schools this is recognised, and a certain amount of specialisation is encouraged in secular subjects. More might be done for the teaching of Scripture in the same direction, since the Scripture lesson can be placed at four different periods of the day's time-table. There is no need for the convention of Scripture being taught to every class in the first period of the day. Nor does there seem to be any educational grounds for every class having Scripture lesson every day.

Many teachers, even when not specialists, find it beneficial to study one subject for, say, six months or a year, and then go on to another subject. Teachers who have tried this say that they not only gain in their power to teach by a better knowledge of the subjects studied, but that they have found even greater benefit to themselves as teachers through the discovery of how much they do not know, and of how much there is to be known. They find themselves on a higher level of thought altogether; hence better educators of others. To continue a thought referred to above, the picture of supping together implies the presence of the feast to be shared; and too often the meal provided by us teachers suggests very "reduced rations" indeed.

How do we know whether or not our lesson is being taken? In great measure by thoughtful attention to the answers given to our questions. "The complete sentence" reply has been much caricatured, as when in answer to "How many pencils are in my hand?" a child is made to say, "There are four pencils in your hand." People do not speak like that in ordinary life. The natural and therefore

correct reply is "Four." But the "complete sentence," when we mean, as we ought to mean, the sentence that completely and accurately expresses thought, is not paid enough attention to.

When teaching numbers by the dominoes method, we have heard it said, "What must I do to make picture 3 into picture 5?" Much hand flourishing and utterances of "Two." One would expect the next question to be, "What must I do with two?" But no. The comment was, "Yes, I must add two." But the children hadn't said so, and I found by testing that some were not sure whether it was a case for rubbing out, or putting on, spots. So the result was nil: those that did not know may or may not have learnt. The teacher had not discovered which were which. "If I pour some muddy water on blotting-paper, what happens?" "Sinks," says a boy. He may have known what he meant, or he may not. The question, "What sinks?" would have had the effect of making sure that his own thought was clear to his own mind.

"Why is 'men' plural number?" "Because it is more than one," is another example of the kind of sloppy work that goes by the name of teaching, where a string of words is accepted with no real care as to whether the child has any clear thought in his mind or not. We "give our lesson" but do not reach our pupils' minds. Perhaps, indeed, because we "did psychology," that phrase so delightfully accurate in its expression of the truth.

Such instances deal with answers that call for probing to make sure that understanding exists behind words. Another class of answers reveals real error. These must not be put aside as "wrong," since it is our business to put mind right. They are of various kinds, but are all to be dealt with in one way, namely, the attempt on the teacher's part to ascertain why the child said that. It is of little use to ask the child directly; we must ask our own thought. Erroneous answers due to haste can easily be disposed of by some such direction as "Think again," or "Do you mean that?" Error based on thought is more interesting and at the same time more difficult to deal with. "Impersonal verbs are verbs that tell us about the weather," is the mistake of a thinking child. The child that parsed "swam" (in the sentence "The man swam the river") as an intransitive verb, "because the river was just the same when the man got out," makes us re-examine our teaching about transitive verbs. A child like that is a blessing, in that it keeps our minds alive in a daily routine that is apt to deaden those who are not educators by very choice and interest. "If we are saying the same thing at thirty as we did at twenty, or at forty as at thirty, we may know that we are professionally dead," are the words of a wise educational authority. A training college certificate need not be a "death" certificate, but there is the awful possibility. Rightly understood, it is rather a certificate of birth, in that the individual is now in a position to learn on his own account and profit, so as to grow, by his own experience. Again, there is another type of answer due to total blanks in a child's mind. This is especially likely to occur where stories and books have been written for children of somewhat different experience from the children who use them. "A cot," familiar to the child with a nursery, may be foreign to the child of the one-roomed home. One notices this, too, in history lessons, where life in the past is not realised as being different from to-day. In the "High Roads of History" there occurs the phrase, "the country people sided with Charles" (Charles I.). Unexplained, this may absolutely reverse the true aspect of history on this point, where "country people" convey to children the cottager. A little London child once said that "Crusades were Holy wars against Turkeys," revealing a mental blank with regard to Turks. Turkeys were everyday sights on coster barrows, Turks were unknown.

In this case pictorial illustration of statement was what was needed. Blanks must be filled in. Again, a child who said that pyramids were night-lights showed that advertisements on the road to school had made an appeal that pictures in school had failed to do. A curious misconception arising from vocabulary was shown by the child who, when asked to name some things carried by ships, said, "Purposes." Or the child who said "tradition" meant having a great trade. In the latter case the child's pronunciation, "tra-dition," suggested to me a possible mistake through association of sound, and I asked what the word meant. In the other case, the way a boy read the sentence suggested possible misunderstanding.

Such are some facts of experience that suggest to us how we may perfect our efficiency as educators of the young, if we really care about them as individual minds with puzzles and difficulties each of its own kind.

Further mutual profit is to be got when we know our work well enough to be questioned. Children's questions are very self-revealing, hence enlightening to us. They show us even better than answers where the child's mind is—what guidance it wants—and they often warn us as to the effects we are producing. A teacher once, by a graphic description of Old Testament catastrophe, provoked the question from a small, timid child: "Please, is that God dead yet?" a somewhat desperate reflection on her idea that she was teaching religion, and suggestive of the necessity for wise choice of subject matter adapted to the spiritual development of the child at any given age.

To be questioned is to feel that children are filling in the blanks in their minds by their own activity, and so are really learning in the best and most durable way. But to be questioned is to undertake a big responsibility—that of reliability. Children are curiously clear-sighted, but are for the most part well-mannered, and so we often escape knowing how we fail to be honest with them. We may not evade answers; we must know, or say straight out that we do not. We usually can know. If we prepare our lesson with our class in our thought, we can usually foresee difficulties that are likely to present themselves to the children, and so be ready to deal with them. In senior classes questions of fact may come up which we had not foreseen, therefore not prepared; but a properly educated class is reasonable, and does not think less of a teacher because they cannot deal with a question of the kind off-hand. In such a case the fact can be looked up. Indeed, there is much training in selecting what facts to know and what facts not to burden one's mind with. And the teacher with whom, or for whom, a class can discover something, loses nothing as a teacher, and often gains much as a companion and friend.

Experiments in Education. By "ADVENTURER."

I. The following is an account of a rather unusual experience which the writer was fortunate enough to have in France. In a school of Belgian refugees, whose "directeur" interpreted our rôle of "professeur d'éducation physique" in a very broad and liberal sense, we had ample opportunity for experiments of all kinds. The colony was mixed, boys and girls being together all day long.

It is impossible to describe here the difficulty we had in teaching these children to play—for this instinct was quite suppressed within them. Suffice it to say that we gradually developed the social element, from "French cricket" to cricket, and so on. Above all, the swimming was successful, 150 being able to swim at the end of a season as against five at the beginning. Bathing was mixed also. We ourselves, co-educationists from the beginning, yet learned to disencumber ourselves of a good deal of lingering prudishness. One of us, too keen on the "proprieties,"

cautioned the boys about undressing, which was always done on the bank. For the first time we overheard doubtful jests and talk. As a rule the children had only one thought, to get out of their clothes and into the water. The whole experience was to us a complete vindication of extreme co-education.

Our scouts (boys) and Indiennes (girls), being organised more on the lines of the Seton Indians than B.P. Scouts and Girl Guides, were soon formed into a Lodge of the "Order of Woodcraft Chivalry," for details of which readers may be referred to the "Adventurer's Handbook," published by the Swarthmore Press. The Lodge thus formed became an important and powerful element in the school. It was very much resented by several of the professeurs, whose ideas of discipline were old, Prussian, and military. Our scouts' originality and initiative were anathema to them. And yet, in spite of all, our children made wonderful progress. The initiative we sought to encourage by leaving it free to develop was the very thing most of the professeurs feared, and their opposition left its mark on those children, and many of them to-day, at home, in Belgium, are handing on to their younger brothers and sisters the hatred of the ugly, the love of freedom, the desire and will to do something, which they acquired at Le Glandier.

I should like to call readers' attention to the "Common Council." This institution, so well organised by Thompson Seton, was very unfortunately omitted by Baden Powell, whose scouts arose from the Seton Indians. It is, I believe, the most important element in woodcraft chivalry. It provides a training in civics which is incomparable, and which is nowhere supplied in the ordinary school. For actual details Seton's "Book of Woodcraft" may be consulted, and the "Adventurer's Handbook."

* * * * *

II. Our experiments at Le Glandier were conducted under such exceptional circumstances that one might doubt whether the ideals which formed their basis are applicable to the ordinary school. In a strict sense, they are not. The ordinary school, however, has always the possibility of becoming an extraordinary one, and educators realise nowadays that the rashest of experimenters is less likely to do more harm than the old, "fossilised" pedagogue. Particularly is it desirable that experiments be made in the direction of self-government, for this is the most valuable training in civics that can be given. The writer himself has introduced a large measure of self-government in a school which is only just beginning to become modern. It was begun in the first form, that is, with the youngest boys. The Form Committee, democratically elected, is the class executive, and supervises all its activities, library, natural history museum, and aquarium, history plays (we act most of our history in the first form), and punishments. The latter are nominally given by the teacher, but are awarded by the president for the committee. The amount of initiative which appears when children are set free in this way is surprising. They beg to continue work all through "break," they rehearse their history out of school hours, they bring me lots of original composition, poetry, prose, and drama, some of it extraordinarily good, and all written in their spare time. They have formed a class library (one may guess the backwardness of the school from the absence of this essential), a Natural History Society (the lower forms being excluded from the "Field Club") all by themselves, and with only occasional aid from a master.

If this can be done in one term in an old-fashioned, rigidly-disciplined school, with a distinct snobbish opposition from the seniors, what may not be done in one which is more free and up-to-date?

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The Outlook.

The immediate outlook for the schools is not of the best. The new Act is not at work under the most favourable conditions. Unrest at home and complications abroad do not favour a whole-hearted administration. Already the economist is abroad, and we have wiseacres shaking their heads at the estimated cost of the new schemes. The education of the people is a subject on which all and sundry enthuse until the bill is presented, and then enthusiasm wanes. Seventy-three millions for education! The mere mention of such a sum is apparently sufficient to cause the education enthusiast himself to pause. The politician makes capital of a hundred millions wasted on armaments, but in his inmost thoughts does not regard the sum as preposterous, although it has been worse than wasted; but seventy-three millions on education is something beyond a joke. It is the spending of money in an unheard of manner on something which has always been run on starvation lines, and the little enthusiasm he had worked up for education during the progress of the war at once begins rapidly to wane. It scarcely occurs to him or the public generally that to run the education machine on the ordinary pre-war lines must necessarily be more costly now. Books, paper, apparatus, salaries, repairs, buildings, all cost far more than in 1913-14. The cost would have been at least double the pre-war cost apart from any developments under the 1918 Act, so that the anticipated seventy-three millions is, after all, anything but a surprising development of our new education policy.

Continuation Schools.

The new continuation schools are likely to be hampered by the increased cost of materials, buildings, and salaries. Also, the dearth of qualified teachers is a serious stumbling-block to their rapid development. In London the schools—twenty-two in number—are to be opened in January, 1921. The principals of the schools have been appointed and about 400 teachers have been selected for the work. Quite a large number of these teachers have been chosen from the staffs of the ordinary schools, and I am wondering how they are to be spared. It is well known the London ordinary schools were short of their authorised staffs by about 1,000 before the holidays, and that the list of first appointments as regards men is far below strength. It seems, then, that for some considerable time London education will suffer from a scarcity of teachers. What obtains in London will obtain elsewhere, and especially in those towns and districts where the scales of salaries are no better than the provisional minimum of the Burnham Committee.

The Burnham Report.

It appears to be fairly well known that the Burnham Committee, at its last meeting, on 30th July, finished its work on the "four scales" to be set up, and that it only remains now for the report to be drafted and agreed to as a whole. I believe the next meeting is to be held on 16th September. The report may therefore be expected in the very early autumn. As far as I can hear, there will be very little in the report as regards the scales other than is already well known.

It is anticipated that the report will embody the means whereby competition between authorities for the services of teachers may be prevented. How this is to be done with four different scales of salaries in operation is puzzling, unless by an arrangement between authority and authority not to engage the services of each others existing teachers. I do not anticipate a provision to this effect will appear in the report of the Burnham Committee. The teacher representatives would never dream of accepting such an arrangement. The danger lies elsewhere. Already one authority with a large number of existing vacancies has ceased to advertise for teachers outside its own service. It is depending upon the output of the training colleges. If this is to be the general policy, students leaving the colleges must choose at the very outset of their careers as teachers where they wish to spend their lives as teachers. Change of district will tend to become increasingly difficult. The teacher will no longer be able to control his own movements. When the report is issued it must be read not only for what it contains but for what it may possibly lead to in the direction I have indicated.

Reasons for Delay.

There is already much disappointment at the delay in issuing the report. Many teachers have, I am sure, been thinking on entirely wrong lines as to its effect on their salaries. Some are believing these will be improved immediately. They forget they are at present compelled by agreement not to bring N.U.T. pressure for improvement until the period of peace under the provisional minimum scale has run out. Any immediate improvement to be effected under the report soon to be issued must therefore necessarily be by the goodwill of the local education authority. I anticipate many difficulties even should a local authority be willing to improve its scale of salaries by adopting one of the new scales of the Burnham Committee. Which scale shall be adopted? I understand this is to be decided in the first place by agreement between the local teachers and the local education authority. What a period of argument, not to speak of wrangling!

It has been understood all along that the highest scale is to apply to the London area. It was anticipated that the Burnham Committee would at any rate define the London area. I hear it has failed to come to an agreement. The London area is, within certain limits, to be defined by agreement between the teachers and the local education authorities in the neighbourhood of the metropolis. Already one or two of these authorities have agreed, tentatively, to adopt Grade III scale! Surely this is to give away the position beforehand. I hope the teachers in the London area will sit tight for some time yet.

It is not to be expected that authorities already entitled to a period of peace under the Provisional Minimum Scale till 1922, and in some cases till 1923, will give a better scale without a *quid pro quo*. What will the *quid pro quo* be? I think it will most likely be a FURTHER EXTENSION OF THE PERIOD OF PEACE. It is not easy to forecast the attitude of teachers generally to the forthcoming report, but I venture to say its provisions will be less welcome than were those of the P.M.S. The outlook is not rosy by any means.

Classification of Schoolboys.

According to Sir John Maclure, headmaster of Mill Hill School, there are four classes of schoolboy:—

- Those who would play and not work.
- Those who would work and not play.
- Those who would do neither if they could help it.
- Those who did their best at both work and play.

SCOTLAND.

CHRONICLE OF EDUCATION.

Memorandum on Teachers.

The National Committee for the Training of Teachers has issued a memorandum pointing out the position and prospects of teachers in Scotland. Reference is made to the importance of teaching, its development under the provisions of the Act of 1918, the improvements in salary scales and pension schemes, etc. Special inducements are held out to demobilised men of good education who are anxious to adopt teaching as a profession.

Glasgow Education Dispute.

Much interest has been aroused in the dispute between the Glasgow Education Authority and the Scottish Education Department on the subject of "approved expenditure." Glasgow claims that expenditure on salaries above the figures laid down in the national minimum scales should be treated as approved for grant purposes; the Department refuses to pay its share of such excess. The recent discussion in Parliament upholds the Department's view, and it now remains to be seen if the Glasgow Authority will raise a case in the Court of Session against the Department.

University News.

The following are among the more important appointments announced:—Mr. A. Blyth Webster, Senior Assistant in the English Department at Edinburgh, to the Bell Chair of English at St. Andrews; Mr. J. R. Nicoll, Glasgow, to be Lecturer in English Language and Literature at King's College, University of London; Mr. C. B. Lewis, Cambridge, to be Lecturer in French at St. Andrews; Mr. L. B. Walton, to be Lecturer in Spanish at Edinburgh. The death is announced of Mr. J. S. Nicholson, Lecturer in Electrical Engineering at Glasgow University. For the forthcoming Rectorial Elections at Edinburgh Professor Gilbert Murray has accepted nomination on behalf of the Liberals, while it is reported that Mr. Lloyd George is to be asked to stand on behalf of the Coalition party.

Finance.

Only a very few of the Authorities are able to announce a decrease in the amount of money required to carry out their schemes of education. The rates per £ vary considerably. Of the scheduled Burghs, Edinburgh expects to carry on with a rate of 2s. 8d. in the £, which is a considerably lighter burden than Glasgow and Dundee, with a rate of 4s. 6d., and Aberdeen with 5s. 9d., are asked to bear. Throughout the county areas the same discrepancies occur, and much dissatisfaction is being expressed at the differentiation in the parish rates. A case has been mentioned of a small place with one school, where the education of 100 children is to cost the ratepayers £45 per pupil. In 1919 several Parish Councils threatened to refuse to assess for the education rate, and this year one Council, who asked for £500 in 1918, £1,811 in 1919, and who are now called upon to raise £2,622, are taking a plebiscite of the ratepayers with a view to taking more drastic action if the ratepayers express agreement. It is becoming increasingly evident that rating reform is overdue, and Mr. Munro's promised scheme ought now to be forthcoming.

Committee of Council.

On Friday, 13th August, His Majesty in Council appointed the following to be a Committee of Council on Education in Scotland:—The Lord President of the Council, the Secretary for Scotland (Vice-President), the First Lord of the Treasury, the Lord Advocate, the Right Hon. Viscount Haldane, K.T., O.M., the Right Hon. Lord Reay, K.T., G.C.S.I., G.C.I.E., the Right Hon. Lord Shaw, and the Right Hon. Lord Strathclyde, G.B.E.

July 17—Eleventh annual festival of the National Union of School Orchestras held at the Crystal Palace; for the first time both silver shields for intermediate and advanced players were gained by one school, Kilmore Road, Forest Hill.

July 17—Meeting of representatives of three continuative teachers' associations at Princeton Street L.C.C. School as a preliminary to the formation of a national federation on September 11th.

July 17—19—Meeting of the Imperial Union of Teachers at the Westminster Technical Institute. Inaugural address by Mr. Edmund Gorse. Addresses by Mr. Frank Fox, Mr. Ian Hannah, Miss Montezambert, Mr. G. L. Hagen.

July 19—Foundation stone of Swansea University College laid by the King.

July 20—London scheme of Education approved by the Council.

July 21—25,000 London boys and girls left school.

July 23—Signorina Anna Fedeli, collaborator of Dr. Montessori, died in Italy.

July 23—Opening day of holiday course for foreigners arranged by London University.

July 29—Honorary degree conferred upon the Spanish Ambassador at Cambridge.

Some Appointments.

Mr. C. H. Sampson, as Principal of Brasenose College, Oxford, in succession to Dr. Heberden.

Mr. William Rothenstein, as Principal of the Royal College of Art.

Dr. R. B. Wheeler (Fuel Technology) and Dr. Douglas Knoop (Economics), as Professors in the University of Sheffield.

Mr. C. A. Edwards (Metallurgy), Lieut.-Col. A. R. Richardson, D.S.O. (Mathematics), Mr. E. A. Evans (Physics), and Mr. J. E. Coates (Chemistry), as Professors in the University of Swansea.

Dr. Maxwell Garnett, M.A., as General Secretary to the League of Nations Union.

Mr. L. V. D. Owen, as Professor of History at the University College, Nottingham.

Mr. S. Mangham, Lecturer in Botany at Armstrong College, as Professor of Botany at Southampton College.

Miss G. E. Burgoyne, B.A., as headmistress of Bourne Secondary School.

PUBLISHERS' ANNOUNCEMENT.

Mr. Basil Blackwell, of Oxford, will shortly publish a pamphlet by George H. Pitt-Rivers, entitled "The World Significance of the Russian Revolution." Mr. Pitt-Rivers tries to elucidate how the Soviet Government, admittedly the Government of an insignificant minority, has succeeded in gaining and maintaining power; he likewise answers the question why this Government, in spite of its bestial cruelty, has succeeded in gaining the sympathy of so many people in this country. Incidentally the Jewish question is touched upon and treated in a broad and generous spirit, which, however, never loses sight of the fact that the Russian Revolution was largely officered by members of the Chosen Race. Dr. Oscar Levy, in an exhaustive preface, defends the author against the charge of Anti-Semitism, and at the same time presents the Jewish problem in an entirely new light.

EDUCATION ABROAD.

ART IN LONDON.

American Private Schools.

In view of the tendency to "squeeze out" private schools in this country, it is of interest to notice a sharp controversy that is now proceeding in Michigan. There has been proposed an amendment to the State Constitution which will require all residents in the State between the ages of five and sixteen to attend the "public" (*i.e.*, State-provided) school in their respective districts until they have passed the eighth grade.

The proposal is said to be largely an outcome of the war when it was found—so it is alleged—that many young men educated in schools outside the State system had not only been imperfectly indoctrinated with the spirit of Americanism, but were unable to read or write the English language. Investigations showed that in the city of Detroit and in certain other districts of Michigan there were private and denominational schools in which scarcely a word of English was spoken from morning till night. Hence this attempt to use the State-provided schools as a "melting-pot" by making attendance at them compulsory.

Strong objection has been raised against the proposed amendment on various grounds—*e.g.*, that it would prevent a parent from transferring his child from the local "public" school to one in an adjoining district where a better education was given, and that it would require defective as well as normal children to attend the ordinary school instead of being sent to a special school. But the chief opposition comes naturally from those who are against the suppression of the private and denominational schools, which are believed to be making a distinctive and valuable contribution of their own to the work of national education.

It was originally intended that the amendment should be submitted to the qualified voters of the State at the general election in November. The Attorney-General of Michigan has refused, however, to place it on the ballot paper, on the ground that it is unconstitutional and confiscatory. An appeal from his ruling has been made to the Supreme Court of the United States and the matter is therefore in abeyance, but whatever the result of the appeal there is likely to be an acute controversy on the subject for some time to come.

Queensland State Scholarship Entries.

The record number of approximately 2,500 children sat at the State scholarship examinations which were held in Queensland recently.

Queensland is an Empire State where the Government pays great attention to public education, and the technical and vocational instruction given under State encouragement there is proving of great benefit. As regards general education in Queensland there are eight High Schools, 1,404 State Schools—11 of which contain Secondary Departments, 126 Provisional Schools, one Rural School (Nambour), three schools for Aborigines, namely, Deebing Creek, Gayndah, and Myora, and the Reformatory School at Westbrook. The total number of schools open during 1918 was 1,571.

American University for Cairo.

The American Presbyterian Board has decided to establish a University at Cairo and has purchased a fine site for the building. The new University will be composed of five colleges—namely, Arts, Oriental Languages, Teachers, Commerce, and Agriculture. The first of these will be opened in October.

Professor Kilpatrick.

Professor Kilpatrick, of Columbia University, who has been spending six months in this country, returns to America in the middle of September. During his stay here he has made many friends who will regret his departure while wishing him a pleasant voyage.

Industrial Art and Interior Decoration.

During the season that is over there were held in London three exhibitions of applied art that not only by their very happening indicated a growing interest in the alliance of art and industry, but also by their differences suggested one or two reflections on the development of contemporary taste. The first exhibition was that of the British Institute of Industrial Art, inaugurated in Knightsbridge under the auspices of the Board of Trade, and, in plan, only the first of a more or less continuous series. The second was Messrs. Heal's exhibition of their own furniture and pottery in the Mansard Gallery, Tottenham Court Road. The third was the exhibition of the Decorative Art Group, held at Dorrien Leigh's Gallery in Bruton Street.

The importance of the first of these three phenomena was rather extrinsic than intrinsic. The establishment of an Institute of Industrial Art under Government auspices is virtually an official recognition of the "Design and Industry" movement, which produced a year or two ago a powerful association pledged to reform of proportion, handicraft and ornament in commercial products. Actually visible in Knightsbridge on the early occasion of my visit was little enough, beyond fine textiles, a few attractive sets of china and pottery, and some furniture. That the exhibition should have been incomplete matters nothing. There now exists in London a Gallery where the public can inspect and place orders for the best British productions in the way of household necessaries.

The Heal exhibition and that of the Decorative Art Group have suggestiveness of a different kind. They prompt reflection as to the decorative ideals of recent ages. From the elegant simplicity of the Georgian era sprang a reaction to the classicism of "Empire" styles. These got more solid and their carving more luxurious until the portentous virtues of high Victorianism were evolved. Justifiable dissatisfaction with much that was heavy and sombre led, unfortunately, to an abandonment not of ornament but of workmanship, not of bad proportion but of genuine material. There began the period during which furniture more contemptible than any the world has seen was produced—the period from 1875 to 1905. Not only in furniture were Victorian merits scorned and replaced by shoddy affectation. "Artiness" petrified every interior into oddity and flimsy discomfort. Reaction became once more inevitable and in the years before the war, that reaction was led by the firm of Heal and Son. Simplicity of form and thoroughness of construction were the new gospel. Unpolished oak, plain rush seating, linen curtains and chair-covers with bold stencilled patterns, cheerfully flowered pottery—such were the welcome innovations for which Heals deserve chief credit. For ten years the new movement has grown and is now, in all that matters, triumphant. What next? The answer is to be found, as always, within the movement itself. The most striking characteristic of the two exhibitions to which reference was made above is the prevalence of bright colour. Too bright and too pervading. "Healism" with its parallel enthusiasms for the Russian Ballet, peasant art, and vivid everything, will founder on the tedium of too many violent crudities. In painting, bright colours are going; in literature, formalism is replacing stylistic licence; in interior decoration, we may look for a return to composite and quiet tones from the systematised pure colouring at present the vogue. The process will not be very rapid, but it is, I think, inevitable. Those who contemplate new curtains have an opportunity in puce or sage green that may, if wisely taken, set them in the front rank of decorative seers.

BLUE BOOK SUMMARY.

EDUCATION AT WESTMINSTER.

Secondary School Regulations—Leaving Age.

The Board have decided to make no change this year in the Regulations for Secondary Schools. The Regulations in force for the School Year 1919-20 are therefore continued for the School Year 1920-21.

They recognise that certain provisions of the Regulations may call for re-consideration at an early date, but this cannot advantageously be undertaken until the Board have before them the recommendations of the Committees on the Teaching of Classics, on the Teaching of the English Language and Literature, and on Scholarships and Free Places.

The Board, however, take this opportunity to call the serious attention of Local Education Authorities and School Governing Bodies to the great waste of public money and educational effort involved in the withdrawal from Secondary Schools of so many pupils before they reach the age of 16—that is to say, before they reach the age at which the distinctive influence of the Secondary School takes full effect upon the pupil. Now that the schools are crowded and numbers of children have to be refused admission, the mischief of premature withdrawal is aggravated; for those who leave early are not only failing themselves to take advantage of the opportunities which the schools offer, but are keeping out others who might do so.

The Board aim at securing that a much larger number of children shall be enabled to receive full-time education after the age of 14, and believe that the provisions of the Education Act of 1918 will greatly facilitate the attainment of this object—but it is not the policy of the Board that the Secondary School should be diverted from its proper function, and they cannot acquiesce in a continuance of the waste of the available accommodation in Secondary Schools, the rapid augmentation of which in present circumstances is peculiarly difficult.

The Board therefore give notice of their intention to take steps in the Regulations for 1921-22 to make their grant dependent upon the school-life of the pupils extending at least to the age of 16, except where adequate reason can in individual cases be shown for earlier withdrawal, and they will be glad to learn in due course what steps Local Education Authorities and School Governing Bodies have taken, or are proposing to take, to comply with this condition.

Elementary Schools—Leaving Age.

The Board of Education announce in Circular 1172 that it is anticipated that the war will have ended within the meaning of the Termination of the Present War (Definition) Act, 1918, before the conclusion of the present year. Accordingly Authorities are warned that they should make arrangements with a view to bringing into operation on 1st January, 1921, those sub-sections of the Education Act which provide for the compulsory attendance of children between the ages of 5 and 14 years, the abolition of half-time employment under 14, and the possibility of raising the age of compulsory attendance to 15 in any district or for any class of children at the option of the Local Authority.

Coal Supplies in the Winter.

The Coal Mines Department have informed the Board of Education that in order to ensure that Elementary and other Schools and Educational Institutions shall experience no shortage of supplies of coal during the winter months it is considered very desirable that they should stock as much coal as possible during the summer.

SCHOLARSHIPS AND INDEPENDENT SCHOOLS.

Sir P. Magnus asked the President of the Board of Education whether he could state the sum of money included in the Education Estimates to defray the annual cost of the proposed scholarships to pupils in grant-aided schools; what would be the value of each scholarship; for how long a period it would be tenable; and whether it could be held at any University at the choice of the pupil or his parent?

The President of the Board of Education (Mr. Herbert Fisher): The sum of money included in the Education Estimates in the current financial year to defray the cost of the proposed scholarships tenable at Universities by pupils from grant-aided schools is £15,000. The value of a scholarship will cover the approved fee and an amount not exceeding £80 per annum in aid of the maintenance of the student. In determining the amount of grant account will be taken of the student's private means, of any other scholarships or exhibitions held by him, and of the assistance which can reasonably be expected from those persons who would in ordinary circumstances have borne or contributed to the expense of his education. A scholarship will ordinarily be tenable for three years, and may, in special cases, be extended for a further period. A scholarship can be held at any University in England and Wales at the choice of the pupil or his parent.

Sir P. Magnus: Having regard to the fact that the cost of these scholarships must fall on the taxpayers generally, will the right hon. gentleman not reconsider his decision to exclude pupils from schools which are not grant-aided from competing on equal terms with pupils from schools which are grant-aided, provided it does not cost any more to the Treasury?

Mr. Fisher: Having only a limited sum to dispose of, the Board, after very careful consideration, came to the conclusion that the best educational effect would be produced by assisting the grant-aided schools, 67 per cent. of whose pupils come from elementary schools, and are therefore in need of assistance.

PROFESSOR ROTHENSTEIN AND THE ROYAL COLLEGE OF ART.

Sir John Butcher asked the President of the Board of Education whether he is aware that the Royal College of Art is a highly specialised school founded for, and devoted to, the study and advancement of the industrial arts in this country; whether he is aware that a strong feeling exists amongst those interested in the success of this college that the principal of this college should have a close knowledge and first-hand experience of the schools of art of the country and of their problems and difficulties both from the educational and administrative sides; whether the newly appointed principal of this college was ever and, if so, for how long a master of any school of art; and what knowledge has he got of artistic manufactures in textiles, pottery, silversmithing, metal work, or lace?

The President of the Board of Education (Mr. Fisher): In answer to the first part of the question I may refer the hon. and learned Member to the terms of the published prospectus of the Royal College of Art. In appointing Professor Rothenstein to be principal of the college, I took full account of the feeling to which the hon. and learned Member alludes in the second part of his question. As regards the third and fourth parts of his question, I may refer him to the answer which I gave to the hon. Member for Aberdare on the 13th July.

ASSOCIATION NEWS.

The Teachers Council.

Meetings of the Council are suspended during the vacation, but the resources of the office are fully taxed in the effort to deal with the many thousands of application forms received during the past three months. The necessary scrutiny, followed by the preparation of register entries and certificates of registration, will inevitably cause some delay in the issue of certificates. It is not possible to expand the Council's office staff to deal with a temporary emergency, since the work demands a special kind of experience. Applicants are asked to accept the delay and to note that they may, under special circumstances, obtain an official letter from the Council stating whether their applications are valid. Such a letter will take the place of the certificate of registration in cases where evidence of admission to the Register is required in connection with an appointment. Certain education authorities demand such evidence from applicants for posts of responsibility. It is expected that during the early autumn the Teachers Council will be able to issue regulations for the formation of the Preliminary or Probationary List, which will be open to teachers who are not yet qualified for full registration.

The College of Preceptors.

Arrangements for the winter session include a course of lectures by Professor John Adams, and also a series of demonstration lessons, to which all teachers are invited.

The Teachers' Guild.

The January Conference is now in course of preparation, and several bodies will participate for the first time. The inaugural address will be delivered at Birkbeck College, in order to provide accommodation for the large audience which assembles. On the past two occasions Mr. Fisher has had to give his address twice, because the largest room at University College would not hold more than one-half of those who had come to hear him. After the inaugural address the meetings of the Conference will be held at University College, and a programme is now in preparation.

Incorporated Society of Musicians.

The membership of the Society has shown a considerable increase during the past few months, and all members are strongly urged to use their influence to bring in more recruits. The task before the society is that of co-ordinating the efforts of all musicians—teachers and executants—with the aim of strengthening the position of music as a factor in education and an element in the intellectual life of the nation. It is hoped that the local branches of the Society will arrange lectures and discussions on the teaching of music and on new developments in the art.

A New Association.

The Association of Preparatory Schools is restricted in its membership to the proprietors of schools which are engaged in preparing boys for the public schools. Assistant masters in Preparatory Schools are not included in the Association. Recently these teachers have formed the Associated Staffs of Preparatory Schools (A.S.P.S.), for the purpose of united action in regard to the question of superannuation and other matters arising out of the working of recent educational enactments. Assistant masters in preparatory schools are of course eligible to become members of the Assistant Masters' Association; but the special nature of their work and the circumstances in which all privately conducted schools are now placed certainly justify the formation of the new body. Those who are interested should write to the Rev. W. E. Sealey, Fonthill, East Grinstead, who is president, and for the time being is acting as honorary secretary of the association.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Continuation Boarding Schools for Rural Districts.

This proposal, which is believed to be the first of the kind, is made in the Draft Scheme of the East Suffolk Education Committee under the Education Act of 1918.

Feeling that the ordinary Day Continuation School, involving two or more absences from work in each week, would be quite unsuitable for rural districts, East Suffolk proposes to establish Boarding Schools. The Scheme says—

"The Boarding Schools will be institutions where continuous education will be given for a period of six to eight weeks each year. The school will be arranged to take boys for their educational course during the winter, when they can be more easily spared from the farms, and be utilised for girls during the summer. The buildings will be occupied during the whole twelve months without break, and will in that way be a great saving of school accommodation.

"The teaching staff will be organised so that holiday leave will be taken at varying times during the year.

"The courses of instruction will consist of—Physical, practical, and general education. The physical will consist of a well-graded course of suitable exercises, swimming and games, the practical of manual instruction in wood and metal work for boys, and domestic economy for girls, including some rudimentary domestic carpentry. The arithmetic to be practical and of direct application to after-school uses, and the English to foster a love for literature and history. Religious instruction will be given in accordance with the Education Act by the teachers of the school, but any responsible Minister of any denomination approved by the committee may be allowed to give lessons on religious knowledge where the parents or guardian of the scholars wish it.

"Every effort will be made to promote the social side of the Boarding Schools, so that a high tone and religious feeling may be the dominating feature of the Institution. The inculcation of good manners and corporate school life will be distinctive features."

All the expenses of the pupils will be defrayed by the Committee, including railway fares.

London University. The Site Problem.

On August 5th the Chancellor of the Exchequer said that the Government had hoped that a decision would have been reached by the University Senate on July 21st concerning the offer of a site in Bloomsbury. A further period for consideration had been requested. In the meantime the Government did not propose to complete the purchase of the site unless and until the University accepted the offer.

It is a little difficult to reconcile Mr. Chamberlain's statement with a previous one made by Mr. Fisher, who implied that the site was already purchased and would be put to some national use if the University did not accept it.

£10,000 for Liverpool University.

In support of the University of Liverpool Appeal, the Cunard Steamship Company have sent a contribution of £10,000.

Watsonian War Memorial.

At a recent meeting the Committee had under consideration competitive designs submitted for the Memorial to be erected at the College. Designs were invited for a Memorial to be placed either in front of the steps leading up to the main entrance to the School from the playground, or alternately in the main examination hall of the College. The Committee, who were assisted in an advisory capacity by Mr. G. Washington Browne, R.S.A., selected for execution the design for the outside site submitted by Mr. J. A. Carfrae, architect, Edinburgh.

PERSONAL NOTES.

Mr. A. Sutcliffe.

Mr. Sutcliffe, Organiser of Handwork for Glamorgan and Director of Barry Summer School, died suddenly.

He will be missed by the 600 teachers who had arranged to attend the Summer School under his direction. Mr. Sutcliffe was a Manchester man, one of the early exponents of education by means of handwork.

Mr. Dennis Hird.

Mr. Dennis Hird, some time Principal of Ruskin College, Oxford, died at Bletchley. At one time Mr. Hird was Vicar of Eastnor, near Ledbury. He found himself out of sympathy with the religious views of the Established Church and retired.

He did very good work in helping Ruskin College out of its difficulties, but about twelve years ago Mr. Hird disagreed with the trustees and Trade Union supporters and resigned, taking with him a number of students to the Central Labour College.

Miss Elizabeth Lee.

Miss Lee, who died recently at Kensington, was educated at Queen's College, Harley Street, and until shortly before her death was a teacher of English at girls' secondary schools. In 1907 she became Secretary of the English Association, and for five years in this connection worked with Sir Arthur Acland, Dr. A. C. Bradley, and Dr. Boas. In 1909 the French Minister of Public Instruction awarded her the honour of Officier d'Académie. Miss Lee's knowledge of English and French literature was profound, and her articles and books were widely read.

The Rt. Hon. Dr. W. J. M. Starkie.

Dr. Starkie, Resident Commissioner of National Education in Ireland, died suddenly. Born in Sligo, he was educated at Shrewsbury, Trinity College, Cambridge, and Trinity College, Dublin. In 1897 he was appointed President of Queen's College, Galway, and two years later at the early age of 39 became Resident Commissioner. He made very great changes in the system of primary education and completely reorganised the administrative department. He was a classical scholar and edited "Aristophanes." He held strong views on Irish education and did not hesitate to put them into practice regardless of criticism, but his sincerity and honesty of purpose were never questioned.

Rev. A. E. Murray Aynsley.

The annual meeting of the Old Students' Association was recently held at Hockerill Training College, Bishop's Stortford. The attendance was large, and after lunch a cheque was presented to the retiring Principal and President of the Association by Miss E. Crook, acting on behalf of the staff and former students.

The Rev. Murray Aynsley in his reply said that he should always remember the kindness and goodwill he had met with at Hockerill, that he was sure that the same spirit of loyalty shown to him would be given to his successor, that he had been Principal for 22 years, and that the memories of those years would be among his most cherished recollections.

Mr. G. T. Worsley.

Mr. Godfrey Thomas Worsley was for 40 years headmaster of Evelyns, near Hillingdon. He was the third son of the Rev. Charles Worsley, Rector of Finchley, and was born in 1841. He was educated at Radley and helped his brother at Finchley, but in 1866 started a school at Hendon and moved to Evelyns in 1872. In 1912 he resigned the headship of his school to his second son, Evelyn, who died of wounds in France in September, 1916.

He married the daughter of the Rev. M. Hill, Rector of Shelsley Beauchamp, Worcester, in 1882, and had five sons and a daughter.

NEWS ITEMS.

Secondary School Buildings.

The Education Committee of the Durham County Council offered prizes open to all architects in Great Britain for the best design for a secondary school. The first prize was awarded to Messrs. R. S. Phillips, M.S.A., and R.V. Taylor, architects, of Gloucester.

The judges report that there is a singular charm in their design, the buildings are open to the sun and air, there is ease and freedom in the planning, and the construction is simple. The estimated cost is £50,000.

Psychology and the Juvenile Delinquent.

Wayward boys and girls of Denver, Colorado, who come before the Court have now to go through the juvenile laboratory. Judge Lindsay says that a girl has three ages; her birth certificate may show that she is 13; her physical development may be that of a girl of 18; and her mentality may be equal to that of a normal child of 10.

When a girl is charged with some offence the doctors and psychologists attached to the Court will first determine her three ages. The establishment of such a laboratory will be viewed by teachers with great interest and some misgivings.

Elizabethan Fair.

On two days in July, 15th and 30th, an Elizabethan Fair was held at the Heritage Craft School, Chailey, Sussex.

Benefaction to the Bodleian.

Mr. Walter Morrison, M.A., of Balliol College, has paid £50,000 into the account of Bodley's librarian. Mr. Morrison has already given £30,000 to Oxford, showing practical interest in Egyptology, the study of agriculture, and the welfare of the professors.

He is the fifth son of Mr. James Morrison, head of the firm of Morrison, Dillon and Co., was born in 1836, and was educated at Eton and Balliol. For more than a dozen years he was the Liberal member for Plymouth, and for eleven years the Liberal Unionist member for the Skipton Division of Yorkshire.

Improved Health of Bedford Children.

Dr. Herdman, Medical Officer of Bedfordshire, has issued a report on the inspection of children in the county. The school children were in better health than before the war; they were better nourished, and there was less improper feeding. Clothing and foot gear were also much improved.

The table giving the heights and weights of the entrants and leavers examined in 1914 and 1919 shows that the average height and weight were greater in 1919 and is the best table recorded since medical inspection was introduced.

Education in Forestry.

The Forestry Commission have come to the conclusion that as far as State assistance went their interest should be confined to the following objects:—

(1) To assist in the establishment of the machinery (staff equipment and facilities) for a complete course of higher forestry education at one of the Universities of the British Isles.

(2) To subsidise certain specialised courses, of which forestry engineering should certainly be one, which could be taken as a post-graduate or fourth year course at one of the other Universities.

(3) To be responsible for the payment of a lecturer in forestry at certain Universities and Colleges where adequate agriculture and estate management courses are established, and to set aside sufficient State woodland for practical instruction.

(4) Subject to certain payments by private owners, to be responsible for the establishment and upkeep of not less than seven or more than ten working foresters' schools.

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

Breathing.

Sir,—In your issue of August there is an article on breathing by Dr. H. Valentine Knaggs. To the first part of it no exception can be taken, but when one comes to the concluding paragraph, which seems to be the only part of the article which the author can reasonably claim to be original, the first part being confessedly a dishing-up of well-known facts, it is another matter altogether. Dr. Knaggs believes it is wrong "to teach children to practise deep breathing in (so to put it) cold blood." After making this statement of personal opinion, he should give his reasons why it is wrong. Instead of that he makes the preposterous statement that "respiration can only be indulged in to advantage while a child is taking brisk active exercise. This forces the lungs to work regularly and so brings about deep breathing automatically."

What about the consumptive child or adult? What about those cases where pronounced difficulty in breathing is experienced, rendering it impossible to breathe fully and easily through the nostrils? I will give a typical case which happened this past three months.

A little girl of seven had been under medical treatment by a West-End physician for the previous twelve months for adenoids, which, instead of improving by special diet and exercises evidently of the kind that Dr. Knaggs mentions as suitable, had grown so much that deafness had supervened the last few weeks in addition to the well-known facial symptoms of pronounced adenoids. The doctor, after the utter failure of his own treatment, recommended a lady nose and throat specialist, who made matters worse by some peculiar treatment of her own which was so painful that the child refused to go on with it. At last the mother insisted upon a surgical operation for the immediate removal of the adenoids, but the father, who had had an operation for adenoids when a child with disastrous results, was very reluctant to consent, and induced the mother to bring the little girl to see me and ascertain whether I considered it possible to do anything to assist the child to breathe through her nose. This case is so important that I am prepared to give to the Editor of THE EDUCATIONAL TIMES the names of the doctor under whom the child had been for a year, and the father and mother. Not to trespass unduly upon your space, I will briefly mention that in the first treatment I succeeded in getting the child to breathe easily and fully through the nostrils, and in a few more treatments the idea of a surgical operation was totally given up, for the hearing became normal and the child breathes easily through the nostrils. Her eyesight immediately improved and her mentality, as shown in school work, is now above the average.

To conclude, breathing is the greatest science of all, for it is the science of life itself. Through the knowledge of the respiratory use of the Cranial Sinuses a new type of human being will be evolved. This knowledge has an intimate bearing upon education in all its aspects, for it is the key to mental and physical growth.

I am now drawing up a practical scheme which will be submitted to the Ministry of Health in connection with the prevention and cure of adenoids in children without operation. This also applies to enlarged tonsils and glandular swellings. The distinguishing feature of this principle is *manipulation of the upper part of the nose, which can be taught to selected operators, men and women, in order to free the nasal passages from congestion.* Accompanying this is instruction how to breathe from the centre of the nose upwards towards the Cranial Sinuses. The results attained warrant the conclusion that this is the final key to human development both in the case of the child and the adult.

Yours faithfully,

ARTHUR LOVELL.

94, Park Street, Grosvenor Square, W.

August, 1920.

To the Editor of THE EDUCATIONAL TIMES.

Advertisement of Vacant Posts.

Sir,—May we be allowed through your columns to draw attention to a matter of great importance to the conduct of girls' secondary schools at this time, that is, the inconvenience which is caused by the late date at which notification of vacant headships is published and selection of candidates for these posts is made. Grave interruption is caused to the school work by the appointment of a prominent member of a school staff to the headship of another school at short notice. In many cases, indeed, assistant mistresses who are eminently fitted for headships are reluctant to apply for such posts when they are aware of the disorganisation which must necessarily be caused to the work of their pupils by their sudden withdrawal from school, perhaps shortly before the date of the examination, on the result of which the future of several of the girls to a great extent depends.

The matter appears to touch girls' rather than boys' schools at the present time, when so many new secondary schools for girls are being opened. An early notification of vacancies (which are seldom of sudden occurrence) and some re-adjustment of the machinery for interviewing selected candidates would probably remove entirely a grievance which closely concerns not only head and assistant mistresses but also the pupils in girls' secondary schools.

We are, yours faithfully,

E. H. MAJOR,

President, Association of Head Mistresses.

DOROTHY SHOVE,

President, Association of Assistant Mistresses.

92, Victoria Street, S.W.1.

3rd August, 1920.

Welcome Commendation.

In the course of a letter a correspondent writes :

"I may be allowed to say that I find THE EDUCATIONAL TIMES not only interesting but useful in my profession. I may here state that I am History Specialist in a large Central School.

"I always enjoy reading the reviews of books, and I must say your reviewers are frank, severely so at times. Still I think that is best as it helps one in choosing books in the various subjects."

REVIEWS.

Education.

CO-EDUCATION: by J. H. Badley. (Heffer and Sons, Camb. 2s. net.)

The views of the headmaster of Bedales on the subject of Co-education are well known, but in this address to the Socratic Society at Cambridge he somewhat extends the scope of the matter, and deals with the part played by Co-education in a complete education. He writes with great fairness, and makes a very effective plea for greater breadth on the social side of education at all stages, not excluding the university. He adds a useful appendix bringing the facts of the case up to date. The pamphlet should cause heart-searchings among the more open-minded university dons.

THE GIRTON REVIEW. Jubilee number. (Deighton, Bell, and Co. 2s. net.)

This jubilee supplement is mainly of local interest, though the historical account of the college makes a wider appeal. Old Girtonians, however, will find it of great interest, and members of rival colleges will be glad to hear what went on at the celebrations in July last year.

WHAT IS PHILOSOPHY? by G. C. Field. (Constable and Co. 2s. net.)

This is a public lecture delivered at the University of Liverpool by the lecturer in Philosophy. What myriads of lectures have been already delivered on this threadbare subject, and yet here comes along an undaunted fresh man and gives a really interesting address. The subject does not appear to be dead, and the lecturer is certainly very much alive.

LITERARY SECTION.

BOOKS AND THE MAN.

The Intelligence of Dr. P. B. Ballard.

It may be supposed that the hymn-writer had teachers particularly in mind when he penned the lines: "The daily round, the common task, will furnish all we need to ask." Certainly for most of us the daily round is comprehensive and absorbing enough to occupy our minds and energies very fully. Often it does this to the exclusion of important matters relating to our work. The trees obscure our view of the wood. This is one reason why comparatively few teachers have been able to grasp the significance of recent researches in psychology. Another reason is that the results of these researches are often presented in a form which is far from palatable and little likely to attract people of limited leisure with a still more limited taste for statistics.

Fortunately the little band of scientific workers in psychology includes a few who retain a sense of proportion and a sense of humour, combining these with an aptitude for clear exposition, to which indeed they may be said to be indispensable. Dr. Philip Boswood Ballard is one of these choice spirits, and he has published through Messrs. Hodder and Stoughton a most interesting and timely book of some 230 pages on the subject of Mental Tests. Under this title the volume—which costs six shillings—should be purchased and read by every teacher who is anxious to keep abreast of modern developments in the science of education.

Very wisely Dr. Ballard begins at the beginning, following the advice which warns teachers to assume that their pupils are ignorant. He gives us a concise account of the origin of mental tests, reminding us that in one form or another they have been known from the earliest times. He reminds us also that the attempted distinction between examinations and mental tests is not legitimate, for "an examination is nothing but a series of tests, which are just as mental or psychological as any that have ever been devised." The real distinction, he says, lies between tests of knowledge and tests of ability; tests of school attainments and tests of natural intelligence; tests of book-learning and tests of mother-wit. This distinction, he tells us, is easy to make but difficult to maintain, a proposition which he illustrates and expands in an amusing Socratic dialogue which forms an appendix to the book.

Dr. Ballard hold out no hope that we can dispense with the ordinary examination and substitute a series of ability tests. He declares that "it cannot be too strongly insisted on that education is directly concerned not with natural ability but with culture." Hence "the most that the schoolmaster can do is to take full advantage of what natural ability his pupils may happen to possess. His business is not to train intelligence but to use it." This remark is worth consideration, and I suggest that it should be interpreted in such a manner as will widen very greatly the meaning of the terms "intelligence" and "natural ability." One of the great defects of our schools to-day is that they refuse to recognise ability outside a somewhat limited field. Ability which will not exchange in the coinage or counters of the school curriculum is too little regarded.

Although intelligence tests will not replace examinations they will probably be used increasingly to supplement them, and the account which Dr. Ballard provides of the work done by the late Professor Binet, Dr. Cyril Burt, Dr. C. S. Myers, and others, will enable teachers to prepare themselves to apply the tests with knowledge and discrimination. I am inclined to suggest that one test of any teacher's intelligence will be found in the celerity with which he obtains and reads Dr. Ballard's excellent book.

SILAS BIRCH.

REVIEWS.

Education.

TEACHING BY PROJECTS: by Charles A. McMurry. (The Macmillan Company. 7s. net.)

The sub-title, "A Basis for Purposeful Study," gives an indication of the aim of this book. It appears that in American schools at the present time there is a strong movement in favour of carrying on education by the study of projects in such a way as to utilise the purposeful element in education. These projects range from the problem of dressing a doll to that of securing a channel for large vessels from the Mississippi to the deep sea. Mr. McMurry wisely begins by giving examples of complete projects on a small scale, such as can be carried out in school itself. Thus the garden work planned for a season is not only a practical project, but it develops into a whole series of minor projects which spring out of individual, or family, or school needs. One can follow the application of such projects to the work of an ordinary country school. But when it comes to such outside and extensive projects as the improving of the harbour of San Francisco, or the manipulation of the water power at the Muscle Shoals on the Tennessee River, we wonder how such solid blocks of work can be introduced into the school course without serious dislocation. Mr. McMurry faces the difficulty squarely, and makes out an excellent case on the practical side. He maintains that all projects contain certain common elements of the utmost importance to the carrying on of our lives, and that by selecting interesting projects we can acquaint our pupils with the best ways of carrying to a successful issue whatever projects they may undertake. "Fortunately for us the world is built on this basis of a few simple types. Master thoroughly a few of these essential and far-reaching types, and the world of knowledge becomes tributary to our thought." The great merit of the book lies in the skill with which suitable projects are selected and analysed for the benefit of the educator. For example, the planning out and the development of the city of Washington is admirably treated from the point of view of the practical teacher, and if our English teachers complain that the subject matter is only of transatlantic interest, they have only to turn to the work that is being done on similar lines for London by various lecturers, notably by Mr. E. H. Short. Mr. McMurry proves himself an exceptionally skilled practical teacher by the way in which he makes the transition from the objective project to the underlying principles which he uses for school purposes. Taking for granted the generally recognised principles of presentation he shows how it is possible to apply these to matter that seems irrelevant to school purposes.

J.A.

HEAD TEACHERS' MANUAL: by Gilbert A. Christian. (Nelson and Sons. Price not given.)

It is claimed for this book that "there is at present no available work covering and limited to the field" which it seeks to occupy. The claim may be at once admitted, but the author would have been well advised to keep strictly to the field he has thus marked off. Chapters I., II., III., XXXI., XXXIII., and the Epilogue would never be missed. On the other hand the large number of remaining chapters attend strictly to business, and will be found valuable by inexperienced head teachers of elementary schools. For though the book gives portraits of Thring and Arnold it is, as its very name suggests, practically restricted to the elementary school. Here its author is at home, and brings to bear on his subject the exceptionally wide experience of a life spent in all kinds of teaching and examination. The advice given is in the highest degree practical and detailed. The reader feels that he is in the hands of a wise and kindly counsellor who gives of his best, and who commands confidence both by what he says and by what he does not say, but only skilfully implies. There is little of the work of a head teacher that is unknown to Mr. Christian, and he has the rather rare gift of "controlling" his experience by the tests of things as they are at the present moment. It is not enough for him that things were thus and this when he was in the full flush of his professional success. His experience is of the kind that has mellowed rather than crystallised. He has kept in touch with all the recent developments, as is proved by the valuable Appendices with which the book closes.

C.C.C.

(Continued on page 428.)

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English.

THE UNFORTUNATE TRAVELLER: by Thomas Nashe. The Percy Reprints, edited by H. F. B. Brett-Smith. (Oxford: Basil Blackwell. 5s. net.)

This is the first volume of reprints of famous books, not otherwise easily accessible. They are to include Gammer Gurton's "Needle," among the ancient; De Quincey's "Klosterheim," among more modern books. The "Unfortunate Traveller" was issued in 1594. It is here printed in modern type, but with the old spelling. A competent introduction indicates the place of the romance and of its writer in the history of literature, and the book is supplied with a few notes on the words and expressions, and with an apparatus criticus on the text. The notes, if anything, are too scanty, though anything approaching a fully annotated edition would profit few and interfere with the enjoyment of the story. The unfortunate traveller is Jache Wilton, "a certain kind of an appendix or page, belonging or appertaining in or unto the confines of the English Court," whose adventures at the wars and with the Earl of Surrey in Italy are related with much spirit. He is the predecessor of many gay adventurers in literature from "Gil Blas" to the "Beloved Vagabond."

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The first three books of this series have already been reviewed in these columns. This book continues the main features of its predecessors.

HOW TO TEACH ENGLISH COMPOSITION. Vol. II.: by Robert Finch. The Kingsway Series. (Evans Bros. 3s. 6d. net.)

We could hardly hope that Mr. Finch would be able to recapture the "first fine careless rapture" with which he charmed us in Volume I., yet this second volume is a useful and necessary corollary of the first. It forsakes literary form largely for content, and treads the somewhat hum-drum path of the correlation of composition with subjects such as history, geography, nature study, and the like. From this point of view all teachers will find in it something of value, while the two volumes together might well become a standard work of method in English composition.

FAIRY GRAMMAR: by J. Harold Carpenter. (Methuen and Co.)

This little book represents a valiant attempt to solve a difficult problem, and the author has produced a little book which pleased our smallest critic. Yet we fear the writer's labour is in vain, for grammar, even in this highly-sugared form, is not meant for such young digestions.

FLOWERS OF THE SPRING.**FLOWERS OF THE SUMMER.****FLOWERS OF THE AUTUMN.**

FLOWERS OF THE WINTER. (Charles and Son, London and Glasgow. 6d. net each.)

These are four useful and cheap little nature books, which might well find a place as class-books in all kinds of junior schools.

THE NEW ENGLISH BOOKS. Book V.: by W. J. Glover. (George Philip and Son, Ltd. 1s. net.)

The previous books of this series have been already noted in these columns. Mr. Glover sticks manfully to his task of teaching English through the medium of model passages from the great English writers.

WORD STUDY FOR HIGH SCHOOLS: by N. P. Swan. (Macmillan and Co. 4s.)

This book, written for American High School pupils, contains little that is new and much that is old and even obsolete. It is frankly a spelling-book on the most ordinary lines. The object of including hundreds of words in writing-script instead of ordinary Roman type is not clear, and certainly adds nothing to the value of the book, while the inclusion of letter writing at the end is equally unaccountable after what has preceded.

NORMAL TUTORIAL SERIES.

Julius Cæsar. (2s. 6d. net.)

The Winter's Tale. (The Normal Press. 3s. net.)

Editions obviously for students and particularly for the private student. As usual with all such compendiums, the notes, meanings, etc., occupy more space than the actual text. We hesitate to recommend such books, except when used for the sole purpose of satisfying an old-fashioned examiner. We cannot imagine any real lover of Shakespeare using them as class-books, nor do we think that the private student who patiently and laboriously wades through so many notes will necessarily at the end have any keener or more critical appreciation of the plays. Shakespeare surely does not deserve such treatment.

French.**CAMBRIDGE READINGS IN FRENCH LITERATURE: edited by Arthur Tilley. (Cambridge University Press. Price 8s. net.)****SELECTIONS FROM SAINT SIMON: edited by Arthur Tilley. (Cambridge University Press. Price 7s. 6d. net.)**

These are two admirably printed books in a new French series undertaken by the Cambridge University Press. They are not designed to be school books. Indeed the second would hardly appeal to a school boy unless he was studying the history of the period of Louis XIV. The first reminds us of the Temple Readers in many respects, especially the issues of that excellent series intended for older pupils or for adults. The governing idea, however, is different. The "readings" here "illustrate the history of France by a record of some of her famous sons." They do but "illustrate," for the book is by no means a source-book, nor a mere "companion" to a history. The selections range from Villon to Pégny, from Henri IV. to the biographer of Pasteur. They include many typical examples from the poets as well as extracts from Rabelais, Montaigne, Lesage, Mme. de Sevigné, and many others. The French drama is deliberately omitted, and with insignificant exceptions each piece of verse is presented whole. The result is a most pleasing book, to which one recurs again and again, and which certainly prompts the reader to make a closer acquaintance with writers with whom he may be little acquainted. Like the Temple Readers, the book is adorned with some very good reproductions of famous French pictures appropriately chosen to suit the text.

(Continued on page 430.)

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This book is an attempt to introduce the reader to the beauties of the literary essay as handled by the great masters of our own, or nearly our own, times.

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The Arithmetic of the Decimal System. By J. CUSACK, LL.D., Founder and Principal of Cusack's Training College. 6s.

THE SCOTTISH EDUCATIONAL JOURNAL.—"We can only applaud Dr. Cusack's heroism, and strongly advise all teachers to procure his work. They will be doing useful service if they read it to become advocates of the only sane simplified system of teaching arithmetic."

Modern Geometry. The Straight Line and Circle (A New and Revised Edition of the Author's "Plane Geometry for Advanced Students, Part I"). By CLEMENT V. DURELL, M.A., Senior Mathematical Master at Winchester College. 6s.

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Historical Geography of Britain and the British Empire. By T. FRANKLIN. Book I, B.C. 55 to 1815. Book II, 1800 to the Present Day. 2s. net each book.

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Science.

GENERAL KNOWLEDGE AND COMMON-SENSE QUESTIONS: by W. Smith. Methuen and Co. 3s. 6d.

It is difficult to imagine any real use for a book of this type. The compiler in his introduction is careful to point out that the "snippet habit" of mind should be carefully guarded against. Yet this is the very type of intellect that his book will stimulate, for a greater medley of useful and useless, real and false, really general and distinctly technical, elementary and highly advanced "knowledge" we have seldom seen. As with all such compendiums, the compiler omits to draw any distinction between knowledge which is real knowledge and the understanding of principles and knowledge which is merely memory. Thus on one page we find "Is sea-water, wherever obtained, equally salt?" and on another "What is the lowest (*i.e.*, nearest the sea) bridge over the Thames?" Again, the poor pupil is asked to "Say a few words about the Suez and the Panama canals," and to state what he knows of the Lost Tribes; while as a "literary" question he is asked to give the names of the male and female of fishes, sheep, deer, geese, foals, foxes, horses, fowls, goats, pigs, and swans.

But we might continue *ad infinitum*. Mr. Smith is no doubt an excellent teacher, and bewails at times the lack of general information in his pupils, but to attempt to remedy this in such a fashion is radically unsound; while to publish such stuff in a book is unpardonable, even if we admit the unconscious humour which advertises "A Key (by the same author) is issued to Teachers and Private Students only." The compiler is deep in the pit of unconscious pedagogical arrogance with his I-alone-know-what-you-ought-to-know attitude to his colleagues. "General Knowledge" is not to be acquired through a hotch-potch of examples with a "Key" like some ordinary sum-book, nor is its acquirement a process of mere arithmetical accretion and summation. Any elementary psychological treatise will explain this to the compiler.

CHEMISTRY LECTURE NOTES: by G. E. Welch. Blackie and Son, Ltd. Pp. 63 (interleaved). 2s.

The author is of the opinion that much valuable time is wasted in note-taking and consequently publishes these notes, which are said to be such as would be taken during third and fourth years' work in chemistry in secondary schools and in evening classes. The reviewer does not agree with the author's opinion, since he regards the training he had in taking notes whilst at school as being one of the most valuable parts of the curriculum. He would not have been proud of, and his teacher would not have been content with, the notes here given. To all intents and purposes they simply form a "cram" book, which the scholar or student memorises and then proceeds to forget as soon as the examination is over. Mistakes occur and statements are made which are far from being clear and accurate. For example, the manufacture of sodium is described thus:—"By electrolysis of fused NaOH, iron and pitch fused together and then with NaOH—Na distils over." The reader would not gather that the first sentence has really no connection with the second. Statements, just as loose and as bad, are made in connection with the electrolysis of a salt solution and the manufacture of aluminium, etc.

It is difficult to see that any useful purpose is served by the publication of such notes. T. S. P.

SCIENCE PROGRESS: A Quarterly Review of Scientific Thought, Work, and Affairs. Edited by Sir Donald Ross. John Murray. 6s. net.

The sub-divisions of this well-established quarterly Review are:—(1) Summaries of recent advances in science, the branches of science dealt with each quarter not being necessarily the same; (2) Scientific articles of a specialised nature; (3) Popular science; (4) Notes on recent happenings in science; (5) Essays; (6) Essay-reviews; (7) Reviews. Occasionally there are other sub-divisions—for example, Correspondence.

In the January number (No. 55) Einstein's Theory and the result of the solar eclipse expeditions are discussed among the notes, and the correspondence contains interesting letters on "The Ghost Hypothesis" (Spiritualism), and also on "Latin or Ido." A mathematical treatment of "Evolution and Irreversibility" (A. J. Lotka) is given among the articles, and also a general and very readable treatment of "Rhythm in Nature" (F. W. Flattley).

In the April number (No. 56) attention may be called to a popular account of "The Silent Zone in Explosion Sound Areas," by Dr. Davison, in which the author treats of a subject on which he is the well-known authority. The special articles include: "The Relation of Magnetism to the Crystalline State" (E. A. Oxley); "The Distribution of Chemical Elements" (W. D. Hackh), in which this subject is treated from a new point of view; "Heredity and Evolution in Protozoa" (R. W. Hegner). T. S. P.

Geography.

CAMBRIDGE COUNTY GEOGRAPHIES.

DUMBARTONSHIRE: by F. Mort.

ORKNEY AND SHETLAND: by J. Heddle and T. Mainland. 3s. 6d. net each. (Cambridge University Press).

These are fully up to the excellent standard of other books of this well-known series. Intermediate as they are between the duller treatise and the more popular guide-book, they are of undoubted use to both teachers and the general public.

THE ATLAS GEOGRAPHIES.

INTRODUCTION TO COMMERCIAL GEOGRAPHY: by T. Franklin and E. R. Shearmur. 2s. 8d. net.

EUROPE: by T. Franklin. 7s. 6d. net.

These books should be seen by all teachers of geography. They make a praiseworthy attempt to solve the known difficulties which arise from the use of atlases separated from text-books.

A NEW GEOGRAPHY OF SCOTLAND: for Secondary and Higher Grade Schools: by M. I. Newbigin. (Herbert Russell, London.)

We dislike the term "New" which compilers of small geographical text-books are so fond of using; yet Dr. Newbigin's name and reputation is sufficient to guarantee a departure from tradition. The book is of sound scholarship, and the treatment is somewhat general, and should be useful for examination purposes.

History.

A NEW HISTORY OF GREAT BRITAIN: by R. B. Mowat: Part I. From the Roman Conquest to the Death of Queen Elizabeth. Oxford University Press. 307 pp. 3s. 6d. net.

A pleasant literary touch enlivens Mr. Mowat's paragraph history. For example, when telling of Henry III he refers to Dante's picture of the King in Purgatory, where he rested in "sure hope of salvation." And quotations from Cadman, Chaucer, William Langland, More, Shakespeare, and other writers are freely introduced. Ample illustrations really help the text, and not merely ornament. Substance and style are designed for upper forms. F. J. G.

SOCIAL LIFE IN ENGLAND THROUGH THE CENTURIES: by H. R. Wilton Hall. Mackie. 200 pp. 2s. 9d.

The Hampstead Garden Suburb may or may not be the glorious climax of English social evolution. Anyway, a photograph of one of its streets forms the frontispiece of Mr. Hall's excellent book, which is full of attractive information and of interesting pictures. For instance, in Elizabethan times:—

In the cities of London and Westminster, and for three miles around them, no houses were to be built except for persons worth a specified amount. Houses might not be divided into tenements, nor might lodgers be taken in. Here is Joseph Lancaster's invitation, inscribed over his Borough Road barn:—

All who wish may send their children and have them educated freely; and those who do not wish to have their education for nothing may pay for it if they please.

In this lively, concrete way, Mr. Hall treats cave-men, pit-dwellers, Romans, Anglo-Saxons, monasteries, castles, villages, fairs, markets, universities, houses, etc., in fifty-one chapters. Sixteen full-page plates (Magdalen College, St. Mary-le-Bow, etc.) are finely printed. All is good. F. J. G.

(Continued on page 432.)

VOCAL MUSIC FOR SCHOOLS

At the First Annual Conference of **MUSIC MASTERS and MISTRESSES IN SCHOOLS**, MR. BASIL JOHNSON, of Eton, in his address spoke as follows in answer to questions as to what the **PUBLIC SCHOOLS** really wanted: "he expressed a hope that Music Masters in Schools would do all they could to persuade their Headmasters to provide for daily practice, and he suggested as material for their singing the admirable songs, either in unison or in two or three parts, such as those now published by the **YEAR BOOK PRESS.**"

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BRIDGE'S SHORT HISTORY OF THE GREAT WORLD WAR, 6/- net.

H. F. W. DEANE & SONS The Year Book Press, Ltd., 31, Museum St., LONDON, W.C. 1

THE CENTURY OF HOPE: by F. S. Marvin, author of "The Living Past." Second Edition, revised. (Clarendon Press. 358 pp. 6s. net.)

Teachers of history, who have understood Mr. Kenneth Richmond's plea that we should give "vistas" rather than teach "periods," and try "to present historical detail as part of an infinite series, and as related to an endless network of other contemporary detail," will have special reason to be grateful to Mr. Marvin, both for his incomparable "Living Past" and its sequel, "The Century of Hope," and for the series of papers, illustrating "progress in unity" in European history, which were originally delivered at Woodbrooke, and subsequently edited by him and published by the Oxford University Press. "The Century of Hope" is an attempt "to look at Western history in the last hundred years from the same point of view from which 'The Living Past' treated Western progress as a whole," and it is a pleasure to see the book already in a second edition. There are a few revisions, but the chief addition is a simple and well-balanced time chart. The task of discerning the principles of European development in the last century, of selecting the significant illustrative details and of finding an interpretation of the whole period, which shall justify the ways of Man to Man without distortion or prejudice, is perhaps in some ways more difficult even than such heroic undertakings as that of Mr. Marvin's first book or of Mr. Wells' "Outline of History." It is natural, therefore, that most of us should wish to challenge this or that detail of presentation or proportion. And some reviewers of "The Century of Hope" have thought the author obsessed by the ideology of progress and too prone to look upon the bright side of things. In a new preface, Mr. Marvin declares himself impenitent. "He does not believe that the hopefulness of the last century has been exhausted, but that the sources of hope are unimpaired, though our conclusions from them must be tempered by our experience." He refers his critics for a fuller answer to his introduction to the new volume of Woodbrooke essays on "Recent Developments in European Thought." And, we would add, readers of that volume will find in Miss Stowell's paper, "The Modern Renaissance," an admirable treatment in the literature of the 19th and 20th centuries of the contrasts and similarities between the shining but facile optimism of the age of Revolution and the sterner but undaunted hopes of our own time. Those who wish, or those who feel impelled to do so, may question the sufficiency of our grounds for hope, but no reader of Meredith or Conrad or our most recent poets can deny the presence and the significance of that hope.

Teachers will find the plan adopted in "The Century of Hope" suggestive. A roughly chronological treatment is followed, each of the great topics of the century being assigned to that decade wherein it became most prominent. The parallel development of England and France is emphasized, as "the most enlightening approach to an understanding of modern history," but towards the end of the 19th century the survey is broadened to include the United States and the expansion of the European powers over the world, while the concluding chapter of the book is boldly given over to a survey of international progress. There are chapters on literature, on religious growth, on "schools for all," and (particularly interesting) on scientific development. If there be any teacher (not of history only) who has not yet read this book, he has a treat before him.

C. H. C. O.

EARLY EUROPEAN HISTORY: by Hutton Webster, Ph.D., Professor in the University of Nebraska. Part I. Ancient Times, pp. 1-297, 6s. net. Part II., Mediæval and Early Modern Times, pp. 298-775, 7s. 6d. net. Harrap.

This is a well-written, straightforward, and scholarly text-book, with abundant well-chosen illustrations and maps, and with suggestions for further study. The second part ends with the Peace of Paris (1763). Prof. Webster has followed very closely the plan of earlier American text-books, but his account is somewhat fuller, room being found for the mention of aspects of mediæval times not often dealt with in text-books of this size, such as Byzantine civilisation and the Mongol conquests. The question suggested by such volumes to the English teacher is the impossibility of his making full use of them, so long as the utmost concession which examiners will make to the demand for the teaching of the outlines of European history is to allow a limited "period" to be offered by candidates. As a result of this obstructive policy, some teachers are trying to introduce world history near the beginning of the secondary school course,

but it is doubtful if this is the best place for such study. The outlines of European history, with special emphasis on modern history, and, if examining bodies wish it (it is difficult to examine on "outlines"), a subsidiary period of English and European history, studied in some detail, is the proper study of the last two years of secondary school life. We are still a long way from the acceptance of this idea.

C. H. C. O.

A HISTORY OF ENGLAND: by Charles Oman, Chichele Professor of Modern History. New and revised edition (Arnold. 803 pages. 7s. 6d.)

We can all remember the anxious days which Professor Oman thus describes:—

German troops in immense numbers crossed the frontiers of Belgium and Luxemburg, though both states had their neutrality guaranteed by international treaties, and had given no offence whatever. The only explanation vouchsafed for the outrage was the open avowal that "it was necessary to advance into France by the quickest and easiest way, and to strike a decisive blow as soon as possible." Thereupon Great Britain, as one of the guarantors of Belgian neutrality, declared war on Germany next day (August 4.)

We recognise the narrative of events as correct, though we also recall a vast complex of emotions that throbbled with the events—the Government emotion, the military, the journalist, the Church, and the emotion of the Socialist and Labour world. Of this spiritual background to the War, Professor Oman can only give very brief hints. And this example raises the whole problem of such books of "History." The Professor's chronicle is straightforward, orderly, concise, reliable, handy, right from the age of Celtic Britain to the age of Lloyd George and the War, of which he renders a compact and useful account. He is a most competent authority on the Art of War, and we accept, without demur, his report that:—

The Black Prince, now a young man of twenty-five, started from Bordeaux, and plundered the French province of Languedoc. In the following year, the Black Prince made a similar incursion into Central France, and swept through the whole country from Limoges to Tours with a small army of 4,000 mounted men and 3,000 archers. When he turned his face homeward, however, he found that King John with a host of 40,000 men had blocked his road.

The Professor's recital of such facts, and of political alarms and excursions, is irreproachable. But we just faintly and humbly whisper that of the homely, courageous, long-suffering English people themselves we catch all too little glimpse. So, in hope of more direct human interest, we open—

A JUNIOR HISTORY OF ENGLAND FROM THE EARLIEST TIMES TO THE END OF THE GREAT WAR OF 1914-1918: by Charles Oman and Mary Oman. New and Revised Edition, with Maps. (Arnold. 280 pp. 3s. 6d.)

Here the Junior Classes are told that—

In 1355, after John, the new King of France, had refused a reasonable offer of peace made by Edward, the struggle recommenced. In its second year, the Black Prince, now a young man of twenty-five, led an expedition into central France, and fought a great battle at Poitiers, where the French army, though very superior in numbers, was defeated.

In this case the play has become rather less, than more, exciting. The larger work informs us, then speaking of Early Britain:—

Down by the rivers there were but small settlements of hunters and fishers perched on some knoll that rose above the brake and the rushes.

The Juniors are deprived of this picturesque knoll, and have to be content with—

The earliest dwellers in our island were scattered families of hunters and fishers, living in the lowest stage of savagery.

But here, again, we breathe not a word against the spotless truthfulness of the narrative. We trust that the Juniors will enjoy such revelations as—

The accession of the Prince Regent, who now began to rule as George IV, made no practical difference in politics. His character was as selfish and vicious as ever, and his quarrels with his wife, Caroline of Brunswick, had long been a public scandal—

and that if they do not, their teachers will duly develop their historic sense.

F. J. G.

(Continued on page 434.)

FROM
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NEW AND RECENT BOOKS.

FAIRIES AND CHIMNEYS. Poems by ROSE FYLEMAN. School Edition. 1s. 6d.

THE CHILDREN'S POETRY BOOK. Edited by RUTH M. FLETCHER, Head Mistress, High School, Bath. 3s.
Also in Two Parts: Part I, 10d.; Part II, 1s. 8d.

THE TEACHERS' COMPANION TO THE CHILDREN'S POETRY BOOK. By RUTH M. FLETCHER. With Notes on the Poems and Suggestions for presenting them. 3s.

FAIRY GRAMMAR. By J. HAROLD CARPENTER. With 12 Illustrations by ROSALIND M. SEATON. 3s. net.

THE TEACHING OF GEOGRAPHY TO CHILDREN By LILY WINCHESTER, M.A., Lecturer in Geography, University of Liverpool. With a Preface by Prof. P. M. ROXBV. 2s.

A HISTORY OF ENGLAND. By C. E. ROBINSON, Master at Winchester College. In Four Volumes. Each 5s.

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A SOCIAL AND INDUSTRIAL HISTORY OF ENGLAND, 1815-1918. By J. F. REES, M.A., Lecturer on Economic History, University of Edinburgh. 5s. net.

FRENCH PASSAGES FOR READING AND RECITATION from Malherbe to Clemenceau. Edited, with Notes, by LOUIS LATOUR, L.-ès-L., City of London College. 4s.

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Mr. Wheeler's style may be gauged by two brief extracts. The first relates to the late King Edward:

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Music.

THE MUSIC OF SPAIN: by C. Van Vechten. (Kegan, Paul, 4s. 6d.)

As a first attempt in the English language of a chronicle of Spanish composers and their music this book may be welcomed. That it is by no means a last word on the subject, even in the light of limited present-day knowledge, must be admitted, for it falls somewhat short of completeness, and in critical detail it is particularly lacking. As Pedro Morales says in his Introduction (which, perhaps, we may be pardoned for considering the most valuable part of the book), "it is rather a work on *Spain and Music* than the *Music of Spain*." Much of the talk about various singers who have achieved eminence, more particularly in America, as exponents of the part of Carmen in the opera of that name by the French composer Bizet, and about performers of Spanish music in the States, are rather beside the point. The student who wishes for some details of the characteristics of the music of Albéniz, De Falla, and the rest, will have to seek his information elsewhere, if, indeed, he can find it at all. There are, however, some interesting paragraphs on the dances indigenous to Spain, and on the gipsy music. This volume may pave the way for a more complete, exhaustive, and critical work upon one of the most interesting sides of modern music.

THE MELODIC METHOD IN SCHOOL MUSIC. A Manual for Teachers and Supervisors: by David C. Taylor, author of "The Psychology of Singing." (Macmillan and Co. 8s. 6d. net.)

Although first published in 1918 this is the first occasion we have had the opportunity of examining this book, and a perusal of its pages has amply repaid us for the time spent thereon. Here is a book which is what it professes to be—a manual for teachers and others who are interested in the teaching of class-singing as distinct from solo-singing.

The author knows his business thoroughly, and the manner of presenting his subject is alike stimulating and very helpful.

There are chapters on instruction in vocal production, sight-reading, ear-training, and memory culture; and while all these are dealt with psychologically and in accordance with the most up-to-date findings in the art of teaching young pupils, the whole book can be read with delight and profit by all who have to do with music teaching. Melody—its character and construction—is the foundation of all the instruction. A true knowledge of and appreciation of melody in all its multitudinous forms not only gives delight to the student of singing, but is the first basic step in the intelligent understanding of all music, whether voice or instrumental, melodic or harmonic. The writer pleads for constant use of beautiful melodies—there is a superabundance to choose from—in the class lessons. Voice-culture, rhythm, time, and all the technique of music can be and should be taught through constant, continuous study of melody.

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ELEMENTARY HARMONY. Part II.: by C. H. Kitson. (Clarendon Press.)

This second book of Dr. Kitson's, on the subject of Elementary Harmony, proceeds on similar lines to those indicated in his first book, and is throughout equally good. Moreover, the exercises, which are graduated, are more numerous, and the letterpress the minimum required for the proper working out of the exercises. This is wise treatment, and effective if carefully followed; and the student who works through these two books will be able not only to write effectively and correctly, but will have gained a valuable insight into the construction of music. It will further enable him to exercise his own faculties in the creation of music. A. G.

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(Continued on page 436.)



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Here is a real help to the earnest teacher of music. In the opening sentence of the preface Dr. White says, "This book is wholly concerned with the work of the class teacher," and while that is entirely true, it is equally true to say that every head teacher, too, would do well to peruse its pages. A careful reading of the whole book has convinced us that there is contained within its pages not only *interesting* matter both for the teacher and the pupils, but also much practical help given for the benefit of all who teach music.

There are many new and valuable suggestions on method, and nothing in the schemes outlined is beyond the ordinary scholars in our schools. After discussing the "Problem of Musical Instruction," the author deals most effectively with music in the four groups or grades commonly met with—the Kindergarten, the Lower Form, the Upper Form, and the Advanced Class. While there is distinctive work planned out for each section, there is a sort of golden thread of common or general treatment to be followed throughout the whole musical education of the scholar. There can be no doubt that a school in which the suggestions made in this book are carried out will do exceedingly well in music; but, what is of far greater importance, pupils will so learn to love and appreciate music that they cannot fail to continue their studies in practice and theory intelligently and with ever-increasing pleasure and profit after their school-days are over.

A.G.

VISUAL NURSERY RHYMES. With pictures for children to colour: by Agnes Nightingale. (Published by A. and C. Black, Ltd., 4, 5, 6, Soho Square, London, W.1. 1s.)

In this attractive volume are collected many of the old favourites of the nursery. In addition to the music printed in both notations on the left page, there is a full-page drawing of the various characters and scenes referred to in the rhymes. These are to be coloured in crayon or water-colour—in itself a delight to the children—and this plan will undoubtedly add to the interest of the pupils in learning the music. The whole scheme is pleasantly presented, and scholars who use the book cannot fail to enjoy the work.

A.G.

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. (Published by Charles and Son, 10, Paternoster Square, E.C. 4.)

One wonders whether it is wise to attempt two things at the same time. In this volume both exercises and music are very good—the former being carefully thought out and based largely upon the Board of Education's Syllabus of Physical Exercises, and the latter tuneful and easy to sing. But we feel that while it is helpful to have music as a rule for physical exercises for young children, it is expecting too much, possibly, to ask children to sing nicely at the same time. If the exercise is the thing then the singing must go, and if the singing is the thing the exercises, one feels, must suffer. There can be no objection, however, to allowing a section to sing the music while the rest do the exercise, and later to change over, so that all the class may in turn have a chance to do both. It is a helpful book for teachers of little ones, and the very detailed instructions, together with the photographs, cannot fail to produce good results.

A.G.

General:

ANIMAL HEROES : by Ernest Thompson Seton (illustrated by the Author). (Constable.)

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J.R.

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The author does not confine his attention to birds, but also gives us a description of their enemies; thus we are given some idea of the hardships to which these creatures are subjected. Although Mr. Rees was a keen observer of birds, he never was a collector of eggs; it was perhaps this, together with an unlimited store of patience, that enabled him to win the confidence of the birds under his observation. Hence the studies are absolutely authentic, and are well worth reading.

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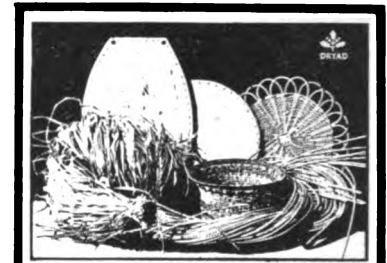
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THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

OCTOBER, 1920.

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NOTES AND COMMENTS.

The Supreme Question.

It may be said that there is only one educational question of importance just now, namely, the supply of teachers. Of late years the Board of Education have called attention repeatedly to the falling off in the number of recruits for the public elementary schools, and there is evidence of some improvement. This must be ascribed, not so much to the Board's circulars as to the attractive power of better salaries and pensions. Even these inducements are proving inadequate, and in any case they will not operate fully for some years to come, whereas our need for teachers is immediate and pressing. This need is no longer chiefly felt in the public elementary schools. It has extended to secondary schools, public and private. In these the position is made the more difficult by the fact that there are far more pupils than formerly seeking admission, while at the same time there are fewer teachers seeking employment. In the private or independent schools the position is especially harassing, because they cannot offer the inducement of a State pension even where they can offer a salary approximately equal to that of a State school. At the present moment there are public schools within the sacred enclosure of the Headmasters' Conference which are short of their full complement of masters and are thereby prevented from extending their work. Men who have neither professional training nor experience are able to obtain posts at salaries which fall little below those paid to veterans.

The Need for Action.

In view of the extreme urgency of the question the authorities ought to form a Committee on the Supply of Teachers, to include representatives of the Board, the Local Authorities, and the Teachers. This Committee should explore the question without delay. Its report should deal with increased salaries and pensions, and give some estimate as to their probable effects and the time that must elapse before these effects are felt. It should also offer suggestions as to temporary expedients, including the better organisation of schools and the proper use of such efficient teachers as are available. Most important of all would be a scheme for grading teachers in such a manner as would make it possible to employ partially-qualified men and women as probationers for a limited period in each case, their continued employment after this period being conditional upon their willingness to become fully qualified and registered as teachers. Any haphazard and unregulated form of "dilution" will be worse than useless. There is an acknowledged need for a great increase in the number of teachers, but there is also the need to establish and maintain the prestige of teaching as a form of professional work. Both may be secured by wise and prompt administrative action, such as will never lose sight of the fact that teaching must be made to rank among the highest of the professions.

NOTICE TO READERS.

Next month's issue of *The Educational Times* will contain articles on *Economics and the Secondary School*, *Education in Italy*, and the *Professor's Magic Lantern*.

Readers are asked to use their kind efforts in making this Magazine known to their friends and colleagues as a publication which deals with education but is seldom entirely dull.

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

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The Salaries Question.

Within a few days the report of Lord Burnham's Committee on Salaries in Public Elementary Schools will be issued. In some quarters grave doubt is expressed as to whether the teachers' organisations will accept it. The National Union of Teachers has accepted sole responsibility for presenting the teachers' case, since the Teachers' Panel on the Committee is made up entirely of N.U.T. representatives. In the later negotiations they must have found themselves somewhat hampered by their previous acceptance of a national provisional minimum scale with an undertaking, given by them in return, that the Union would not support agitations for further increases in districts where the agreed scale was adopted. There are many districts where the scale is quite inadequate to cover the increased cost of living, and it is an open secret that the Burnham Committee is being severely criticised. Some of the criticism is directed against the teacher representatives by people who forget that there are also Local Authorities represented on the Committee. Forgetting this, the critics are angry because their representatives have not obtained at once the full measure of their demands. Negotiations do not usually follow this easy path, and their course is certain to be very difficult when the requirements of teachers are presented to members of Local Authorities, who are confronted at home with the unpleasant prospect of a large addition to the rates, which they must seek to justify at local elections.

The Zone Plan.

The Committee has propounded a scheme which cannot possibly endure in practice. Since the cost of living varies by some hardly ascertained amount as between one district and another, we are to have four or more scales of salary, and each district is to be assigned to a "zone." Thus, London is to be in Zone IV, where the highest salaries are to be paid. Presumably some rural districts will be in Zone I, with the lowest salaries. The immediate result would be to attract young teachers to Zone IV, leaving the other zones in difficulties. Hence it is suggested that the Local Authorities shall mutually agree that they will not employ emigrants from lower paid zones. Teachers are to be tied to the soil, as it were. A more absurd proposal would be difficult to imagine, but it is almost equally difficult to see how it can be countered if the zone plan is adopted. Rules against migration will not affect the beginner, and the abler of the young teachers will leave college with the intention of obtaining posts in Zone IV districts, unless we are prepared to accept a further absurdity by binding the school children who intend to become teachers with an agreement to return to their homes on leaving college. All this is the very madness of officialism and wholly destructive of real education, although profoundly impressive in its symmetry and logical balance. If the scheme is adopted we shall have recurrent agitations and turmoil among teachers in the inferior zones, who will seek to prove that they are unfairly used.

A National Scale.

The Burnham Committee on Salaries in Secondary Schools will do well to avoid any traffic with a zone scheme. Surely the time has come for considering the possibility of a national scale of salaries, applicable to teachers of all types, wherever they may be working. It ought to be possible to determine the amount of a salary below which no qualified teacher should be expected to serve in our schools. Beyond this amount there should be annual increments to an agreed maximum. We should thus have a basic scale, and for individuals there should be provided special increases or bonuses obtainable on the ground of special qualifications or responsibility. The salary paid to a teacher, as such, would be a fixed amount according to the years of service. A graduate might have a qualifications bonus; a specialist teacher might have a specialist bonus; and the graduate who is a specialist would have both. The teacher who became head of a school or department would receive a responsibility bonus. But the basic salary would be the same for all fully qualified teachers. As to the cost of living, this would be met by an economic bonus, payable according to the comparative expenses in different areas as determined by a consideration of all the factors, including the cost of maintaining intellectual interests as well as physical vigour. A basic scale might also be devised for the probationer or associate teacher, and one scale would serve for all types of schools, since the secondary school teachers would receive the qualifications or responsibility bonus where they were entitled to it.

Free Secondary Education.

Recently the Manchester Education Committee had before it the proposal that free secondary education should be provided in the form of secondary schools where no fees are charged. The General Purposes Committee appointed a Special Committee to investigate, and this latter body recommended the establishment of free schools. The General Purposes Committee, however, did not accept the report. There seems to have been some confusion in the use of terms. Already there is a supply of free secondary education available for qualified pupils, not only in Manchester, but throughout the country. It is a totally different matter to demand free secondary schools. Some members of the Labour Party are demanding that such schools shall be provided, thinking, no doubt, that they are urging merely an extension of the policy of free elementary education. In reality the case is different, because elementary education was not made free until it had been made compulsory. When secondary education is made compulsory for all there will be a good case for making it free for all. Meanwhile the day continuation schools, which are part-time secondary schools, are to be compulsory and free. Our experience with free elementary schools should warn us against extending a scheme which intensifies class distinctions. Probably the best form of "free" education would be that of an education grant to the parent of an amount ascertained to be the normal cost of schooling according to the age of his children. He might then supplement such a grant out of his own pocket and send his boy to Eton, or to a private school; or he might pay the grant over to a State school of his choice.

Sir William Mather.

By the death of Sir William Mather many educational bodies suffer a great loss. He was a successful man of business, always marked out among his kind by a profound sympathy with the mind of the manual worker and an intuitive knowledge of his aims. He was among the first to establish the eight-hour day, and probably the very first foundry master to abolish the practice of having the works open at 6 a.m. with two hours of toil before breakfast. His knowledge of industrial conditions throughout the world was singularly minute, and was constantly growing by reason of his travels abroad. The cause of higher technical education found in him a warm and generous supporter, and the Manchester College of Technology is a monument to his enthusiasm. Nearly forty years ago he was a Special Commissioner to enquire into technical education in Russia and America, and his reports had an important share in promoting the Technical Instruction Act of 1889. Manual training in schools found in him an early advocate, and he established a workshop at Cheetham's Hospital, Manchester, where experience proved that handwork is a help to literary studies and not a mere addition to the curriculum. Every form of educational work, from the University and Mechanics' Institute to the Kindergarten, received his sympathy and financial help, and he had the rare power of inspiring others with his own enthusiasm.

Modern Education Exhibition.

Special attention is called to the Modern Education Exhibition which will be held in Caxton Hall, Westminster, on the 8th and 9th October, under the auspices of the London Branch of the Private Schools Association. The exhibits include specimens of school work, displays of physical training, demonstrations of modern methods, and pictures of school life, all designed to illustrate the kind of work which is done in the independent schools of the country.

CATULLI CARMEN XXXI.

Gem of peninsulas and isles that low
Lie East and West on Neptune's vasty main,
Or in still land-locked waters, Sirmio,
What bliss, what joy, to see you once again!

Beyond belief! to have quit Bithynian ground,
No longer to be breathing Thynian air -
Do mine eyes see you, see you, safe and sound?
O blessed memory of vanished care!

My soul lays down its burden, sore bested
With foreign travel, at my own house-door;
I lay my limbs upon my own dear bed -
Full recompense alone for labour sore.

All hail, O lovely Sirmio! reward
Your master with rejoicing; welcome ye,
O wavelets of my Lydian lake, your lord -
O smiling home, smile all your smiles for me!

P. A. B.

APPRENTICESHIP OR VOCATIONAL TRAINING.

BY EDITH C. FLOWER.

IN every art, profession, and commercial enterprise, the gaps left by the war have been found extremely difficult to fill. In many of the crafts, where tradition and practice, rather than book knowledge, is handed down from father to son, a complete generation is missing; and at a time when the world is crying out for increased output the difficulty is to maintain even the normal pre-war rate of production. The need is felt everywhere for labour, but chiefly for highly skilled and trained workers.

The history of apprenticeship in this country is extremely interesting, and its origins were so firmly rooted in our industrial life that its decline must be put down to some inherent weakness in the system itself rather than to spread of a sufficient vocational school training.

It is said that in 15th century England there were no less than thirty thousand Guilds, all of which were maintained by apprenticeship training, whereas statistics published in 1909 gave only a total of 606 schools in the British Isles where training in technical and art-craft subjects might be obtained. These schools have no doubt increased in number during and since the war, but even allowing for the war's sad toll of men, they do not appear to have increased in proportion to the decline in the apprenticeship system, or the trades would not be always crying out for more and more trained workers.

It may be useful, therefore, to see what is being done in the United States, where every resource of scientific experiment, patient investigation of results, and a natural inventiveness in methods of application, are utilised in the training of both adolescents and adults for life, and the work that life, happily for most of us, brings with it.

The Government of the United States is frankly paternal. It conceives it to be the duty of government as much to serve as to rule the community, and to provide for every citizen, and even for the vast numbers of immigrants who never become citizens, technically speaking, the essentials of life and of progress. That a man or woman should stagnate or fall back in the battle of life is a thought abhorrent to the American social conscience: and from the time a child reaches the age of four or five years for the rest of his life, if he likes, but of necessity until he is sixteen years of age, every resource of the American educational system is at his back, persuading or urging him to "go one better," not than his fellow—an incidental matter which may or may not "come off" -but at any rate better than he himself has done before. This principle has been carried to a high degree of efficiency, so that to prepare for almost any profession, or for any step higher in it, the first thought of the average American is—no matter what his age—to apply to the nearest school or college for a coaching course; and so closely are these courses in touch with technical and commercial enterprises that many of them are run under actual working conditions, and the difficulties of to-day have been met by

classes attended last week, or last night. Employers who have themselves benefitted by technical or professional courses encourage their workpeople to attend them, not as a matter of pure philanthropy but also in the interests of efficient and successful business life ; and although many of the University and some of the vocational courses are subject to the payment of fees, in every State there are similar courses to be obtained entirely free, so that no citizen is debarred for lack of funds at the moment when he particularly needs advice, free tuition, and it may be inspiration for new or more advanced work.

The striking point about many educational institutions in the United States is, of course, not that they are new, but that they are broadcast. The co-educational method is a case in point. A satisfactory experiment in the co-educational schools of this country, it is almost universally applied in American schools and universities. Another is the Vocational Guidance Bureaux, carried on with excellent results in Birmingham and Edinburgh, but spreading rapidly in America, in spite of many criticisms and reservations on the part of the Bureau Chief himself, as a valuable preventive against "the wasteful start" in life.

Apprenticeships are not very popular in the United States for similar reasons, no doubt, to those which account for the decline of the system in this country. The man who has succeeded as a chemist, for example, is not necessarily gifted as a teacher, and in proportion to his success as a chemist will be the time at his disposal for instructing an apprentice, so that the pupil too often comes off badly as a learner, although he may at the end of a few years have picked up some rule of thumb methods and learnt to be of great service to his employer. The trouble is that if he leaves at the end of apprenticeship he finds to his dismay that he is of little use to any one else. On the other hand, if he stays with his "master," he is in many cases seriously underpaid, because he owes any training he has received to his employer, but has no recognised diploma that speaks for his efficiency. On the other side of the picture there is just this to be said, and it is quite an important factor. In the case of several of the professions—chemistry, the law, etc.—an apprentice or articulated clerk has definite examinations for which, if he is fortunately placed, he may be coached apart from his day's work ; but if one of the art crafts, like pottery, be instanced, the more highly technical and artistic the processes involved, the more entirely the success of the work depends upon the standards and traditions of each pottery—and these can hardly be taught in a classroom, nor would it be fair to the pottery if they could. The same may be said of colour-printing, wall-paper manufacture, dye-making, and some branches of weaving. We seem to be on the horns of a dilemma, where unfortunately too many students are left to succumb to the unheroic lesser of two evils, or betake themselves, unwillingly, to some other calling.

In Birmingham, the part time school combined with part time work is found a satisfactory solution, the amount of time devoted to study and to actual work being incorporated in the apprenticeship agreements. This plan, coupled with the work of the Care Committees' fifteen hundred helpers appointed to look after the

general welfare of children leaving school who have applied for vocational guidance and training, is proving very acceptable to all concerned, and it could be wished, perhaps, that similar schemes might be started in other industrial centres.

Beside the full time vocational schools which in the States are gradually taking the place of much of the high school work in manufacturing cities, both "Corporation" and "Company" schools are found of great service. An English parallel to the first of these would be provided if the City of London Guilds, Goldsmiths, Drapers, Fishmongers, etc., were to undertake to train recruits exclusively for their own craft, though not for any particular employer in it, giving general education along with technical instruction. The Company school, on the other hand, is run by large individual companies exclusively for their employees, no student being admitted who is not employed by the Company, nor any employee under school age exempt from attendance at the school, either alternate weeks or a certain number of hours each week. In both cases the schools are provided with properly qualified teaching staffs and, subject to the inspection of education authorities, maintain the same level of general education as the ordinary elementary and high schools.

Correspondence schools, again, are a great boon to thousands of hard-working but irregular students in this country ; but across the water, beside the well known correspondence schools, most of the universities carry on correspondence courses in the liberal and mechanic arts, agriculture, engineering, etc., in conjunction with the ordinary university work. They also send out visiting professors, sometimes as far as two or three hundred miles away, to plan and get out schemes, and often to actually carry on courses for groups of people who have asked for such advice and help. The necessary books, scientific instruments, etc., are provided by the university, becoming in effect a travelling library ; and work done in this way counts towards the university degree should the students desire to finish their courses in residence at the university. Visiting professors spend much of their time in industrial cities, manufacturers having acquired the excellent habit of applying to the universities when their employees are in need of special training for advanced science, chemistry, and laboratory work. The late Dr. Page once described the American university, "which carried its activities to every part of the American Commonwealth, not as a place where a limited number of wealthy pupils might go to receive the benefits of higher learning, but as an organising centre for the intellectual, industrial, and commercial activities of the whole State. . . . It belonged to everybody, and served everybody. . . ."

As will be seen, the American educational net is very fine. Few people nowadays escape it, or wish to, but for those who may have done so in the past, Denver, Colorado, is making a magnificent experiment in its Opportunity School. Dr. H. B. Gray has included a very interesting account of the working of this school in his book, "America at School and at Work," in which he says : "This school supplies an educational refuge for all sorts and conditions of men, women, and children . . . irrespective of age, qualification, and even of

set hours of the day. . . . Boys in offices, young women in service, blind men, cowboys, foreigners, all who can snatch brief periods of time from their work, come here to improve their condition in life. . . . Presided over by a woman of genius, the school since its inception (in 1916) has attracted the astonishing number of between three and four thousand students. It is supported by municipal funds, raised by taxation. . . . It sets out to repair all educational deficiencies which parental neglect, lack of opportunity, or failure to seize previous opportunity have left in the life of the citizen, however young, however old. . . . It helps and cures the educationally lame, blind, halt, and maimed, and it undertakes with conspicuous success to find employment for its transient students. . . . As a placement bureau, it is sought after by employers of all kinds." Two blind men have attended the school, one learning salesmanship, the other typewriting and the dictaphone. There is a class for defective speech. Many older people obtain the rudiments of education bit by bit. There are no school fees. . . . The school is built on the principle "If you don't see what you want, ask for it." . . .

There seems little room to wonder that one thousand pupils have flocked to the school annually since its opening! What a transformation might be worked in the life of our working population—and everybody works at something nowadays—if such a school were started in every large city in the British Isles. We have not forgotten the enormous percentage of illiterates the war disclosed, young men gallantly lining the trenches in France but totally unable even to write letters home; and women, both young and old, in country villages and city slums alike unable to correspond with their menfolk. The Opportunity School would also provide facilities, badly needed in spite of all that has been done, to help the demobilized soldiers make up educationally for their five years of service abroad. Many of these men, it is said, are still unemployed because they cannot work to Trade Union standards. Might not an Opportunity School in our industrial centres help the men, to whom we owe so much, to meet and overcome the Trade Union objections? We want such schools, too, for the disabled, and for the rank and file of British inefficient of all kinds. Is America the only land that produces them?

One hopeful fact emerges from the controversies that surround the clamour for higher and higher wages. Statistics published last year show a greatly increased number of boys and girls passing from the elementary to the high schools of London and Manchester, which seems to suggest that not all the war-wages have had a demoralising effect. There are some people who have high-mindedly invested not even in their own future but in that of their children. And whether it is decided that on the whole British requirements are better met by investing surplus wages in an improved form of apprenticeship rather than in trade or vocational schools, so long as they are so invested, we are on the upward grade.

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TRAINING FOR TEACHERS IN GEOGRAPHY.

BY J. F. UNSTEAD, M.A., D.Sc.

It is a commonplace that "Modern" Geography is different from the collection of lists and facts that were taught as Geography in our old school days. The subject has changed almost out of recognition, or perhaps one should say that it should so have changed, for in many cases the change has been only partial and in others the same grind is followed as was universal thirty years ago. A new Geography has evolved, but the actual teaching often lags behind. The need for improvement is great, and there is consequently a demand for teachers trained in the new methods.

The training should have two sides, academic and pedagogical: both the subject-matter of the new Geography and its application to educational aims must be studied. The academic training claims precedence, for until it is acquired educational theory has nothing to work upon. Moreover, it needs to be systematic and wide, for the two great characteristics of modern Geography are that it is rational (seeking reasons and results) and has a wide range (dealing with physical facts and human relationships).

One must learn first how the various phenomena which make up man's environment act upon one another: how the structure and form of the land surface, the position of the globe, and the elements of climate are all inter-related; next, how these influence life on the globe—plant, animal, and human life; finally, how men live with men, their social, economic and political relationships. The training consists not merely in acquiring facts, but in learning how to trace the action and inter-action of these facts.

This involves a partial study of several sciences; e.g., in geology, those parts which relate to the materials forming the earth's crust, and the processes which shape the earth's surface. Similarly, a little astronomical knowledge and a more comprehensive study of climatology are required. Again, biological science must be drawn upon to explain the distribution of plants and animals, and their relations to their particular habitats. Last, but by no means least, human sciences (particularly anthropology, history, and economics) must have their place, for they contribute a most important part of the basis of geographical study.

But Geography does not consist of the mere addition of portions of these sciences; it must be regarded not as a patchwork of fragments of other branches of knowledge but rather as a new fabric of which the separate threads have been obtained from other sciences. To learn how to weave the fabric of Geography is perhaps the greatest part of the training. The study of Geography cannot, however, be carried on in an abstract or general manner; the exact position or distribution of phenomena is an essential element. For example, the situation of cities must be known in order that their relation to physical features and their effect on human conditions may be realised. This necessitates the constant and careful study of maps, involving difficult questions of map construction and interpretation.

On the pedagogic side there are the problems of using geographical material as an instrument of education, *e.g.*, the selection of suitable material, its arrangement and presentation, the progressive development of the subject, and the employment of apparatus and aids of many kinds.

Enough has been written to show the main lines of the training; it remains to add that such work is essentially of a University character, for superficial or scrappy preparation is almost worse than none; there are abundant opportunities for misunderstandings and errors.

Slowly the Universities have risen to their duty. For example, at Oxford there is a School of Geography; at Cambridge, Geography was first included as a "special" for the pass degree, then a diploma was instituted, and recently a Geography Tripos for the honours degree has been added. There has been a similar development at London University; Geography is in the curriculum for the B.Sc. (Economics) degree, it has long been a subject for the Intermediate and Final Pass B.A., a diploma in Geography has been for some time in existence, and in the past year an honours degree in Geography has been established. This last gives a first-class qualification in the subject, and is open to those who have passed the Intermediate or Final B.A. examinations. The diploma is very similar in scope and value, and has till recently been open to graduates of London or other Universities and to those who have passed the London Matriculation, but the insistence upon matriculation for non-graduates has barred the way to teachers who may have had a good general education and considerable experience in teaching but have not acquired this particular qualification. The University has now, however, opened the door more widely, and teachers who are eligible for the Register of the Teachers Registration Council can be admitted to the University Courses for the Academic Diploma in Geography. This enables qualified teachers to begin Diploma work without having first to matriculate, provided they can produce evidence of sufficient knowledge of Geography to profit by the course. As the Diploma course gives an excellent training, and the Diploma is an accepted qualification of high value, teachers can be recommended to consider it. Finally, graduates of London or other Universities who already have an approved qualification in Geography can enter for the new Ph.D. degree which may be obtained by research in Geography as in other subjects.

Courses in Geography under the University of London are provided by Bedford College for Women, Birkbeck College, the London School of Economics, and University College, and further information as to the requirements and syllabuses for the various examinations, together with particulars of the courses provided at Birkbeck College in the subject-matter and in the teaching of Geography will be sent on application to the Secretary, Birkbeck College, Breams Buildings, E.C.4. Teachers who wish to know whether they are eligible for the Register of the Teachers Registration Council in connection with the Geography Diploma should apply to the Secretary, Teachers Registration Council, 47, Bedford Square, W.C.1.

PUBLISHED ERRORS.

BY CELIA HANSEN BAY.

Is it too much to hope that the Historical Association may some day include a branch department devoted to the censorship of all publications which have to do with history? At present anyone with a taste for fiction may write about real persons and events, throwing an entirely false light upon them, and any artist is at liberty to represent well-known individuals in the kind of clothes worn a hundred years or more before or after they lived. (See the Preface to Mr. Chesterton's history for a delightful comment on this.) We should be annoyed if a life of Queen Alexandra included a picture of her, at the time of King Edward's Coronation, in which she was represented as wearing a crinoline and spoon bonnet. We should regard it as silly and misleading, and wonder why the artist need have tried to represent her at all if he had not the faintest idea what she looked like; yet that would be an almost pardonable error compared with some that go forth unchallenged into the world of books.

To recall a few instances of such mistakes:—

William III is represented at the battle of the Boyne waving his sword enthusiastically in the air with his right hand, as his horse plunges into the water, yet we know that his right arm was useless all day, as he was wounded in the shoulder before the action began by a chance shot. The error in itself is not important, but it belittles the man's courage to represent him as well and flourishing, when in fact he fought the whole action in a wounded condition.

Again, Queen Anne is shown in another "historical illustration" kneeling at her Coronation. She did not kneel. She *could* not kneel, on account of the gout in her knees.

In a little history class book which has lately come out Queen Elizabeth is portrayed in the act of signing Mary Stuart's death-warrant. Her rather well-rounded face wears an expression of acute sorrow and regret, and in the background is a figure, apparently intended for Walsingham, who is represented as urging on the reluctant Queen. But Walsingham was ill in bed when she signed it (with a jest on her lips) and she had herself sent for "Mr. Secretary Davidson," we are told, and ordered him to bring her the warrant to sign. All her storms and protestations of grief, all her persecution of the unhappy Davidson, were the most obvious and shameless affectation.

When our school books are themselves often inaccurate is it any wonder that the general public is a little vague and careless about facts? Lately there was a photograph of a group reproduced in a daily paper. The tableau purported to represent Charles II buying oranges from Nell Gwyn. Rochester was there, too, and someone else. In that one group were costumes of the period of Queen Elizabeth, of Charles I, and of George I, all gaily lumped together and called "Charles II costumes." Yet portraits of that day abound, if any one person had taken the trouble to look up the subject before arranging about the dresses.

In a recently published novel placed in the time of Mary Tudor that unhappy woman refers to her future husband invariably as "King" Philip—a little premature! The same author describes in another book the appearance of Titus Oates, the only objection to this description being that it is about as unlike his well-known and very peculiar appearance as it very well could be. (It would be interesting, by the way, to obtain a record of the number of visits paid to the National Portrait Gallery by people who write descriptions of historical personages.)

In novels of the Tudor period one still finds that the charming heroine wears a simple white dress, and that her golden locks wave in the breeze. Documents and pictures of the period, however, lead one to suppose that any reputable young gentlewoman would wear stiff and bulky garments, made of velvet if she could afford it.

A heroine in a recent novel had a "supple waist" when she was in full court dress (1554). The cast-iron stays of that day shown in the Victoria and Albert Museum look more like the real thing somehow. And as for golden locks waving in the breeze, surely a well-brought-up young gentlewoman wore her hair in a close coif from what we should now consider babyhood? A maiden bride wore her hair loose, and presumably a girl who took part in a Masque or pageant might do so, but not ordinarily. Look at the picture of Catherine Parr. All her mass of long, shining, curly hair is stowed away somehow, as though it were rather improper not to be bald.

But what shall be said of really serious errors that are passed over as if they did not exist? What of edition after edition appearing of Kingsley's "Westward Ho!" with no word of comment on his scorching slander of Campion? Campion "no gentleman!" Campion, whose wit and charm Elizabeth desired should add to the lustre of her brilliant court, but who rather chose to be hunted like a wild beast for the sake of his religion. Bigotry could go no further than to call that chivalrous hero "no gentleman!"

For some reason which is not very clear there seems to be a concerted agreement between the writers of school history books that the Charles Kingsley view of Roman Catholics in Elizabeth's reign is the only one to be taken. Common justice is hardly ever meted out to them, and it is only by looking up contemporary records that one gets at the facts. Or rather, that *was* the only way to arrive at another point of view until Monsignor Benson wrote "Come Rack, come Rope," which states the case for the other side. The pity is that one cannot get a clear popular statement written by an unbiassed pen, for, exact as his facts are, they are necessarily written by one whose prejudices are uncongenial to many people who ought to face the facts he presents.

Another matter of great psychological interest is James I's persecution of witches. This very large and destructive persecution is almost invariably passed over in class books without a single word. It might not lead anywhere politically, but surely the day is past

when the history of our constitution alone was considered worth studying? Nowadays we admit that the development of men's ideas is a matter of interest.

In dealing with Charles I's reign modern class history books are almost invariably written with a strong prejudice against Strafford. In one reputable book of fair size, which goes into some detail, you may read how, under Strafford, a man who had insulted him in Ireland was tried and condemned to death on some trivial pretext; *but the sequel is not stated*. It does not happen to mention that Strafford never rested till he got a reprieve, so that the man escaped his unjust doom.

Another point which is generally most misleadingly slurred over is the fury of jealousy felt by those of Oliver's colleagues who had hoped to gain high promotion themselves in the Commonwealth. No indication is usually given of the trouble he had with brother Puritans, beyond the bare fact that he dissolved the "Rump." His caustic remarks to that assembly are too little known, still less is it realised that a high-placed Puritan could refer to him as "that beast."

Later on, we read many things about Peel, but seldom any allusion to the most significant fact that in 1815 he made a strong and touching plea for an act ameliorating the condition of the poor little children who worked then in mines and factories. Nor is it usually noted that *such a bill was thrown out after the first reading*; yet it is surely a fact of some importance that hardly more than a century ago the great majority of our legislators refused so much as to consider the necessity for small children to be treated with common humanity. Even in 1842 we find the charming Lord Melbourne disclaiming all responsibility for the appalling conditions prevalent in his mines; yet I do not think this is a fact known to the average pupil who reads of his paternal kindness to Queen Victoria, "The little Queen," as she was affectionately called then.

Trivial errors in detail, huge errors of false perspective, indifference to the proportionate values of events, and very grave omissions, all go merrily on. There are some excellent history books and historical novels to be had, but there appears to be no means accessible at a glance to the general public of finding out if a book is flagrantly inaccurate or not.

Can nothing be done?

Passports for Italy.

A further relaxation in the passport arrangements for visiting Italy is announced by the London Office of the Italian State Railways. British and American subjects can obtain from any Italian Consulate a *visa* for six months, available for any number of journeys to and from Italy within that period, without any further formalities. This, with the French yearly *visa*, now renders matters very simple for visiting Italy. Having obtained these two "period" *visas*, travellers need not visit any Consular Offices (French, Italian, or British), either before starting for Italy or before returning from Italy to this country through France, however many journeys are made to and from Italy during the period of validity of the *visas*. The fee for this new *visa* is the same as for the old single-journey *visa*—i.e., 8s. No registration with the police in Italy is necessary, as the hotels themselves report the name and nationality of all visitors.

MELEAGER OF GADARA.

The Anthology.

It is difficult to say whether we owe more to Meleager as a poet or as a compiler. His poems, beautiful as they are, would seem of little value to a man, if there be such a one, who had no sympathy with love and lovers. But the Anthology, which was his final gift to mankind, is as universal in its range as life itself, and appeals to every interest.

The making of literary collections is a well-known Alexandrian trait, and before Meleager a certain Polemon is said to have composed a corpus of poetical inscriptions arranged according to countries. But Meleager seems to have been the first man to conceive the idea of an anthology in the modern sense, a collection of verse taken from the writings of his predecessors, and chosen because of their merits as literature. With judicious skill he confined himself to the epigram, a short piece of verse written in the elegiac metre on a definite subject, and does not quote from any poet who was actually his contemporary. With these two restrictions his range remains a very wide one, and his own taste would appear to be both catholic and generous. As the names in the poem show he ranges from Sappho in the sixth century B.C. to Antipater of Sidon, who died about 100 B.C., and even if he is somewhat inclined to favour the Alexandrians he has still a full appreciation of such a typical Athenian as Simonides. But it is noticeable that in the epigram form no poet, not even Sappho or Callimachus, can equal Meleager himself, and the retention of the eight hundred lines of his which we still possess is the chief merit of the later editors of the Anthology, from Philip of Thessalonica down to Planudes. Otherwise the changes they introduced into Meleager's original collection seem to have been all for the worse. Meleager followed an alphabetical arrangement and so secured variety, the first essential in an anthology: our present collection is arranged rather tediously by subjects with a tendency for poems by the same author to come together. Again, Meleager based his choice purely on literary grounds, and such stuff as the poems of Diogenes Laertius—in the opinion of Mr. W. R. Paton the worst verses ever published—and the tedious outpourings of St. Gregory would never have found a place with him. He is above all an artist, and the methods of his criticism, as revealed in the Proem, are a typical example of the difference between the scientific and the imaginative spirit.

The Poem to the Anthology.

*Dear Muse, for whom bringest thou this sheaf of songs,
Tell me to whom this poet's crown belongs.*

My Muse replies—'Tis Meleager's skill
To keep fair Diocles in remembrance still.

Here Anyte's and Moero's lilies meet;
Sappho sends roses, few but roses yet.

Spring flowers of Melanippus bloom with these,
And the fresh vine shoots of Simonides.

The scented iris buds from Nossis came,
Her tablets wax all melted by Love's flame.

Rhianus lends the amaranth's perfume;
Erinna safran sweet as maiden's bloom.

The song-birds' hyacinth Alcæus gives,
And Samius the dark sprayed laurel leaves.

Leonidas his ivy clusters twines
With the sharp foliage of Mnasalcas' pines.

The songs of Pamphilus like plane leaves wide
Have Pancrates' dark walnuts by their side.

Sea poppies, verdant mint, and poplar white,
Euphemus, Tymnes, Nicias unite.

Dark violets Damagetus brings to greet,
Callimachus the myrtle acid-sweet.

Euphorion adds the campion's rosy ease
Spice of the Muses Dioscorides.

*These are the flowers that first the poet took:
Behold the second chaplet of his book.*

From Hegesippus clustering grapes he culls,
And Perses' scented rushes deftly pulls.

From Diotimus takes the quince he hides;
Menecrates pomegranate flowers provides.

Nicaeretus gives branches of the myrrh,
Phænnus terebinth and Simmias pear.

The parsley, too, that in pure meadows grows,
Parting its tender flowers Parthenis shows.

Bacchylides the bright corn's golden ears
Sprinkles with honey of the muses tears.

Anacreon's songs like honeysuckle wild,
His elegies pure nectar undefiled.

The tangled thorn bush with its blossoms grey
Yields for Archilochus the salt sea-spray.

Young olive shoots deck Alexander's head,
Fair Polycleitus water lilies red.

Polystratus the poet's marjoram loves,
Antipater dark Sidon's cypress groves.

As Hermes' gift we know one clear voiced bard—
His is the fragrance of the Syrian nard.

Hedylus and Posidippus add their own
To the wind flowers of Sicel's noblest son.

One golden bough from Plato the divine
Doth in its radiant perfection shine.

Aratus, too, borne up on starry wings,
The first-born tendrils of the high palm brings.

Chacremon lotus gives with tresses bright,
Antagoras the ox eyed daisies white.

Phædimus the phlox, Phinias the corn flower blue,
And Theodorus fresh wine-loving rue.

*From others, too, our poet culled fresh leaves,
And with them his white violets interweaves.*

*Let all who love come now and freely take
This mystic garland for the Muses' sake.*

F. A. WRIGHT.

THE UNIVERSITY PROBLEM.

By F. SMITH.

THE financial position of the Universities in this country is serious. The salaries paid to the teaching staffs are inadequate, the provision for pensions is tragically insufficient, and in many places buildings and equipment are in need of financial help. The one need is money, and more money. There is not a single University Council that is not harassed at the present moment with the calls upon its resources, and grave concern is felt in many places for the future.

The crisis has been thrust upon the Universities by causes outside their control: the rapid alteration of money values, the sudden increase in the numbers of students, the competition offered by the upward tendency in salaries, the increased cost of every item of expenditure. These are the facts that university administrators are faced with, and their one thought is to seek some means of providing a largely augmented income in order to keep pace with current expenditure. Meanwhile new demands are being thrust upon their attention: national needs have found expression in the demand for advanced extra-mural classes on a national scale; the war has shown our industrial leaders that pure research is the basis of their supremacy; educational ideals recognise the importance of supplying the undergraduate with facilities for social and corporate life that our modern universities have so narrowly ignored—these and other needs are recognised as urgent, but there is not the slightest hope of their realisation in the stress of the present.

There is need for a reasoned enquiry into these matters. If the country believes in university education, and there are many cheering indications of such belief, the money will be forthcoming, but the first requisite is the collection and arrangement of the relevant facts. Great as is the need, it is not greater than the present chaos of thought and vision that are found on all hands. Could not a Committee of Enquiry be appointed to open out the problem and make it public? For we are drifting merely, and shall go on drifting even to disaster unless we take ourselves in hand.

Let us take an illustration. The income of the universities is provided from four sources: the State, the Local Authorities, private benefactors, and students' fees. If we compare individual universities under each of these four heads we find the greatest variation and lack of uniformity possible. State grants are awarded apparently on the hit and miss principle, for nobody has ever offered any convincing evidence that there is a principle behind them. Local Authority grants vary from nothing to munificence; sometimes they are withheld through petty antagonisms, sometimes they are increased on equally narrow grounds. Private benefactors defy analysis: some universities have them and are thereby blessed, other have them not and cannot make them. Students' fees vary, within my own knowledge, in the proportion of one to four; they have no relation to the quality of the education they give, and are a mere accident.

University finance is thus a game of chance. It has no principles, it has never laid down any authoritative guidance it has never made any clear demands. Of the four resources the third stands apart from the rest, but it ought not to be difficult for a representative committee to tell us how much the State should give, how much the Local Authorities, and how much the students. We should still need benefactors for new developments.

The chaos that exists was clearly shown in the recent deputation to the Chancellor of the Exchequer to ask for

a Government scheme of superannuation for university teachers. His reply was not to argue against the request, but to tell the deputation that they could easily find more money by raising students' fees. The principles are identical with the rules of the game of shuttlecock: now it is the state official sending back the toy once more by a vigorous hit, soon it will be democracy, protesting against the hardship on the sons and daughters of the deserving poor, which will fling up the toy in a mad whirl. But that is not the method of solving problems, nor is it very creditable that the suggestion of raising fees should have been received as a way out of the difficulty with such easy welcome.

We seem to be, in university finance, in somewhat the same position as the elementary schools were in the forties and fifties of last century. The State had not accepted its burden, and school fees were the prey of parties. Public opinion was outraged then by the suggestion of free schooling, and the "voluntary" party made strenuous attempts to keep the burden upon the people's shoulders. They lost, for they set themselves an impossible task. Free schooling came—slowly and with stern logic. Already the democratic movement has hammered at the doors of the secondary schools and demanded admittance, not unsuccessfully, and we have heard, too, the cry for a free university education. It may be the herald of a national movement; if so, we shall do harm by blinding ourselves to the State's duty when the Chancellor seeks temporary respite in suggesting an artificial source of income. It is a question with many ramifications, and deserves careful examination.

The one sign of better things is the growing co-operation between the universities. Hitherto they have existed in isolation, sometimes in jealous rivalry, but at long last they are showing a desire to come together for united effort. The time is fully ripe for the enquiry suggested, and a representative committee could speak in the name of the combined universities. The deputation to the Exchequer included Vice-Chancellors, members of University Councils and University teachers; and its significance lay in the fact that never before have these three elements met together for action. Its specific purpose was not achieved, but that is all the more reason why the union should be preserved, and university politics find reasoned and forceful expression through this new body.

School Children as Potato Lifters.

Prominent farmers have been expressing at a meeting of the Scottish Council of Agriculture their alarm and amazement at the refusal of Education Authorities to exempt children from school attendance for the purpose of assisting in the potato harvest. They characterised the position as serious; it would be impossible to secure the potato crop without the help of the children, and the former arrangement, they said, worked admirably. The other side was shown by Mr. Duncan, organiser of the Farm Servants' Union. He said there would be no difficulty in regard to labour, which could be got in the ordinary market by paying the ordinary rates. Exemptions were not required for University students, nor for pupils of higher grade schools, and the farmers, he urged, could take away their own families from these places. There was no necessity for taking away children under 14 years of age; these children had little enough time for education. He maintained that the whole question was that the children of the working classes should be deprived of their education for the sake of getting in the crop. It was, however, agreed to make representations to the proper authorities.

SOME SUMMER SCHOOLS OF 1920.

Woodbrooke Unity History School.

IF Victor Hugo had been present at the Woodbrooke meeting this year he would have seen in it an omen that his prophecy dating back nearly fifty years was about to be fulfilled. "The twentieth century," said Hugo, "will form the party of revolutionary-civilization. From this party will arise the United States of Europe and then the United States of the World. To this party I belong." It is the party to which Mr. H. G. Wells belongs. As he said in his lecture—the last of the course—"The League of Nations is a step towards the world state." The step is a pretty big one. No one can say that the League as yet commands the enthusiastic support of England and America even, but such work as was accomplished at Woodbrooke in describing the origin and aims of the League, the attempts towards such a league in the past, and its absolute necessity if the progress of civilization is to continue, will do much to form an active and informed public opinion, without which the League will be a dead machine.

Woodbrooke has now seen four summer schools. Mr. Marvin has the secret of getting together a group of distinguished scholars, inspired by his own ideals, whose lectures in past years, as the published volumes show, are a real contribution to knowledge. Even more important, perhaps, is his skill in assembling a group of students, drawn from all sections of the community, who take an active part in the discussions which follow, after a short interval, each lecture. Many of the students themselves contributed from their own spheres of research something interesting, but distinct from the proper work of the course. Dr. and Mrs. Singer Foxford, whose work on the History of Science is well known, showed a valuable collection of coloured photographs of Saxon and Norman manuscripts. An Austrian Professor gave a delightful lecture on the appreciation of art. Mr. Reeves showed a very elaborate set of diagrams inspired probably by Mr. Wells' Universal History. And not the least of Mr. Marvin's achievements is the choice of Woodbrooke for the school. Woodbrooke, which the Society of Friends has made a centre of intellectual study, with an atmosphere of liberal thought and religious toleration. To many of the course the few minutes given to the peaceful religious service of the Friends each day was a great privilege.

The lectures fell under two heads. The first series dealt with the history of previous attempts at world-unity, the second with an exposition of the constitution and aims of the League, and in a class by itself was Mr. Wells' apology for Utopias. Professor Toynbee led off by revealing how extensive was the sway of Greek power due to the conquests of Alexander: few indeed must have been the number of his audience who realised how much of Asia at one time spoke the Greek tongue and thought the thoughts of Greece. Then came what was more familiar, perhaps, the enormous influence of Rome, described with illuminating detail in Sir Paul Vinogradoff's lecture. The Mediæval Church provided Mr. H. W. C. Davies the opportunity for an eloquent appreciation of the work of Innocent III, and then we came to Grotius. With Grotius international law may be said to arise, and it added point to Mr. Clarke's exposition of Grotius that, as he himself had spent some time as a prisoner of law in Germany and witnessed scenes "as awful as any I had read of in history," he was able to give instances from his own knowledge both of the collapse and of the persistence of international law during the great war.

The next three lectures brought us to modern times, and to subjects which fill our daily and weekly papers—the French Revolution, the Treaty of Vienna, and the events of the 19th century. Mr. Gooch emphasized the work of the French Revolution in so far as it affected the doctrine of

the equality of the citizen before the law. This is the primary motive and ideal of the Revolution and not Liberty. The Treaty of Vienna has been much abused. It found a friend in Professor Beazley. It can claim at any rate that it gave Europe peace for 50 years, and who will claim as much as that for the Treaty of Versailles? The importance of the Crimean War has not been sufficiently realised—here began a new grouping of powers, for after the Crimea England and Russia are estranged. Professor Beazley would probably not style himself an optimist. No one would refuse this title to Mr. Marvin, whose survey of International Tendencies in the 19th Century was a characteristic declaration from the author of the Century of Hope. In a hundred ways the world is getting unified. Steam unifies us. Banking does the same. Universities confer and learned societies together build up the fabric of Science. There is a League of Religions and, say what you will of the Treaty of Versailles, it has honoured the doctrine of Nationality by giving us three new nations, and in spite of all obstacles it has given us a League of Nations.

And then in order to show what this League is and what it can do we pass from History to exposition. The details of the covenant and the organisation of the League were given by a representative from the League, Mr. Frederick Whelen. With a wealth of knowledge and a sweet reasonableness that disarmed the opponents, if there were any, Professor Gilbert Murray preached the gospel of the League of which he has made himself a crusader, and his demand for enlightened public opinion and zeal on the part of the public was further impressed on us by Miss Eileen Power. Unless the people care for the League it will be nothing. It is merely an instrument placed in the hands of the nations to use if they have the will. Miss Power calls on the schools to teach History in such a fashion as to produce citizens who will know why they have a League and who will make the League the power it can become.

As a novelist turned historian, Mr. Wells made bold claims for Utopias. They are the plans for the future building. Without plans what sort of a building shall we have? The architect for the future must have in his mind an international rather than a national ideal. In the schools there has been much national history, when will the schools be ready to teach the international idea? It was not, of course, Mr. Wells' History which began the proclamation of the need of the teaching of universal history. He has given the idea a very great push forward, and it was interesting to his audience that here we had Mr. Wells taking part in the school with Mr. Marvin, but for whom Mr. Wells' history might either not have been written or, indeed, might have been differently written.

As at the three previous courses the students had a meeting at which they discussed the next year's course, for all felt the courses, now so widely appreciated, must go on. Various subjects were discussed, but no definite decision made. The lectures of the year will be published under the title "Towards Unity." The previous volumes resulting from the courses are "Unity of Western Civilization," "Progress and History," "Recent Developments of European Thought."

The Association for the Reform of Latin Teaching.

THE Summer School of the above Association was held at Chester College from August 30th to September 8th, under the inspiring presidency of Dr. Rouse. A full programme of useful work and strenuous activity of every kind was successfully carried out and thoroughly enjoyed. A demonstration was given every morning to a class of beginners kindly furnished from the Queen's School; this was followed by a period for reading and conversation in Latin by members of the Summer School working in small groups, each under a leader or instructor. This was one of the

most valuable items in the programme; the reading of Latin with due attention to accuracy of pronunciation and with understanding of the subject matter without resort to "construe" is justly regarded by the Association as an essential element in the proper appreciation of Roman authors. Facility in the oral practice of question and answer and of discussion in Latin of the material read—in this case *Regis Consulesque Romani* (F. R. Dale) in the *Lingua Latina* series published by the Clarendon Press—is a necessary part of the teacher's equipment if he is to enable his pupils to derive full advantage from the study of Latin. Only thus can the learner realise that Latin was (and still may be) a living means of expression.

Lectures were given by Dr. Rouse, Dr. Arnold, Professor Granger, and others on vital points connected with aims and methods of Latin teaching; many interesting problems were suggested for consideration, among other things stress was laid on the need for a foundation of elementary linguistic training in English before Latin is begun. The demonstration class and the various lectures and discussions showed clearly that members of the Association are fully alive to the questions of the day and that they are by no means inclined to neglect "linguistic" or to let the learning of "grammar" go by the board. With regard to the latter, however, they prefer to reach the paradigm through the language rather than the language through the paradigm. A class was also held in Latin composition of the type usually required in upper forms.

The School ended in a most enjoyable evening of Latin plays and songs performed by the members. This opportunity was taken of expressing the Association's lively sense of gratitude to the Principal of the College and to the Matron for their extremely kind reception of the School. It was felt in general that a most enjoyable and instructive week had been spent and members look forward to a renewal of the intellectual and social intercourse provided by this Summer School.

The President of the Association for the year 1920-21 is Mr. S. O. Andrew of the Whitgift School, Croydon. Additional members will be warmly welcomed and the Secretary (Mr. N. O. Parry, 4, Church Street, Durham) will be glad to answer enquiries. The journal of the Association is "Latin Teaching," issued two or three times a year.

Froebel Society.

THE Summer School of 1920 was held at Queenwood, Eastbourne, and attended by nearly 100 students, including lecturers on education, headmistresses, and assistant mistresses in secondary schools and elementary schools. Among the lecturers were: Professor W. H. Kilpatrick, of Columbia University, New York; Miss Elizabeth Clark; Miss Payne, of the Maria Grey Training College; Miss Spence, of Bedford; Miss Mack, of Saffron Walden; and Miss Annie Driver, of the London School of Dalcroze Eurhythmics. The Director of the School was Miss L. James, Head of the Clapham High School Kindergarten Training Department. The course lasted from August 3 to August 24, and was thoroughly enjoyed by everybody, despite such interesting episodes as a burglary and a visit from His Majesty's Inspectors. The burglar went off with a few trifles, and the Inspectors carried away a good impression.

Professor Kilpatrick's lectures were greatly appreciated and the students enjoyed in particular his freshness of outlook and his close analysis of the Montessori System. As one result of the School it is expected that new branches of the Society will be founded in Liverpool and Eastbourne. Many new members were enrolled and everybody spent a healthful and instructive three weeks.

ASTRAY IN ENGLISH.

BY L. F. RAMSAY.

FOREIGNERS are popularly supposed to be much quicker at learning languages than ourselves. The explanation usually given is that they do not mind making mistakes, and those mistakes are often very funny ones. A Portuguese lady calling on an Englishwoman was asked: "Would you like to sit in the garden? It is cooler out there."

"Oh, yes," replied the Portuguese, enthusiastically, "do let us go and sit in hell; I do so love your hell!"

It did not sound a very cool place to sit in. The explanation was that she had confused the Portuguese for hell, *l'Inferno*, with *fernery*—perhaps rather a natural mistake.

A foreign dignitary who was visiting London had engaged a taxi to drive him to his destination, and not liking the look of a slummy street through which he was being driven, thrust a turbaned head out of the window, and to the delight of the passers-by shouted to the driver:

"Who am I?"

"I dunno, unless you're George Robey!" called out a facetious newsboy.

A lady who was visiting a house where she had been a guest six months before was embarrassed by the greeting of the foreign manservant.

"Mees, are you nice? Are you very nice?"

"He means are you well?" explained the hostess, who was standing by.

"Oh, yes, Anton, I'm quite fit," replied the guest. "And you—are you quite well too?"

"Not so very much quite," he answered, shaking his head.

A French officer who was staying in London was introduced to one of our most famous generals. He wished to offer him a compliment, but his English was scarcely equal to his feelings. At last he summoned up sufficient words to say:

"Brave general! you vos made to order!"

Another compliment that went astray was that of a fervent Frenchman who wanted to express his good wishes to his hostess on her birthday. So he startled her by saying:

"Mrs. Murcell, may God pickle you!"

And he only meant that he hoped her life would be preserved.

A Frenchwoman had engaged a gardener to work for her. He used to come twice a week, and while she was away from home one of those rises in wages to which we are all getting accustomed took place, so that on her return she found that her weekly bill to the gardener had increased.

"How is this, Brown?" she asked; "you are dearer to me than when we were first engaged."

A Portuguese who was out riding was thrown by his horse and broke his collar bone.

"How did it happen?" asked the doctor who was called in.

"My horse caught his hand in a pocket in the road and throw me over his top," was the explanation given.

SUBJECTS AND METHODS.

Papers read at the Conference of the Head Mistresses Association.

Home Work. I. MISS FROOD (Dudley High School).

In the short time at my disposal I propose to deal with some of the chief evils of the present system of home work and to offer a few suggestions of ways that have been tried of lessening these evils. First, as regards the evils:

1. The amount of home work that is still set in many schools places too great a strain on a child, especially on a growing girl, and leaves little or no time for helping in the home, the pursuits of hobbies, or physical exercises. This applies especially to schools which have a regular afternoon session, and in which no time is allowed for private study in school hours.

The home work is done in the majority of cases after a long school day of seven hours. Added to this is the time taken on the way to and from school, often as much as two hours, and time thus spent, frequently in crowded trams or trains, can scarcely be counted as recreation.

2. The conditions under which this home work is done are often such as to make one marvel that any good work is accomplished, *e.g.*, the work is done in the common sitting room with other members of the family chatting or playing around, the only alternative being a room without a fire.

3. In many schools home work is set in several subjects, three or four each day, and a time limit is assigned for the carrying out of each task. This may be good discipline for learning to concentrate, but is often a great waste of energy, since the child's mind is diverted to a fresh subject just when the capacity for doing good work has reached its maximum. Conscientious children who try to keep strictly to the amount of time allowed for each subject are discouraged by getting low marks when they do not complete the work set in the given time (often an impossible task), and hence are driven into methods of deception practised by their less conscientious companions of under-estimating the time taken.

4. Very often the work done is not independent work, help being given by sympathetic relations or friends (the father is generally the sinner).

5. The same standard and amount of home work is set for each individual in the same class, regardless of the fact that every individual has her own capacity for work. It is only right that a high standard should be expected, but no child should be penalised for not reaching that standard if it is through no fault of its own.

So much for the evils. Now for the remedies:

It has been stated by a well-known psychologist that Desire is the fundamental driving force of all mental activities, and is behind not only our external conduct and functionings but also our interests, intentions, and even capacities.

Psychologists have shown that work done under compulsion, and often with extreme dislike, is not only of little permanent value, but may even give rise to harmful after effects resulting in nervous disorders.

Hence, if we are to get the best results from independent work we must do our utmost to create in children the desire for independent work. The following are some of the remedies that have been tried.

1. More time is allowed in school hours for independent work under conditions which tend to create a real desire for work. This involves less formal class teaching and the greater application than is at present in use of the heuristic

method to subjects other than science. Also the equipping of special rooms, *e.g.*, a History room, a Geography room, containing apparatus, illustrations, maps, charts and a large selection of books (fiction as well as text books and reference books) graded for the needs of each form. (In the Junior school one-third of the school hours are devoted to individual work. No home work done.)

2. More freedom has been allowed in the choice of subjects and in the time limit set for accomplishing the task; that is to say, in English lessons a considerable choice of subjects for compositions is given, and a period of, say, one month, is allowed within which the compositions must be finished. (This involves greater self-discipline than the usual plan.)

3. More group work is done. The quicker pupils are allowed to help the slower ones under the supervision of the mistress. (This of course involves the abolition of the pernicious system of marking and the still more evil lists of order of merit.)

4. Voluntary work is encouraged. There is a striking difference in the quality and quantity of such work as compared with work done under compulsion. Many hours are spent in the production of plays, poems, drawings, hand work. Such voluntary work, together with work done in the various clubs and during guide practices, helps to provide occupation for leisure hours.

The danger is that some children spend too much time on one subject, but since the work is done with real pleasure little harm can result.

5. With regard to the evil of children producing work that is not their own, this evil is lessened by the abolition of weekly mark and position lists. Children are more ready to acknowledge that help has been given, especially if they know that help at home is sometimes sanctioned or even encouraged, if the authorities know that it is wisely given. I should like to see more co-operation between parents and school in this respect.

I offer these suggestions with considerable diffidence, knowing that none are original and that many here have much more right to speak with authority on this subject than I have. But all the remedies suggested are being tried. Some, however, have been adopted too recently to judge of the final results. On the whole we feel that the work has not suffered, and in the Junior School, where the experiment of a greater amount of individual work has been tried for two years, there is marked improvement.

II. MISS R. M. FLETCHER (Bath High School).

I suppose the majority of schools have home work, be they boarding or day schools, and in spite of this bitter outcry against such a practice (mainly from those who know little about it) I cannot help thinking that they will continue to have it. I do not use this at all as an argument for the retention of home work—indeed it might more easily be used for the contrary!—if, as Ibsen tells us, "the minority is always in the right"—but I feel I owe an apology to this majority for attempting to address them on a subject about which they will know a great deal more than I do, and to the study of which I can bring no new or exciting suggestions. My only consolation is, the knowledge that my time limit is five minutes, so I must of necessity be brief.

When I first considered the question of home work in the light of whether it was an essential factor of the curriculum or not, I must confess I very much hoped I would be able to say "Now I can be truly up to date on this question and abolish home work altogether"; but alas!

honestly I could not. "Well," I thought, "I will be modern in this respect—I'll find out what the children themselves think about it; after all, this is the era of the child—we adults are nothing, gross blundering individuals; entirely without the finer sensibilities—children are much nearer to the infinite, therefore what will they have to say on this vexed question?" I asked them, they wrote their replies, and it took me days to sort out my ideas as a result! It was certainly illuminating, if not always edifying, but it certainly confirmed and strengthened my fundamental belief that the principle of home work is right, however much it may have been distorted and abused in the application—and this point of view I maintain, in spite of the fierce controversy published recently in the "Times" Educational Supplement, where we had samples of thought on the subject ranging from the outpourings of an omniscient Director of Education down to those of a suffering school child, with a background of agonised parents chorussing "Away with home work! Away with home work!"

I cannot accept the conception that home work is merely a preparation for the next day's lessons. If it were only that, I for one would be willing to reduce it to the minimum, and have it done in school as much as possible—it would lose its chief claim to existence in my mind, and more often than not be mere drudgery, and as such deserve to be banned. I take it that the chief end of education is expression of the individual, and here I believe that home work can come in as one of the most powerful allies the true teacher can have, for I think my chief claim for the retention of home work on a remodelled system is based on the fact that it is the independent work of the child as an individual—away from the school environment and the class spirit. It is the means by which the child finds out what she really knows—for now she must apply the class teaching for herself—if practical application of any lesson is required, or, if the subject is one requiring creative power, she is thrown upon her own resources of imagination and expression, and what better work could she do? Believe me, there is a great art in the setting of educational home work, and very few of us have it! Have you not noticed that the home work which is the most irksome and tiring to do, and poorest in quality when done, is that which has been set by the less efficient teachers on the staff?

Home work given for the right purpose, and directed towards the development of the child's nature (for I suppose the different subjects of the curriculum are there as channels for self-expression and to help the child to harmonise development) cannot be a burden—there will be no force about it, it will be a pleasure—BECAUSE IT IS EXPRESSION.

Now, how to achieve this ideal condition?—and here the girls have helped me considerably, though quite unconsciously, and I have tried to take into account the difficulty one always finds in getting from girls what they really think and not what they think they ought to think, or what they think you would like them to think. But I do feel that home work needs grading, not only in time limit (if time limit there must be) but also in KIND. I have been very struck with the feeling of pressure there is in the answers of the lower school—i.e., ages 10 to 12. They like their work, but they find they have too many subjects. Many of them say they wish they had only ONE subject an evening—not from the time point of view, but in order to do more of it, and not have to chop and change; but with our modern congested time-table, how can that be done? These little ones seem to need much more hand work, self-expression in something concrete. They want to collect things, and not to assimilate facts, and my experience is that this age can learn facts, poetry, etc., much more quickly in class-working together than it can at home work by itself. They want to produce and create when by themselves.

One child, aged 11, tells me "I would rather not have home work, because in the time for doing it I always want to draw or read or think or try to make up poetry, but now I have given up trying to do that." I really think that is dreadful, and a condemnation of our particular application of the home work system, and I am going to try with those children giving them one—or at the most two—subjects a night, making it constructive, creative work, with no time limit, and devoting part of the lesson times to the acquiring of the necessary facts, and I should like to work them through the school on that system, adapting it as they grow older and examinations loom nearer.

I realise a time limit is a supposed protection against over-work—but it is an insult to the subject and a drag on the interest and creative power of the pupil. Fancy ordering anyone to be inspired for forty minutes on an essay subject—or saying they must get a problem or rider out in a given time! If they care about the work, of course they will defy man-made time! Thank goodness the mind is greater than that; but when marks come in and drag one back to the earth again, it is not fair for one girl to take longer than another, and so do better work and get better marks, etc. Here is the true uninspired point of view, and I don't like it!

I like home work very much, in fact life would not be life without it. Every child at school has a portion of home work to do, however small. Home work spoils many pleasures. For instance, when mother says "I am going out to tea (or to any other enjoyment), but I am afraid I cannot take you with me, because you have your lessons to do." Instances like this often turn a child from her lessons, and they take them as their enemy. Lessons are very important, because they are the foundation of life. When one is older, and they know hardly anything, they are no good in the world, while a person of the reverse is everything. I would much rather have home work than not. If I had none, I don't know what I should do to fill my time up. The idea of having red A's makes a child ambitious; whereas, if there were nothing to work for, we should not be so fond of working, according to my ideas. Every one has different ideas of home work.

Most of the older girls have realised the necessity of home work from the examination point of view; one or two girls grope dimly after the realisation that it helps them to think individually—one vividly puts it "We get the skeleton at school, and have to pad it out at home so to say"; but by this time it is obviously an inevitable part of their school lives, and just accepted as such.

No, the amending of the home work system and the raising of it to its rightful place in the educational scheme lie along the lines of a higher ideal and a deeper belief in its intrinsic value on the part of the teacher and infinitely more freedom in self-expression for the child—which means remodelling the home work time-table and, I hope, through that, the school curriculum.

III. MISS WAKEMAN, M.A. (Chatham County School).

It seems to me that the protest against home work is the natural outcome of the spirit of unrest at the present time. A sort of revolution is permeating the educational ideals of to-day—a new spirit of free enquiry and independent thought—a protest against all that has been, since much that has been was wrong.

Being emancipated from old restraints, we are not yet securely attached to new principles. Let us therefore at least guide our enquiry carefully, lest we may be guilty of greater errors now than in the past.

In the dark ages of the pre-high school days, before Kingsley and Maurice saw the necessity of giving girls and women the opportunity of higher learning, the home work of girls mainly consisted of learning by heart scrappy answers to unconnected questions. These, however, they learnt by themselves, and if by chance their teacher was above the average, he or she might elucidate and illustrate, but such cases were rare.

This mastering with no assistance, seems to be according to present-day ideas, an unmitigated evil. But was it so? Did not the thoughtful child ruminate on what she had to master? I know a good many of my contemporaries who, through the fact that if they required elucidation, it had to be found by their own infinite labour and perseverance, have gained an independence of thought and self-reliance which has stood them in good stead to-day.

When High Schools were opened all over England, the oral lesson became all important.

Realising the evils of Magnall's questions, the form mistress taught most subjects to a form, lectured, explained, and taught orally from 9 to 1 for five days a week. The home work was mainly absolutely new ground, and mainly consisted in writing or learning the grammar of a language or writing exercises on grammatical rules, or mastering a new reign in history.

In 1902, when the new Secondary Schools sprang up through the length and breadth of the land, the oral lesson became everything. The fear of the inspector entered to some extent the new secondary schools, and when there was a prospect of a visit from H.M.I. the staff, with worried looks, would hurry to the nearest library to gain information with which to give a lesson after the best training college methods in his august presence.

Difficulties were cleared up before they occurred, notes dictated or painfully hectographed, and a résumé of lessons copied from the board. These notes were carefully kept by the diligent and lost by the careless.

Home work was essential; these notes must be learnt, and a short marked test given next lesson. Any complaints against home work were answered with the remark that the work was only a digest of class teaching. The answer is in itself a condemnation of the method.

We are changing all that with the spirit of Montessori. This method, however, is still in vogue in many schools, and it is difficult to get some teachers not to use it. It is so safe, so successful in the Senior Locals—why discard it? But, we may ask, does it foster the spirit of enquiry and independent thought which we are seeking at this period of educational revolution? We are changing all this in the modern type of school. The mistress sets the class thinking, wondering. Written home work no longer consists in reproducing facts, but in giving a personal point of view to the subjects of class teaching or to a side issue connected with the subject. In addition to this kind of written work set for home work, there is a certain amount of memorising.

Now, is this detrimental to the pupils from a psychological point of view? Independent mastery of the little that need be memorised—such as tables, dates, Latin verbs, etc.—gives a feeling of self-reliance. So does, moreover, the unaided translation from another language to secure a real translation with the deliberate choosing of the best word and the working of problems in Mathematics. From doing such work the girls learn the very necessary lesson of independent mastery of what she reads. This is a preparation for college life, and indeed for adult life in any sphere.

The question of health. When we consider the amount of time spent in recreative work, manual work, the school

hours even when A.M. and P.M. are not long. Omit the social and recreative work from the time table, the remaining hours of concentrated attention are short. The girls are not worn out at 4 p.m. After tea and home recreation, there still remains some time when quiet reading or writing can be done. There may be cases of girls overworking, but with the care taken at the present day to consider each child in the school, knocking off home work and prescribing early bed in cases of temporary flagging—there seems little need to consider that any general complaint can be justified. On the moral ground the value of home work is immense.

Owing to the emancipation of young girls during the war, the parents have been prejudiced by the girls into staying at home in the evening—a cruel hardship, but as no doubt many of us have argued with parents—the shop girl or the clerk or the factory girl is at work all day—our girls have their social life in school—the others do not.

In towns where there are few or no forms of elevating recreation during the difficult years of girls' life—15-18—two hours' home work frequently save the girls, and are one of the main things which produce that reliability and staidness which we watch with such joy in our VI form.

A Fourth Talk about Geometry. BY CONSTANCE MARKS, B.A.

After the usual exchange of greetings we are ready to set to work, and I open the lesson by saying that I want to speak first about drawing pictures of points and lines. "You see that I have here several pencils and also a piece of charcoal. With each one I just make a dot on the sheet of paper I have pinned on this drawing board, and, also, I make each move along the paper, guiding it with my ruler. Is there any difference in the marks on the paper?" Walter raises his hand at once, and he tells me that the dots are not all the same size, and that the rulings vary in width. "Do you all agree with what Walter says?" I ask, and I am met with a chorus of confirmation. "Well, then, it is clear that the points and lines I have tried to make are not really successful, because we defined a point as that which has no dimensions or measurements at all, and therefore, of course, it can have no size. We must all agree, then, that it is not possible for true points to vary in size. Again, we found that a line is that which has only one dimension, namely, its length; so that a true line must not have any width at all. Now, no matter how finely the pencil or charcoal may be sharpened, if I try to make a point and a line and then I take a still finer pencil or piece of charcoal and make others, these last will seem, and indeed will be, still smaller and finer than what I made before. What am I to do then? For I cannot get very far with my geometry unless I can draw pictures, or, as we call them, **figures** or **diagrams** of what is in my mind. Well, Mervyn, yours is really a very good suggestion, namely, that we shall make our points and lines as fine as we possibly can, and then **suppose**—in order that we may get on—that they are actually what we want. At any rate, they can **represent** what we want, and the more carefully we draw the more closely our diagrams will approach the truth. We shall make use of this kind of plan all through our work, but we shall be very careful to remember what we are obliged to **suppose**. Now that I know I may **represent** points and lines on the board or paper, let me draw a number of straight lines with the help of my straight ruler, and I want someone to tell me what is the difference between any two, say, A B and C D for example. Right, Eric, A B and C D do not run in the same direction. Suppose that two lines do not run in the same direction, that is, that they run in different directions.

We say they are **inclined** to each other. Very often we find them meeting at some point, and we say that they form an **angle** at that point. The more the lines differ in direction the greater will be the **angle** they make at the point where they meet. That is clear, is it not? The two straight lines that form an **angle** we call its **arms**—or its legs; the point where the **arms** meet is named the **vertex** of the **angle**. If C A and C B are two straight lines that form an **angle** at the point C, where they meet, we speak of it either as the **angle** A C B or as the **angle** B C A, but we are always careful to put the letter which is at the **vertex** as the middle one. Now here are two straight lines drawn in different directions on the blackboard. I will call the point where they meet O, and on one line I will take points A, B, C, and on the other we will take D, E, F. What do you think? Will the angles A O D, B O E, C O F be of different sizes or of the same size? Someone said 'of **different sizes**,' but your answer, Frank, is the right one, namely, that they are of the **same** size. Tell me, Frank, what reason you had for saying so." "Well, the lines O A, O B, O C are really the same, and so are O D, O E, O F all really one line." "Good, that is so; so that the difference in direction of the arms of the angle formed is in each case the same, or, in other words, the sizes of the angles formed is always the same whatever pair of points we choose so long as we take one point on **each** arm. Now this result teaches us that the size of an **angle** has nothing to do with the **length** of its **arms**; it only depends on **how much difference in direction** there is between them. We must think next about a way of measuring **difference in direction**. You all know how to find North, South, East, and West on your maps. Now, suppose you are drilling and facing East, what order will the sergeant give if he wants you to face North?" "Left turn," comes smartly from Mervyn. "Good, and if he were to give the same order three times more, which direction would you be facing after obeying the first, the second, and the third repetitions of the original order?" Again the answers come—"West; South; East." "Quite right; so now, after moving four times in exactly the same manner, you have turned right round, and are facing in the same direction as at the beginning. You have made a **complete revolution**, and you have made it by four equal turns. The amount of each of the four we call a **right angle**; and it follows that in a **complete revolution** there are four **right angles**. We often want to use much smaller angles than **right angles**, so we divide a **right angle** into ninety equal parts, each of which is named a **degree**. Who can tell me how many **degrees** there must be in a **complete revolution**?" Several voices give the correct answer of three hundred and sixty. "That is right. Before we have to leave off for this time I should like you to learn the name of another special angle, and that is a **straight angle**. If we turn twice through a **right angle**, say from East to North, and then from North to West, we shall leave off by facing in a direction exactly opposite to the one which we faced at the beginning. In other words the arms of our whole angle are in a straight line, and we call the angle they form a **straight angle**. As we go further in our geometry we shall have to make constant use of and reference to angles of various kinds, and we shall often require instruments for measuring them.

Messrs. J. M. Dent and Sons have in the press General Sir Archibald Murray's Despatches, June 1916—June 1917. A considerable portion of these despatches was suppressed during the war, and is now made public for the first time.

An important announcement in Messrs. Dent's List is a book by W. H. Hudson entitled *Birds of La Plata*, which will be published in two volumes, with 22 coloured plates by H. Gronvold.

CHRONICLE OF EDUCATION.

- Aug. 20—Arrival of 500 children at Folkestone in charge of the Famine Area Children's Hospitality Committee
- Aug. 24—Issue of Lord Rosebery's letter announcing the decision of the Senate of London University to establish next session a School of Historical Research.
- Aug. 24—Meeting of Educational Science Section of British Association in Cardiff Technical College. Addresses by—
The President, Sir Robert Blair, on "The Effect of Psychology upon the Child and upon Teaching Methods."
Mr. C. T. Haycock, president of the Chemical Section, on "Further Aid for Scientific Research."
Professor Frederick Keebles, on "Intensive Cultivation and Education."
Professor Karl Pearson, on "Anthropology as a Guide to Youth."
- Aug. 25—Messrs. Linecar, J. M. McTavish, and R. A. Bray, on "The Relation of Schools to Life."
Professor J. L. Myers, on "The Place of Geography on a Reformed Classical Course."
- Aug. 26—Professor T. P. Nunn, on "The Tendency towards Industrial Education."
Dr. T. Simon, on "Ideas Acquired by Children between the ages of 6 and 9."
Dr. C. W. Kimmins, on "Children's Dreams."
- Aug. 27—Mr. Frank Fletcher, on "Public Schools in the National System of Education."
Miss H. M. Wodehouse, on "The Training College in a National System of Education."
- Aug. 28—The Annual Conference of the Faculty of Teachers in Commerce was held in Sheffield. Address by Mr. T. B. Gregg, of the United States, on "Commercial Education in America."
- Sept. —Mr. T. Herbert Lewis addressed a meeting of The Library Association at Norwich.
- Sept. 10—Educational questions occupied a considerable time at the Trades Union Congress at Portsmouth. Resolutions were passed (a) demanding—
1, Free secondary education and maintenance for all children; 2, Improved status and pay for uncertificated teachers. (b) Asserting: "That all schools and classes controlled by employers were antagonistic to the interests of the working classes."
- Sept. 11—The Annual Meeting of Council of Boys' Brigade at Nottingham.
- Sept. 23, 24, 25—Conference of National Federation of Class Teachers at Ipswich.

Some Appointments.

Rev. J. H. White, M.A., D.D., Professor of New Testament Exegesis at King's College, London, as Dean of Christ Church in succession to the Very Rev. T. B. Strong, D.D.

Miss C. Trotter, M.A. headmistress of Darlington High School as headmistress of Howell's School, Landaff.

The London County Council have appointed 22 principals of compulsory Day Continuation Schools to be opened next January as a consequence of the Education Act, 1918:

Captain V. A. Bell,	Miss F. A. Cole, L.L.A.,
Mr. W. A. Cooke, B.Sc., A.C.P.,	Miss M. E. E. Cross,
Mr. H. C. Gee, M.A.,	Mr. F. B. Hart, B.Sc.,
Mr. H. J. Jones,	Mr. A. Law,
Mr. J. M. Little, M.B.E.,	Mrs. C. Marr,
Rev. H. S. Martin, M.A., B.Litt.,	Miss A. A. McCarthy,
Miss C. E. Morgan, M.Sc.,	Miss L. M. Odell, B.Sc.,
Mr. W. Rankine, M.I.M.E.,	Mrs. E. M. Ridgway, L.L.A.,
Mr. T. W. Southron,	Mr. E. R. Swanston,
Mr. A. Tasker,	Miss G. B. Willcocks,
Mr. J. Hill, B.A.,	Mr. W. H. Woodwise.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

THE sending out of a preliminary statement of the findings and decisions of the Burnham Committee has created quite a "stir" in the various local authority services throughout the country. This result was inevitable, and the question "Why was such a statement issued?" is quite natural. The answer is that various "leakages" of the proceedings of the committee had taken place and false impressions were being created. Also, in some cases negotiations for new salary scales were in progress and were—so said the teachers—being held up because the authorities were in official ignorance of the actual figures adopted by the Committee. It was thought wise, therefore (so I am told), by both panels that the actual figures of the scales together with the basis of "carry over," etc., should be officially communicated to local authorities and teachers' associations for use, "but not for publication." This has been done, and trouble has arisen in many districts as a result.

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Of course any bald preliminary statement is likely to convey a wrong impression and such an impression has been conveyed in one or two particulars in this case. Provincial teachers have gathered the opinion that the grade iv scale is to be confined absolutely to the London area. This is not the case. Also, they have concluded that the terms of the "carry over" as stated preclude the possibility of an immediate carry over in any case. This again is not so. The proposed "carry over" is only the minimum "carry over." To form a really sound opinion on the proposals of the committee is not possible until the report as a whole has been read. The figures of the various scales, it is true, will not differ from those set out in the preliminary statement, but the many conditions accompanying the figures must be read and studied before any judgment of value can be formed.

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At its meeting on 16th September the Committee, I understand, finished the report after a very prolonged sitting. The whole of the sitting, which lasted from 11 a.m. until 7-30 p.m., with, of course, an interval for lunch, was occupied in the consideration of points which the teachers' panel insisted on as absolutely necessary to any agreement. This being so and agreement having been reached, it is safe to assume the teachers' representatives have secured the very last ounce of concession possible. When the report is issued it is to be hoped teachers up and down the country will recognise this, and whether they agree to endorse the work of their representatives or not, will at least remember the issue was either the report as it will be or no report at all and the "scrapping" of the Burnham Committee.

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Will the report when issued be accepted by the Executive of the N.U.T., and following that by the Conference? That is the crux of the whole matter, and on the answer to the question depends not only peace in the teachers' world, but the progress and efficiency of education in the schools of the people. I think the Executive of the Union will endorse—not unanimously, but certainly by a substantial majority—the findings of the committee. They will, as a whole, support the twenty-two they elected to serve as the teachers' panel. I am not equally sure of the decision of Conference. Many of the conditions attaching to the adoption of these four "area scales" have gradually become known, and some of them have provoked and are provoking violent opposition to the report in anticipation of its contents. Let me endeavour to forecast what may possibly be some of the unpalatable conditions.

Undoubtedly the report will not interfere in any way with the agreements of the Provisional Minimum Scale. No local authority whose "period of peace" under that scale extends to October, 1921, October, 1922, or October, 1923, can be forced by "pressure" from the N.U.T. to adopt any other scale than the P.M.S. during the currency of that agreed period. This I am afraid is not what the teachers really understand. Many are anticipating that the report now to be issued means the immediate adoption of one or other of the new scales under compulsion from the Burnham Committee. It cannot be too well understood that the adoption of one of the new scales in any district during the currency of the P.M.S. is possible only by the good will of the local authority. The Burnham Committee (authorities' panel), however, is anxious, very anxious, there shall be that good will and, therefore, I shall be surprised if, in some way, a hint to that end is not conveyed to every local authority by the local authorities' panel.

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Here is another probable stumbling block: I think it is well understood there is to be an extension of the present "period of peace" in any area where one of the new scales is adopted. This is in the nature of a quid pro quo to the authority where the "good-will" to which I have referred above is shown. I have been asked what the teachers' panel could be thinking about to agree to such an extension in times like the present. It is not known officially they have agreed, but, presuming they have, I have no hesitation in giving an opinion there will also be provision for a reconsideration of the scales should the cost of living rise beyond a given point. If such provision is not made I am quite sure no conference of teachers would agree to bind themselves to a lengthened truce.

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The Committee may be expected to agree to the final drafting of the report at its next meeting, which will be held on 1st October. The report itself will be published early in October, and its acceptance or rejection will then be canvassed in every local N.U.T. association preliminary to the Conference decision. What are the probable attitudes? The County areas will accept. South Wales, the Black Country, and the other large industrial areas will probably advise rejection. London's attitude will largely depend on that of the rest of the country, because London teachers are at present enjoying the full benefits of the Burnham grade iv. scale. They accepted it and agreed to a period of peace extending till April, 1923. This being so they will undoubtedly support their provincial colleagues in any and every direction possible. The next few months will be a testing time for the National Union of Teachers.

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There is one matter I had almost forgotten. It is the "correlation" of the primary school teachers' scale with that of the secondary school teachers. I have heard there has been very little if any opportunity for such correlation, and I expect there will be something in the nature of adverse criticism on this point when the report is issued. The pay of a teacher of children of primary school age in a secondary school has been, in the past, on a much higher level than that of a teacher with the same qualifications engaged in teaching children of the same age in a primary school. Why? It will be interesting to note whether the gap has been widened by the decisions of the Burnham Committee. I have heard it whispered that the highest salary obtainable by an assistant master in a secondary school has been fixed higher than that of the highest salary of any headmaster in a primary school, whatever the size of the school. Curious, is it not?

SCOTLAND.

Glasgow Education Dispute.

The dispute over the question of what is and what is not approved expenditure for purposes of grant continues, and the Glasgow Authority, being worsted in Parliament, have resolved to raise an action against the Scottish Education Department in the Court of Session. It is interesting to note that a neighbouring authority—Lanarkshire—have declined to support Glasgow in the opposition to the ruling of the Department. Lanarkshire's view is that an equitable distribution of grants can only be secured where such are based on a common standard of expenditure, particularly as regards teachers' salaries.

The Education Rate.

Delegates of Rural Parish Councils have had a meeting to consider the organising of opinion in regard to the burden of increased rates consequent upon the operation of the Education Act. It was reported that a large number of Parish Councils were in sympathy with the movement, and after discussion it was resolved to circularise all the Rural Parish Councils, except the Highland parishes; and another meeting was arranged for September 29.

The Savings Movement.

In view of the re-opening of schools after the vacation the schools sub-committee formed by the Scottish Savings Committee are formulating their plans for the extension of the savings movement in schools throughout the country. Since the formation of the special committee in January, 1917, splendid progress has been made in the teaching of thrift to scholars, and there are now nearly 900 Schools Savings Associations in Scotland. At a recent conference at Oxford a recommendation was made to the English committee to set up a special committee to advise on the savings work in England.

Report on Training of Teachers.

The report of Mr. J. C. Smith, H.M. Chief Inspector for the Training of Teachers, has been issued, and is a pamphlet of considerable interest and importance. Mr. Smith deals at length upon two topics of outstanding importance—the demands of the Act of 1918 and the Junior Student System. Careful calculation shows that to put the Act into full operation will require an addition of from 6,000 to 7,000 teachers of general and special subjects, exclusive of Nursery School teachers. It is recognised on all hands that the only permanent solution is to be found in promoting and maintaining a much larger flow of students through the ordinary channels of training. The Junior Student System has been discussed over and over again in professional circles during the past few months, and naturally Mr. Smith's remarks are worthy of study. He has two main objections to make to the System: (1) It obliges boys and girls to make choice of a profession too early. It is not good, the Report says, for education to force or lure young people into the teaching profession if they have no vocation for it. (2) The subjects of instruction are too numerous, or, at least, are spread too thin over each year of the three years' course. This objection is probably most seriously felt by the smaller Secondary Schools, where it could be met by using their liberty to propose alternatives. Certain subjects might be condensed into one or two years of the course, to the relief of the staff and without loss to the students. But, after all, it is conceded that the present system appears to be superior to any of the suggested alternatives for its specific purpose, "which is the preliminary training of students who mean to proceed to the Training College and become elementary school teachers, particularly of infant and junior classes." With many of Mr. Smith's opinions, teachers will profoundly disagree, but he presents a strong case, and several points of significance to teachers have been so raised that future controversy may be looked for.

Training College News.

The Central Executive Committee of the National Committee for the Training of Teachers has appointed—subject to the approval of the Scottish Education Department—Dr. John Davidson, at present Master of Method to the Dundee Training College, to the post of Director of Studies to the St. Andrews and Dundee Training Centre. Mr. Alexander Andrew, son of Dr. Andrew, retired Chief Inspector of Schools, Lecturer on Education in the Edinburgh Training College, has died as the result of an accident while on holiday.

Educational Training of Engineers.

Important proposals for the further education of apprentice engineers are contained in a report issued by a committee of the Council of the Institution of Engineers and Shipbuilders in Scotland. The committee confined their attention more particularly to boys leaving school at the age of 15 with a general education not beyond the stage of the intermediate certificate of the Scottish Education Department, recognising that these boys form the rank and file of the engineering industry, and are at least 80 per cent. of the whole number employed in it. Among the subjects dealt with are—School curricula; the age of commencing employment; day continuation class curricula, class hours, class rooms, and teachers. The adoption of a curriculum on more practical and manual lines is advised, and as apprenticeship at present begins at 16, this age should be altered to 15, so that there might be no waste of time between leaving school and commencing employment. The teachers should be specially trained for the work, and should have served an engineering apprenticeship or received an equivalent workshop training.

Primary School Teachers.

Two mass meetings have been held recently, one at Perth and the other at Glasgow. The importance of the primary school in education and the status and remuneration of primary school teachers were considered. Resolutions were adopted asserting that there should be no differentiation in salaries between teachers, and that there be a much closer approximation in the salaries of all teachers, and that the teaching profession should control the entrance to the profession, the qualifications considered essential to the art of teaching, and that there should be only one door of entrance into the profession.

Scholarships for Apprentices.

A new scholarship scheme for apprentices, which has been inaugurated by two important shipbuilding firms, provides for four scholarships for the two works—one each in naval architecture and marine engineering. The companies will pay all university fees, £25 per annum towards the cost of books, and a subsistence allowance of £2 per week during the continuance of the University term. The candidates must be British subjects and must not exceed 18 years of age.

The Glasgow Grant Case.

Reference has already been made to the dispute between the Glasgow Education Authority and the Scottish Education Department over the question of "approved expenditure." Notwithstanding the homologation of the Department's attitude by Parliament, the Glasgow authority raised an action in the Court of Session against the Department. However, at a recent meeting of the Authority a long report was submitted by the sub-committee of the Law and Finance Committee, in which were detailed the steps taken to secure recognition of their expenditure as approved expenditure, and it was ultimately decided that in view of all that had happened the action against the Department would be no longer tenable. The result is a net loss of £150,000, equal to about 6d. additional per £1 on next year's education rate. It is understood that no provision exists for fresh "budgeting" for the current year.

EDUCATION ABROAD.

BLUE BOOK SUMMARY.

The Classics in France.

The proposals for a modification of the requirements for the degree of licence ès lettres have called forth some opposition from the supporters of classical studies. It is proposed to abolish the examination for the degree and to substitute as a requirement the presentation of four certificates in different branches of learning. These certificates may have been gained at separate examinations, and as the choice of subjects is a wide one it becomes possible for a candidate to omit Latin and Greek entirely. The critics of the scheme declare that it is designed as a "degree for export" and wholly unsuited to the requirements of schools, wherein the licence has hitherto been accepted as a qualification for teachers in secondary schools or colleges. An alternative proposal is put forward with the object of limiting the range of choice open to teachers. Thus a licence for teachers would be obtainable on the production of four certificates in stated subjects, namely, philosophy, literature, history and geography taken together, and modern languages.

Adult Education in France.

This is the title of Bulletin IV of the World Association for Adult Education. A passage toward the end of the bulletin, where there is a reference to the interesting development of the foyers civiques, reads as follows:

"It is hoped to obtain a wider and more enlightened outlook on affairs in general in France by means of the foyers civiques, to which the nearest approach in England may, perhaps, be found in the village institute or parish hall. The foyer civique is the necessary germ of a collective existence, without which democracy cannot grow. It is held to be the popular equivalent of the salon of the leisured class. 'The foyer civique cannot, properly speaking, be held to be a place of education, and its aim is more advanced than merely to continue the school curriculum.' Nevertheless, it embraces all topics which a normal adult course includes, and, in addition, provides a definite intellectual focal point from which all schemes for social improvement should and do emerge.

"Although they are considered to be of great value throughout France, they are held to be of paramount importance in the liberated areas, where instructions have been given that before everything else a building is to be set aside in every district for a foyer civique. In a circular dated April 26, 1919, issued by the Ministry for the Liberated Regions, stress is laid on the absolute necessity of making provision for these foyers civiques in the scheme of reconstruction."

English in Porto Rico.

The language question is one of considerable interest in Porto Rico. About 64 per cent. of the people are of Spanish descent, about 30 per cent. are of Negro origin, and about 5 per cent. are an assortment of European nationalities. Both Spanish and English are official languages, English now being preferred because it is the tongue of the law courts. The bi-lingual system is worked out in the schools, Spanish being the language for the first three years with a gradual increase of English, and a transition from Spanish to English between the fourth and sixth years. After this English becomes the language for all subjects and Spanish is taught as a subject.

The curriculum corresponds quite generally to that used in the United States. During the past five years there has been a revision of text books to suit the character of the country more specifically than before, so that the children deal with familiar ideas. The arithmetics, for example, which formerly dealt with bushels of wheat and kinds of foods of which they knew nothing, have been changed to terms of native products.

The Plunge.

The Board of Education have issued a most admirable Circular to Local Education Authorities (Circular 1176), concerning the first appointments to teaching posts of young students on leaving college. The document is the result of an enquiry recently made by the Board's Inspectors with reference to the kind of treatment which young teachers receive on their first entry into the service after leaving college. It was found that, generally speaking, these neophytes are handled with sympathy, and not regarded as fully-fledged teachers, able to take charge of any class and to teach every subject. It was found also that in about two terms the beginners had found themselves and were no longer to be regarded as members of the recruit squad. On the other hand it is found that Local Authorities and many teachers are imperfectly informed as to the aims and methods of the modern Training College, with the result that they assume a condition of things which no longer exists. Circular 1176 is intended to enlighten them, more especially with regard to the increased opportunities for specialisation, both in studies and in teaching practice, which are now offered to teachers in training.

Thus on the academic side the students are no longer expected to cover the entire field. They must all take English and at least one other subject from the group of general subjects. From that of professional subjects they must all take the Principles and Practice of Teaching along with Hygiene and Physical Training. The man who "has no music in his soul" is no longer expected to "sing a song in the presence of His Majesty's Inspector," a barbarous requirement of former days. Instead, he may offer drawing or gardening or handwork. The Board are now acting on the assumption that students in training colleges will have received a good general education and that some measure of specialisation is to be permitted. Thus in subjects for which they have inclination the students may take an advanced course. In the professional training also, it is now possible for the young teacher to give special attention to one set of problems. It is now recognised that some are specially successful with young children, while others are happier with senior pupils. The study of educational method and the work in the practising school may be arranged accordingly.

These new departures are extremely welcome and the Board are to be congratulated on having broken away from the former practice of trying to make an elementary school teacher a kind of repository for the rudiments of omniscience. It is good to find that the teacher is to be recognised as a person who may have actual or potential intellectual interests. Assuredly teaching in our elementary schools will benefit greatly when the effects of this emancipation begin to be felt. It remains, however, for the Local Authorities to recognise and allow for the change. The Circular urges them to do this by making a special effort to place their new teachers in posts for which they are most suitable. It is suggested that the forms of application for appointment should be so framed as to give the young teachers an opportunity of setting out their special aptitudes and inclinations. It is pointed out that the corollary follows that the young teacher must no longer be expected to be equally competent to teach all the varied subjects of the curriculum. The first year may fairly be considered as a year of probation, and care should be taken to make it useful and profitable. The Board rightly deprecate the practice of sending young teachers from school to school as members of the "supply" staff. Nothing could be more discouraging, save, perhaps, the practice of setting the beginner to take a class of backward or difficult children.

ASSOCIATION NEWS.

The Teachers' Council.

The increase from one guinea to two pounds in the fee for registration which came into force on July 1st has not led to any marked falling off in the number of applicants as compared with former years. The fee is a single payment and there is no subscription or annual charge. At the end of the present year the transitional conditions of registration will cease to operate. This makes it important that all who are now qualified under these conditions should become registered at once, lest they should find themselves unable to register later.

The College of Preceptors.

A series of meetings of unusual interest will be held during the autumn, when Dr. F. H. Hayward will conduct demonstration exercises in illustration of his plan of School Celebrations as described in the volumes which he has written in collaboration with Mr. A. Freeman. The first meeting will be held on Wednesday, 20th October, at 6-30, and at the same hour on alternate Wednesdays following, up to Wednesday, 15th December. Dr. Hayward will take a class of school children, and after each celebration a short discussion will be held. The meetings are open to all teachers without charge, and it is hoped that they will be well attended, since Dr. Hayward's proposals have aroused much interest, and his demonstrations will afford a welcome opportunity of seeing them in practice.

Continuative Teachers in Day and Evening Schools.

A meeting was held at the London Day Training College, Southampton Row, London, W.C.1, on September 11th, 1920, with the object of forming a National Federation of Teachers in Continuation Schools (Day and Evening). Many Associations sent representatives, and letters were read from representative Continuation Teachers' Associations throughout the country, expressing appreciation of the need for some such body and promising active support to the Federation if and when formed.

Resolved :

1. (a) " That a National Federation of Associations of teachers in day and evening continuation schools be formed."
 - (b) " That this Federation endeavours to secure representation of Continuative Teachers at the Second Conference to be convened in September by the Teachers Registration Council, to discuss the formation of a National Council on the lines of a Whitley Committee ; to secure representation upon the third Burnham Committee ; and further, to deal with other matters of National interest to Continuative Teachers."
 2. (a) " That a provisional Executive Committee be formed comprising two representatives of each eligible Association with a view to drafting the Constitution of the Federation and to carry out its immediate objects."
 - (b) " That the following officers be provisionally appointed :— President, Treasurer, Secretary."
- Provisional Officers elected—
- | | | |
|------------------|-------|--------------|
| Mr. F. B. Hart, | B.Sc. | President. |
| Mr. H. H. Jones | | - Treasurer. |
| Mr. W. J. Kenyon | | - Secretary. |

Secretaries of local Associations are urgently requested to forward the names of two representatives to Mr. W. J. Kenyon, Hon. Sec., 33, Queen's Road, Finsbury Park, London, N.4, who will gladly furnish any information required.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

University of London.

The list of courses of University Extension Lectures for the Michaelmas Term, 1920, has now been issued by the University of London. As in former sessions, Central Courses will be held in the University buildings and in the City, while Local Lectures at some sixty centres in and around London will provide opportunities of higher education for those residing in the suburbs. The subjects treated cover a wide range, and Literature, History, Science, Painting, Architecture, Music and Economics are all represented.

Teachers for Continuation Schools.

The Kent Education Committee have discussed the question of the training of teachers for Day Continuation Schools with the Board of Education, and a letter has been addressed to the Board explaining the proposed policy of the Committee. As the consideration of the proposals set forth in this letter are likely to occupy some considerable time, the Committee are compelled, if they are to train teachers during the forthcoming academic year, to restrict their choice to those persons whose academic qualifications are such as the Board have already decided to accept for courses of training for Day Continuation Schools, viz., graduates, or those who have passed the Higher Local Examination or its equivalent.

Accordingly, arrangements have been made with Goldsmith's College for a special course of training to be organised for the training of candidates possessing these qualifications. Having regard to the necessity of individualising the training, of making special provision for handwork of different kinds, for the domestic arts, physical training, appropriate musical instruction, etc.

In order to secure candidates an advertisement was issued in the press offering exhibitions covering the cost of fees of the College and a substantial maintenance allowance to men and women of good education who desired to enter the teaching profession.

In response to this advertisement some 950 enquiries were received. On receipt of the conditions of appointment and particulars as to salaries of teachers, about 350 persons sent in definite applications : of these 115 were from persons already engaged in the teaching profession (25 in Secondary Schools and 90 in Elementary Schools). Of the remaining 235, 163 were men and 72 women. A considerable proportion of these applicants did not possess the educational qualifications required by the Board of Education in order to render them eligible for admission to the course of one year's training in respect of which the Board are prepared to pay grant.

Bolton School Adopts Serbian Orphanage.

Through the Save the Children Fund the girls of Bolton School have "adopted" Monastir Orphanage, which is one of the branches of the work of the Serb-Croat-Slovene Child Welfare Association operating throughout Jugo-Slavia (Greater Serbia). The work at Monastir has a special historic interest because it formed the nucleus from which the whole scheme for the protection of the Jugo-Slav children arose, and many of the children now in the home were taken from Monastir to Vodena, in Albania, during the time when the Serbs were fighting round Monastir.

Milton Mount College.

Milton Mount College, which was founded at Gravesend in 1871, and for the last five years has been carrying on its work at the Royal Agricultural College, Cirencester, is about to settle in new permanent quarters. The house which has been bought for the school is known as Warth Park, and is beautifully situated in grounds near Crawley, in Sussex. The School has a distinguished history, having been the pioneer of various lines of advance in the education of girls.

PERSONAL NOTES.

Rev. C. H. W. Johns, Litt.D., D.D.

The Rev. Claude Herman Walter Johns, aged 63 years, died recently at Winchester, after a long illness, and was buried at Twyford.

A year ago he resigned from the positions of Master of St. Catherine's College, Cambridge, and Dean of Norwich.

He was educated at Faversham Grammar School and Queen's College, Cambridge, was an assistant master before becoming a clergyman, and for seven years was Rector of St. Botolph, Cambridge.

Mr. A. Flavell, M.A.

Mr. Alfred Flavell has been made a Justice of the Peace for Birmingham city.

Mr. Flavell is a member of the Birmingham Education Committee, the Teachers Registration Council, and the Executive of the National Union of Teachers. He is chairman of the Parliamentary Committee of the last-named body.

Dr. W. L. A. Duckworth, M.A., M.D., D.Sc.

Dr. Duckworth, Fellow of Jesus, was presented with an inscribed silver salver and a book containing 220 names of subscribers—demonstrators, assistants and students of the School of Anatomy, Cambridge, on the occasion of the completion of 21 years service as Lecturer on Physical Anthropology.

Dr. W. Sanday.

Dr. William Sanday, scholar and critic, Lady Margaret Professor of Divinity at Oxford, died recently. Since 1903 he has been chaplain in ordinary to the king.

He was a prolific writer; among his best known works being:—

"Authorship and Historical Character of the Fourth Gospel."

"Two Present Day Questions."

"The Primitive Church and Reunion."

Dr. T. S. Price, O.B.E.

Dr. Price, head of the Chemical Department of the Birmingham Municipal Technical School, has been appointed Director of Research to the British Photographic Research Society. During the war he was engaged in the manufacture of drugs at Birmingham and later in investigating the use of poisonous gases at Stratford.

Mr. W. Marlborough Whitehead, A.R.C.A.

The post of Principal of the Municipal School of Art, Burnley, has been accepted by Mr. W. Marlborough Whitehead, A.R.C.A., Head of the Arts and Crafts Department of Berkhamsted School. This appointment has a special interest for our readers, for Mr. Whitehead designed the title page of the EDUCATIONAL TIMES in its present form.

Mr. P. A. Barnett.

The many friends of Mr. P. A. Barnett, formerly H.M. Chief Inspector of Training Colleges, will regret to learn that he is now undergoing hospital treatment, following an operation. He is making good progress towards recovery. A translation from Mr. Barnett's pen appears in this number of THE EDUCATIONAL TIMES.

Professor John Bretland Farmer, D.Sc., M.A., F.R.S.,

Imperial College of Science and Technology, has been appointed by an Order of Council dated the 28th day of August, 1920, to be a member of the Advisory Council to the Committee of the Privy Council for Scientific and Industrial Research.

NEWS ITEMS.

A Residential Secondary School.

The school ship idea having been abandoned, Bradford proposes to erect a secondary school, some fifty miles out from the city, with residential accommodation for one hundred and fifty scholarship boys and girls, for the double purpose of providing necessary school places and of cultivating the spirit of esprit de corps, so notable a feature of our public schools and universities.

An Anglo-Saxon Atmosphere.

The Rev. Dr. Gray, formerly of Bradfield, has returned from Roumania after examining the educational system of the country and has advised the Roumanian Government that in order that an Anglo-Saxon atmosphere might be infused into Roumania, a number of boys should be distributed in small batches among our public schools.

Irish Teachers.

Irish teachers have always been poorly paid, but their evil plight at the present time can scarcely be exaggerated, for even in the official report of the Board of Education for Ireland the rate of remuneration is described as "little short of disgraceful." Small wonder that the teachers leave the country for Scotland and England, where they receive two or three times as much salary: or find other occupations: nor is it surprising that suitable new recruits cannot be obtained.

The Cost of London Education.

Very few efficient educational institutions in London are now able to dispense with grants of public money; even old foundation schools are being put on the grant list to the advantage of many members of the staff who now come under the 1918 Superannuation Act. The Board of Education show that the cost of elementary education per child was 96s. 4d. for 1913-14, and is estimated at 211s. 4d. for 1920-21. The reasons given for the increase are:

- (1) The devaluation of money necessitating increased salaries for teachers and increased expenditure on supplies of all kinds;
- (2) The return from war conditions to peace conditions;
- (3) The increase of grants for higher education;
- (4) Reforms and extensions in the system of education.

Adjusting Education Grants.

The deputation to Mr. Fisher on July 28th from the Association of Education Committees on the question of the adjustment and consolidation of imperial grants met with an unsatisfactory reply from the Minister of Education, who could not promise a committee of investigation, but since that date Sir George Lunn, the president, has received a letter from Mr. Fisher stating that if his committee think fit to establish a committee of its own members to investigate the system of grants and to submit recommendations, there is no reason why officers of the Board should not discuss these proposals with the committee round a table.

Special Course for Music Teachers.

The Royal Academy of Music has arranged courses of lectures dealing with music teaching in its various phases. This is a serious attempt to train such music teachers as prove by means of the entrance examination to be held at the beginning of each term that their musical knowledge and attainments are sufficiently advanced to enable them to profit by the Course and thereby secure admission to the Teachers' Register.

School Feeding.

Dr. George F. Buchan, Medical Officer of Health for Willesden, has issued a report upon the feeding of school children which is entirely favourable to the practice from both health and educational points of view, and he concludes that, to make the educational value of giving school meals fully felt, the meals should be for all and not merely for the necessitous.

LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

The Kenosis of Kekewich.

When Sir George Kekewich was the Permanent Secretary to the Board of Education it used to be whispered by unkind critics that his chief reading consisted of the annual reports of the National Union of Teachers, eked out by a careful study of the weekly organ of that body, "The Schoolmaster." I have never believed the story, but I confess that I find it less incredible after reading his volume of recollections, published by Messrs. Constable at a guinea, under the title "The Education Department and After." Following the growing practice of retired officers of the Board, Sir George has divested himself of the glamour of his former state and has emptied his spirit for our edification. In this process of kenosis he has put forward many views on education, reflecting, no doubt, his sincere convictions, but reflecting also, and with singular fidelity, the policy of the National Union of Teachers. His views are none the worse on that account, and it is eminently fitting that the policy of the Union should be thoroughly absorbed and fervently advocated by its only honorary member. Sir George is justly proud of this distinction, but in a future edition he will perhaps correct the statement (on p. 242) that he is the only member who does not hold the Board of Education certificate. The Union now admits "uncertificated teachers," and for years past it has admitted secondary school teachers and specialist teachers who were not "certificated" in the official sense.

This honorary membership is apparently a solace to Sir George, an emollient for the pin-pricks and more serious wounds endured and suffered in the course of his official life, during which he came to dislike quite a large number of things and people. All permanent officials are in reality transient, and some of them find this circumstance very trying. It is apt to colour their view of former associates and while it adds piquancy to their published memoirs it adds also a sourish flavour. Thus it is hardly pleasant to find Sir George writing as he does of the late Duke of Devonshire and Sir John Gorst, who were his Parliamentary chiefs for some years. It is true that the progress of education was not greatly furthered under their regime, which, indeed, might have been likened to a partnership between Morpheus and Puck. It is easy to understand that to one of Sir George's temper the period was extremely trying, but he survives and they are dead, a fact which he should have remembered.

The book has a special interest for those who mistrust or fear the activities of the State in educational matters. The Education Department and its successor, which is itself under another name, are revealed to us in many unconscious and some conscious ways by their former chief. Sir George has no word of defence for the practice of nominating officials of the Board. He urges that they should be chosen by examination. Nor does he defend the constitution of the Board itself, as one might have expected. On the other hand, beyond a reference to the War Office and the Board of Admiralty, he does not mention the possibility of reconstituting the Board of Education on a representative basis with teachers among the members and a member of Parliament as President. It is difficult to believe that we should not find the progress of education accelerated if we had a real Board of Education working in close co-operation with officials, local authorities, and teachers.

Sir George Kekewich has written a book which will be read with great interest by all who are concerned with the schools.

SILAS BIRCH.

Education.

A FIRST BOOK OF SCHOOL CELEBRATIONS: A SECOND BOOK OF SCHOOL CELEBRATIONS: by F. H. Hayward. (P. S. King. Each volume 5s. net.)

For many years Dr. Hayward has been steadily working towards the elaboration of some sort of school liturgy. His fundamental idea is to secure a common background of knowledge and emotional experience, against which speakers and writers may project their own ideas with some certainty of being understood. Gradually this idea crystallised into the plan of school celebrations. The general notion is that on stated and frequent occasions the school should be assembled for exercises in common that involve both instruction and inspiration. With Dr. Hayward the praise of great men has become a passion, which he seeks to communicate to all young people. His is no blind worship; but worship it is. No one can read these celebrations without realising that they have a foundation in religion, that they are in fact religious observances. But it is of the essence of the scheme that the reason for the praise should be made manifest. Like the authorities who have the power of conferring state distinctions, those who conduct celebrations are called upon to justify the claims of each person proposed for admiration.

This praise of great men is not absent from the First Book, but it becomes predominant in the second. Homage is the keynote here, and the reader cannot but feel that for school purposes this type of celebration is much more suited for school purposes than many of the other themes. Expository celebrations do not suggest enthusiasm, and it is hard to believe in a juvenile assembly being carried away by a Celebration on Eugenics, or on Temperance (Narcotics), or on Toleration. It has to be admitted, however, that even when he is dealing with matters that seem to me unsuited for children Dr. Hayward makes a presentation that is in itself so excellent that with adults, and even with adolescents, the expository celebrations should prove successful. It is true that the practical common-sense Englishman shrinks a little from the deliberate dramatisation of states of mind. The drawing of curtains and the display of Union Jacks and less or more symbolic elements repel certain temperaments. But we have to consider that we are dealing with human nature in the mass, and must not let our own—or, let me be quite frank, *my* own—prejudices and temperamental resistances interfere with what may be for the general good. One cannot but feel that there is great danger of these celebrations, in the hands of incompetent celebrants, becoming sources of amusement rather than of inspiration. But we have to keep two things in view. First, children's standard of criticism is quite different from ours; secondly, even if great imperfections in execution are admitted, it does not follow that the celebrations should be given up. Dr. Hayward has an argument that may not be quite sound, but is certainly strong enough to make his opponents pause before condemnation. He says that whoever opposes his scheme of celebrations because they cannot be carried out in the full dignity they deserve is really casting his vote for things as they are. Because we cannot have our celebrations properly staged, and with high-class declamation, are we to close them down altogether? Surely not that way does progress lie. Because certain timid persons—myself among the first—sneak away because of a certain fear of incongruity between plan and execution, should the more virile celebrants give up their parts. Whatever criticisms may be levelled at Dr. Hayward, no one can accuse him of a lack of courage. I am full of admiration for his daring—has he not given us a homage celebration on *Ireland*?

I am greatly afraid that those who set out to estimate the value of these two volumes may be so led away by criticism of the many controversial features as to lose sight of the amount of solid work here presented. Materials do not come together in that fortuitous way atoms are supposed to have. Once we have before us Dr. Hayward's selection of matter to illustrate any particular point, every element seems so much in its place that we are apt to think it came there of its own accord.

The more apposite the material the less credit we are apt to give to the collector. What Dr. Hayward has here done is to

grangerise the various subjects he has taken in hand. He has proved himself a master in the art of extra-illustration. For many years he has been collecting material for this purpose, and we are now reaping the benefit. Teachers who use these books will no doubt be able to supply extra-illustrations of their own. We all know that we can use most effectively those illustrations that have occurred to us without external suggestion. But Dr. Hayward has no desire to limit us to his material. He is, if anything, too modest in his estimate of the help he can give. In any case no one who knows human nature will expect to be greatly worried by people objecting to others for saving them trouble. Dr. Hayward has deserved well of the profession for his idea, and for the care with which he has worked it out.

J.A.

EVENING PLAY CENTRES: by J. L. Jordan. (Pitman and Sons. Price not given.)

Mr. Jordan wisely confines himself in the seventy-five pages of this little book to the practical aspect of his subject. It is a manual written by a practical man for practical men and women. His chapter headings give an excellent idea of what it is all about. The Building, 2; Organisation, 3; Free Movement for Boys, 4; Other Amusements for Boys, 5; Girls and their Special Consideration, 6; Special Events, 7; Outdoor Activities, 8; Material and Equipment, 9; Establishment of New Centres, 10; Conclusion. At a time like this, when play subtends such a big angle in the minds of educational people, this book comes as a most valuable aid to whoever is called upon to put into practice the theories that are so much in the air.

A DAY CONTINUATION SCHOOL AT WORK: edited by W. J. Wray and R. W. Ferguson. (Longmans Green and Co. 8s. 6d. net.)

Continuation work is very much in the air at present. Many students are in process of being trained for it, but there is a haziness about their outlook that makes the appearance of this book very opportune. No better help can be given in these matters than an account of what is actually being done; so the editors have been well advised to set out not merely the theory but the practice of continuation school work. The time has gone by when any teacher could take all the curriculum of a continuation school as his province. So the editors have adopted the wise course of putting the various subjects into commission, and have produced an efficient presentation of the whole field. The editors themselves naturally take the broader aspects of the question, Mr. Wray writing on the correlation of the new schools to the old system, and Mr. Ferguson concerning himself with the industrial aspects, and particularly with the problem of the works school. These general considerations at the beginning and the end of the book round off the whole in a workmanlike way, while the body of the volume is taken up with the treatment of the various subjects that have to find a place in the new schools. An innovation is found in a chapter on *Co-ordination of School and Works*, contributed by Morland and Impy, Limited. There is surely hope for efficient co-ordination when a business firm assumes a personality and writes a chapter on its own account. The ordinary class subjects are well treated, recreation is far from being neglected, and the arts and crafts side is particularly strong. The fact that the continuation school problem is in such a fluid state at the present moment gives this book an importance greater than it would have had if it appeared five years from now. It will have a vital share in moulding opinion and practice. It is exceedingly well got up, is admirably illustrated, is provided with a couple of appendices, but why has it no index?

C. C. C.

THE CHILD WELFARE MOVEMENT: by J. E. Lane-Clayton. (G. Bell and Sons. 7s. net.)

Communal life is apparently the ideal that underlies Dr. Lane-Clayton's treatment of this subject. To those of us who are not so attracted by this ideal there is something disconcerting in the alarming efficiency with which she proposes to deal with the birth and unbringing of our future citizens. Chapter XVI is given up to *Pre-natal Work*, but this subject permeates the book, and appears under sub-heads in many other chapters. The annoying thing is that in spite of his prejudices, the reviewer is constrained to admit that Dr. Lane-Clayton makes good her case and shows how necessary it is to make all the provisions she suggests. Her presentation is admirable. She begins at the beginning, and lets the reader know exactly what it is all about. The Child Welfare Visitor's work is evidently much more complicated than the lay person is apt to imagine, particularly when she

appears in the rôle of Infant Visitor. Child Welfare Centres get a great deal of attention in the text, and the relation of voluntary to municipal and state agencies is well worked out. Backed by her medical knowledge and her exceptional experience, she is able to make out an amazingly hopeful case for the newly arrived baby whose advent has been prepared for in the way she recommends. But it is pleasing to note that her scientifically trained mind does not let her run off on sentimental lines. As a woman and as a doctor she naturally takes the view that all babies ought to be encouraged to live; but she has the honesty to admit that there are others who believe "that infant mortality is Nature's way of removing the unfit." She leaves it at that, and goes on to show how Government regulations may be best utilised in promoting child welfare. The enthusiastic but ignorant outside philanthropic person will find here in moderate compass all that it is necessary to know about Government control of the movement. In particular, Dr. Lane-Clayton shows her practical bent by devoting a whole chapter to the essential subject "The Sources of Money for Local Government Purposes." If the reader should happen to miss any point in the text, the bulky appendices make sure of filling up the gap. The author is to be congratulated on a very thorough piece of work. J.A.

EDUCATION FOR SELF-REALISATION AND SOCIAL SERVICE: by Frank Watts. (University of London Press. 7s. 6d. net.)

We have here the first volume of the New Humanist Series, edited by Mr. Benchara Branford. As was to be expected from any book written under the guidance of the author of *Janus and Festa*, it is marked by a strongly idealistic bias. The very title is a challenge, and a demand for unity. In the narrower sense self-realisation negatives social service, but from the higher plane of the organic unity of the universe it is quite possible to reconcile the two. Mr. Watts illustrates the bigger reconciliation by working out a smaller one—that between the claims of the individual and the class in school work. This he does extremely well. But he is less successful in his historical *resumé*. Why must this recapitulation occur in every book on education? Cannot the facts of the history of education be taken for granted at this stage? When one has had one's growl, one may admit that, apart from the loss of time involved in the recapitulation, no harm has been done. In fact, the *resumé* is very good. But Mr. Watts is at his best when he is dealing with the modern developments of educational theory. Every tendency is examined and worked into its proper relation to the whole. It is indeed the ideal of the more ambitious younger writers on education to introduce a harmony into the distressingly contradictory elements that at present enter into educational theory. Critics are continually complaining that no book ever presents education as a whole; each merely emphasizes one special aspect of it. Mr. Watts comes nearer to meeting this criticism than do most, and he succeeds not so much by eliminating as by harmonising. Indeed, it cannot be fairly said that he eliminates any of the essential movements in education. Freud, Binet, and even Bergson have their place, and it cannot be denied that Mr. Watts is fair to them all. What is lacking is the definite gathering up of all the elements into a systematic whole. The diagram on p. 119 is after the manner of Professor Patrick Geddes, and does suggest the possibility of a complete synthesis. But it is not worked out. A final chapter is needed in which the implications of this diagram and of the tantalising *map of life* contributed by the editor are fully developed. But in asking for more we must not be ungrateful for the very valuable light Mr. Watts has thrown upon the subject by his admirable presentation. S.K.

Chemistry.

PROBLEMS IN PHYSICAL CHEMISTRY, WITH PRACTICAL APPLICATIONS: E. B. R. Prideaux. (Constable and Co. 2nd edition. pp. xii. + 294. 18s. net.)

The aim of this book is to provide a series of arithmetical examples which shall illustrate the more important developments of Physical Chemistry. Physical problems which possess a particular importance for the physico-chemical investigator and technical chemist are also included. The work is progressive in character, sufficient knowledge for the solution of each problem being contained in the preceding sections.

That the author has attained the object he had in view is in accordance with the reviewer's experience, who has made use of the first edition in his own classes. It is evidently the experience of many others, since a second edition has been called for within the space of seven years, four years of war being included in that period. The book can be heartily recommended. T.S.P.

English.

NAPOLEON: by Herbert French. (Oxford University Press. 2s. 6d.)

This play, published last year at half a guinea, is now reissued by the Oxford University Press in a cheaper form. It presents Napoleon at a crisis in his fortunes. He is about to invade England: his great army is at Boulogne, and his fleet ready to carry it across. But the moment never seems opportune, for he does not trust the seamanship of his admirals. Young Wickham, son of a Kentish doctor, whose wife was French, conceives the wild notion of deciding the fate of Europe by deceiving the Emperor across the Channel. After many years of study he has a knowledge of the English Coast opposite France, and still more of the apparently capricious behaviour of tides and currents, which no one else in England or France possesses. Armed with this knowledge, and of course, speaking French as well as he speaks English, he designs to offer his maps and himself to the Emperor and to induce Napoleon to embark on his sloop.

This bare recital suggests an episode in the manner of Baroness Orczy. But the opening scene ends on a higher note, when Wickham's mother laments the departure of her son on his incomprehensible errand: "Ah, these sons, these sons, . . . suddenly, too, they have purposes, wiser than ours. But why should these purposes be so unspeakable?" So also in the Third Act, when Napoleon is actually on board the English sloop, though Wickham himself is the prisoner, the play rises to a loftier argument. It is literally an argument. The visionary Englishman, as part of his self-imposed mission, must plead with Napoleon, under whom he has formerly served in Italy, to be the saviour of Europe and not its destroyer:

- W. "You deal with forces only of ripe men
At the moment of their ripeness for the cannon;
You ignore the heave of the whole human ring
Of lives at every moment—every age;
The forces of the frail things you ignore. . . .
- N. How?
- W. Think of the strengths just rippling in the dances
Of a little child, that shall jet it like a fountain
Up to seventy years of living after us—
Children, that are our fearless dreams come true,
These are the strengths that you would now bleed white
And at their pale cost stretch your glories wider;
These are the strengths that you had once behind you—
Have you them now?
- N. I must keep order."

Napoleon remains unmoved by the appeal, Wickham is killed after a vain attempt to blow up the ship, and Napoleon lands in England near Wickham's home. It is in the power of the mother to hand over this "French Officer" to the English by a word, but she lets him go. Why? "Because you are an enemy so vital that we can a little mock at you. . . . If you conquer us, we can afford to laugh—for there's a madness at the root of things. . . . There's so deep a power set against you that we can rest upon it. . . . All we have lost—all that are yet to come—are in our ranks. You are the eddy—they the tide."

Napoleon goes. The last scene shows him curtly dictating a movement East, his purpose of conquering Europe undeflected, but his design on England abandoned. Though Wickham's greater scheme has failed, he has saved his own country.

The play well repays reading and re-reading. Though many of the scenes are historically convincing, the forms which the lofty idealism of Wickham and his mother takes have a modern colour. But the play is no worse for that, nor does the thoughtful reader resent the reflections which it cannot but suggest upon the great happenings of the last six years. X.

THE GOLDEN BOOKS OF ENGLISH VERSE: A Graduated Course for Class Study. Book II. Arranged by Frank Jones. (Blackie and Son. 2s. net.)

A series where each poem is followed by brief notes and questions (termed "apparatus for teaching"). Neither the arrangement of the poems nor the "apparatus" contains anything very new, yet the compiler deserves praise for stating so courageously that "the first essential . . . is that the pupil should understand the face value of the words he reads." This, the modern "gushers," in their zeal to create "atmospheres" and to arouse "emotions," are all too apt to ignore.

EXERCISES IN ENGLISH COMPOSITION, for Junior Forms: by E. E. Kitchener. (John Murray. 1s. 9d.)

A companion book to the author's "English Composition." The book is compiled with the diligent care of a capable if conventional class-master, and should be useful in all Junior Forms.

HOME AND SCHOOL EXERCISES IN COMPOSITION THROUGH READING, Junior Book: by F. and J. E. Pickles. (J. M. Dent and Co. 1s. 3d. net.)

This is an attractive little book arranged on what are now familiar lines to teachers. Both selections and exercises maintain a very good level of excellence. We shall look for further volumes of the series.

THE NEW WORLD PUBLICATIONS: Collins Clear-Type Press.

Messrs. Collins have shown excellent courage and enterprise in this new series of publications. Each set is remarkable alike for its authorship and for its excellent production. No longer can it be said that books for elementary schools are the cheap compilations of anonymous writers, for here we have books of excellent appearance edited and written by scholars of repute who are not ashamed to put their names to their work. When we find such names as those of Professor H. C. Wyld, Bernard Lord Manning, Sir William Ashley, and John Drinkwater, and when an educationist like Professor E. T. Campagnac is not afraid to practise what he so ably propounds and to write an elementary school-book, we feel that the much-to-be-desired fusion of all types of education is something more than an ideal.

(1) *The New World Literary Series.*

- (a) Book 1. Compiled by Mrs. E. M. Field. 2s.
The name of the author is a guarantee of matter, while the printers have done the rest, for paper, type, and particularly the illustrations, are all excellent. This is a book that children will love.
- (b) Book 6. Edited by Professor H. C. Wyld. 3s. 3d.
We suppose that "Readers" are a necessary feature of our elementary school, though we hope sincerely that the average scholar's acquaintance with literature does not end with the miscellaneous extracts and snippets which fill such books. This, however, is a criticism of the "Reader" tradition, and not of Professor Wyld's book, which is among the best of its kind. The selections, prose and verse, follow the safe path of accepted standards, and have mostly appeared before in similar books. Our chief objection is that the selection is somewhat too solid for children. With the exceptions of "Boffin's Bower" and "Selling One's Ancestors," there is hardly an extract in humorous or lighter vein, while finally, of living authors there is hardly a trace.

(2) *The New World English Course.*

- Compiled by an Inspector of Schools.
Book 1, 1s. 3d.; Book 2, 1s. 4d.; Book 3, 1s. 4d.; Book 4, 1s. 6d.
These books are based upon the generally accepted plan of an intensive study of extracts from good writers. They are suitable alike for central, continuation, and secondary schools. Their purpose as set out by their compiler is to lead the pupil:
- To understand thoroughly and exactly the author's meaning.
 - To notice how he expresses that meaning and the various means by which he makes it clearer and more striking and gives pleasure to the reader.
 - To write simply, clearly, and grammatically anything which you have to say.

This certainly is a comprehensive objective, but one which a conscientious student who works carefully through these books under suitable supervision should go far to achieve. The extracts show a catholic taste on the part of the compiler, but on the whole are rather severely conventional and break no new ground. In particular the writings of living authors and poets are practically unrepresented. Difficulties of copyright may be responsible, but we feel that the omission is serious and should be remedied. It is hardly right to leave the impression that English literature ended in the mid-nineteenth century.

Yet the books, if solid, are eminently sound. Here will be found nothing that is cheap or shoddy—no affected simplicity or pseudo gaiety—but sound advice and sensible exercises in every book. This series is on a different plane from some of the catch-penny publications we have recently seen.

Classics.

THE IDYLLS OF THEOCRITUS: edited by R. J. Cholmeley. New edition, revised and augmented. (Bell. 10s. 6d. net.)

Cholmeley's Theocritus, one of the most creditable productions of modern scholarship, has been the standard English edition since its publication in 1901. The author was compelled by reasons of health to retire from his mastership at the City of London School and only returned from South Africa to take his part in the Great War. Before his lamented death on active service he was able to produce this new and greatly improved revision of the 1901 edition. The few errors of fact which then appeared have been corrected, the introduction has been revised and augmented, and there are some twenty additional pages of notes. In these Mr. Cholmeley shows again his close acquaintance with the best French and German work on his subject: the more recent Italian investigations in the Anthology, such as Rostagni's *Poeti Alessandrini*, have appeared unfortunately too late for his perusal.

THE MINOR POEMS OF VIRGIL: translated by J. J. Mooney. 2nd Edition, revised. (Cornish. 4s. 6d. net.)

Virgil's minor poems, the *Culex*, *Diræ*, *Lydia*, *Monetum*, and *Copa*, form one of the most difficult problems in literature. The problem is usually solved by denying Virgil's authorship and by regarding as negligible the very considerable body of ancient opinion that attributed these poems to the author of the *Æneid*. Certainly they lack all the qualities of greatness that we find in Virgil's other work, but whether this dulness and triviality is such as to render his authorship quite impossible each reader must judge for himself. Mr. Mooney gives the Latin text in a convenient and well-printed form, together with some notes, and a translation in English verse. The last is not of the highest merit.

VIRGIL ÆNEID I AND ÆNEID II: edited by J. Jackson. (Oxford Clarendon Press. 2s. each.)

This is an excellent edition for schools and can be strongly recommended. Mr. Jackson has already proved his competence by an admirable prose translation of Virgil, and in these two small volumes he shows himself as good a commentator as he is translator. The introductions give exactly the help that the young student requires and the commentary is not a mere boiling down of earlier editions but contains a large amount of fresh and original thought. The notes on *Laocoon*, *Byrsa*, *Lustratio*, *formes*, *Harpalyce* in Book I are good examples of Mr. Jackson's vivid style, and the frequent parallels drawn from Milton and Gray should serve to stimulate that interest in fine literature which it is the chief purpose of classical studies to foster.

F.A.W.

THE AGAMEMNON OF ÆSCHYLUS: translated by Gilbert Murray. (Allen and Unwin. 2s. paper; 3s. 6d. cloth.)

The myths of Greece are the immortal skeletons which the dramatist and the poet clothe with their conceptions of Life. For Homer the characters of these tales, good or bad, are heroic, and as heroes are separated from our sympathy by their grandeur, for their passions are not the passions of men but of demi-gods. Euripides strips them suddenly of their magnificence and leaves as human beings, whom we can pity as fellow-men, while Æschylus gives them a fragment of their Homeric grandeur, but puts upon them the attributes of ordinary human nature. Professor Gilbert Murray writes that the drama of Æschylus is balanced between religion and entertainment, and to us it seems to be also the half-way house between Homeric grandeur and the modernism of Euripides.

One can imagine how tedious a mediocre translation of the Agamemnon might be, but this translation, even in the long lyrics of the chorus, never lags or halts. It is true that we do not find passages as beautiful or as swift as in his translations of Euripides, but in a large measure that is due surely to the depth, one might almost say the heaviness, of Æschylus. Nor does the subject call for lyric beauty or tenderness, for there is a brooding sense of horror over the play, of the crimes of the past and the crimes yet to be. The opening speech of the watchman is full of a vague uneasiness, of which he does not know the reason, and every character feels the spirit of evil in the house of Atreus, and impending misfortune.

The general impression left by the translation itself is that it is swift, deft, and never rants in "the Ercles vein," as one would expect from the parodies of Aristophanes. The Notes are always deeply interesting and very useful in the rather obscure choruses.

P.C.Q.

Mathematics.

THE ARITHMETIC OF THE DECIMAL SYSTEM: by J. Cusack. (Macmillan and Co.)

We are utterly at a loss to know the purpose of such a compilation as this. The author with mistaken industry has taken all the old arithmetical topics and methods of generations ago and has re-hashed them all in decimal guise. He discards nothing—Simple and Compound Interest, Profit and Loss, True and "False" Discount, Stocks and Shares, Stocks with "Brokerage," and even "Alligation"—all are here, in the same old phraseology and treated by the same old methods. Even the methods of decimal manipulation are obsolete. The compiler apparently still insists that "counting the points" is the only method of multiplying decimals by decimals, and that "making the divisor a whole number" is the only ritual for division of decimals, for these are the only methods which are given. In such a book as this we are not surprised to find "casting out the nines" most elaborately expounded as a "proof" of multiplication. Altogether we feel that the book is a glaring case of new wine and old bottles. The compiler of course starts off with the usual unwarranted assertion that his nostrum would save "three-fourths of the time now given to the study of arithmetic in schools," but if these wearisome five hundred pages are the kind of stuff to be given to the pupil we fear he will be nauseated even in the remaining quarter of his time.

TRIGONOMETRY FOR ENGINEERS: by W. G. Dunkley. (Sir Isaac Pitman and Sons. 5s.)

This book is exactly what it purports to be. The essentials of trigonometry are plainly set out and the illustrations and worked examples are very good—those in chapter 4 are of particular interest and value. Clearly an engineer has written—and for engineers. The book is recommended.

AN ELEMENTARY TREATISE ON DIFFERENTIAL EQUATIONS AND THEIR APPLICATIONS: by H. T. H. Piaggio, M.A., D.Sc., Professor of Mathematics at University College, Nottingham. pp. 216+xxv. 12s. net. G. Bell and Sons, Ltd.

The trouble with differential equations for all but the real mathematician seems to be something like this. Each method, theorem, etc., presents little difficulty, but the effect of a couple of hundred pages of such is nausea. Then the engineer, physicist, etc., can't use his results; moreover his digestion is impaired. He might have spared his pains and saved his time. What remains to him afterwards? Perhaps "singular solutions" because of its geometrical point of contact.

Now here lies the value of Prof. Piaggio's book. He tries to make contact all along the line, and, indeed, he succeeds. To his examples he frequently adds a note saying where they come from. If such problems had been given in extenso, as in their context in the Physics—Mechanics Chemistry book, the weaker brethren would be better pleased, but the work would become unmanageable.

This book covers, approximately, the ground of such as Professor Forsyth's "Elementary Treatise"—i.e., the Cambridge Tripos work. No more analysis than a general knowledge of elementary calculus is required. The answers to examples—many of which are remarkably easy—are given at the end. We can strongly recommend this book as being an interesting and lucid introduction to differential equations.

NOTES ON DYNAMICS, WITH EXAMPLES AND EXPERIMENTAL WORK: by Terry Thomas, M.A., B.Sc., LL.B. (Haileybury College). 6s. net. (Crosby, Lockwood and Son.)

The new features in this book are a chapter on experimental work containing short directions for about 30 experiments and one or two interesting paragraphs on aeroplanes banking, etc.; the notes throughout the book are more concise and the examples rather more numerous than usual.

Mr. Thomas revives an old controversy by introducing natural and engineers' units alongside. The entire ignorance displayed by boys brought up on engineers' unit, with no knowledge of the "poundal," of any difficulty in the manipulation of "g" has convinced us that this is the right course.

Including as it does a chapter on motion in two dimensions and calculus notation throughout, this book should prove very useful as a second course in dynamics for army and engineering students.

(Continued on page 480.)

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Science.

SCIENTIFIC METHOD : Its Philosophy and Practice : by F. W. Westaway. Blackie and Son, Limited. 10s. 6d. net.

This is a book compiled with remarkable diligence and industry, which should appeal both to the general reader and to the average science teacher. In its four sections it treats the subject from all points of view. Thus in Book I we have the Philosophy of Scientific Method; Book II deals with the Logic of Scientific Method; Book III gives numerous instances of Famous Men of Science and their methods; while Book IV, the shortest, indicates the application of scientific method in the classroom.

We fear on the whole that the compiler has included too much, and consequently his treatment in parts, like most things superficial, is lacking in depth. Thus he will give you (in twelve pages) the whole history, philosophy, and criticism of Plato. He will indicate (in six pages) the whole difference between Humanism and Realism, while three pages are thought sufficient to define, expound, and criticise Monism. We fear that this chatty, isn't-it-easy kind of style will only delude beginners as to the very profound problems which must be faced in any serious study of philosophy. The logical section, Book II, has the same general defects which arise in such attempts to condense much into small space. In particular, the summary nature of the book is even more marked here, for the compiler attempts to give everyone's opinion except his own, which only peeps out very seldom in some very trite and sententious remark or hortation to the young teacher. The section on famous men of science and their methods is perhaps the most useful part of the book. It certainly is the most interesting. The instances are very well selected, though Chapter xxxix is merely a catalogue. The final section of the book is the least satisfactory of all. Instances of scientific investigations by pupils are crude and unconvincing. The compiler seems to have fallen into the ancient error of assuming that "scientific method" consists of that very one-sided and inductive method which commonly passes for a heuristic method. We are confident that the compiler in his experience could find better instances than these. The example from physics is a very clear case of book-borrowed knowledge which would have been better acquired under a teacher's direction. The example from geometry is of another type, where the compiler attempts to be somewhat didactic, only to fall into that old fallacy of mathematical study and teaching which attempts to consider a simple rider *per se* and not as an application of a general principle. All that is needed in the example chosen (the inscribing of a square in a triangle) is a very simple application of the principle of similar polygons, and the particular line A.M. upon which the compiler expends much virtuous indignation is by no means essential to the solution. In general this whole section of classroom instances is, after what has preceded, very much in the nature of bathos.

Finally, we are compelled to ask the compiler the reason for such an addendum as the appendix called "Retrospect and Reflections, 1912-18." We fear the recent world upheaval must have left the writer in an intellectual fog. He begins with a statement which is illustrative of the whole appendix: "The fact is indisputable that in the years before 1914 the American and German workman toiled much harder, and was much more conscientious and thorough than the British workman." This slightly ambiguously-worded statement is of course not proved, but carries the writer on to a very remarkable Jeremiad, and we are not surprised to learn from him that in pre-war England "loafing and amusement-seeking were common to all ranks of society, women as well as men." After this we read with interest, though without any conviction, the writer's remarks on how we actually did win the war, and incidentally why the Germans did not. The place of scientific method in the argument is not very clear, except that it appears impartially on both sides. Altogether we think this appendix hardly adds to the value of the book.

Of the book as a whole, though the compiler talks very pleasantly through four hundred pages, and certainly ranges over an extensive country, yet we are compelled, in order to prevent possible disappointment in new readers, to quote against the author an extract from his own book: "It is very necessary for young teachers to distinguish between text books which are mere compilations and those which are written by men acknowledged to be leading authorities in their own departments." But we would also state that the savants could hardly have produced a book which has proved so readable. Teachers of all grades will find something of value in these pages.

Geography.

HUMAN GEOGRAPHY.—THE WORLD : by J. Fairgrieve and E. Young. (George Philip and Son. 3s.)

This book follows the general lines of the Human Geographies produced by the same compilers for use in elementary schools. It covers the inhabited world in general outline, and is written in attractive form. The chapters are mainly descriptive, though the scientific and casual aspect is not lost sight of. The result is a readable and useful book with a bias towards people and products rather than mere topography. At times, however, the book has an obvious second hand flavour, and we feel that this and all such books would gain very much if the authors would introduce first hand accounts written by travellers of repute, instead of relying entirely upon their own pens. The numerous illustrations, if somewhat small and sketchy, have the merit of being largely original. This feature, however, may be overdone in a geography book, and at times we should prefer actual photographs. Certainly the illustrations labelled "View of the Amazon," "Wollaston Island," "Siberian Railway Train," and others, can hardly be described as enlightening. On the other hand, the maps, though small, are suitable, though latitudes and longitudes with the exception of the Equator are generally omitted; but these are minor points, for we have nothing but praise for the compilers' direct treatment of the human aspect of geography, and shall welcome with interest their promised series of books for secondary schools.

COMPASSING THE VAST GLOBE. A new series of Geography Books by J. F. Unstead and E. G. R. Taylor. Book 1—"Long ago and far away." (Constable and Co.).

Publishers, like other folk, are more frequently imitative than original, and we think we discern in this new series an attempt to rival a similar and successful series of geography books for elementary schools. This first book, however, which is intended for young children, should be a good harbinger of the others to follow, for it contains a good selection of matter and is produced in attractive form. As will be seen from the title chosen, the book deals very largely with primitive peoples both of yesterday and to-day, but these are just the topics in which young folk find a perennial fascination. The joint authors have made a good start.

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HISTORICAL GEOGRAPHY OF BRITAIN AND THE BRITISH EMPIRE, in two books. Book 1: by T. Franklin.

The author of this book we know as an industrious compiler of school books, but we really fail to see that this latest book can be of much use to anyone, for the interdependence of geography and history is too well known to need emphasis in books such as this. As we might expect from the title, "Historical Geography" turns out to be rather "Geographical History," and very ordinary history it is. Conscientiously though the compiler plods a well-worn path, he fails to illumine it with any glamour of style or freshness. Mr. Franklin may be a good teacher of geography, but he is certainly not a historian. We think the cobbler would do well to stick to his last.

GEOGRAPHY BY DISCOVERY : by J. Jones. (Sidgwick and Jackson. 2s. 6d.; Teachers' Edition, 3s. 6d.)

The author has produced a very useful book. In these days of "scientific" and "causal" geography the pupil is apt to miss the glamour and the fascination of the exploration side of the subject, as revealed in the voyages and travels of the older pioneers. Mr. Jones gives us some good extracts from the writings of Marco Polo, the Letters of Christopher Columbus, Hakluyt's Voyages, and other similar stories, while his instructions and exercises are marked by a reasonableness and moderation not always found. The book should find a welcome among all teachers of geography.

(Continued on page 482.)

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History.

THE EXPANSION OF THE ANGLO-SAXON NATIONS: A SHORT HISTORY OF THE BRITISH EMPIRE AND THE UNITED STATES: by Several Contributors; ed., H. Clive Barnard. (Black. 404 pp. 7s. 6d. net.)

A sort of twin history this: and the American-British twins, if not heavenly, are very acceptable. The Editor leads off with an Early History of the British Empire, written with a readable simplicity, thus:

The settlements of the East India Company centred in the factory. At Surat, for example, it consisted of a square fortified building enclosing a courtyard. The civil servants of the Company, who lived in this building, were of four grades—apprentices, writers, factors, and merchants. They were governed by a president, who was assisted by four members of council chosen from the senior merchants—a system which contains the germ of British government in India today. The merchandise for which the Company traded was stored, except during the rains, in an open space near the factory. The Hindu traders, or Banyans, received goods from their agents in distant parts of India and supplied them to the English traders, charging a commission on every sale. They were a peaceable folk who abstained from animal food; and thus arose the term "banyan day" for a day on which no meat is eaten.

A similar lively concreteness makes Mr. Thomas Dunne's chapter on British Australasia most interesting. The other collaborators have a more demure manner, but all are good. Mr. Dorland sketches the records of British North America since 1713, Dr. Laurence H. Gipson gives an excellent account of U.S.A., free from the old-fashioned tirades against British "tyranny." Mr. Yusuf Ali, the well-known Liberal Moslem, writes on India since 1713. Mr. Jan H. Hofmeyr treats delicately and successfully over the difficult places of the history of British Africa, for instance:

"Under the wonderful guerilla leadership of Generals Botha and De la Rey in the Transvaal, and De Wet in the Free State—inspired too by the splendid courage and devotion of President Steyn of the Free State, who shared every danger with its burghers—the struggle was maintained. Mobile and elusive, they evaded trap after trap, administering many a telling blow. The Cape Colony was also again invaded by General Smuts and others, who were joined by some thousands of the Colonists, though the rising never became as general as they hoped. But by degrees Lord Kitchener," etc.

At the close the Editor adds notes on the Smaller British Possessions. A chronological table runs from the Middle Ages to 1919, and the twenty-two black and white maps are very helpful. Social and economic aspects are treated but slenderly, being crowded out necessarily by the geographical, military, and political details. The volume is a fine opening-up of a new road; the chapters on U.S.A., India, and the Dominions being prepared by (as the Editor says) "writers each of whom can adopt the standpoint of a 'native.'" F. J. G.

THE STORY OF OUR EMPIRE: by P. R. Salmon. (Harrap. 276 pp. 3s. net.)

A glance at a few of the pictures, whether coloured or black and white, speedily conveys Mr. Salmon's thrilling message—Jameson's Last Stand at Doornkop, Death of Gordon, Destruction of the Kashmir Gate, Hunting in the Canadian Rockies, etc. He is bent on romance, flags, and imperial colour. Here is a sympathetic note on a Colony often overlooked:

The Newfoundlanders have always been most loyal to the Motherland, and history tells us that Newfoundland fishing ships bore their share manfully during the battle with the Spanish Armada, having given up their annual fishing season to help the Homeland. And in modern times the same hardy race helped in a wonderful manner in the Great War, no fewer than 10,000 men offering their services to fight against the Central Powers—a goodly proportion when it is realised that the entire population is about that of our own city of Bradford.

The eighteen chapters on Australia, Tropical Africa, India, West Indies, etc., are liberally sprinkled with sketch maps showing comparative areas, and with portraits of notables such as Humphrey Gilbert, Lord Heathfield, Clive, Cromer, Rajah Brooke, and the like, and we are rather pleased to see Sir Harry Johnston included. He is smiling at the compliment. F. J. G.

THE NATIONAL HISTORY OF FRANCE IN THE SEVENTEENTH CENTURY: by Jacques Boulenger, translated from the French. (London. Wm. Heinemann. 12s. 6d. net.)

The present reviewer is not an expert in history. He found this volume at once extremely interesting and somewhat perplexing. It is perplexing because it assumes a knowledge of the personalities of the century as well as of the main outlines of French history, which unfortunately few Englishmen, even "educated" Englishmen, possess. There is no map; and without a map it is hard to follow the process by which France became one country under one monarch from a number of semi-independent principalities and dukedoms. Nor is there a genealogical table, except a short inadequate one to explain the Spanish succession, near the end of the book. The oddities of French nomenclature, the alternative names by which many celebrities were known, and the custom of bestowing on the son of a high official or a noble a title different from his father's, add to the difficulty of following the story. This is the more troublesome because, as presented here, the history of France is not one of causes and movements so much as one of policies which are identified with persons. On the other hand each chapter is furnished with an ample bibliography.

At the same time, in spite of its allusiveness, the book reads very well. Contemporary documents, especially the numerous Memoirs, are used and quoted, but not in a way suggestive of a source book. Thus we obtain a very good idea of the men and women who directed the destinies of France, and especially of the two Kings, Louis XIII and Louis XIV, whose reigns cover the century, 1610-1715. The historian is judicious: he makes no impeccable hero of Le Roi Soleil, but he does impress one with the grandeur of his policy and the dignity of his person.

The book not only tells the story of political happenings but also has chapters, compact and informative, on the social and economic aspects of each period. The chapters also on literature, without attempting a history of the literary movements, give an adequate description of them, and very skilfully "place" them in their relation to the general condition of the times.

The translation appears to be very well done. Except for a French lightness which the translator has caught, one might think the book had been originally written in English. X.

RECENT DEVELOPMENTS IN EUROPEAN THOUGHT: Essays arranged and edited by F. S. Marvin, author of "The Living Past," etc. (Oxford University Press, 1920. 12s. 6d. net.)

This volume is the third which has arisen out of lectures delivered at the well-known Summer Schools at Woodbrooke, near Birmingham. The titles of the earlier books, "The Unity of Western Civilisation" (1915) and "Progress" (1916) give the two main ideas which also govern the present volume—Unity and Progress. Mr. Marvin, the editor, who originated the series of lectures at Woodbrooke, courageously insists that Europe is still one in matters intellectual in spite of war, and refuses to assent to the pessimistic views of modern progress put forward by critical Deans. In a general "Survey" he writes an excellent prologue to the book, in which the two conceptions are worked out and applied to the present situation in Europe. In it he leads on to the subject of this year's course, "The Path to Peace—a Historical Introduction to the League of Nations."

The essays in this volume, founded on the course of 1919, deal with recent developments of European thought in the spheres of Philosophy, Religion, Poetry, History, and Economics, as well as of Science and Art. The one which most closely adheres to the title is the admirable account of "Recent Tendencies in European Poetry," by Prof. C. H. Herford. Mr. G. P. Goch's brief but full summary of the changes in the outlook of "Historical Research," and Mr. Lindsay's analysis of "Political Theory" are also most pertinent and timely. The papers on Philosophy and Religion are more controversial in tone, each of the writers, Professor A. E. Taylor and Dr. F. B. Jevons, defending a thesis, but they are not inconsistent with the principal idea of the book. The least satisfactory contribution is that on Economic Development, three short disconnected chapters on industrial conditions neither recent nor European. Prof. Bragg's essay on Atomic Theories and that of Professor Doncaster on Progress in Biology are as clear and pointed as we should expect from these distinguished authorities.

A most useful feature of the book is a bibliography appended to most of the essays. The list of books invites to study and supplies a guide. X.

(Continued on page 484.)

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THE GREAT WAR. A brief sketch by C. R. L. Fletcher.
(John Murray. 6s.)

Mr. Fletcher we know as a historian of repute, but we fear we cannot recommend this book, for we have seldom read anything so saturated with intellectual arrogance. The writer has allowed his antipathies to "the politicians" in general to cloud his usually sane judgment, with the result that the narrative runs through an atmosphere fogged with much futile vapouring. We think he might well have postponed such a book until time had cooled his animus. A somewhat tiresome "I-told-you-so" attitude is evident from the very first page, and consequently as a contribution to history the book has very little value, for the writer's case is pre-judged at the outset. Politicians and generals no doubt were frequently at fault, but the implication that most of them were fools or knaves is unwarranted. In general, though the writer's facts may be fairly accurate, his method of presenting them and his comments on them are hardly worthy of a club armchair.

THE BOOK OF THE GREAT WAR: By Enilie Fewster. Longmans, Green and Co. 1s. 9d. net.

We fail to see any purpose whatever in a book of this sort. To attempt even to summarise the crowded years of the recent war in one hundred pages is worse than futile. We presume that the book is intended for children, but we are sorry that even children should be asked to read such a collection of ill-digested, badly selected, and frequently inexact information. Copious coloured and black and white illustrations do not conceal much of the banality of the contents. The author assuredly has neither the accurate touch of the historian nor the lighter touch of the journalist. "It got the Zepp. and suddenly she burst into flames" is neither good English nor good journalese. We think the publishers would have been well advised to employ a more skilful and better informed writer, who might have produced a book of real value, for the book before us has few merits and, at one shilling and ninepence, is very poor value. Unfortunately our schools, especially our elementary schools, contain far too many books of this unfortunate type, replete with such obviously second-hand information.

Botany.

APPLIED BOTANY: by G. S. M. Ellis. (Hodder and Stoughton, Ltd. 4s. 6d. net. pp. 226.) (The New Teaching Series of Practical Text Books.)

In the absence of a preface it is difficult to determine either the aim of this book, or for whom it is intended. If it is for the teacher, he will hardly be grateful for a mass of facts, ill-assorted and badly arranged. If it is for the student, one would have expected it to be easier at the beginning and harder towards the end, to keep pace with his growing knowledge. The general reader will be interested, but, we fear, sadly confused, owing to the unscientific arrangement of the facts. The illustrations are far from satisfactory. What a vague and hazy impression would be produced on the student, either by the diagram of the Umbel on page 193, or the Desmid on page 217, and how surprised he would be when he discovered from specimens their wonderfully characteristic appearances. As for it being a practical text-book, there is a strange lack of suggestions for experiments, methods of performing them, and hints on preparation and collection of material. This may be one of the first fruits of the New Humanism, but it has most of the faults of the New Journalism. A.G.C.

Art.

DRAWING AND CARDBOARD MODELLING: by W. A. Milton. (T. Murby and Son. 7s. 6d.)

This book, by a Transvaal teacher, appears rather late in the day, and we fear that English teachers have very little to learn from it. The exercises, however, are well graded and the book as a whole is full and complete.

Physical Training.

HEALTHFUL LIVING: by J. F. Williams, B.A., M.D.: for High School Pupils. The Macmillan Co., New York. 431 pp. 6s. 6d. net.

This is a book based on several years' work with students; emphasis is laid on the application of the physiological fact to the life of the reader. To this end there are included after each chapter a series of questions, rather like an examination paper,

simply and directly stated. The organisation of the book is based partly on the plan of Coleman's Elements of Physiology, which has been purchased by the publishers and remodelled by Dr. Williams. No indication is given as to the relative value of the two contributions, but the simplified though quite technical illustrations and descriptions of physiology contrast with the more popularly phrased annotations and applications. A valuable feature is the Glossary which follows each chapter.

There are five parts, explaining how the body is constructed, moved, nourished, controlled, and injured: this last gives simple descriptions of injuries by bacteria, poisons, physical and chemical agents, tuberculosis, etc. Some occupational diseases are mentioned, but more stress is laid on the responsibility of the individual worker for his health than upon the safeguards provided by the employer: a broader outlook would have enabled the student to appreciate the enormous influence of present economic conditions as a primary cause of illness. On the whole, the work is of value to a teacher as a reference book: it might with advantage be bought for a school library.

GROUP CONTESTS FOR THE PLAYGROUND AND THE SCHOOL: by W. J. Cromie. (Macmillan and Co. 8s. net.)

This book is written by an American instructor of long and successful experience. Many of the games are well known to English instructors, and some are to be found in the latest syllabus of physical exercises issued by the Board of Education, but all are described with brevity and clearness, and illustrated with excellent photographs. Relay races predominate and are given in some novel forms. The book should be useful.

Stories for Children.

BOSOM FRIENDS: by Angela Brazil. (Nelson. 1s. 6d.)

Our youngest reviewer says: "This book in an interesting story of two young girls, unrelated, but of the same name. They are different in character and in circumstances. Isabelle is vain, selfish, and rich, whilst Isobel is generous, poor, and kind. They meet at the sea-side and become friends, as both are members of the United Sea Urchins Recreation Society. Isabelle soon tires of Isobel and finds another friend, but afterwards returns to Isobel. Then Isobel discovers that she is the granddaughter of the local Lord of the Manor." M. R.

LETTER TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—I read with great interest Mr. A. Lovell's letter in your September issue on Breathing. He relates the beneficial results following his method of treatment of a little girl for adenoids, after the failure of a year's treatment by a specialist. Among the benefits following the treatment he writes "Her mentality, as shown in school work, is now above the average."

As a teacher in an elementary school, I at once said to myself, "What has been done for this little girl could equally well be done for the boys in my class," many of whom suffer from adenoids.

During the last few months I have been carrying out observational work in my class in relation to this subject of breathing, and without going into details, I arrived at the following conclusion—that, as a rule, a child's intelligence depended upon his power of breathing; that none breathed in the best manner possible: that is in accordance with the *Ars Vivendi* Principles, with which I am conversant, and that the duller children were suffering from adenoids. What logically follows from this? That with the introduction of *Ars Vivendi* Principles of breathing in my class the intelligence of the boys would progressively improve, anyhow, until the breathing became habitual. I might be asked, "Why then don't you introduce these principles in your class?" My answer is, that I should like, by an experimental class, specially selected, to have demonstrated publicly what has already been done many times privately and individually, so that the truth of these claims may be put on an irrefutable basis. Then I should be in a position to apply for the necessary permission, with the support of the results already demonstrated.

The subject seems to me so vitally important in its relation to the welfare of the British nation that I hope Mr. Lovell, at an early date, will have the opportunity of publicly showing the practical results following the application of his methods.

I am, yours faithfully,
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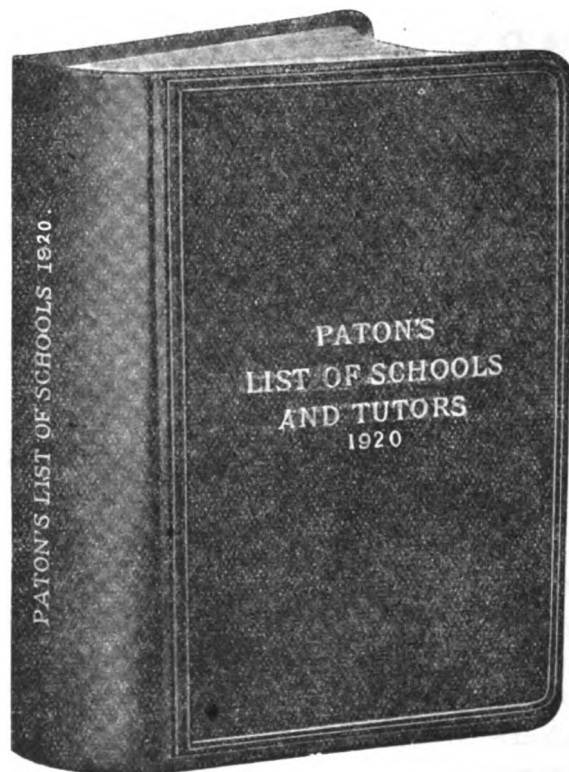
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THE EDUCATIONAL TIMES.

A REVIEW OF IDEAS AND METHODS.

(Founded 1847.)

NOVEMBER, 1920.

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NOTES AND COMMENTS.

Scales of Salary.

The long-expected and eagerly-awaited Reports of the Standing Joint Committees on Salaries have now been made public, and will be submitted in due course to the constituents of those who formed the "panels" of teachers and authorities. What kind of reception they will have from these bodies it is impossible to predict. There are "last ditchers" in both camps. On some authorities there are men who declare that the expenditure on salaries must be cut down rather than increased. One chairman of notoriously "high stomach" has written to the Board threatening a strike of his committee, but as he omitted to consult his committee beforehand we may suppose that he will be appeased in the last ditch but one, or thereabouts. As for the teachers, those from the public elementary schools exhibit every possible divergence of opinion. The women supporters of equal pay have declared war a l'outrance on the Report because it suggests unequal pay. Some men teachers are dissatisfied because they think the suggested inequality is too small. Some class teachers are discontented because they find that the scale does not enable them to obtain salaries equal to those of head teachers. Those who are working in country schools are asking why they should be content with salaries lower than those paid in London or other towns. The scales proposed for secondary schools afford a smaller arena for fighting, but they provide ground for an equal-pay struggle and for opposition from those who are not willing to accept anything less than the minimum scale propounded by the associations as part of their policy.

The Question of Acceptance.

In this welter of conflicting views and demands it is necessary to have in mind the fact that Lord Burnham's Committees are not legislative bodies, nor has the Board undertaken to carry into effect any proposals they may make. The committees are there for arbitration, the discovery of a middle course which shall be practicable rather than ideal. It is a great gain to have an agreed minimum scale and to sweep away the multitude of varying scales hitherto in vogue. These are great steps towards a national basic scale for all teachers, such as ultimately we must have. The new proposals make for greater simplicity and will also make it easier than formerly for teachers to put forward a general case instead of spending their energies on separate districts or schools. It must not be supposed that these Reports embody the last word on the salaries question. The committees are not disbanded but will continue their work on the general problem, while dealing at first with the adjustments which will be necessary to ensure the smooth working of their present scheme. It is to be feared that the salaries now suggested will fail to attract any large number of recruits.

NOTICE TO READERS.

The December number of *The Educational Times* will contain an important article on Voluntary Day Continuation Schools, written by Mr. John Stott, Headmaster of the Leigh Technical School. There will also be the usual features, including the new column on Music, by Mr. Rupert Lee.

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.

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The Figures.

The details of the scales proposed are too complicated to be described in brief space, but for certificated and College trained men teachers in elementary schools the minimum salary is £160, £172 10s., £182 10s., or £200, according to the scale adopted in the area. The maximum figures are £300, £340, £380, and £425. For women of equal status the corresponding amounts are £150, £160, £170, £187 10s., with maxima of £240, £272, £304, and £340. On appointment to a headship the assistant teacher receives a promotion increment and thereafter proceeds by a special scale according to the size of the school, the highest salary obtainable by men being £637 10s., by women £510. For teachers in secondary schools the scales provide for graduate assistant masters a minimum of £240 a year outside London and £290 in the London area, rising by annual increments of £15 to £500 and £550 respectively. For graduate mistresses the figures are £225 and £275, rising by the same increments to £400 and £440. For non-graduates the corresponding figures are £190, £210, by £12 10s. to £400 and £450, and £177 10s., £197 10s., by £12 10s. to £320 and £360. Certain qualifications in music and art are recognised as the equivalent of a pass degree, and it is proposed to advance the holders of a good honours degree by £25 on the minimum and £50 on the maximum salary. The Committee have found it impossible to devise a scale for headmasters and headmistresses, but they declare that the minimum salary should not be less than £600 for the former and £500 for the latter.

London University Site.

The Senate of London University have agreed to accept the Government proposals in regard to the site in Bloomsbury. The acceptance is hedged around by many conditions designed to insure the University against any monetary loss on the transfer, but there is reason for hoping that the Government will raise no serious difficulties and that in due time we shall have a suitable and dignified home for the University. The discussions which have taken place concerning the Bloomsbury site have tended to ignore the fact that a modern civic University cannot be a replica of Oxford or Cambridge. In no modern city—and in London least of all—can a University dominate the life of the place. It can permeate the intellectual and artistic life, take a leading part in educational work of all kinds, and serve as a useful antiseptic against commercialism. These tasks are not to be accomplished by an institution which holds itself aloof from the stream of municipal interests or refuses to consider in generous and whole-hearted fashion the needs of non-matriculated students. In London there are many Colleges and institutions, including especially training colleges for teachers, which ought to be linked up with the University and encouraged to look upon the new headquarters in Bloomsbury as the centre of a true *universitas* or corporation of learners and teachers.

Mr. Henry Arthur Jones Speaks.

We ought perhaps to say that he speaks his mind, but the phrase would be too flattering. Mr. Jones is known to the public as having written a successful melodrama and several comedies, of which some were successful. He is now coming forward as an opponent of Mr. Fisher's Education Act. His utterances on this topic are attuned to his previous occupation and exhibit a nice blending of the melodramatic and the comic, with an occasional slip into sheer banality. Mr. Jones is convinced that for the great majority of children education is useless. He would have them taught nothing beyond the rudiments and would consign them, as early and as strenuously as possible, to the position of Gibeonites, hewers of wood and drawers of water for the rest of the community, which of course includes himself. All this is familiar enough, and may be heard at any farmers' ordinary on market days. It is merely the sign of uncritical thinking and of a refusal to learn what is actually done in our schools. Mr. Jones has probably never spent a day in a modern school or taken any trouble to find out the truth. He is in the same category as the stupid business man who condemns all our schools because he has had an unfortunate experience with an office boy or because his wife cannot find a perfect cook. Popular education is wanting in many respects, but even with its defects it has accomplished much. Its defects have done something towards making possible men like Mr. H. A. Jones and Lord Rothermere, both of whom now despise it.

The Late Arthur Sidgwick.

The death of Mr. Arthur Sidgwick after a long and trying illness recalls to many the memory of a great and inspiring teacher, a steadfast friend, and a man of unflagging zeal in causes which he held dear. Among these were the better training of teachers and the admission of women to academic and civic rights. Few men of his day had so clear a vision of what teaching should be, and his writings on the technique of the class-room are among the best that can be obtained even to-day, when his example has produced many text-books on teaching. His reputation as a scholar was world-wide, but for his friends the quality of his attainments showed itself most attractively in the ease, sometimes amounting to playfulness, with which he could handle his knowledge of the classics. For him it was true that "studies serve for delight," and he was wholly free from pedantry, pomposity, and "stiffness"—those three perils that beset teachers everywhere and serve to make of learning something repulsive in the eyes of youth. It may be that a little more of pomposity in his make-up would have gained for Arthur Sidgwick the positions for which he was pre-eminently fitted, for we live in a world which forever tends to mistake solemnity for seriousness and to think that nobody can be in deadly earnest who is not deadly dull. There are compensations, however, and Arthur Sidgwick will live in the memory of hosts of friends when herds of solemn pedants are forgotten.

Modern Education Exhibition.

A correspondent writes: "I visited the Exhibition of Modern Education at Caxton Hall on both of the days during which it was open, and was greatly impressed by what I saw. The specimens of work were of very high quality and showed that the independent schools are well able to hold their own in the application of modern methods of teaching. Further confirmation of this was provided by the series of demonstration lessons, which ranged through language teaching, history, geography, physical exercises, and other subjects of the curriculum. The Scouts from Plymouth displayed their powers in splendid style and received a well-deserved commendation from Sir Robert Baden-Powell, the Chief Scout, who was present at the opening ceremony and made an excellent speech. Among other visitors were the Bishop of London, the Lady Mayoress, and Sir Philip Magnus. Although the offices of the Board of Education are close by I failed to discover the presence of any of His Majesty's Inspectors of Schools or other august officials. Their absence is to be regretted, since the Exhibition would have served to show them that the work done in the schools outside their ken is in the best sense educational. Most of all, perhaps, was I impressed by the homelike atmosphere of the place. Pupils coming up for demonstration lessons and other exercises were notably free from any marks of barrack-room discipline. They were orderly as members of a well-trained family are orderly, and not disciplined like soldiers or convicts. This note of friendliness and good feeling between teachers and pupils was very pleasant to encounter, and I ascribe it to the fact that our independent schools have more 'elbow-room' in their methods. There may be some inefficient private schools, but certainly there are many which are fit to take rank with the best of State schools."

TO MY (AMERICAN) DENTIST.

O gentle, melancholy man
 To whom I owe—how many?
 You ask me "Is it aching some?"
 And "Did I hurt you any?"

I cannot think how one so mild
 Could choose to be a dentist.
 Was there no gentler art to which
 You might have been apprenticed?

Yet, but for you, I still should be
 Nursing afflictions many;
 My molars still be aching some;
 The pain not stopping any!

GERTRUDE VAUGHAN.

**EDUCATION IN ITALY AND THE
 NEW MINISTER OF EDUCATION.**

Education in Italy is entirely in the hands of the "Ministero di pubblica istruzione," and as a consequence conditions there are distinctly different from those ruling in this country. The Ministry of Education has the chief say in all matters even remotely affecting education, such as monuments and fine arts, where it collaborates with the higher direction in arranging the many collections housed in Italy. Theoretically every facility is granted the student, Italian or foreign, to study art and literature; every museum, every excavation, every ruin is thrown open after the necessary certificates have been produced. But the great weakness of Italian education lies exactly in this too exclusive study of the past, and to the impartial foreign student the feeling must come that Italy would be better and stronger if this heritage of the centuries were destroyed and a new, clean, unencumbered world opened to examination and conquest. It is more than a life's work to keep pace with archæological research, and no man can pretend to even a superficial knowledge of the varieties and developments of art and history exemplified in so many movements. Italian history is almost impossibly intricate, and no clear division exists between one civilization and another, between the Gothic culture and the Aryan religion of the Romagna and the Norman-Moorish civilization of the Mezzogiorno; all are merged in one another until a confusion exists even in thought. This difficulty could be removed at once by a proper evaluation of modern Italy as modern Italy, and not as a descendant of so many cultures, so many historical movements.

The great weakness in Italian education is, then, this insistence on the past. The University Curriculum in the Faculty of Philosophy and Letters does not admit English, French, German into an integral part of the examinations for the Degree of "Laurea," but makes special courses of them to be studied only by those students who desire to qualify as teachers in modern languages. Their use has become frankly material and not cultural. From this point of view the Laurea, with its four-year studies in Italian Literature, Neo-Latin Language and Literature, Classical Literatures and comparative grammar of Neo-Latin and Classical Languages, Modern History, Philosophy, Linguistic and even Archæology, such as Pompeian Antiquities in Naples, represents a purely culture degree with no real value under modern conditions. It is exclusively Italian and Classical, and represents an effort to perpetuate mediæval subjects in the Universities, to cope with the enormous artistic and literary heritage which the past has bequeathed without using that knowledge in the elucidation of modern problems. The result is that University culture has set fast in the old moulds, and nothing short of a scholastic revolution will serve to break up that mould and release the eager spirit which to-day, more than ever before, frets within that prison. No doubt knowledge of Provençal, Spanish, Dantescan literature has an immeasurable value in attuning the mind to philological and literary research, but there is need now, not of research among the past movements in thought and history, but of a detailed international knowledge such as the Italian Universities under present conditions cannot supply. Education has fallen into a groove, and University learning has weakened in two ways—a too faithful reiteration of commonplace and a too minute examination of detail without any idea of synthesis, and a too superficial display of cleverness which has all the qualities of bad journalism. It is impossible to pick up an Italian newspaper or magazine without finding a liberal sprinkling of professors among the contributors.

This entry of the Universities into journalism does not mean that the level of journalism has been raised to their level, but rather that the Universities have descended to the journalistic level. Some minds have not a sufficiently arid texture to support a life-time of pedantic philological or archæological research, and some have never the concentration necessary for disinterested, profound literary work. The only relief remains in journalism. This journalistic tendency of recent years has been practically forced on the younger school of "Liberi Docenti" by the emphasis laid by Boards of Advisors in the Ministry of Education on published work as necessary to appointment as a professor. One lecturer told me he had thirty publications to his credit in three years. In addition to this "Liberi Docenti" are so miserably paid that they must undertake outside work to live at all.

The immediate result is appalling. Every University, every Liceo has developed into a monograph-producing factory. With this may be mentioned the fact that to obtain the "Laurea" each candidate must submit a thesis. Not only those sitting the "Laurea" but also those qualifying for the teaching of foreign languages must submit a dissertation. One professor in an important university had no less than 290 dissertations to examine in one session. Those who have sufficient funds publish those theses, and others persuade publishers to undertake publication, for the Italian public has acquired a taste for such literature, and buys it readily. A glance at the bibliography furnished by the "Giornale storico della letteratura italiana" will prove the truth of those statements. In slightly over 25 years this journal records over 20,000 publications, books, articles, etc., devoted almost exclusively to Italian literature. Yet it would be difficult to find in this enormous mass one hundred books worthy of preservation, and any one book which could be called really a great achievement. All those writers repeat each other *ad nauseam*, certain centuries are examined, others avoided; the later "Seicento" and early "Settecento," to quote examples, are religiously neglected, while foreign literature still remains unknown.

With this may be mentioned the curious fact that not a single professor of English is English; some few who teach French are French, and Germans are not entirely eliminated. But it is evident that Italian University education no longer responds to the exigencies of real life in Italy, and that they are out of tune with modern conditions. Administration must be decentralized. This year there was a discussion of such decentralization, but it has not yet been put into practice. Officialdom must be abolished as much as possible. The Italian student at present must produce an infinity of certificates duly legalised before he can enter a University, and this application must go to the Faculty, to the Consiglio Superiore, and then to the Ministry of Education. The proper legal punctilio must be observed or the papers are useless. "Carta bollata" has become a nightmare to the student. Foreign students meet with similar difficulties, and they are less able to overcome them. When the necessary two or three months have elapsed in formalities it is almost time to pack up and return home. Of course it is always possible to attend semi-officially as an "uditore," but no serious student goes to an Italian University merely to listen without gaining tangible results.

Such an outline as the foregoing is necessary to an understanding of the difficulties which the new Minister of Education has to face. Ever since his first publication Benedetto Croce has been striving to bring a new ideal into Italian scholarship, and his "Estetica," "Problemi di estetica," "Teoria e storia della storiografia," "Nuovi Saggi di estetica," etc., have been his Evangel not only to

University, but also to journalistic circles. Italian literature and scholarship have required some definite basis or plan of development, and Croce suggested such a plan in the "Estetica" as theory. The "Critica" was the practical outcome, and in Naples at least there has arisen a new school of writers with the Crocian ideals, working directly with him, inspired and influenced by his theories. Perhaps, alone among all reformers, he has practised his philosophy.

Three stages can be mentioned in that development :—

- (1) Enunciation of doctrine in the "Estetica" and "Teoria e storia della storiografia."
- (2) Application of that doctrine to modern literature and philosophy in collaboration with Giovanni Gentile in the "Critica."
- (3) Formation of a definite school with definite ideals and foundation of new journals, such as the "Giornale storico della filosofia" and "Rivista di cultura."

This last appointment can almost be considered as the natural culmination. The Minister of Education is now in a position to bring the Universities into line with Italian life, and accomplish that modernisation of the curriculum which alone can bring Italy not into a place equal to that of other countries, but superior, for the Italian brain is the finest in the world, and Italy, as a nation, is thinking more profoundly to-day than at any other period in her history.

With this modernisation pedantry will receive its death-blow, for philological research, while valuable, destroys originality, and originality, to Croce, remains the most important part of thought. Instead of devoting attention to minutæ the professor will be asked to give a synthetic account which will embody those details and deal with ultimate values. Culture of an international type will be encouraged, and, perhaps, the first item on his programme will be the establishment of that method of interchange whereby professors of foreign universities will be invited to Italy while Italian professors go to their place. Such a method is absolutely necessary. The League of Nations remains a fiasco without a League of Thought.

Officialdom and "protezionismo" should disappear under the new regime, for the chief characteristic of the Minister is absolute frankness and intellectual honesty. Croce has preserved all the interests and merits of a scholar even in politics; he represents that new type of Italian student which now throngs the Universities, the keen, alert intelligence which distils every experience to the thought, and by this thought examines every problem.

His appointment will be viewed undoubtedly with disfavour in professorial circles, but the earnest student will rejoice, for he knows at last he will find opportunities and encouragement offered him. He sees in this not a political triumph, but the triumph of that fine, clear spirit which alone can reconstruct Italy after the disasters of war.

Gaelic Classes.

Vacation classes in Gaelic were held in Inverness* and Glasgow and proved highly successful. At the northern centre the teachers were Professor Watson, Edinburgh, Mr. H. Fraser, Dingwall, and Mr. D. Urquhart, Kyle. The President of the Gaelic Union attended the closing ceremony and characterised the classes as the most important thing that has yet been done in connection with the Gaelic movement. For Argyllshire teachers classes were held at Glasgow, where 47 enrolled under Dr. Calder, Glasgow University, and Mr. Maclean, Logierait.

THE GOVERNING BODY OF THE TEACHING SERVICE.

BY W. B. WHITBREAD, M.A.
(Tiffin School, Kingston-on-Thames.)

THE Teachers Registration Council has safely emerged from its war-darkened infancy. We listen for the sounds of a lusty childhood. We think of the promise of its future. The largest faith, the widest optimism must be with the teachers when they envisage the boundless energy, the infinite hope which lies in its time-to-be. The Teachers Council is a Force, a new Force conceived in thought coming in a despairing age to drive through it the sweet pleasure of a surging life. Let us drink of the freshness and vigour of new life for strength and the joy to mould the energy of the new world, now rising from the ruin of the past. The Teachers Council is a Mind, the Teaching Mind, a Mind built by human hands, a whole, a unity fashioned out of knowledge, out of mystic poetic truth, from soul strengthening science, from history, the nobility of mind fulfilling its destiny, from the wisdom of the ancients, from the lore of the gospels. The Teaching Mind releases the energies of the immortal soul in man. It plumbs the unfathomable depths of the human consciousness. It tracks through its endless course the spirit of freedom. It is a world in unity, a world knowing itself. It is the Good and the finding thereof. It is Youth—perpetual youth. It is this and many a thought that flits across the mind of the work-a-day teacher. To all at times comes a gleam of the life and the truth. But we grope darkly. The Teachers Council must tell us what education is and preach us sermons on the texts.

The problems of the future of the Teachers Registration Council are manifold and complex. Education deals in thought. Out of thought the teacher builds character. Concerning thought, conflicting schools exist. There are the Hegelians, the Platonists, the Mystics of varying degree, the Herbartians, the Intuitive-rationalists, the Theologians, a crude and insoluble mixture of contraries, directing systems of thought which teach fundamentally, diametrically, horizontally, and vertically notions on this life, the next life, on Good, beauty, knowledge, on all those things which are the foundation of the teacher's moral and intellectual strength. Then, to confound confusion, the new brood of the psycho-analysts and the physiopsychologists call aloud for attention with new and novel solutions of the timeless problems. It is the duty of the Teachers Registration Council to assemble in conference the Professors of Science and the Humane Studies, to demand order out of chaos, to present truth to the Teaching Service as a unity, as a new pansophism, a new eclecticism or in any way which shows the parts in relation to the whole and to one another. The truth is not so deeply buried as in time aforegone. Psychology offers wealth of thought untapped. The new realm of mind is slowly swinging within our ken. Let psychology further, and intensively, explore the mind, the laws of its well-being, the mystery of its energy, ideation, the intraction of the psychic and the physical sphere. All this done, the teacher will be able to estimate his own

thought subjectively, in relation to the actual and potential content of his mind, and objectively, in relation to the mind he teaches. Thinking nationally, the Teachers Registration Council should convene a sub-council to consider of the mentality and the morality of the British Tribe and of the peoples under its sway, of its traditions, their traditions, the tendencies of the component parts and the bearing of the whole on the educational policy of the Commonwealth. This is strong fare for a child, but on such it will live and thrive. Internationally, when the Council has grown in years and wisdom, we will set it to find the touchstone of the right in international thought, to initiate the league of thought of the nations.

Immediately the question of a general or well recognised scheme of educational theory and practice presses for attention. Why not ask the Teachers Registration Council to summon a sub-council of authorities to consider of a standard or common-or-garden system of educational theory and practice, the terms of their reference being to examine the opinions of educators, ancient and modern, with in particular an enquiry into the educational aspects of the Platonic philosophy, and including an enquiry as to the presentation in terms of educational theory of literary, philosophical, religious, social, and economic thought?

Domestically, the time is ripe for the appearance of the Teachers Registration Council. Never was experimenting so vigorous. Societies for the furtherance of education abound. Some feed, like parasites, on the good intention of their members. Others attempt to bring to fruition in isolation an element of educational theory. Others call themselves international. All that is wanted to bring to success the devoted labours is the great white light of a national educational policy.

We look ahead a few years. We see the delegates assembled in annual conference, listening to the words of the President, who will be, presumably, the President of the Board of Education, chosen for his pre-eminent knowledge of educational practice and administration. He reports the advance of educational thought of the year. He dwells on the psychology of current movements in thought, preaching the gospel of impartial wisdom, the clear sanity of thought, compounded from the ages. He indicates the problems unsolved. The Fifth Estate, for the Fourth will be the Teachers Council, delivers his words to the people, and the nation settles down to a year of work, secure in the knowledge that its interests are the care of the Teaching Mind.

Scales of Salaries.

Gradually, but surely, the scales now in force in different parts of the country in primary schools are falling into the four well-defined grades although a tendency to introduce modifications is somewhat marked.

The Surrey County Council have adopted grade 3 and the teachers have agreed to an extraordinary proviso to exercise their influence to prevent their colleagues applying for posts in better-paid areas.

At Wolverhampton the teachers in the Black Country have pledged themselves to accept no scale less than that of Birmingham.

At Liverpool the men demand a men's economic bonus.

THE PROFESSOR'S MAGIC LANTERN.

He called himself "Professor," and we never begrudged him the title, though, like the celebrities with whom Matthew Arnold humbly refused to compete, he occupied no University chair. Yet he provided instruction as well as entertainment, and his lectures were educational as well as amusing. His annual visits will always be cherished in my memory among the happiest incidents of my school career. He will never be forgotten by the thousands of boys to whom his lantern brought a yearly joy.

He seemed to belong to us. He was a part of our lives. We could not think of the school life without thinking of him. No visitor made himself more popular. When we heard he was coming a thrill of delight passed through the school, and on the Saturday night we trooped into Hall with an expectation that never failed of complete fulfilment.

The secret of the Professor's popularity was due, as logicians say, to a plurality of causes. It arose from his lantern—the finest that any maker ever produced; from his subjects, which covered a range as wide as the world itself; from his manner, which gave us the impression that it was the joy of his life to make us happy; from his utterance, for he had learnt the art of "speaking out," and though he dropped his aspirates he never dropped his voice. But when all these reasons have been given, something yet remains. It was, after all, the man himself; it was his personality that drew us. He was our friend, and every boy felt it and knew it.

He gave us more knowledge of geography than we gained from our masters, and while they made us hate it he made us love it. Certainly he had an advantage over them, for he taught us by his pictures and took us round the world on a personally conducted tour. But there was a fascination in the lecturer himself as well as in the views he showed us. His lectures were full of life, and it was not the lantern only that enlightened us—it was the Professor himself. He made the world a reality to us; under the guidance of his pointer, and with our eyes fixed upon his slides, we traversed the globe and formed a close acquaintance with the universe.

What delightful journeys those were! We enjoyed every inch of them, and forgot that we were sitting on forms in the dining hall in London. The Professor's pointer was a magic wand, and the bell with which he directed the operator was an open sesame to worlds hitherto unknown to us. Under his guidance we discovered our own country and wandered through its loveliest scenery. "Steaming out of Euston Station," we visited the Welsh mountains and the English lakes. Leaving Paddington, we passed Windsor Castle, and learnt that "when you see the Royal Standard floating over Windsor Castle you know that 'er Majesty is at 'ome." A voyage to the Colonies or to India generally began by "steaming out of Portsmouth 'arbour," and from that moment we were sailors and sightseers, the lantern carrying us like a magic carpet from land to land and from sea to sea. Whether the Professor had personally visited all the countries he portrayed and described I do not know, but he made us feel he had been

there and was retracing his steps with seven hundred merry boys as his companions. One journey certainly he had not taken in person, but if he had told us he had done so we should hardly have questioned his word. It was Stanley's last journey across Africa. He took us the whole way, and created the delightful illusion that we were Stanley's companions in travel. On another occasion we went with the Professor through the Paris Exhibition, and enjoyed it almost as much as if we had gone to Paris to see it. I only remember one picture—the Professor's burly form being drawn in a rickshaw, his cheery face smiling as if he was thinking of the delight we were going to have, when the winter came, at seeing the picture of his ride. Another of his lectures that I remember was one on astronomy. This is perhaps not a subject in which the average schoolboy takes a profound interest, but the Professor fascinated us with it as much as with his other subjects. He took us through space and made the stars shine before us with a glory they never possessed till then. Even his figures thrilled us and made us gasp with astonishment.

But the Professor was something else besides a traveller. He introduced us to Dickens and made his novels and his characters live before our eyes. I remember this lecture well, not only because of the pictures, but because "The Head"—who knew Dickens by heart and spoke him as a language—took the opportunity of graphically describing the feeling of pain and loss that filled England when the news of the novelist's death was published and went on to urge us to read Dickens and not "that abomination of desolation called Sloper."

The days of which I write are days of long ago. The old order has changed, and the magic lantern has given place to the cinematograph. The modern invention is no doubt as wonderful as it is popular, but I confess I often hanker after the joys of earlier years. If I could be promised the fulfilment of two wishes, one would be a ride through London on top of a knifeboard omnibus; the other would be to sit in the old hall once more and listen to the deep-chested voice of the Professor and look with delight at his exquisite pictures. I should even enjoy the comic slides that he always introduced in the middle of the lecture by way of a relief to our minds and a rest to his throat. But, alas, the old hall no longer stands, and the Professor has long since retired. If he still lives, his old age must be sweetened by the remembrance of the happy faces of the boys whose admiration always burst out into loud applause at every visit. If perchance he has passed from earth, I trust he is visiting even fairer scenes than those which he took us year by year. Of one thing I am certain—whatever beauty he is privileged to see, he enjoys with that delight that comes only to those whose souls, like his, have beauty in them, and whose hearts rejoice to share their happiness with others.

Mr. C. H. Sampson.

Mr. Charles Henry Sampson, senior tutor and fellow, has been elected Principal of Brasenose College in succession to Dr. C. B. Heberden, who recently retired. Mr. Sampson is a Bristol man, and was educated at the Grammar School and at Balliol College. He is a distinguished mathematician, and took his M.A. in 1885.

ECONOMICS AND THE SECONDARY SCHOOL.

BY A SECONDARY SCHOOL TEACHER.

A VAST amount of work must already be put into the five years which children normally spend at a secondary school if they are to have any scope for individual development during their school-life and, at its close, to be able to meet at all adequately the requirements of educational authorities and the demands of modern life.

How to avoid the evils of over-pressure is a very real problem to-day, especially when administrators and teachers alike, inspired with the laudable desire of raising the intellectual level of the nation, are seeking to achieve an ever-higher standard of attainment in all the subjects taught.

To achieve more than in the past is all the harder since the general demand for more leisure has translated itself in the schools into a tendency to revolt against home-work. Even the teachers sympathise with this feeling, although they know the extreme difficulty of covering the necessary ground without a certain amount of home-work.

In spite, however, of the overcrowded curriculum, a place will have to be found, and will be found, for the teaching of economics, if the study can be shown to fulfil two conditions, namely, the satisfaction of a genuine need on the part of the pupils, and their better equipment for the service of the community.

Have boys and girls of secondary school age any interest in economic problems or, if not, is it possible to awaken such an interest in their minds? "Grey is all theory," says Goethe, and to the uninitiated the hue of economic theory might seem to be even more dismal. And it would certainly be useless to bore classes with mere theory which they would make a point of forgetting as soon as they made their escape from school.

But experience shows that modern economic problems, especially if treated in practical and concrete fashion and emphasized in their social aspects, do evoke a considerable degree of interest even in the duller members of a form. In a course of economic history taken with girls of about sixteen, opportunity is given for the discussion of economic questions touched upon from day to day in the newspapers, and the eager questions asked by the girls and the extreme and biassed views—echoes of talk at home—which they sometimes express, suggest alike the desire for knowledge and the need of a fair and broad-minded presentation of the facts of the economic situation.

With even younger pupils it has been found possible in lessons on "Current Events" to hold the attention of rather a stupid class when such matters as the effects upon consumer and producer of restriction of output were being considered. The schoolboy or schoolgirl to whom history has been taught as an account of the development of the social life of peoples is quite as able and willing to tackle practical economic questions as to face any of the subjects held to be indispensable to the orthodox curriculum.

What then is the value of the teaching of economics in the making of the young citizen? We are all part of the economic system, either as consumers or producers—and many of us appear in both capacities—

and whether we realise it or not, therefore, we must inevitably have some attitude of mind towards the economic system of the country.

It may be that, unthinking, we acquiesce in it, or, with still less thought, revolt against it, according to the environment which influences us. Or, again, we may examine it, try to understand the principles underlying it, approve of some elements in it, condemn others and seek for reform.

And since our pupils cannot avoid forming, or, at least drifting into a point of view, it seems desirable that they should have a chance of basing their acquiescence or their revolt, their partial acceptance and partial condemnation, upon a sound, even if limited, understanding of economic facts and forces.

Moreover, some, at least, of these boys and girls will become members of trade unions and will have to vote upon matters of vital interest to their trade and to themselves. Is it fair to send them totally unprepared to the making of their decisions? Is it wise? Is it economical?

A week or two ago prominence was given in the press to the following paragraph:—

"The majority in favour of a strike of miners is due largely to the votes of mere boys, who look upon a strike as a chance of getting an extra holiday and a lark."

If such a statement be true, the blame rests not on the youthful voters who know no better but upon an educational system which fails to lay the foundations of an understanding of the grave economic consequences involved in vital national decisions.

A contributory cause of the present industrial unrest is the attempt to apply certain economic principles without sufficient understanding of the far-reaching consequences that must result from them. There is real danger that young people may be misled by propagandists with an axe of their own to grind unless their minds have been awakened to the fact that the seemingly obvious remedy of one injustice may lead to new and greater injustices which in time will re-act on the very people who revolted in the first instance.

Now unbiassed economic teaching could be given in secondary schools without the least suspicion of ulterior motives being aroused in the minds of the pupils. They know that their teachers try, in the main, to give them a true statement of facts and to induce them to form independent judgments on these facts. If the teaching of economics in secondary schools could do no more than set young people there on their guard against a too ready acceptance of other people's views, we should be justified in curtailing the study of military and political history in order to include it in the curriculum. Further, it is possible and even probable that the systematic teaching of economics might help towards the solution of one of the main educational problems of to-day in this country, how to fight against slackness and to generate a true spirit of work.

The imperative need of the time is work, intelligent work, steady, reliable work—the mobilisation of human power to work productively so as to secure the greatest efficiency and the maximum output. If we could let our children see something of the widespread results of slackness which leads to the failure to supply the most urgent needs of the world's life and of the far-reaching

benefits that ensue from honest, ungrudging work, the generous spirit of youth would surely respond and give more readily of its best both to the schoolwork of the moment and to the future work outside. The study of economics would also contribute towards that realisation of the unity of the world which helps to correct our tendency to insularity.

In the limited amount of time that could be given to economics in a secondary school it might not be possible to secure a high degree of theoretical knowledge, but it should be possible to achieve something of real value. Our pupils should come to realise that economic problems are not intricate games of chess in which the ingenuity of Cabinet Ministers is pitted against the wits of Trade Union officials, but that they are vital issues which it is the personal concern, as well as the imperative duty, of every citizen to try to understand. They should know something of the danger of easy acceptance of plausible propagandist catch-words. Finally, having seen how difficult it is to find just and humane solutions of economic problems, they should have gone some way towards realising that conflicting views do not necessarily spring from motives of selfishness and greed.

So might the way be paved towards a more generous spirit of sympathy and confidence between class and class, between nation and nation.

TERRITORIAL CADET FORCE.

Improved Status.

The Territorial Cadet Force enters on a new era this month with the active sympathy of the Home Office and the Board of Education. This excellent form of moral and physical training for lads up to 18 years was carried on for many years without Government assistance, but in 1910 units were officially recognised by the Army Council, and the Government has now given a fresh impetus to the development of the Force by placing it on a strong civil foundation, the main object in view being the making of good citizens with alert minds and sound bodies strengthened through training largely based on games and competitions. Each Commanding Officer will now receive 5s. per cadet per annum for training purposes, while the Territorial Force Association under which a unit is placed will be paid one shilling for each cadet to meet administration expenses. Thus large and small units will now be possessed of a definite income, according to the following examples (including the Association grant): 30 cadets, £9 0s. 0d.; 100 cadets, £30 0s. 0d.; 500 cadets, £150 0s. 0d.; 1,000 cadets, £300 0s. 0d.

In addition, certain advantages in issues of equipment have been authorised, as, for example, free arms and camp equipment, free permits under the Firearms Act, 1920, a concession in railway fares, canteen supply facilities, and reduced costs for clothing and equipment. Service pattern khaki dress may be worn, but is not obligatory.

Cadets have also been made eligible for obtaining Certificate A, hitherto restricted to members of the Officers' Training Corps. The possession of this certificate enables a cadet to sit for the entrance examination to Woolwich and Sandhurst, for a Navel Cadetship, or first appointment to the Royal Marines, with an allowance of up to 600 marks. This also applies to the Royal Air Force Cadet College.

Cadet units are now established in all parts of the kingdom, including nearly all public secondary schools and big works. Technical units are being formed, such as Artillery, Engineers, R.A.S.C., and R.A.M.C.

CHRONICLE OF EDUCATION.

- Sept. 17, 18, 19—Conference of Welfare Supervisors at Balliol College; address by Mr. Beresford Ingram on "Education and Welfare."
- Sept. 18—Fourteenth Annual General Meeting of Educational Institute of Scotland at Moray House, Edinburgh.
- Sept. 23, 24, 25—Conference of National Federation of Class Teachers at Ipswich. President, Mr. W. O'Neill.
- Sept. 23—Sittings of Royal Commission on the Universities of Oxford and Cambridge continued. President, Mr. Asquith.
- Sept. 24—Ultimatum sent to Dr. Russell Wells by Mr. Fisher respecting the Bloomsbury site for London University.
- Sept. 24-27—International Congress of Philosophy at Oxford. Addresses by M. Henri Bergson, Professor Eddington on "Relativity," Dr. Godfrey Thomson, Mr. T. H. Pear. Special service at Christ Church; sermon by the Bishop of Ripon. Addresses by Mr. Arthur Balfour and Dr. Wildon Carr on "Ethics and Religion," Mr. C. Marriott on "Mind and Medium in Art." Mr. Balfour presided at symposium on "The Problem of Nationality."
- Oct. 1, 2—Educational Conference arranged by the City of Oxford Teachers' Association in the Examination Schools.
- Oct. 1—Meeting of Teachers at Reading addressed by Mr. Fisher.
- Oct. 9—Conference on Adult Education in the Guildhall, Exeter, arranged by the Joint Committee of the Trades and Labour Council, Young Men's Christian Association, Workers' Educational Association, the Exeter Co-operative Society Education Committee.
- Oct. 21, 22—Conference of the Association for the Advancement of Education in Industry and Commerce at London University. Addresses by the Rt. Hon. Viscount Bryce, D.C.L., LL.D., F.R.S., Dr. Chas. S. Myers, M.D., Sc.D., F.R.S., on "The Use of Psychological Tests," Principal H. Schofield, Mr. T. Knowles on "The Place of Education in a Business House."
- Oct. 22, 23—Workers' Educational Association Annual Convention at Sheffield. President, Canon William Temple.

Some Appointments.

Dr. L. R. Farnell, Rector of Exeter College, as Vice-Chancellor of Oxford University in succession to Dr. H. E. D. Blakiston, President of Trinity College.

The Hon. Maude Agnes Lawrence, as Director of Women's Establishment.

Mr. Reginald Coupland, as Beit Professor of Colonial History in the University of Oxford, in succession to Professor Hugh E. Egerton, Fellow of All Souls, Hertford College.

Miss Anne E. Wark, Woman Staff Inspector, as Chief Woman Inspector in succession to Miss Lawrence.

Miss Margaret T. Milne, Mistress of Method at the City of Leeds Training College, as Principal of the Yorkshire Training College of Housecraft, in succession to Miss E. B. Cook, Principal of the Manchester Municipal School of Domestic Economy.

Mr. J. A. Cox, as Director of Education for the City of Winchester.

SUBJECTS AND METHODS.

History and the Training of the Group. W. TUDOR DAVIES.

If there is one subject more than another that is being studied with avidity by the man in the street to-day, that subject is history. Why? It is because Clio, the muse of history, still holds the solution of many of our modern problems—personal, communal, national and international. The present is virtually the reflex of the past. There are certain immutable principles throughout the world's history which, unlike our friends by nature, do not change with changing years. "Justice has been justice, mercy has been mercy, honour has been honour, good faith has been good faith, truthfulness has been truthfulness from the beginning." *Historia vero testis temporum, lux veritatis.* The study of history can satisfy that inner longing in man seeking to believe that God has acted through man in the past, and so embodying all hope for the future. According to Signor Benedetto Croce, the newly-appointed Italian Minister of Education, history is the life of the community, not merely its records. "Universal history is to reality what to each individual his own particular history is to the reality he names self." In these days man, as an individual, is closely examining his relations to society. So-called new theories are being put forward, but they have precedents in many of the theories of the past—Plato with his ideal state; Machiavelli and Hobbes espousing monarchy; Locke conceiving our constitutional monarchy; Rousseau bestowing the power on the people and so forestalling the more modern advocates of popular government, whether philosophic radical, guild socialist or Marxian; Montèsquieu endeavouring to show the influences of environment and so being the herald of the historical method in political science. The modern world requires that system of education that can create the noblest yet most efficient individual, and bring him into relation with the highest development of the society of which he is a member, enjoying its privileges and benefits, yet discharging obligations and responsibilities. The spirit of interdependence should be the desideratum of every school and class. The individual must be valued according to his or her worth to society. If people must be trained for citizenship, then history as a subject in modern school curricula must have a position of greater importance. Of all subjects, it is one of the most capable of creating the necessary broad outlook on human affairs. Moreover, it can help to create the atmosphere that our modern life so much requires—the atmosphere of helpfulness and service one to another, the sense of responsibility to one's neighbour and the need for constant improvement. How can the subject of history best be taught to achieve this purpose?

Firstly, when conceived from the view-point of great personalities dominating the whole panorama of the world's past, history becomes biography. An era is the lengthened shadow of one man. Questions of human virtue and frailty come under discussion. Do these dominating personalities mould the events of their time, or are they the products of their environment? Youth, the period of idealism, revels in this study—hero-worship is rampant. At least this is the writer's experience. "The emotion of the ideal" supersedes the "self-regarding" stage, with the result, in the view of Mr. Benjamin Kidd, of a tendency to general progress. Biography, if taught by a teacher capable of soul-expression, is a wonderful instrument for group development. National heroes arouse the feeling expressed colloquially as "one of us." Local heroes still more accentuate this spirit. But a step higher is reached when the receptive boy or girl, young man or young woman, can conceive of the nobility of action of one who rises above localism, provincialism, nationalism to internationalism—for the good of humanity. A series of biographies might

be usefully compiled with this end in view. What more inspiring biography, for example, for our modern girlhood and womanhood than that of Nurse Cavell, with her famous sentence, "patriotism is not enough, etc." "That which history gives us best is the enthusiasm which it raises in our hearts." The director of historical studies in the various types of schools can divide his biographical lessons according to the concentric conception of history teaching or of the progressive or continuous method. The former can be scheduled ranging from the local personalia to the international celebrities: the latter from the ancients to the moderns. These schemes preclude a definition of the type of class and the ages of its members. Even for the youngest children in our continuation and secondary schools there is no reason why a scheme of biographical teaching should not be devised to cover the whole range of human history.

Another method of division but one more applicable to more advanced classes is that of men and women of action, of thought, and of feeling. Mr. Arnold Bennett has divided mankind into four main groups—chiefs, people, energisers, and intellectuals—which could be admirably treated by modern history teaching, either by the progressive or concentric method.

The history of the chiefs may be surveyed as the leaders in statesmanship, politics and government, in war—sea, land and air; in law—equity and common law; in the Church—if world-history is under study a sketch of comparative religion would be necessary.

The history of the people may be interpreted from the social, economic, industrial and inspirational developments. This series of study would be exceedingly useful to the training of the group because it would help to train them to think in terms of cause and effect. The witnessing of the evolution of the principle of self-government and from the previous study the definite part great leaders have played in these movements will be a valuable aid to real progress in educating people to higher standards of communal and self-control. Time spent in training our young people to think collectively will be amply repaid, but it is of necessity a very slow process. The "herd" instinct is the greatest danger to modern civilisation. It is highly desirable that man shall retain his power of reasoning even in the midst of a crowd, and not respond primarily to the animal passions. As much misery in the world's history has been caused by the passions of the people as by the frailties and arrogance of autocracies.

The next group is that of the energisers or emotionals, who have been the great dynamic forces in the world's progress: religious leaders—Buddha, Confucius, Mahomet, Christ, Augustine, Hildebrand, Innocent III, St. Francis, Thomas à Kempis, Luther, Calvin, Knox, Wesley, Carey, Newman, Pusey, General Booth, etc., right up to modern days; poets, with all the sub-divisions of literary expression; artists, from hieroglyphics to modern painters; journalists and litterateurs, running the gamut from Marco Polo, travel-lore, and Froissart, the first war correspondent, to Delane and the moderns; orators from Demosthenes to William J. Bryan. Lastly the intellectuals must be grouped: philosophy from Aristotle to Bergson; history from Thucydides, Xenophon, Livy, to Hanotaux, Pollard and Trevelyan; science—pure and applied—medicine and engineering, with respective groupings and classifications. "There is no part of history," wrote Dr. Johnson, "so generally useful as that which relates to the progress of the human mind, the gradual improvement of reason, the vicissitudes of learning and ignorance, which are the light and darkness of thinking beings, the extinction and resuscitation of the intellectual world."

All the above groups may be taught by the concentric method starting with a brief sketch of world history, then Europe, Britain, the county, city, town or village history,

The order may be reversed, starting with purely local history and ascending to worldly heights, but the writer, from experience as history master in Elementary, Secondary, and Grammar Schools, and as lecturer to adult classes, is inclined to lay the broad foundation first, so that the true perspective of relationship of the individual to the village, town or city community or his immediate neighbours, then of the local to the national, the national to the colonial and international might be best obtained. Naturally, the age of the child most suitable for the commencement of real history teaching must be fixed. Though this matter is still controversial, the writer would suggest that a rapid survey in an elementary class might be taught with success at the age of 11 to 12 years. *i.e.*, the higher classes of elementary schools, and the lower forms of continuation and secondary schools. As time goes on and our educational system develops, this age will tend to lower. There are many admirable series of text-books for the use of elementary classes, but mention might be made of "Our Neighbours," book I to IV, published by Blackie. If the progressive method of history teaching is decided upon, the study of world history must be run conjointly with that of our own island, expanding into the British Empire. Should the exigencies of over-crowded curricula be waived, with the resultant advantage of more periods for history teaching, which, in the past, has been more or less the cinderella of the time-table, with perhaps two periods per week for lower and middle forms and three for higher forms, a number of periods per week can be set aside for the survey of world history running parallel to the period under study in national history.

To neutralise the argument that such a scheme would place undue strain upon the director of history studies, it may be suggested that each subject teacher could give a short course on the history of his particular subject every year, or extended over a number of years. Or, again, the history specialist could arrange with the various subject teachers that he himself should conduct two lessons or lectures to higher classes per term—one general, the other biographical. This, if carried out judiciously and with **enthusiasm**, would tend to give the general background to particular studies. Looking back upon my own school-days, I now wish that some enlightened teacher had directed me in the relationship of the part to the whole, of one subject to the other and their mutual and individual value. From the utilitarian viewpoint, the youth who has specialised too early sees the world only through the haze of his particular study and all too often wakes up from a kind of coma when brought into contact with the world and everyday affairs. He has to recast the relationship of values. Maybe he finds he has entered the wrong profession or calling, just because he was not initiated into a study of the relationship of the individual to the group or community. Still more the scheme should infuse the study of the sciences with humanism, so necessary in an age when man is in danger of being enmeshed in the machine. "History furnishes the only proper discipline to educate and train the minds of those who wish to take part in public affairs (and we all do that in a greater or lesser degree), and the unfortunate events which it hands down for our instruction contain the wisest and most convincing lessons for enabling us to bear our own calamities with dignity and courage."

Specialization in Continuation Schools.

One of the most difficult problems that is now demanding a solution from the educational world is that which concerns the education of the adolescent. After long years of neglect the education of the youth, who is neither boy nor man, and who, it might seem, has the virtues of neither, has been undertaken by the State. Adolescence, however,

will not willingly submit to a continuation of the long and dreary process of "cramming" that has been the chief burden of life from earliest childhood. Since without the goodwill of the pupil any attempt at education must meet with failure, some way must be found by which the work of the continuation schools can be made to appeal to the youth who is their charge. This, so it is thought by one whose days of adolescence are not very far back in the past, can best be accomplished by a system of modified specialization.

In the life of almost every youth there arises at some time or other a passionate desire—usually subconscious—for a hobby, for a pursuit which can command the best efforts that he can give. This desire is turned into various channels—the passion that leads some boys and some men to devote their spare time to the collecting of postage stamps or of birds' eggs is merely a subversion of the enthusiasm that might bring them to the foremost ranks of their professions. To speak yet more clearly, the mind of a youth is eager to specialise in any subject that seems to him of sufficient interest, and that offers him any opportunity of surpassing the efforts of his friends.

This tendency of adolescence has been rarely made use of by teachers to as large a degree as it should, since lack of perception and lack of opportunity have long barred the way. Now, however, both these obstacles are being removed, and schemes by which education can extend its influence are now being advanced throughout the country. But, it may be asked, in what way may this characteristic of adolescence be employed in a school?

This can be accomplished in quite an easy way—a way that has already been tested in many schools, and that will be illustrated by the following example:—A fairly well-educated boy, who has already received a "working knowledge" of the elements of English, arithmetic, and French, is transferred to a Continuation School. There he expresses his preference for any branch of study, such as mathematics, chemistry, industrial science, history or languages. Then he is placed in the hands of one master, who arranges his time-table in such a way that his favourite subject is especially cared for. Thus, if his taste is found to be history, hours will be given him for the private study of history in the widest sense of the word, French or Latin will be taught him through the writings of historians, philosophy and morality, even, will be taught through history, and he will be given every opportunity of becoming so proficient in his study that either a university career will be open to him, or he will be able to make a life of toil easier by the life-long pursuit, for such it will soon become, of the true culture that is now his hobby. Other subjects will be treated in a similar way, and every youth of average intelligence, if his choice has been well guided, will be able to make his study of as much interest as his games. Individuality, however, must be given full opportunity for development, if, indeed, specialization is to prove the forerunner of interest.

Standard Tests in Composition and Arithmetic.

The Research Committee of the Educational Institute of Scotland have recently carried out an experiment of no little importance, and one which is specially interesting to teachers in elementary schools. It took the form of an attempt to institute standard tests in composition and arithmetic at the qualifying stage (*i.e.*, at the age of eleven to twelve years), and the results of the former have now been published at some length in the columns of the official organ of Scottish teachers.

In February last three subjects, viz.: A Day at the Seaside, A Birthday Party, Winter Games, were set and full instructions issued as to the carrying out of the test.

Twenty-five minutes was the time allowed for the writing of the composition, and teachers were also asked to mark the papers Excellent (Ex.), Very Satisfactory (V.S.), Satisfactory (S.), Moderately Satisfactory (M.S.), and Unsatisfactory (U.), before forwarding them to the convenor, Dr. Boyd (now president E.I.S.). The response was considered satisfactory, for over 4,000 essays were sent in from 128 schools. A selection of 400 was taken, in rough proportion to the number of essays assigned by the teachers to the different mark groups, so that this smaller number could be regarded as a fair replica of the papers as a whole. The 400 were thoroughly mixed, made up in bundles of 50, and each bundle was handed to a teacher well acquainted with the work; this teacher undertook to mark his lot himself and to get other four well-qualified teachers to give an estimate also. The five-fold marking was increased by adding S+, S-, and it was requested of these markers that as many papers as possible should be put in the "S" classes. This had the effect of raising considerably the percentage of "satisfactory" papers.

The essays on the seaside subject were best done and these papers were selected for further treatment. Incidentally, this showed that the quality of the work done was affected by the pupil's choice of subject, for the other two subjects got comparatively few Ex. or V.S., and many came into the M.S. or U. classes. A further selection of twenty-six essays was made, again representative of the whole lot, and these were published in the "Scottish Educational Journal." Teachers were asked to assign a mark to these, and an analysis of the result is interesting. Three of the essays got every mark from Ex. to U., and sixteen received every mark but one. One marker gave no Ex. or V.S. marks; nine gave one, 21 gave two, two gave 15 such marks, one gave 14, and two gave 13. Again three gave no M.S. or U. marks, five gave one, and 15 gave two, while 17 markers gave more than 12 such marks, two actually giving 17. The total number of teachers who forwarded results was 271, over 80 per cent. of whom claimed to be intimately acquainted with qualifying class work. It appears, then, that individual marking is exceedingly variable, but a different story appears when the collective judgment is considered. One test is to take the median marker—in this case No. 136. Let us take the actual figures for one essay, No. 8 on the list. Five gave it Ex.; 44 V.S.; 93 S+; 81 S; 27 S-; 18 M.S.; and 3 U. It will be seen that No. 136 gave it as S+, and as such it occupies its right place in the order of merit. This "median" person we find marked five of the papers V.S. or Ex., and also seven of them M.S. or U. The reliability of the "median" marker is further brought out on an analysis of the marks awarded by 120 extra sure markers, for when this is done the order of the essays is almost the same and the composite marks differ only in one or two details. Referring to this, Dr. Boyd says, "If they bear unpleasant witness to the liability of some of us to err all the time, and all of us to err some of the time, they restore our faith in the possibility of standardisation by showing the remarkable steadiness of the collective judgment."

Dr. Boyd goes on to give a statement regarding the merits and demerits of each of the essays, so as to explain and justify the mark it has received. To most teachers—and especially to the younger members of the profession—this cannot but have highly beneficial results. While all errors are noted, it is evident that errors in construction and in language are to be considered as of more importance than errors in spelling and small omissions—and it must be remembered that twenty-five minutes was the time allowed for writing the essay. Teachers are, perhaps, too prone to magnify the smaller errors, and this point is touched on in the concluding article of the series, where Dr. Boyd discusses professional bias in the scale. As he remarks,

"Even if mistakes were a surer indication of the quality of the essays than they are, it is better for other reasons to keep before one's own mind, and the mind of one's pupils, the positive characteristics of good work rather than the depressing negative of errors." Criticism is also made regarding how much (or how little) teachers expect from pupils, and in advice to teachers he points out that the standard of marking which puts the middle mark, S., above the reach of the pupils is obviously too high. In the last resort, it is what the pupil can do, and not what the teacher thinks he ought to be able to do, that fixes school standards.

The experiments have been of considerable interest. No doubt many will differ from Dr. Boyd in matters of detail, but, generally speaking, the influence of the experiment should be widespread. It might have suited many teachers better to have used definite numbers with a possible of 20 or 30, in place of the general marks S., etc.—although a possible of 100, as has been suggested, would obviously be too high. The publication of the essays has allowed teachers to become acquainted with the work done in other parts of the country, and the standard adopted can easily be followed, and should lead to greater uniformity in marking. Teachers are, perhaps, too sensitive about the marks they give, and the guidance here given is to be appreciated. It is to be hoped that this committee, having begun so auspiciously, will continue its efforts and treat other subjects in as exhaustive a manner.

Local Interest in the School. By J.B.

Most teachers, it is quite imaginable, will recognise that local interest is a good thing—something to be fostered by all means within their power. By "local interest" is meant interest in the neighbourhood of the school, in the neighbourhood in which the pupil lives. Not only home history, but home geography, geology, natural history, and so on, should be encouraged. In the case of history the past, present, and future will be eagerly learned by the scholars, provided, of course, that these aspects are presented in an interesting and *personal* manner. This history may be regarded as a starting point for the history of the county if desired, followed by the county's relation to the country, and so on; or the local history might be an accessory to the usual history lesson.

The home history would naturally create an interest in the pupils' minds in local well-being, and, in fact, local administration as a whole. What would seem to be the most important result of such history lessons would be the creation of good and intelligent citizens from the children.

There is one seeming objection to this course, however. Some localities have had a very quiet past history. This lack of material is usually not very real, however apparent it may seem. The district in which the writer lives seems to have had no history at all exciting, but after very little research, facts of which the following are typical came to light: (1) It was discovered that the district was originally a part of the great Forest of Middlesex. This is very useful information. (2) Also it was found that the district was a favourite "happy hunting ground" for royal parties. (3) The old "New River" was dug through this district also, and traces of it can still be seen.

Regarding the present status of the district it should be easy to work up quite an enthusiasm about it. The district above mentioned has recently acquired a new motor water-cart and a new motor ambulance, and these are regarded by the younger generation with the greatest attention and solicitude. Too, the political activities of the district might conceivably be brought forward if the teacher thinks that this is desirable. The future might also be peered into. Housing Bonds, and so on, are a useful help in this direction.

(Continued on page 516.)

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Thus far only history has been dealt with in this essay, but the same idea can be pursued into the realms of geology, geography, natural history, meteorology, all of which provide interesting material. In this way the pupils' interests can be turned inwards to their own localities, with much benefit, it is to be hoped, to the district and to the pupil.

Experimental Lessons in Class Composition. I. By K. FORBES DUNLOP, B.A.

Unless an English mistress has actually some books to return—in which case she requires time for comment—or gives "written work" to be done in class, it is difficult to find an original and interesting way of occupying the class during a composition lesson.

The following device has been found of great use with girls of the fourth and fifth forms, as it keeps interest alive and teaches something while allowing scope for originality.

Each girl in the class writes on a slip of paper the name of a real or imaginary newspaper of which she is to be the representative. These are folded up like voting papers and put in a box on the mistress's desk.

The mistress announces that she has received a cable from the East and writes its contents on the board, e.g. :
"Serious Frontier Riots. British garrison attacked. Cause uncertain. Lieutenant Lawrence dead.

(Signed) JONES (Major) KHYBER."

From these bald facts each girl must write down a connected statement, with the appropriate headlines, as it appeared in the evening issue of her paper.

A few minutes having been given for this the mistress pulls out of the box, in succession, the names of several papers and the representative in each case reads her effort. Criticism follows. It depends on the time allowed for the lesson how many can be heard.

After several have read their efforts the mistress says that further details came to hand during the night, so that each newspaper was able to give a detailed account of the cause and course of the riot in the next morning's issue. The girls are then asked to write, from imagination, the account which appeared in the morning issue, with headlines, etc.

If there is time this may be done in class, the readers being decided, as before, by the mistress drawing out the slips of paper. This leads to endless comment on construction, original treatment, use of words, etc., etc.

If there is not time in class the final account may be given as "prep."

This device awakens great interest among the girls, who, in the name of their newspaper, try to rival one another in their productions, and at the same time it affords the mistress ample scope for comment on style, structure, originality.

It is possible to carry the same idea from lesson to lesson for several weeks, the girls remaining representatives of the same newspapers. The next week the wire may announce a Fire in a Manufacturing Town, a Wreck on the Cornish Coast, etc., etc.

Little devices like this arouse the interest of the girls and they enjoy writing their accounts ever so much more than if they were asked to "Describe a Frontier Rising," or "A Fire." The aim of a composition mistress is to encourage originality of thought while leading the writer to express herself in a literary style. Any plan which tends to produce originality and to develop style is to be welcomed.

The fact that each girl may have to read her effort aloud is stimulating. Each one tries to do her best when actually writing. When the efforts are being read out, the girl who

is reading realises when her expressions, or her words, or even her "stops" are wrong; while those who are listening become intensely critical.

The plan provides the mistress in charge with much material for the guidance of her class, but she must ever avoid being didactic and always try to work by suggestion rather than by ruthless criticism, for a factless word may cause the wells of originality to dry and the gates of self-expression to close. By every original impulse checked, the world is the poorer for all time.

Education and the Drama. BY DINK PRIDHAM.

During the concluding week of his farewell tour of the provinces in 1913, after a brilliant portrayal of Hamlet, Sir James Forbes Robertson, in response to voluminous applause, made a simple, concise speech in which he said, "Men and women, take your children to see good, wholesome drama; you will not only add to their real pleasures, but extend their education."

Has drama a place in education, or more correctly, has education a use for drama? The debatable question raised by Sir James seven years ago has of recent weeks been resuscitated. There is evidence that drama in the future will take its place in a full and complete education that is desirable for the younger generation to obtain.

A few weeks ago the Education Committee of the London County Council made an agreement with Ben Greet's famous company to stage Shakespeare's plays on certain afternoons for the benefit of the L.C.C. school children. The experiment has proved highly successful and is to be continued.

Again the same educational authority has decided to institute two scholarships in dramatic art tenable by children selected from the L.C.C. schools. This appears definite recognition of the drama and its educational relationship.

One thing is certain, that the children of London, who have the good fortune to witness Shakespeare's plays enacted by a talented company, will return to their reading of the works of the bard with new delight and added interest. The terrible ennui that characterised the reading of Henry the Fifth will disappear entirely after an occasional visit of the players.

There is no reason why the use of the drama as an educational aid should be confined to the witnessing of Shakespearean plays; a judicious selection of other plays of dramatic merit could be used with advantage. To see a play of the calibre of "Abraham Lincoln" would immediately serve a helpful purpose, not only in demonstrating to the intelligent child the value of accurate reading, but the charm of the spoken word through elocution, and the historical association connected with the play. Lessons which the interested teacher will gladly point out to eager pupils.

The use of drama as an educational force need not be of service to children alone. In the education of the adult it opens up many possibilities, and an interesting experiment is about to be launched in this direction.

Miss Lena Ashwell has arranged with several of the South London municipalities to allow her company to stage in the municipal hall of the respective boroughs on one night of each week a play of ideas of dramatic merit, in an endeavour to inspire a demand from the poorer classes of South London for a better standard of intellectual entertainment.

It is a worthy project, and if at first it only creates a sense of dissatisfaction with the so-called revue and vulgar comedy show it will be a step forward. Eventually the drama will bring its own reward, and education receive an additional stimulus.

ART IN LONDON.

MUSIC.

THE autumn season of picture shows began promptly but unsensationally on or about October 1. At the time of writing the opening chorus is about to give way to the first song and dance; the principals have not yet appeared. Indications are that the star event of the performance will be the great Spanish exhibition at Burlington House. Senor Beruete himself has brought over four hundred pictures from Spain; there are to be Velasquez, Murillo, and Zurbaran, and—what is perhaps more exciting—a roomful of Greco and a roomful of Goya. In addition, modern Spanish painting will be well represented. The exhibition opens on November 1 for two months. Undoubtedly it will be first on the list of art shows which the visitor to London decides to see.

In the meantime and while on the subject of Spanish painting, attention may be drawn to a small collection of oils by F. Sancha, showing at the Twenty One Gallery, Durham House Street, Adelphi. Sancha is a young man with a reputation in his own country and a rapidly increasing following in England, where he has recently been living. He was largely responsible for the decorations to the now vanished Spanish Club in Wells Street (the luxury and space of Cavendish Square is hard put to it to compensate for the charm and originality of those former premises), and his warmly vigorous art glowed harmoniously along the walls of the painted gallery-dining-room, with its cheerful woodwork and unusual fittings. His "one man" show reveals the strong influence of England on a genuinely southern talent. The earlier pictures are unmistakably Spanish, too unmistakably so, for they have a treacly facility that, in one form or another, reduces to a cheap level of theatrical effect much of the painting of modern Spain. These items are however, few in Sancha's exhibition. Gradually his art shows a thinning out of texture but no corresponding loss of strength in handling. He paints trees in a manner not unlike that of the Nash brothers—in smooth sweeps, tapering outward from the trunk to a swaying point. This method he uses most effectively in a drawing of the avenue at Moor Park. His best picture is one of Oxford Street, a cleverly contrived design of crowds, taxis and 'buses, with reflected lighting of a masterly kind.

The Independent Gallery (7a, Grafton Street), are showing a collection of work by Felix Vallotton, a French painter of the generation of Marchand and Vlaminck, pedestrian beside the rapid genius of the former and worthily tedious beside the flash lyricism of the latter. Vallotton is a conscientious realist; that is to say, he depicts with unvarying competence the outside of his subject, but is either not able or not interested in the expression of its deeper significance. Consequently, his work is obtuse in its appeal and the visitor receives no impression of absorption or even of more than polite interest on the part of the artist in his task.

Algernon Newton shows at the Eldar Gallery pleasant landscapes in the Nicholson manner, with huntsmen, cricketers, polo players, and other sporting persons imposed a little arbitrarily on their greenness. The pictures are described as "of sport," but the figures are not, in more than two or three cases, sufficiently part of the conception or of the design to give foundation to the claim.

Ludovic Rodo is an original and delightful water-colourist, his knack for expressing the homeliness that lies beneath the gimcrack monotony of inner suburbia being particularly marked. A collection of his work is on view at the Macrae Gallery (95, Regent Street).

MICHAEL SADLEIR.

Dance and Song.

Among the post-war movements towards reconstruction none is so interesting nor so significant as the endeavour to arouse an interest in music among that vague body known as the People. Those disinterested workers I have met are dealing with the subject in a very direct and charming manner by giving concerts and encouraging the study and performance of classical music, both old and new. While applauding these methods one sometimes has a doubt of their practicability. Experience shows us that in forcing an idea into popularity a direct method and a statement of the main issue has never been the most successful. The most efficient publicists have been those who seized upon a side issue that pleased, using this as a force and guiding it to their ends. The earlier medicine men and priests hid their real anti-kingship movement under a cloak of religion; that cantankerous old fellow Samuel relieved the most honest Jewish soldier of his command on the flimsiest pretext. Mark Antony didn't make much of Cæsar's great qualities; he worked his business by an appeal, not to the morality of the case, but to the cruelty of the deed, finishing up with a well-received account of how much the Roman people benefited by Cæsar's will. It is not meant to suggest by this that we should do well to promote the cause of music in this sinuous fashion, but it would be interesting to try and discover where the strongest urge towards a public musicalisation lay. This brings me to my contention that our greatest hope for a musical people is in that dreadful body of the younger generation that spends all its spare time in dancing!

The two greatest advocates for music in the mind of the people have always been dancing and song. Of these dancing is obviously the more purely musical, being a matter of rhythms, whereas song, even to a Wigmore Hall guinea-per-head audience, is chiefly a matter of accompanied words. In fact the same audience, being fortunately well cultured in the French tongue, applauded loudly some Stravinsky songs when at the same concert the instrumental pieces left them vaguely giggling. Even the critics saved themselves by chatting about the amusing words, dodging astutely any but the most punch-worthy references to the rest of the programme. Unfortunately this is not the only thing about singing which, while it helps to make it acceptable and popular, militates against its power as a musicaliser. There is that dreadful crab, that obnoxious scorpion, the personal exhibitory element. Any obvious and horrid show of deep breathing, any ferocious bellowing, is sure of recognition. A certain square tenor of ours can always bring down the house by a complete abandonment of all his really beautiful vocal abilities in favour of the most raucous roaring.

Dancing, on the other hand, that is to say, modern dancing, not that mixture of rowdiness and the spinning mouse act that passed for it twenty years ago, is a very serious matter. It requires a great deal of fundamental musicianship. The dancer does not have his dance set for him any more than the East Indian Vina player has a set tune. In much the same way that the latter obeys certain rules of the "scale" in which he is playing, so the dancer obeys the general laws of the dance he is engaged in, but the rest, for both, is improvisation. Every basic musical quality is called into play—rhythm, design, a feeling for cadence, responsiveness and invention. The dancer actually takes part in the game to a greater extent perhaps than almost any other musical performer.

For these reasons I think that the modern ballroom dance, with its coloured band, in spite of the cheapness of his tunes, is one of the most important friends that music has among the public of to-day.

RUPERT LEE.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The second report of the Burnham Committee is now published, and primary school teachers up and down the country are busy considering its provisions with a view to their action at the special Conference of the N.U.T. on 6th November, when their representatives will either adopt or reject it. The Executive of the Union has already adopted it. The debate was lengthy, and it is rumoured the decision to adopt was not unanimous. I am not at all surprised. It is not difficult to understand that when only twenty-two members of the Executive and its officials were parties to the agreement the remaining members would have a great deal to say on points of the report which are not to their taste. However, the Executive did the wise thing and, recognising that if the report were not adopted the teachers would have no machinery for improving their present positions, adopted it and recommended it for adoption by the Conference. It is the duty of an Executive to give a lead, and I am pleased they have had the courage to do so.

There are many indications of a lively Conference. It is an open secret there is strong opposition to many of the provisions in the report. To begin with, there is great objection to the number of standard scales. The policy of the Union is towards the establishment of one scale for the whole country, and there is great indignation in many quarters that the teachers' panel of the Committee have agreed to four scales. The answer to this objection is that the Committee's proposals mark a big step in the direction of a single scale. Before the Burnham Committee began its work there were almost as many scales as local education authorities. These have been reduced in number by scores, and if the report is adopted by the teachers and put into operation by the authorities I am confident that in less than a year from now the number of existing scales below the standard scales will be very few. Members of the Union must be prepared to accept the four standard scales as a compromise between the Union's policy and that of the local education authorities.

The great trouble, however, will arise not on the actual number of standard scales, but on the proposed method of allocating them in the areas. In the first place the teachers and the authorities are to confer as to the appropriate scale for their area. Every agreement reached is to be subject to the approval of the Committee. If no agreement is reached the Burnham Committee will decide, and in any case will issue its mandate in a schedule indicating the scale allocated to each authority in the country. The schedule is to be published within six months from the date of the issue of the report. Where there is disagreement between an authority and its teachers the Committee "may have before them representations from the Local Education Authority and its teachers." The task facing the Committee under this clause is a heavy one, and at the moment seems impossible of accomplishment within the six months allowed for the purpose.

It is evident from the report there has been a struggle between the teachers' panel and the authorities' panel on the question of limiting the application of Standard Scale IV to the "London Area." No doubt the words "Nevertheless no Local Education Authority outside the 'London Area' . . . shall adopt Scale IV unless such adoption is confirmed by the Standing Joint Committee" are the result of a compromise. Whether the teachers are much advantaged by these words remains to be seen. From what I have heard it is certainly not the intention

of the authorities' panel of the Committee to allocate Standard Scale IV outside the "London Area." There is, very naturally, much indignation in large urban centres at the mere hint of exclusion, and it may be taken for granted the teachers' panel, strengthened by pressure from their constituent associations, will resist to the breaking point any granite-like and unreasonable attitude on the question of allocating Standard Scale IV.

There are rumours that teachers regard that clause of the report which binds the Burnham Committee and each of its constituent bodies to approach the Board of Education for the purpose of resisting "the adoption or change of a Scale by any Local Education Authority contrary to the opinion or decision of the Committee" as a sinister attempt to prevent local *increases* of salary. I have no doubt such was the intention in the minds of some, but I cannot see how such a limited interpretation can be placed upon the clause as worded. It operates equally to prevent a Local Education Authority from *lowering* the rates of payment. In this, as in other matters, it must always be remembered the various clauses of the report are the result of bargaining, and as they stand represent in most cases a middle course. One deduction may very reasonably be made from the insertion of the clause in question. It is this: The object sought by the authorities' panel has been to eliminate the competition of authorities for the services of teachers as far as practicable. With four scales running it must be admitted the object has not been achieved.

There will certainly be much opposition to the clause which extends the period of peace until 1st April, 1925, and the representative teachers will be severely heckled as to their reasons for agreeing to such extension. The answer is, the existing P.M.S. binds the N.U.T. to exert no "pressure" on any authority that has adopted it until the agreed period of peace has expired. This agreed period runs in some cases till 1923 and in most cases till 1922. As a consequence the only inducement to an authority to adopt one of the standard scales *before* 1922 or 1923 as the case may be, is an extension of its period of peace. I understand the extension till 1925 is the price the teachers' panel have had to pay for the introduction of the standard scales before 1st of April, 1921. If one of the standard scales is not put into force on or before that date the N.U.T. may and will exert pressure on the expiry of the P.M.S. peace period.

The clause which makes provision for an increase in the cost of living will go far to remove the objection referred to above. The datum figure, 170 per cent., is high, but I expect it is much lower than that proposed by the authorities' panel! In criticising the date from which it shall operate it must not be forgotten that the adoption of one of the standard scales by 1st April, 1921, will necessarily mean an increased payment to the teachers concerned, which, it may reasonably be argued, will cover any increase in the cost of living between that date and 1st April, 1922.

I have read the report carefully, and although I am not pleased with many of the provisions I am surprised that as much has been secured from the authorities as the report makes evident. The work has taken a very long time in the doing, but having regard to its magnitude not longer than might have been anticipated. On November 6th the teachers will decide whether or not they will be parties to the report. If they decide in the negative there is no other existing machinery for the improvement of their salaries *by consent*. In my opinion they will be wise to adopt the report and work it to the fullest extent for the advancement of their salaries and status.

SCOTLAND.

University News.

The Universities are again the scene of much activity, and emoluments bid fair to break all records. At Edinburgh admission to the medical and science classes closed some months ago, and there are hundreds of intending students on the waiting list for the medical classes next spring, while, since July, when matriculations ceased for the science classes, over 200 applications have had to be refused. The Scottish Universities Entrance Board, to which is committed the oversight of all preliminary examinations for the Scottish Universities, decided a year ago to raise the standard of the medical preliminary examination. This decision takes effect as from January 1, 1921, when every medical student must pass the Arts preliminary examination, or the preliminary examination for degrees in Pure Science or an examination recognised as equivalent to either of these. New appointments are fairly numerous, and among these are the following: Mr. James G. Gray, D.Sc., to the Cargill Chair of Applied Physics at Glasgow; Mr. A. H. Charteris, LL.B., at present a lecturer in Glasgow University, goes to Sydney, N.S.W., to fill the recently established Chair of International Law; Miss E. S. Steele, M.A., B.Sc., Ph.D., to be a Lecturer in Chemistry at St. Andrews. Professor Sir Henry Jones is to be Gifford Lecturer at Glasgow. Several gifts have been made to the Political Economy Department of Glasgow University in memory of the late Professor Smart. Edinburgh's Rectorial Election takes place on October 30, the candidates being the Prime Minister and Professor Gilbert Murray, of Oxford. The death is announced of Mr. James B. Hutton, who was Lecturer in Greek Archæology at Glasgow. Mr. Hutton, who was only about 30 years of age, had a most distinguished career as a student both at Glasgow and Oxford, carrying off at the latter place the Powell Prize for Weekly Essays—a rather rare distinction for a Scottish student. The Senatus of Edinburgh University have opened an office to assist graduates and students in obtaining suitable posts, thus falling into line with Oxford and Cambridge. The permanent secretary is Mr. W. S. Pringle Pattison, 57, Castle Street, Edinburgh.

Opposition to the Act.

Vigorous criticism of the financial burdens imposed upon the people of Scotland through the operation of the Education (Scotland) Act, 1918, was expressed at a conference of parish council representatives held in Glasgow on 29th September. Two hundred and seventy-three parish councils were represented, and Lord Lamington was in the chair. In the course of his remarks the chairman said the Act had been designed for the life, vigour and good of the nation; therefore, he urged, it ought to be a charge on the national purse. His second contention was that the parochial authorities were obliged to assess, but had no power to control expenditure. In connection with this it may be remembered that the Secretary for Scotland promised some months ago to introduce a comprehensive scheme of rating reform; as the bulk of the opposition to the Act relates to its finance, it is hoped that the present unrest and agitation will hasten its promulgation. The conference, which may be said to reflect fairly accurately a large body of public opinion, passed a resolution calling upon the Government to take immediate steps to redress

the evils arising through the burdens it has imposed, and an addendum demanding the repeal of the Act had to be inserted in order to meet the views of its extreme opponents.

Gaelic Teaching.

Reference was made recently to the success of the vacation classes in Gaelic held at Inverness and Glasgow. The Gaelic Mod at Oban towards the end of September has also been attended with conspicuous success, and the number of spectators was in some instances so large that many were unable to obtain admission. The various literary and musical competitions were on a high level, and great keenness was shown. The President referred to the effect of the Education Act of 1918, pointing out that the adoption of the county area meant more freedom and scope for the Gaelic-speaking teacher, a better chance of promotion, and more satisfactory outlook in every way. The adoption of a national scale of salaries would induce good teachers to remain, while the Gaelic clause made sure that facilities would be provided by the Education Authorities for instruction in Gaelic within the Gaelic-speaking areas. He urged that the lectureships in Gaelic at the Universities of Glasgow and Aberdeen should be raised to the status of professorships.

The Rating Question.

This question, pending the promulgation of the promised comprehensive scheme of rating reform, continues to attract much attention. The Lanarkshire Education Authority, of which Sir Henry S. Keith, an acknowledged authority on such matters, is chairman, has recommended: (1) that the allocation and rating should be uniformly on gross valuation; (2) that the Agricultural Rates Act should be repealed, or the grant made up to the deficiency created by the reduced valuation of agricultural subjects; (3) that a change in the allocation of costs to half in proportion to valuation, and half in proportion to population, should be considered; (4) that the possibilities of income being made the basis should be fully considered.

Educational Institute of Scotland. Annual General Meeting.

The Annual General Meeting was held in Edinburgh on Saturday, 18th September, and a large number of delegates attended. The President, Mr. T. S. Glover, North Berwick, occupied the chair, and in his retiring address said that one of the greatest disappointments during the past year was the failure of the Department to bring into full operation the Education Act of 1918. The salary question, too, was still acute, and gave rise to a feeling of unrest, which arose from an enhanced appreciation of the relative values of the service teachers rendered to the State. A motion was submitted by Mr. D. J. Young instructing the representatives of the Institute on the Joint Council to negotiate on the basis of the best scheme of salaries in operation in Scotland for the purpose of arriving at a new minimum scale. It had been considered advisable to put no figures in the resolution. An amendment was moved to the effect that definite figures be included, viz., recognised teachers £250 by £20 to £500; secondary teachers £300 by £20 to £600. The amendment was carried by a large majority. On the motion of Miss Stuart Paterson, Glasgow, a resolution was adopted unanimously, without discussion, that the meeting was of opinion that there should be only one means of entrance into the teaching profession, and deprecated any suggestion that future teachers with a two years' training should be considered sufficiently qualified for any of the departments in the schools. It was remitted to the council to consider the question of holding one Congress during the year, Conferences to be arranged as the Council may decide. Dr. William Boyd, Glasgow University, is the President for the ensuing year, and Mr. John Summers, Larkhall, Vice-President.

BLUE BOOK SUMMARY.

Secondary Education in Wales.

REPORT OF THE DEPARTMENTAL COMMITTEE.

THE Board of Education have issued the Report of the Departmental Committee on the Organisation of Secondary Education in Wales. It occupies more than 120 closely-printed pages, of which the following is an abstract :

The Welsh Intermediate Education Act.—In view of the developments in educational organisation and administration in Wales since the passing of the Welsh Intermediate Education Act in 1889, the temporary provisions of that Act which set up machinery for the making of schemes should be now allowed to lapse instead of being included as heretofore in the Expiring Laws Continuance Act.

County Schemes.—The County Schemes should be radically reconstructed, and the relation of intermediate schools and municipal secondary schools towards the local education authorities should be assimilated.

Teachers' Advisory Committees.—Both local education authorities and district governing bodies should act in all matters requiring professional knowledge and experience only after receiving and considering the advice of a committee, which should be composed mainly, if not wholly, of teachers of all grades.

Functions of County and Local Bodies.—In view of the difficulty of the allocation by statute of functions as between the local education authority and the school governing body we do not recommend that this should be attempted. We are disposed to trust to the general good sense of the community to establish relations between the local body and the county body, which will on the one hand safeguard the authority of the latter and on the other give full scope for local interest and initiative. (Various suggestions are however, made.)

Co-ordination.—We recommend the plan of placing under the district governing body the local management of all types of education in a district.

Advanced Work in Secondary Schools.—Except in large schools, which are few in Wales, it is not to be expected that the same school should be able to provide its pupils courses of every type in advanced work. The conditions of Wales appear to point to the desirability of the establishment of a system of differentiation between schools in their higher forms for the provision of facilities for advanced study.

Relations with the Universities.—We note the general acceptance of the view that it is a part of the proper function of secondary schools to provide well-planned courses of study for pupils who can remain at the school for two years after obtaining the senior certificate, and we welcome the establishment of the Joint Conference of Secondary and University Teachers for the consideration of the overlapping of studies between the two provinces.

Admission of Pupils.—The district bodies should act in consultation with teachers' advisory committees in all matters relating to admission of pupils to the schools beyond the elementary stages. They should rely more on the opinion of the teachers under whose care the pupil has hitherto been and on the wishes of the parent as to his future career than on a written examination in determining the kind of school to which he should be admitted to pursue his education.

Aids to Pupils.—The question whether secondary schools should be entirely free is one for each local education authority to decide for itself, and the changes we recommend

will give it full liberty to use its discretion in this respect.* The provision of schools should be gradually expanded so as to enable pupils to be admitted on a qualifying and not on a competitive standard. Adequate provision should be made for maintenance allowance graduated according to the means of the parents and the age of the pupil, with special regard to the increased expense involved in the continuance at school for the advanced studies suitable for those between 16 and 18. Promising pupils should be enabled to pass to schools offering better opportunities for developing their particular abilities ; and the supply of scholarships tenable at the Universities should be increased in number and value.

Hostels.—We urge upon local education authorities the need for better provision for the boarding of pupils attending secondary schools, and in particular the desirability of substituting for the lodging system that of a hostel under the control of the school authority.

National Council of Education for Wales.—(1) It should contain not more than 120 members, of whom a substantial majority should be appointed by education authorities under the Education Acts, and the remainder by University bodies, teachers of various types, and other bodies concerned with education.

(2) It should comprise in its scope all branches of education, including the University, and should take the place of the University Court and of the Central Welsh Board.

(3) It should appoint and give extensive powers to standing committees for matters such as examinations of secondary schools, and the several stages of education ; but for University matters, the constitution, functions and powers of the standing committee should be those prescribed for the University Council by the University Charter.

(4) The primary function of the National Council would be advisory and deliberative. It would discuss all types of education in its broadest aspect.

(5) It should also have administrative functions. These would be of two kinds :—

(a) Functions delegated to it by the Minister ;

(b) The provision and control by arrangement with local education authorities of institutions for the maintenance of which the county is, as a rule, too small an area ; e.g., training colleges, schools for the blind, and the exercise of functions which are distinctively national in character.

(6) It should collect, arrange and circulate information on educational subjects.

(7) It should be responsible for the organisation and conduct of school examinations.

(8) It should take part in the selection of a unified inspectorate for Wales.

* Mr. Thomas Griffiths, M.P., while signing the report, makes a reservation in favour of an immediate policy of free secondary education.

Dryad Material.—We have received from the Dryad Works, 42, St. Nicholas Street, Leicester, a charming booklet giving particulars of the materials which the firm is prepared to supply for various forms of handwork in junior schools. The range of goods described covers basket-making, rush-work, raffia-work, weaving, and toy carving, and a list of useful handbooks is also given. The booklet is to be obtained on application.

Portraits of Scientists.—Mr. J. B. Newman, M.A., is a teacher by profession, but he has recently started a very promising enterprise in the Classroom Portrait Gallery, 7, Queen Square, London, W.C. 1. He has sent us a set of portraits of scientists, done in collotype, eleven inches by fourteen, with a margin. The first five are those of famous physicists, and include Galileo, Newton, Faraday, Clerk-Maxwell, and Kelvin. As pictures for a lecture room or school hall they are excellent.

ASSOCIATION NEWS.

The Teachers Council.

At the October meeting of the Council it was announced that the total number of applicants for admission to the Official Register down to the 30th September was 65,355, an increase of over thirty thousand since the end of March. The great volume of work which is involved in the scrutiny of these applications and the preparation of the documents and certificates will cause some delay in the announcement of the results of individual applications. The issue of certificates is proceeding as rapidly as possible under the circumstances, and those who are still awaiting their certificates are asked to accept the foregoing explanation and especially to remember that much of the work demands the services of experienced clerks, so that any *ad hoc* enlargement of the office staff is impossible.

Conference of Educational Associations.

The Ninth Annual Conference of Educational Associations will be held in London from December 29th to January 8th, 1921.

The inaugural address will be given by the Right Hon. H. A. L. Fisher, Minister of Education, and the President of the Conference, Lord Burnham, will be in the chair. This meeting will take place at Bedford College for Women, Regent's Park. All the other meetings will be held at University College, Gower Street, London.

There are now forty-five separate associations affiliated to the Conference, and there are indications that there will be over sixty meetings, which members of all these associations will have the privilege of attending.

The Clothworkers' Company are kindly lending their Hall for a *soirée* to be held on Monday evening, January 3rd, and the Incorporated Society of Musicians are going to provide a musical entertainment on the occasion. They also have expressed their intention of arranging a concert on another evening for members of the Conference.

M. Jaques-Dalcroze will give a demonstration of Eurhythmics in Queen's Hall on Friday evening, January 7th.

Two Joint Conferences will be held on each Saturday morning, one on "The Use of Psycho-Analysis in Education" and the other on "How best can a feeling of Professional Solidarity be created and maintained among Teachers."

The Conference programme is in course of preparation, with full details of subjects and speakers, and will be published early in December.

Any persons wishing to attend the meetings who are not members of one of the affiliated associations can purchase tickets (which will be ready also early in December) from the Secretary, 9, Brunswick Square, W.C. 1.

The Future Career Association.

In order to provide the additional space demanded by the increase in its work the Future Career Association has removed to Roland House, South Kensington, S.W. 7, where the various departments are adequately housed.

The Shaftesbury Homes.

The excellent work of the National Refuges Association will henceforth be carried on under the title of "The Shaftesbury Homes and Arethusa Training Ship." During the war the former pupils of these institutions played a noteworthy part, and the work of the Homes deserves generous help. A systematic collection on their behalf would be a kindly act on the part of any school.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Oxford and Cambridge.

October has seen momentous happenings in the Universities. All are full to overflowing, and the difficulty of finding accommodation is a pressing one. Oxford has well over 4,000 men in residence—an advance of nearly 700 over 1919—including the 1,035 freshmen. But this term an epoch in Oxford history was marked by the ceremony in the Divinity School of admitting to membership over 100 women undergraduates. In the case of the Women's Colleges (Lady Margaret Hall, Somerville, St. Hugh's, and St. Hilda's Hall) the presentation of the members was made by the Principals. The Oxford Home University students were presented by the Vice-Principal. Of the 625 undergraduates 225 are new students.

The Chancellor has appointed Dr. L. R. Farnell, Rector of Exeter, as Vice-Chancellor. The Pro-Vice-Chancellors are Dr. H. E. D. Blakiston (outgoing Vice-Chancellor), Mr. J. Wells (Warden of Wadham), Dr. F. W. Pember (All Souls), and the Rev. L. R. Phelps (Provost of Oriel).

CAMBRIDGE has not yet settled whether it shall be preserved as a man's University. The debates in the Senate on the Report of the Syndicate on the Relation of Women Students to the University have been interesting and instructive, and a keen fight is anticipated. The protagonists are resolutely holding their ground, and the supporters of Report "B," who say that women are seeking power and not learning, have a weapon in the armoury of argument in their claim that the adoption of Report "A" would aggravate the already abnormal congestion.

London.

A recent regulation will probably add considerably to the membership of the University. Registered teachers, clergy, legal, and medical practitioners can now be admitted by special examination under Statute 116, instead of entering by the ordinary Matriculation examination.

The School of Oriental Studies.

No institution has more rapidly justified its existence than the School of Oriental Studies, established by Royal Charter in 1916. The 125 students of the first year had grown by July last into 529, and its increasing membership will in the very near future necessitate the recently acquired South Place Institute being converted into additional classrooms.

Sir George Grierson has accepted the Vice-Chairmanship of the Governing Body in place of the late Sir Charles Lyall, and Dr. R. W. Frazer is the new representative of the Secretary of State on that body.

Advisory Consultative Councils.

Bromley may now be added to the list of local authorities which have set up Joint Advisory Committees. Sheffield last month launched a Consultative Council which promises to be an example which other towns might aim to copy in the future. Mr. Fisher gave it his blessing, and following Sir Henry Hadow instanced the prevention of overlapping between Secondary School and University as one service it might render to educational progress.

University of Leeds.

The following appointments to Readerships in the University have been made by the Council:—

Mr. A. M. Woodward, M.A., Oxford, as Reader in Ancient History and Classical Archaeology.

Mr. C. B. Fawcett, B.Litt., Oxford, M.Sc., London, as Reader in Geography.

Miss A. M. Cooke, M.A., Victoria, as Reader in Mediæval History.

Dr. A. Gilligan, D.Sc., F.G.S., as Reader in Petrology.

PERSONAL NOTES.

Mr. Thomas T. Knowles.

Mr. Knowles, Chief Mathematical Master and Vice-Principal for many years of Liverpool College, died recently. Many of his former pupils, in whom his interest was so marked, hold most important positions in educational and departmental work.

Mr. D. H. Nagel.

Mr. David Henry Nagel, Vice-President of Trinity College, died at Oxford on September 27th, aged 57. Born at Dundee and educated at Aberdeen University, he proceeded to Oxford in 1882 as a Millard Scholar of Trinity College.

He is best known perhaps in connection with his work in chemistry and physics at the laboratory which Balliol and Trinity shared.

As chairman of the Board of the Faculty of Natural Science he occupied a distinguished position, which he filled with judgment and tact.

Mr. F. E. Battersby, M.A.

Mr. Francis Edward Battersby, headmaster of the Newport High School for Boys, died on October 9th. Mr. Battersby, from Preston Grammar School, won an open mathematical scholarship at Queen's College, Cambridge, taking his M.A. in 1898.

After service at Heath Mount School, first as assistant and subsequently as headmaster, he became mathematical master at Hereford County School before his Newport appointment in 1896.

Mr. A. C. Coffin, B.A.

Mr. Coffin, Director of Education, has tendered his resignation to the Bradford Education Committee, in order to take up a Government post. Mr. Coffin has had a wide and varied experience as a student, teacher, organiser, and official. Although born in Dorchester, his early life was spent in London, but he has held positions in Colchester, Darlington, and Newcastle. He has been a most successful Director of Education, with a quality of enthusiasm which has communicated itself to the members of the authorities whom he has served.

Mr. W. O'Neill.

Mr. O'Neill, of Leicester, as president of the Class Teachers' Conference at Ipswich, was a striking success. Notwithstanding the impatience of the audience on the last day, when time proved too short to finish the debate on the proceedings of the Burnham Committee, he never lost control. Incisive and witty of speech, clear of thought, and earnest of purpose, Mr. O'Neill has earned the regard of his fellows for his devotion to educational and professional ideals.

Mr. S. Barter.

The death of Mr. Barter has recalled his pioneer work in securing due recognition for handicraft as part of a complete educational system.

Mr. Barter was himself a fine craftsman, and after being connected with the City and Guilds Technical Institute, was appointed organiser of manual training to the London School Board in 1891.

From that time the manual training became part of every London boy's equipment and many people travelled long distances to make inquiries about this phase of the work.

Under the London County Council he became an inspector in handicraft, but in 1913 ill-health caused him to retire on a pension.

NEWS ITEMS.

An Advisory Consultative Council.

Mr. Fisher welcomed the formation of an Advisory Consultative Council at Sheffield, but seemed to be unaware that teachers of all grades are demanding the right of joint control and that only a minority will be satisfied with the simulacrum of authority and responsibility in administration.

Story Telling.

Mr. Arthur Burrell, sometime Principal of Borough Road Training College, lectured in the Victoria Hall, Sheffield, to more than 1,000 people, on "The Art of Story Telling," giving the teachers a practical illustration of the way in which stories ought to be told to children. Anyone who has heard Mr. Burrell repeat "The Prodigal Son" as told by a boy with a lisp will remember the performance with great delight.

The Death Gratuity.

The amending rule of the Teachers' Superannuation Act, 1918, by which service may now be recognised for the purpose of the payment of the death gratuity for a period of absence due to sickness not longer than twelve months, marks a distinct improvement upon the rule as first issued.

Aged Sunday School Scholars.

Wales is a surprising place. The Gee Memorial Medals for attendance at Sunday School have been awarded to 84 men and one woman whose attendances range from 84 to 91 years.

Increased Grants to Universities.

Mr. Austen Chamberlain, at Birmingham University, announced that the Government intend to give £500,000 additional grant to Universities next year.

The conditions under which assistance would be given were:—

- (1) Adequate provision must be made by the University for the subjects it had already engaged to teach and adequate salaries paid to existing staffs.
- (2) Grant would only be given for work of a University standard.
- (3) The distributing committee, presided over by Sir W. McCormack, would take into consideration the amount of local support given to a particular University.

The Class Teachers at Ipswich.

Conference honours must be awarded, apart from the personality of the president, to Mr. W. B. Steer, for his eloquent address upon the establishment of the teaching profession upon a self-governing basis with full participation in administration, and to Miss Aston for her lucid exposition of the state of secondary education as it is and her demands for improvements.

Education and Municipal Theatres.

Mr. Kenneth Barnes delivered the opening lecture to the Sheffield Playgoers' Society on "The Relation between Education and the Drama," and stated that the two ways in which the school and the theatre could co-operate were in the adoption of a dramatic method of teaching in the schools and the production of good drama for the adult population. Mr. Barnes advocated the formation of a theatre under the combined control of the municipality and the education committee.

Disabled Men as Teachers.

The Ministry of Labour has a training centre at Sarisbury Court, near Southampton, where 400 ex-service men are preparing for their life's work—some of them as teachers. Dr. Macnamara addressed the men and extolled the teacher's calling, but omitted to state that he himself had left the profession for something more lucrative and congenial.

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATIONAL TIMES.

Adenoids and Breathing.

Sir,—It seems a pity to spoil the scientific teaching which has been most widely inculcated by attaching to it the name of one individual as if he had discovered something novel or something previously unknown.

Every school has, or should have, its daily lesson in breathing, cleaning of teeth, posture of correct standing, sitting, etc.

Adenoids, dental caries, spinal curvature, and flat feet are the commonest results of faults in breathing, oral uncleanness, and incorrect balance.

Every boy and girl should be taught always and at all times to breathe through the nose and to breathe deeply and to exhale thoroughly; to avoid eating or drinking things hot; to clean the teeth at least once a day, and then a brighter and more intelligent brain power will result, and adenoids and colds in the nose will be of much less frequent occurrence and of much less serious character.

I was struck in my examination of thousands of school children in India at the rarity of adenoids and of dental caries. In that country every child from the richest to the poorest cleans his teeth with a piece of chewed stick after every meal, and children are taught as a sacred duty to keep their fingers away from their mouths! The Hindoo fruitarian school-children are extremely bright and intelligent, with splendid teeth, clear nostrils and straight spines. Under wise teaching of hygiene and dietary our children could be the same.

Yours faithfully,

JOSIAH OLDFIELD.

To the Editor of THE EDUCATIONAL TIMES.

Sir,—I was pleased to see your correspondent, Mr. S. H. Larking, drawing attention, in your October issue, to the results of his observational work in relation to the subject of breathing under the "Ars Vivendi" system and the conclusions arrived at—sufficiently striking to engage very seriously the attention of educational authorities. His observations of his pupils tends to prove that the whole gamut of mental and physical health varies in strict proportion to the capacity and ability to breathe. The best breathers are the strongest and as a rule more intelligent, and so on right down the scale to the dull and sluggish mind and body of the child getting insufficient air into the lungs. Lower down the scale still and we see in the consumptive exactly the same cause—inability to breathe the quantity of air required to maintain health and resist disease.

The tremendous importance of these simple facts has been entirely overlooked and a new era will dawn for children when the Ars Vivendi system is taught and practised in every school and in every home. Considering the teaching and practice are curative and live-giving in the highest sense, veritably transforming little sufferers from adenoids and tonsils—now almost invariably subjected to the knife for removal—by easy stages into strong and healthy children, it is extremely important, in the interests of an admittedly C3 nation, that the Ars Vivendi system should be placed by the Ministry of Health in a position to demonstrate publicly what can be done. The need of its universal adoption will then become apparent.

In August last my little girl, aged 8, was brought up from the country to see an eminent dentist, as some of her teeth showed signs of decay. He said the teeth ought to be extracted, but before this could be done she must have the tonsils and adenoids operated upon. Not favouring this mode of treatment the child was sent to the seaside for a fortnight and returning to town was taken daily to Mr. Lovell for treatment for about ten days. She was then seen by a children's specialist, who was decidedly of opinion that the tonsils did not require to be interfered with, but that the teeth should be extracted. This was done in due course, and the child is now making good progress.

Such facts speak for themselves. In my own experience this is not an isolated case, as in others I have seen the benefit derived from the gentle training in the art of breathing and manipulation to free the nostrils to enable the child or adult to *make full use* of the wonderful ocean of air in which we all live, move, and have our being. Without this help we have all seen that consumptives placed in the freshest of fresh air, as in

Sanatoria, are not much better off, unless they can be taught and assisted to get more air into their lungs. The Ars Vivendi system is the missing link in the open-air cure, and will do more for patients in a few weeks or months than is now thought possible under existing methods and when taught in schools will mark the first practical steps taken towards effective prevention of tuberculosis.

I am, Sir, Yours faithfully,

5, Adelaide Street, W.C.

E. W. KEEN.

To the Editor of THE EDUCATIONAL TIMES.

The Supreme Question.

Sir,—Your opening note in the October number of THE EDUCATIONAL TIMES is thus headed, and deals with the shortness in the supply of teachers.

There is no doubt about the fact, but surely there is much reason for hope. You say truly that the position is made more difficult by the fact that there are far more pupils than formerly seeking admission to the schools. This, of course, implies that there are more teachers required. The demand is met, though inadequately. The only wonder is that it is met at all when we remember the large number of teachers who have fallen in the war and the depletion of the Universities during the past four or five years. But things have now changed and the Universities are overflowing with students.

This change cannot affect the position for two or three years, but it seems to me that there is every reason to hope at the end of that time there will be a considerable influx of candidates into the ranks of the teaching profession without "any haphazard and unregulated form of dilution."

I am, Sir, Yours, etc.,

Cranleigh, Surrey.

WM. WELCH.

October 9th, 1920.

(Our correspondent looks forward to a "considerable influx" of teachers in "two or three years." But Continuation Schools should start next year.—*Editor*, EDUCATIONAL TIMES.)

PUBLISHERS' ANNOUNCEMENTS.

Messrs. W. Heffer and Sons, Ltd., Cambridge, have in the press a book entitled "The Laws of England—their History Making and Working," by Dina Portway Dobson. It is designed specially for History and Civics classes in continuation or adult schools. Its object is to explain the laws on everyday subjects, and to show, by a not too serious historical sketch in each case, how they came to be what they are.

The book begins with chapters on the way in which the laws are made and carried out, and among the subjects dealt with are the laws relating to bribery, perjury, swearing, martial law and riot, protection of wild birds, poaching, trespass, the Children's Act, Licensing Acts, etc.

The writer has had much experience in teaching in secondary schools, and also with students training for elementary school teaching, and has felt the need of a book that will recapitulate to some extent the history already learnt, though from a new point of view, and will also provide solid material for the civics lessons, and bring them into close touch with the actual life of the average citizen.

Sir Arthur Quiller-Couch is compiling an Anthology to be entitled *Ships and the Sea*. It is designed to show the part played by the sea and ships in the development of English literature, from Chaucer to the present day. This volume is to be added to the *King's Treasuries of Literature* series, Messrs. J. M. Dent's new educational venture, which has already won warm praise in all quarters. Sir Henry Newbolt has also compiled a volume of selections from his own prose and poetry for this series.

Our readers will be interested to learn that the firm of Sir Isaac Pitman and Sons, Ltd., is leaving its present publishing offices at 1, Amen Corner, and removing to the neighbourhood of Kingsway. Pitman House, its new London headquarters, is situated at the junction of Parker Street with Newton Street, close to the British Museum and Holborn Stations. The extension of Sir Isaac Pitman and Sons' business compelled its migration to more commodious premises.

LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

Boy Warblers.

The usually placid waters of literary criticism which flow through the columns of our weekly reviews have recently been stirred to something like effervescence by the appearance of a little grey volume entitled "Public School Verse, 1919-1920." (Heinemann, 3s. 6d. net.) It contains sixty-four pages, including some six pages of introduction written by Mr. John Masefield, a preface by "The Editors of Public School Verse," a useful table of contents, an earnest recommendation to contributors that they should join the Incorporated Society of Authors, and an appeal for "the support of Masters and Boys."

It would seem that we are to have an annual dose of Public School Verse, and apparently Mr. John Masefield thinks it will be good for us. He thinks also that it will be good for the Public Schools, which, he tells us, have sacrificed the individual for the sake of the type, a type which "when made, was a fine one—sound-bodied, full of courage, honest, just, good-tempered, practical, silent. But it was ignorant of the arts." Mr. Masefield says that after the war "we relish the delights of free men with greater zest." Perhaps we do. That may explain our strikes. Or it may be that we strike because freedom is denied us. These are matters of high politics, to be discussed only in Downing Street.

I feel fairly certain that they have nothing whatever to do with schoolboy verse. This Anthology is not the result of the war, but the first collected fruit of the new method of teaching English in our schools. Its contents are in no way surprising to those who have seen the efforts of children elsewhere. Readers of this magazine have had several opportunities of reading verse by youthful writers, notably some from a municipal secondary school in a Lancashire manufacturing town, which revealed as much promise as anything in this Anthology. These pieces were published for the information of teachers and not for the glorification of their writers. Still less were they made into an instrument of competition as between one school and another. An educational magazine does rightly in making known the possibilities of the classroom, just as a medical journal may properly make known the possibilities of a new method of treatment. But this justification does not hold where we have a volume of schoolboy verse put upon the market with a proposal for a recurrent competition between one school and the rest—a kind of literary Eton versus Harrow match, where the champions make rhymes instead of runs.

Mr. Masefield is at pains to refute the suggestion that "boys whose work is printed in these collections will have their heads turned with vanity." I am not sure that I can accept his view, especially when the young scribes are told to join the Society of Authors lest their precious wares should be subject to profiteering. Of my own knowledge I can assure him that if heads are not turned by this kind of thing they do exhibit signs of swelling, and Mr. Masefield has unwittingly made things worse by saying vaguely that "there are at least six poets represented here whose future work will be watched carefully by lovers of poetry." Now there are nineteen "poets" represented in the volume, and it is quite certain that every one of them is secretly convinced that he is one of the glorious six. Speaking for myself, I have neither the leisure nor inclination to keep an eye on the future work of nineteen boys in the hope of discovering six poets. The task becomes truly formidable when I remember that next year there will be another brood of warblers hatched out by the editors of Public School Verse.

SILAS BIRCH.

Education.

NEW SCHOOLS FOR OLD: by Evelyn Dewey. (Dent and Sons. 8s. net.)

Porter is a tiny community in the north of the State of Missouri, near the town of Kirksville. It had one of the 200,000 one-room schools that are to be found in the States. The building was dilapidated, the attendance was unsatisfactory, the teacher was paid anything from twenty-five to forty-seven dollars a month, and never remained for more than a year, usually only for a few months. Things were as bad educationally as they could be when, more than five years ago, Mrs. Marie Turner Harvey, who was on the staff of the Kirksville Normal School, gave up her post at a great financial sacrifice, and came to Porter at fifty dollars a month, with an agreement to serve for three years, with the definite purpose of showing what could be done for a school of this type by a really capable teacher. She succeeded gloriously, and this book of Miss Evelyn Dewey—daughter of the John Dewey—tells the pleasant tale. Mrs. Harvey did not demand a new building as the manner of most is. She had to face that curious opposition that almost invariably awaits philanthropic educational reformers. Some people actually imagined that she came to Porter to make money at the expense of the poor community. So she made no demands on the school rate, but got the more intelligent parents to set themselves to work to repair and generally renovate the school building, with the result that in a few years—she is still nominally teacher there, though the public demands on her time for lectures and demonstrations make it impossible for her to do full time now—she has established a model school, and indeed a model community. Miss Dewey points to this case as an illustration of what may be done in the way of making country life tolerable. She is fully alive to the danger of the country districts being left desolate, and welcomes Mrs. Harvey's success as an indication of the lines along which the Country Life Movement in America may be most profitably developed. This handsome book does not devote the whole of its 337 pages to educational considerations, though of course these claim the greatest amount of attention. All manner of social and ethical matters get sympathetic treatment. Most English readers will be appalled at the picture here presented of the solitariness and discomfort of rural life in America. What would our one-teacher colleagues in rural schools think of their buildings being systematically used as sleeping places for tramps, whose incursions had to be tolerated because of the farmers' fear of retaliation in the way of stack and barn burning? We cannot, unfortunately, take up in detail this inspiring record of five years of uninterrupted success. Mrs. Harvey appears to be of the salt of the earth, and her experience demonstrates what may be accomplished by a single-minded person willing to give herself to a life of self-sacrifice. The "little red school-house" has become a part of the romance of American life. Miss Dewey shows what a mockery the reality so often is, and at the same time, thanks to Mrs. Harvey, is able to present a picture of its glorious possibilities. *What is and What Might Be* has had its Egeria in England. To Mrs. Harvey belongs the glory of staging the same magnificent play in rural America. The book is brightly written, though it seems to bear traces of serial publication, and is well illustrated. Its lessons are not limited to America. All who are interested in our English rural schools, or who have any interest in the *Back to the land* movement, will here find much to their advantage.

J. A.

A NATIONAL SYSTEM OF EDUCATION. (Manchester University Press. 1s. net.)

These "Recommendations for establishing a national system of education in England during the decade ending ten years hence" are from the pen of J. C. Maxwell Garnett, Principal, till the other day, of the Manchester Technical College, though his name does not appear on the title page of the pamphlet. We are so accustomed to vague generalities on the subject of educational reconstruction that we welcome this bold combination of advice and prophecy. We only hope that things will develop as Mr. Garnett foretells. The book contains an admirable coloured diagram of the "flow" type that the reader will find of great help.

English.

THE WAY OF POETRY. An anthology. John Drinkwater. (Collins, London and Glasgow.)

This is a very pleasant and interesting collection of extraordinarily varied verse. Nursery rhymes, poems by Matthew Arnold, Shakespeare, Ralph Hodgson, Michael Drayton, Harold Monro, William Morris, Pope, and many others, are mixed up on no conceivable principle that we can discover, except that the editor felt like arranging them in that order. (Perhaps the volume is none the less agreeable on account of its unexpectedness.) He has written an excellent preface.

THE GOLDEN BOOKS OF ENGLISH VERSE. Book III.: by Frank Jones. (Blackie and Sons.)

Nothing could be possibly more unlike John Drinkwater's anthology than this volume, although many of the same poems are included in it. Mr. Jones has carefully compiled a suitably graduated class-book of English verse, with his eye fixed firmly on the young or inexperienced teacher of English to whom his book would appeal. It would be, indeed, a valued friend to such a one. Copious foot-notes explain every word or phrase of doubtful meaning, and questions are even indicated which will test the pupil's understanding of the details of the poems. Most practical. Most useful. But oh! how can any man with live blood in his veins set prime class questions on "Go, Lovely Rose!" or cut up "Il Penseroso" into convenient sections interspersed with an inch or two of notes? Does he make improving remarks about the refraction of light when he contemplates a rainbow?

In "Greenwood Tales," by Dorothy King (Blackie), the story of Robin Hood is well re-told for children; very simply, and yet without sacrificing the old-world flavour of it.

"English Ballads" (2s. 6d., Edward Arnold) has a valuable introduction by Sir Henry Newbolt, and includes a number of delightful ballads, both old and new, from "The Gay Goshawk" to Kipling's and Newbolt's own. In the introduction he defends his belief in the continuity of the ballad-making spirit. "The old ballads," he says, "were before all things epic, . . . and include those simple and familiar details which keep the story alive and credible." His own "Ballad of John Nicholson" goes far to support his contention that ballads can and should be as natural a part of our life to-day as ever they were.

COMMERCIAL LETTER-WRITING: by W. M. Buss. (Longmans, Green and Co. 2s. 6d.)

This book, produced by a Natal teacher, contains little that is new to English teachers, though the writer has worked carefully and conscientiously. The weakest part of the book is the number of exercises, of which there are all too few.

W. B. YEATS—A LITERARY STUDY: by C. L. Wrenn (reprinted from the *Durham University Journal*). (T. Murby and Co. 1s.)

This little pamphlet is of some interest. As a study to be read by those familiar with the work of Yeats it should have some value, but as an introduction for beginners we fear it would be incomprehensible. The writer is clearly an enthusiast for his subject, and for that reason he may be forgiven the usual extravagances and distortions of a worshipper.

THE KING'S TREASURIES: published by J. M. Dent, Ltd. *Alpha of the Plough:* being selected essays from "Pebbles on the Shore" and "Leaves in the Wind." 1s. 9d. net.

Once again Messrs. Dent are to be congratulated on being to the fore in the production of good literature in cheap yet attractive form. If the dainty little volume before us is a fair index of the others to follow, then the popularity of this new series is assured. "King's Treasuries" are fortunate in having Sir A. Quiller Couch as their general editor, and the first fifty volumes promised contain some of the best work of living writers as well as masterpieces from the older authors. Though intended primarily for use in schools, these charming little books will assuredly be found on the favourite shelf of all book lovers.

FAIRIES AND CHIMNEYS: by Rose Fyleman. (Methuen and Co. 1s. 6d.)

Many of these fairy numbers are familiar to readers of *Punch*. Some, such as "A fairy went a-marketing," have already been set to music and sung by famous singers. Of their merit and charm there is no question. The writer has caught the very soul of childhood's fancy. Our own youngest critic never tires of listening to them, and this is praise enough. They should be known and used by every teacher of young children.

THE CHILDREN'S POETRY BOOK: by Ruth M. Fletcher. 3s.
TEACHER'S COMPANION TO SAME. 2s. 6d.
(Methuen and Co.)

The compiler writes from the excellent vantage ground of both experience and enthusiasm. She gives, as she states, not a collection of poems that children *ought* to like, but which they actually *do* like. She includes many old favourites and not a few new ones. The Teacher's Handbook, if occasionally somewhat effusive, yet has the ring of sincerity, and it must be a very blasé teacher who cannot find something of freshness in the writer's remarks.

SPLENDOURS OF THE SKY: by Isabel M. Lewis. (John Murray. 8s. net.)

The author, who is connected with the Nautical Almanack Office of the U.S. Naval Observatory, has produced a very readable and not too technical volume. The treatment is popular throughout, and the photographs are excellent. The book might well find a place in every school library, for astronomy is a subject which never fails to fascinate some pupils, and the more popularly written books are few.

LITERARY ESSAYS: selected by H. G. Rawlinson. (Macmillan and Co. 3s. 6d.)

Here is admittedly an experiment, but we think a valuable one. The writer has selected half-a-dozen essays representative of Victorian prose, though not commonly found in selections of English essays, and the reader may compare the grace of Matthew Arnold's "Wordsworth" with the matchless "Leonardo da Vinci" of Pater and the perennial charm of Stevenson's "El Dorado" and "A Christmas Sermon." The other essays by F. W. H. Myers, J. R. Green, and J. A. Froude have not so far appeared in similar anthologies, and the selection generally is so good that we wish the book had been longer; but perhaps the compiler will favour us with more. The commentaries and notes are brief, yet apt, and the book as a whole should be welcomed.

A PRACTICAL COURSE OF ENGLISH COMPOSITION: compiled by W. J. Glover. Book 1, 1s. 9d.; Book 2, 2s. (George Philip and Son.)

These two books are intended for middle and upper forms, or for central and continuation schools. They follow closely the "Reform" method of an intensive study of literary passages of standard merit. Both selections and exercises are good, and cover all the ordinary topics of English composition.

Classics.

LATIN POETRY FROM CATULLUS TO CLAUDIAN. An easy reader: by C. E. Freeman. (Oxford Clarendon Press. 3s. net.)

A volume of sixty-two extracts "mainly intended for those who have some knowledge of Virgil and Ovid." This being so, it seems a pity to include both Virgil and Ovid among the nine authors chosen, and to omit Lucretius and Juvenal altogether. Surely Statius and Claudian, who are copiously represented, stand on a much lower plane, both of interest and poetical merit, than the two great satirists. And their inclusion is the more to be desired since the ten pieces from Horace are all taken from the Odes and nothing is given from the Satires and Epistles.

LATIN ELEGIAC VERSE COMPOSITION: by Roy Meldrum. (Rivingtons. 5s.)

Those classical teachers who have the good sense and the good fortune to secure for their pupils some practice in verse composition will find this little book very useful. It contains over two hundred pieces of Latin and English verse, well chosen and annotated, and will make an excellent implement for what is in actual use one of the most stimulating and most agreeable of mental exercises.

French.

JOURNAL D'UNE POUPEE BELGE, 1914-1918: by L. Hovine. Dessins de J. Hovine. (Oxford: Clarendon Press. 3s. net.)

A very delightful book in a large, clear type and with many quaint and most amusing illustrations, eminently suitable for those fortunate little people brought up with the help of a French nurse and a French governess.

The story of the experiences of the dolls is full of humour, with many sly thrusts at the Germans, and is likely to give as much entertainment to their parents as to the children for whom it is professedly written.

History.

A SHORT HISTORY OF THE GREAT WAR: A. F. Pollard, M.A., Litt.D., Fellow of All Souls College, Oxford, Professor of English History in the University of London. (Methuen. 411 pp. 10s. 6d. net.)

This is the first attempt by a competent English historian to tell the history of the war, and it is not likely to be bettered for some time to come. Prof. Pollard has not only written a lucid and readable account of the campaign on land and sea, but he has contrived to deal with diplomatic events and with the chief political changes in the belligerent countries, and added a chapter on the Peace Conference. Nor is the book mere narrative; it is enlivened by the trenchant yet reasoned criticism which we should expect from him. The events are too recent and our knowledge too imperfect for a historian of the war to hope to rise above the level of honest journalism, and Professor Pollard neither bows to the idols of the crowd nor professes "le désintéressement des morts." This is his picture of the Premier. "He was the very embodiment of an emotion that was not overburdened with scruples, and of an impulse which hardly troubled to think. He imported the temperament and the methods of the religious revivalist into the practice of politics, and he enlisted strange allies when he found a vehicle for his patriotic fervour in the language of the prize-ring. He prided himself on his aptitude for political strategy, and professed a sympathy with the mind of the man in the street which was keener even than that of Lord Northcliffe. His views were always short-sighted, and he had the most superficial knowledge of the problems of war and politics." Yet "the man in the street really believed that after the change of Government the war would be won, and subscribed with enthusiasm to a 'victory' loan calculated to finance a triumph in eight months. Cooler observers discerned a solid advantage in a Prime Minister who could minister at once to the public demands in the rival spheres of speech and action, who could appease with words the popular clamour for the moon, and yet be guided by others into the mundane paths of practical common-sense."

In a second edition a chronological table of events would add to the usefulness of the book. C. H. C. O.

MODERN INDUSTRIAL HISTORY: F. R. Worts, M.A., Senior History Master, Bristol Grammar School. (The New Teaching Series. Hodder and Stoughton. 248 pp. 4s. 6d. net.)

This volume is designed primarily for use in the continuation schools. Starting with a survey of the industrial and social life of England in the Eighteenth Century, it goes on to deal with the industrial and agrarian Revolution, and with the development of industry, commerce, finance and transport since that time. There are also three interesting chapters on the "Romance of the Mine, the Railway and Shipping." Mr. Worts writes a simple, if undistinguished style, and in the hands of a capable teacher, or used in conjunction with a more philosophic treatment of the subject, such as Professor Macgregor's "Evolution of Industry," in the Home University Library, his book should be well fitted for its purpose. Without such guidance some of his statements would be misleading. "The wealthier a nation is the greater it is; for wealth brings power." (Mr. Worts nowhere discusses Ruskin's famous definition of wealth.) Industrial history is, "if rightly understood, the only true history of the people themselves." (Have the people, then, no share in art, religion and science?) With the revolutions in industry and agriculture during the eighteenth century, "the break from the past was absolute." (This is a quite unhistorical statement, as may be seen by consulting Professor Ashley's "The Economic Organisation of England.") C. H. C. O.

THE TEACHING OF HISTORY: by E. C. Hasluck. Cambridge Handbooks for Teachers, W. J. W. Adamson. (Cambridge University Press. 121 pp.)

"History is perhaps the most difficult of all the subjects of the school curriculum to teach with effect," Mr. Hasluck truly observes. And we must not be hard on him, careful and conscientious teacher as he is, if he seems a little uncertain as to the object of it all. His "Introduction" emphasizes the importance of investigating social evolution, and he then proceeds:

This is the main reason why we should teach history in our schools. It adds to our knowledge of the existing state of the world, a knowledge of the way in which human society and institutions have grown up, a knowledge without which a modern education can hardly be said to be complete.

This cryptic remark still leaves the inquirer wondering why the history is necessary to the completeness. Mr. Hasluck is more

definite in his rejection of certain "false and shallow justifications of history":

A school history-course does *not* provide a training in citizenship; it does *not* constitute a course of training in the study of human nature or applied psychology; and it does *not* make a suitable basis for ethical or moral instruction.

We must leave Mr. Hasluck to defend this negative thesis against (to take but one example) the very considerable mass of people who treat the Biblical history as a basis for moral instruction. They will give him a lively quarter of an hour. Meanwhile we prefer, in a more pacific atmosphere, to commend the methodical patience of his suggestions. He has excellent ideas to offer as to Historical Exercises (imaginary letters and speeches, maps, etc.), Study of Sources (Domesday Book, Chaucer's *Canterbury Tales*, Napoleon's *Correspondence*, etc.), Dramatisation, Local History, European, and Recent. In a chapter on "Allied Studies" he indicates ramifications:

The discoveries of Kepler and Galileo had not a little to do with the promotion of distant exploration and with the spread of the Protestant Reformation. The physical features of Great Britain vastly affected the course taken by the Anglo-Saxon conquest. The discoveries of Watt and Stephenson were the mainspring of that Industrial Revolution. The climate of Russia was the decisive factor in Napoleon's Moscow campaign.

And, of course, Mr. Hasluck does not forget the literary correlations. The last word in his very helpful manual is the rather ominous *Cavendo tutus*, the motto of "one of our ducal houses"; and those of us who wickedly yearn for a little more dash and imagination in Mr. Hasluck's programme will be kept in awe by the Duke's motto. F.J.G.

A SHORT SKETCH OF EUROPEAN HISTORY: by H. E. Marshall. Part I. From Fall of Roman Empire to Reformation. With 12 page maps. (Black. 243 pp. 5s. net.)

Without any pretence of novelty of information or freshness of view, Mr. Marshall manages to present a very readable story. He succeeds in his intention to avoid the usual fault of histories of Europe for young pupils, namely, gross overcrowding of details. In sections headed with bold Clarendon type he tells the salient stories of Belisarius, Moors, Pepin, Northmen, Saracens in Sicily, Hildebrand, Crusades, Barbarossa, Louis XI, Ivan the Terrible, etc. Dialogue and exclamations brighten the narrative, for example:

The last Moorish king gave up the keys of the Alhambra Palace to the conquerors. Upon a hill above the city of Granada he drew rein, and with tears in his eyes turned to look for the last time upon his lost capital.

"Yea," cried his mother scornfully, as she watched him, "weep like a woman for the loss of thy kingdom, since thou couldst not defend it like a man."

Crushed by his foes, despised by his friends, the Moor bowed his head, and rode forth into exile.

A page is given to the martyred Giordano Bruno—a figure often enough neglected by far more stately recorders than Mr. Marshall. The book is quite interesting, even though it has no pictures. F.J.G.

Geography.

CAMBRIDGE COUNTY GEOGRAPHIES. 1.—Caithness and Sutherland; 2.—Kirkcudbrightshire and Wigtownshire. (Cambridge University Press. 3s. 6d. each.)

Scotland is receiving ample treatment in the later volumes of this well-known series. The two before us are fully up to the standard of their predecessors. As something more than guide-books, if less than treatises, they are valuable compendiums both for the student and the general reader.

THE NEW WORLD GEOGRAPHY SERIES. *The Reason-Why Geographies.* Book 1.—England and Wales: by T. W. F. Parkinson. 2s. 9d.

This book is something more than a "reader," and yet it is not overloaded with information. We do not like the "reason-why" title, for our "reasons" in this subject are frequently very thin, and our "causes" all too superficial. The book is, however, as good as most of its kind, and, used with a good wall-map or atlas, should fulfil its compiler's aim.

(Continued on page 528.)

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Education.**The Inwardness of the Doll.**

Miss Margaret Swanson, a recognised authority on Needlework, especially on its art and craft side, has just produced a third book ("Needlecraft for Older Girls": Longmans, Green and Co., 7/6 net) on this subject, in which, while advancing her ordinary views, she launches out into a minor treatise on dolls and their function in adolescent life. The whole of the third section of the book is taken up with this subject, and the plain reader is considerably surprised at the views she expounds. Most of us have the idea that dolls are one of those childish things that we put behind us when we cease to be children. But Miss Swanson finds that adolescent girls, and young women beyond that stage, have a strong liking for dolls and all connected with them. Wifehood and motherhood appear to cast their shadows before, and the doll habit obviously implies more than meets the eye. Miss Swanson writes with reticence, but between the lines one cannot fail to read meanings that must rank as esoteric. She quotes with approval the following passage from Francis Thompson's "The Fourth Order of Humanity": "In the beginning of things came man, sequent to him woman; on woman followed the child, and on the child the doll. It is a climax of development; and the crown of these is the doll." With this we are left planted there, unless we can extract from Miss Swanson's somewhat cryptic writing the hidden meaning that without doubt is implicit in the text. She has, however, such a practical turn, that it is difficult to believe she is retaining any mystic theory for the inner circle of her disciples. Yet when we compare what she says in her Foreword about the individual racial characteristics of self-preservation and self-perpetuation with certain illuminating remarks in the text, we cannot but see that full account is taken of the racial life force and its mysterious ways of manifesting itself. A little consideration is enough to make us realise that it is the most natural thing in the world that the doll should figure prominently in the expression of this life force. Indeed at first sight it might appear that the best thing would be to let loose a psycho-analyst on the contents of this book and get him to bring to light all its hidden meanings. But at once a difficulty appears; for if ever there were a case in which the Freudian Censor should consider that his functions were specially called for it is here. And yet, Miss Swanson's evidence is that older girls are unashamedly interested in the making and dressing of dolls. One is puzzled, and on enquiry—very judiciously conducted you may be assured—one hears disconcerting stories about women long past the stage when they may be reasonably called girls either old or young, still retaining their interest in dolls, and even harbouring a doll or two on their own account in an old cupboard or in a corner of a bookcase. It is true that in these cases the censor is placated, as there is usually somewhere in the neighbourhood a child or two of doll age, who supply a sufficient secondary reason for the reserve doll. All the same, there appears to be a justification for Miss Swanson's contention, and it would certainly be worth her while to look into the matter, and see if something more cannot be made of it.

It is the first time that the doll has appeared as a dynamic force in education. It is true that some of the early promoters of child study instituted a few frivolous investigations—carried on with great solemnity—into children's preferences in the way of doll material—the colour of doll-eyes, and other superficial matters. But there is more in it than that, and Miss Swanson obviously knows that there is. The coloured frontispiece is undoubtedly symbolical, and the sketches in the doll section seem lacking in point unless there is more in them than meets the eye. Certain letters written by young people are introduced too without any very clear indication of why they are there. Reading these in the light of certain cryptic remarks about names and initials one has an uncomfortable exoteric feeling that other people know more about these things than we do.

Section IV of the book continues the mystification. "Kists" and "providings" and "bottom drawers" all have their meaning no doubt, and we have a strong impression that all this psychological matter needs working out, that, in fact, the author has at her disposal a mass of material that it would be well worth her while to elaborate before somebody else comes along and steals her thunder. No doubt merely as needlework the book is excellent as it stands, and Miss Swanson and her illustrator, Miss Pilkington, are to be cordially congratulated on the high quality of their work.

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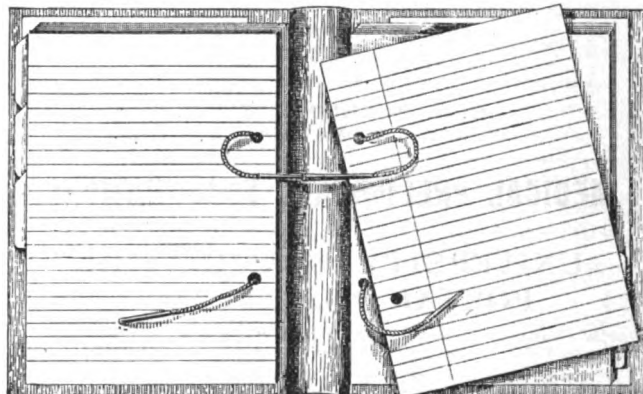
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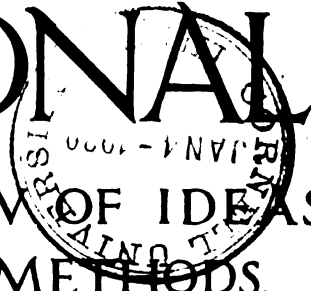
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2nd November, 1920.

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Director of Education.

6th November, 1920.

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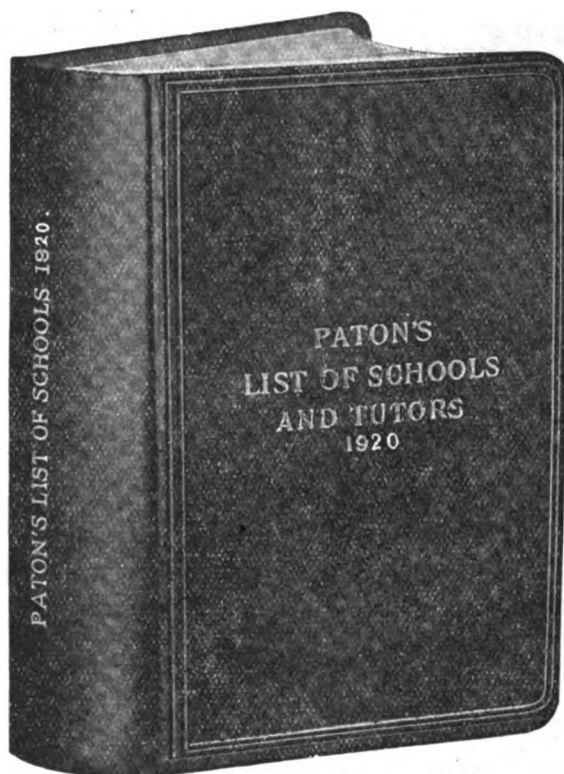
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A REVIEW OF IDEAS AND METHODS.

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NOTICE TO READERS.

Our January number will be the first of a new volume and a good starting point for new subscribers. It will contain many attractive features, including verse by Mr. John Drinkwater, and a special supplement by Mr. J. H. Simpson, author of “An Adventure in Education,” on “Public School Athletics.”

The Index for 1920 is in the press and will be sent to subscribers on request.

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.

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NOTES AND COMMENTS.

Our Economists.

It is becoming more and more clear that we are to have a big attack upon the Education Act of 1918. It is well known that the Continuation School clauses were never liked by certain prominent men in the commercial world. To many of the smaller men education itself is anathema, as helping to make “labour” independent. The failure of the Government to reduce national expenditure has given a chance to the reactionaries, and they are further helped by the rising rates. Gaining courage from each other they are becoming voluble in their denunciation of the Act and urgent in their demand that its operation shall be deferred to a more convenient season. That section of the daily press which represents and is controlled by “big business” is giving full publicity to the demand, and we are once again invited to consider with pity the case of the poor widow, that familiar and doleful figure which is trotted out to oppose every project of reform, whether it concerns income-tax, death duties, land reform, or education. The trouble with the reactionaries is that they persist in regarding education as a luxury, something not intended by Providence for the use of working people, any more than are motor cars, pianos, or fashionable restaurants.

The Official Attitude.

The present House of Commons is peculiarly sensitive to the demands of “big business,” and in any case it is folly to expect courage from a Coalition. Hence it is not surprising to find the Leader of the House of Commons visibly shrinking from the enemies of the Act and timidly holding out the hope that its operation will be deferred. One interesting proposal, not yet propounded in Parliament, is that we should close down two or three of our Universities. Doubtless the Government will be ready to consider this proposal, unless somebody reminds the Cabinet that the Universities are in the nature of a key industry, and that during war-time they may turn out to be no less valuable than dye factories. This reminder might be extended to cover the recent case of the researches in Sheffield University whereby there has been discovered a method of producing silver-plated goods far more rapidly and with less labour than formerly. Where places of education produce a cash return they may perhaps be allowed to survive. But what of those which cannot show a cash dividend, and instead of electro-plated goods are able to offer nothing more than polished minds and well-formed dispositions? Have these things no value? To those who are able to see, they are the only things which will serve to protect a modern community from the evils of anarchy. The greatest danger which threatens England to-day is the ignorance of her people, which makes them the ready prey of the eloquent time-server in politics and of the loose thinking and insincere newspaper scribe.

American Education.

Sir Philip Gibbs is a clever journalist, but during his trip to America he appears to have been sadly misled. He writes of the American system of education thus:—

“ I must say that I was overwhelmed with admiration for the American system of education. England lags a long way behind here, with its old-fashioned hotch-potch of elementary schools, Church schools, “academies for young gentlemen”—the breeding ground of snobs—grammar schools, and private, second-rate colleges, all of which complications are swept away by the clean simplicity of the American State school, to which boys of every class may go without being handicapped by the caste system which is the curse of England.”

It is true that children *may* go to the public schools in America just as in England they *may* go to the public elementary schools. Sir Philip Gibbs apparently does not know that there are thousands of private schools in America, that there are seven grammar schools dating from the 17th century, thirty-seven dating from the 18th century, and over 100 which were founded before 1850. In the handbook entitled “ American Private Schools ” this passage occurs: “ The public schools supply an education in which organisation, system, bricks and mortar play a large part and in which personality, individual interest, does not and cannot very largely enter.” This American view may be set beside that of Sir Philip Gibbs.

Sight Singing.

On another page we print an important memorandum in favour of the teaching of sight-singing in schools and colleges. Certainly there is much to be said for placing the reading of music in a position similar to that occupied by the reading of printed words. The difficulty is that music symbols of themselves convey little meaning to the mind unless they are supplemented by an attempt to render them as sounds. Unpractised readers of ordinary prose sometimes have the same difficulty, and one may see the farm labourer mumbling the words of his newspaper as he reads. Another difficulty is that music in its written form is very complicated for the child. Yet the form is conventional, as it is universal, and it cannot be changed without a world agreement and a vast disturbance of existing interests. Special systems of notation, however excellent in themselves, have the great drawback that they do not lead to a direct understanding of the standard system, but approach it by a devious route, and the pupil often stops short at the special system or finds himself hampered in reading the staff because he feels impelled to translate the symbols, first into the special system and then into the sound, instead of passing to the sound directly. Many devices for teaching the standard language of music have been tried, but for the most part they have the defect that they merely interpose an obstacle between the pupil and the language of music—instead of providing a smooth path. They are, in fact, short cuts which never bring us home.

Free Secondary Schools.

The proposal that State secondary schools should be free finds support, as a “ prospective policy,” in the Report of the Departmental Committee on Scholarships and Free Places, and is arousing widespread attention and some signs of opposition. There are no signs of any disposition to examine the principle involved. This is to be regretted, since it can hardly be denied that our free public elementary schools are commonly regarded as a provision intended for the poor and therefore to be avoided by people who wish to rank as “ genteel.” The penalty for being genteel in this sense is that the parent pays in full for the education of his own children and pays in part for the education of his poorer neighbour’s children. He is prone to resent this state of things and to become a hostile critic of the education rate. The resentment thus caused finds expression at meetings of Education Committees and Town Councils, where the members for the most part make no use of the free schools which they control. It is worth while to consider whether we could not remedy this state of things by an extension of the principle, already recognised in the Income Tax assessment, whereby parents receive a monetary grant. Let the State determine how much it is willing to pay for the education of each child at each stage and let it then credit the sum determined to the parents, requiring from them satisfactory proof that the children are under efficient instruction, but leaving them to choose the school and to supplement the grant if they wish. This plan would turn the corner of the “ religious difficulty.”

John Amos Comenius.

Two hundred and fifty years ago, on the 15th November, 1670, there died in Amsterdam John Amos Comenius, or Komensky, the Bishop of the Moravian Brethren, after a life of nearly seventy-eight years, during which he encountered every bitterness of thwarted hopes and defeated aims. To-day the State of Czecho-Slovakia stands among the nations of the new Europe and the work of Comenius has been specially commemorated in Holland by celebrations and lectures in Amsterdam and elsewhere. So does time bring redress, exemplifying Browning’s line: “ There can never be one lost good.” For us in England Comenius has a special interest since he lived here for nearly a year from the autumn of 1641, and was a friend of Hartlib, to whom Milton addressed his “ Tractate on Education.” At Hartlib’s house in Drury Lane Comenius met men of influence and learning who were ready to further his project for a Universal College or “ Solomon’s House,” wherein *pansophia* might be pursued on the lines suggested by Bacon in the “ New Atlantis.” It was suggested that in London the Savoy or Chelsea College, and in the country Winchester College, would be suitable institutions wherein to start the movement. The Civil War soon made the project impossible, and Comenius went to Holland and thence to Stockholm, where he was engaged by Oxenstiern to remodel the school system and to prepare text-books on Latin. Throughout the wanderings which followed his exile from Moravia Comenius tried to keep his people together and to maintain the national spirit. After 250 years his work shows signs of bearing fruit.

Spirits.

The calibre of some of our economists is illustrated by the objection raised by a gallant colonel in the House of Commons to the proposal to build a room behind the National History Museum for the housing of certain specimens. These particular specimens are preserved in spirit, and their presence in the main museum involves risk of fire. The building has been delayed for several years, and at present prices will cost about £75,000. Until it is built the work of students is considerably hampered. Nevertheless our gallant economist wants it postponed. The day which brought the news of his agitation brought also the special report of a Select Committee which revealed the fact that on one single transaction the Ministry of Munitions allowed £100,000 of public money to be wasted. A zeal for public economy is admirable, but it should be properly directed and not be confined to educational expenditure.

DAN TO BEERSHEBA.

A panelled class-room in years gone by
Held round-faced youngsters perhaps a score ;
Some found work "intrusting"—far from dry,—
Some voted Scriptural maps a bore,
(And as for Dan or Beersheba blow !
Old Moses *might* go to Jericho).

The least attentive of all the lot
Seemed Heyworth ii of dreamy gaze ;
His liquid orbs would regard a blot
As though entranced, or with glad amaze
Observe a house-fly that preened its wing.
(He'd muse for hours over anything.)

And here to-day in the quiet room,
As still and sunny as ten years back,
And I, beholding a figure loom,
The doorway filling, my old brains rack.
Who can it be ? For they grow so tall
One can't remember them one and all.

And yet . . . familiar the soft brown eyes
Amused yet pensive. "Why, dear old boy
"I'm glad to see you ! You are a size !"
He gripped me ; noticed my stale employ,—
Scriptural Atlases. "Sir, d'you know
"I'm just come home from old Jericho ?

"It does feel queer when you come to think
"Of the scribbling books, and the names we wrote ;
"The magic words, and the blots of ink ;
"The golden glamour that seemed to float
"O'er Jerusalem . . . holy . . . stained . . .
"(I've seen it !) mystical . . . all undrained."

CELIA HANSEN BAY.

UNIONS — AND UNION.

BY C. W. P. ROGERS.

If one were to name the dominant characteristic of the scholastic profession to-day, an honest statement would necessarily be, I think, "an atmosphere of suspicion." It is not merely the internal jealousies and schemings that are evident in nearly every staff. Those in our delightfully constituted modern Society seem to be mere normal appendages of any corporate life. There is far more than that. Assistant masters suspect headmasters of always trying to work to their disadvantage ; headmasters suspect assistants of being disloyal and of persistently endeavouring to undermine their authority ; the men suspect the women of deliberately "blacklegging" ; Masters' Associations suspect Mistresses' Associations of dark designs because the policies of the latter are not in line with their own ; the elementary and secondary bodies suspect one another ; and all join in suspecting education authorities of machinations against the welfare of the profession and a desire to utilise all their opportunities for the purpose of self-aggrandisement.

That there is a certain amount of justification for this it would be stupid to deny. There are queer assistants ; there are queer heads ; there are queer governing bodies ; there are queer education committees. Queer, indeed, is in many cases a euphemism. But the great—and the removable—cause is the aloofness of the various sects and groups. And the supreme tragedy of suspicion is that it feeds upon itself. If it would but gorge itself to death one would not mind so much. Separation creates suspicion ; suspicion intensifies the separation ; and from the wider separation a deeper suspicion springs.

It is of course a characteristic of the times. Nation suspects nation of designs upon its trade and political power. Labour suspects Capital and Capital Labour ; while in the Labour organisations themselves the men suspect their leaders. The Government, the controllers of commerce and industry, the manufacturers, the wholesalers, the retailers, the producers, look upon one another, and are one and all looked upon by the consumers, with the bilious eyes of jealousy and suspicion ; and where definite malpractice is not presumed, they are suspect of an evil intention which only lack of opportunity prevents from fructifying. Even the Church, with its conservative tradition, lies suspect, through the Enabling Bill, of a desire to undermine the national constitution.

But that this attitude is characteristic of the times is the greater reason why we as educationists should fight it and drive it out. Education should be above and before the times. For us it should be no light matter—and yet I greatly doubt if it is realised even by

many of ourselves—that the children are being reared, in the home and in their general social life, in an atmosphere of suspicion and discontent; in an atmosphere where “profiteer,” “wangling,” “strike,” “cushy job,” and the like, are part of their normal vocabulary, and the ideas which they connote become a part of their mental habit; where the many restrictions and regulations in the ordinary matters of life are often but incentives to the early development of “sharp practice”; where the difficulty of obtaining customary comforts (and even necessities), the prodigious drain on all incomes through taxation and inflated prices, the fall in the value of the currency, serve only to accentuate the struggle for self and class existence which is one of the most powerful disintegrating factors in modern society. The children are being raised in a world which derides public and commercial morality, to accept as normal a state of affairs which finds no place for sincerity, singleness of heart, honesty of purpose, altruism, and the unity of effort that seeks the greatest good for the greatest number.

What are we doing to combat these things? Here is a work of real patriotism. Yet how many of us, even in our Associations (perhaps still more so there) act as though we alone are the folk that matter! There is, indeed, grave danger that we lose sight of our true purpose—the welfare of the children, and through them, of the State—in thinking too much of ourselves and of the position, influence, and dignity of our particular sect. We personally do not matter. The Headmasters' Conference does not matter. The N.U.T. does not matter. The Assistant Masters' Association does not matter. But education does. If all these and kindred bodies mutually assisted one another, not only willingly but anxiously, towards the common end, their separate existence would be well enough. But too much of the energy of our sectional associations is devoted to conserving the rights and safeguarding the position of their particular members. Even where there are abuses to be redressed or grievances to be met they often seem to be anxious to gain the pitiful “kudos” attaching to their being the agent of success, rather than desirous of combining for the common weal. What *does* it matter? If we do gain some great end by our own unaided efforts (which is more than doubtful) the mere glow of satisfaction at the means, as distinct from the end, isn't going to count for much; while it is mighty poor consolation to realise, if we fail, that we have failed on our own demerits rather than succeeded by the assistance of someone else's merits.

Then why, in the name of all that is astounding, should the so-called “Four Associations” remain aloof and utterly distinct? And why should the Secondary Branch of the N.U.T. on the one hand, and the purely Secondary Associations on the other, carry on as though they were two great political parties each striving to circumvent the other and to gain precedence and power? Each side is to blame; on both hands suicidal and homicidal jealousy and suspicion are rife. Yet what matters it whether the planting and watering be by the hand of Paul or Apollos—or, indeed, any other?

Have we a common end or haven't we? Are we leaders and formers of public opinion, or aren't we?

If we are not, we ought to be. We are, without undue boasting, an intellectual class, as intelligence goes in England. We are—I speak generically—a moral class. Our particular place in the national life is to cultivate the brain and moral fibre of the country; to train the ability for clear thinking, and to stimulate the desire to apply that thought to moral ends—moral, that is, not only socially speaking, but politically, economically, industrially, and commercially.

Yet how can we create such an outlook and achieve such a purpose in those whom we instruct, if in our private and professional affairs our habitual mental attitude be one of suspicion and distrust, if each of our organisations looks askance at all the rest? There are, I agree, arguments for the retention of our sectional Unions, but outside and beyond all these we want *Union*. And I treasure the hope that at no very distant time we shall see, for example, the N.U.T. and the great Secondary Associations working in close touch and in harmony. What we want is to break down the stupid artificial barriers between secondary and elementary, head and assistant, teacher and education authority, and to realise a great corporate brotherhood. If it be the leaders who stand in the way then the rank and file must rise to the occasion and guide events.

“Oh, yes,” I can hear, “we have had these federations, these joint bodies, before. And they have come to nothing. They always fail, and always will. You never can get the different sections to work in harmony.” That, of course, is sheer nonsense. I have no patience with people who speak of inevitable failure. What form such unity of effort should take is a question for discussion. There is, for example, no reason why in every county in England a council should not be set up, including headmasters and headmistresses, and assistant masters and mistresses, of all types of secondary and elementary schools; and also including members of, or else keeping in close and continuous touch with, the local education committees. The latter point, of course, is vital. “Impossible!” you say. “Absurd!” *Experientia docet*: and I can furnish an actual example of some such body which meets regularly and is a real living force in the educational work of the district which it serves. The only embargo laid upon it (and this was done by the professional members and not by the education authority) is that the word “salary” shall never be mentioned!

Can we not meet round some common table—not a specially chosen group charged to deal with a particular problem and then to be dissolved, not with a flourish of trumpets to draw the world's attention to an epoch-making event; but in the mass, and in the ordinary way of professional life? There are common abuses to be remedied. There are great educational principles to be considered and established that affect us all. The time is ripe for unification, *if only we can get into the temper that is eager to seize the opportunity*. The profession is in a stronger position than ever before. Authorities are more sympathetic towards us, the public more keenly interested in our work. Together we may do great things, not for ourselves alone but for the country. But no more perfect weapon for combatting progress was ever devised than aloofness and suspicion.

VOLUNTARY DAY CONTINUATION SCHOOLS.

The Difficulties of Organisation Due to Industrial Conditions.

(By JOHN STOTT, Headmaster Leigh Technical School.)

[NOTE.—The following paper is based on experience in a school of 320 boys from spinning mills, weaving sheds, tramway and engineering works, and coal mines, at Leigh in Lancashire. The school was opened in November, 1919.]

DIFFICULTIES of organisation due to industrial conditions chiefly fall upon the employer. They are caused mainly by the shortage of boy labour, and if this were abundant there would be little trouble.

Assuming that the arrangement is that one-fifth of the boys should attend each day then almost all the difficulties will be met by the engagement of that number of extra or spare boys to take the place of those at school. It would then be necessary to open school on Saturday morning in order that this surplus on that day might be occupied.

I have not found a single employer, whether in mining, engineering, spinning or weaving, who would accept a scheme for attendance in half-day relays. Therefore I have nothing to say about the difficulties of this half-time arrangement as adopted by the London County Council in their compulsory scheme, because it does not appear to me to be practicable in Lancashire.

Under the full day and every fifth Saturday morning arrangement we are able to shorten the afternoon hours a little, and though it entails attendance on Saturday mornings, yet it gives a small relief to the other days and so makes the work less arduous.

Attendance from 8-30 to 12 and 1 to 4 is trying enough. Anything beyond 4 o'clock is a weariness both to teachers and boys. Each boy thus gets 7.1 hours per week, so that if the school meets for 45 weeks this gives us 319.5 hours, say 320 hours, a year.

Under this arrangement the apportionment of time to the various subjects on the time-table becomes a matter for the consideration of the staffs of the schools and opinions will differ. I do not think this matters very much providing the general view is taken that the object of the school shall be to give a sound general basis for future study and to steer clear of vocational bias. Whatever time-table we adopt, within the hours laid down, we shall find that we have not enough time at our disposal.

The chief trouble will be the holidays. Here industrial conditions do step in. We have to remember that a day continuation school holiday is only a holiday for the teachers unless it coincides with the local workers' holiday. It is seldom that these local holidays exceed a week, so that if you give the ordinary summer school holidays of a month as in elementary schools, the boys put in three extra days at their employment and a few an extra Saturday morning. If you give the secondary school holidays of six or seven weeks then things are worse. As a matter of fact, most of the boys regard the day at school as a holiday. It feels such to them even though they may work hard at their school tasks. So we have the paradoxical state of things that to give a holiday at school is to take away a holiday from the boys.

The conditions of industrial employment demand short holidays, and the ideal arrangement would be to have no school holidays except the works holidays. Whenever the mill is working so must the school be working. Can we

arrange this state of things? The nearest I have been able to do at present is to close for two weeks at Christmas, one at Easter, and three at Midsummer, together with a three days local holiday in September. We have no Whit-week holidays at Leigh. This gives less than seven weeks for the year, which will never suit the teachers. Consider the ordinary secondary school holidays, which amount to thirteen or fourteen weeks.

When people complain that teachers' holidays are too long the defence is easily made that the holidays are for the children and not for the teachers. But here the holidays are for the teachers and not for the scholars. Hence it follows that the holidays for continuation schools will have to be shorter than those of whole-time secondary schools, and teachers may be difficult to obtain. However, there is one way of overcoming this and that is to give the normal holidays to the teachers in relays and to supply extra staff.

The Leigh school was given three weeks holiday, of which the middle week was a local holiday, so that the boys were only deprived of two weeks at school. All the teachers (except one) had the six weeks' holiday at Midsummer by our engaging a whole time man for four weeks and a part time man for about thirteen weeks and by the remainder of the staff doing extra work. It was a great strain on those remaining on duty and the changes of teachers in classes and the presence of temporary teachers were not conducive to the best work. A teacher of English subjects taking mathematics, and a science man taking drawing are not satisfactory arrangements. This broken time-table extended over 13 weeks, and even then was not carried out completely, for it was not thought desirable that the headmaster should be away from school and so this one teacher was allowed only the three weeks' holiday.

Apart from the special treatment meted out to myself by myself, I do not like the arrangement. I do not like this thirteen weeks of changing time-table and of teachers changing subjects. Moreover, it is not capable of national application. When the whole system of continuation schools is set going where are the holiday teachers to come from. The chief source of supply would be needy University students who wanted to earn an honest penny to help them along. This we should not like unless a system of supply teachers is organised under a wide authority.

It seems to me that teachers of day continuation schools must expect shorter holidays at Midsummer than their colleagues in the secondary schools.

I feared a long absence of the boys from the school. I looked for deterioration in the hard-won improvement in knowledge, manner, cleanliness and health. It was much less than I expected, although another week or two might have accentuated the tendency very much.

The next difficulty is the time of leaving and entering school. As the boys up to 15½ years of age were allowed to enter these began to leave after six months and after June the loss was rapid. During the week ending February 20th there were 300 boys attending. There had been little loss since November, when the school started. During the week ending August 13th there were 246 in attendance and it has kept to that number until lately. Other employers coming into the scheme have restored the numbers. This trouble will not be felt to the same extent when the Act comes into force, since leaving times will be fixed—at any rate the numbers of boys reaching 16 and leaving and of boys reaching 14 and entering will be about equal, but until the Act comes into force we shall have the boy leaving at the end of his sixteenth year to the day and then what about the new boy? If you are not prepared to take a boy as soon as he starts work, at any time of the year, your school will go down steadily. Seeing that we limit our classes to 25 one does not like to see that, so I take a

boy any time, and now he is usually 13 or 14 and fit only for the lowest class. The consequence is your lowest class gets larger and your highest class smaller until the first is unwieldy and arduous for the teacher and the latter gives a comparatively easy time to the man in charge.

Moving up a few at a time gives the old trouble, and the reluctance to do it has been the cause of the marking time evil. I have come to the conclusion that I shall make a general move twice a year. I am making one now. The highest class will be filled quite to its full capacity and the lowest kept small. The former will gradually diminish and perhaps never be too small and the latter will gradually fill up. I hope to put up about half of each class, and the upper class will be worked in two sections in some subjects—drawing and mathematics for example.

These are the chief difficulties that influence the organisation of the school, but there are others that chiefly concern employers. These must be taken note of and dealt with as sympathetically and helpfully as possible.

Our school at present being voluntary, one might say that employers have the matter in their own hands, and may do as they please with the boys. That is true enough, but they feel in honour bound to carry out their engagement to send the boys, nor will they do anything likely to hurt the school. We must therefore be ready to do now what will be unnecessary when the Act is in force.

Collieries have no difficulty, nor yet the engineering shops or tramway works. This is largely because these boys have no special jobs that may be delayed by their absence. It was delightful to hear these people say that sending boys to school "did not upset them at all and they were very well satisfied, any inconvenience being balanced by improvement in working capacity."

The colliery people said they had no special difficulty and they did not seem to anticipate any when the Act comes fully into force. The collieries can get as much boy labour as they like to engage.

In mining there are three shifts, 7 to 2, 2 to 9, 11 to 7. There obviously is no difficulty in the first case and little in the second, also there are few boys in the second shift, and in the third hardly any that are under 16.

For example, at one large pit there were no afternoon or night boys under age and at another pit three only working from 2 to 9 and one at night. Very seldom is a boy engaged between 11 p.m. and 7 a.m.

Generally there are plenty of boys about a pit, but if there should be one short for a special job then a man is put to it.

The weaving sheds here tell the same story. There is no difficulty, but the spinning firms have many troubles. Most of these turn on shortage of labour. If these one-fifth extra boys could be secured nearly every difficulty would be overcome.

The spinning mills are, however, very short of boy labour just now, and things get worse rather than better. The trouble has been slightly accentuated by a new factor. A boy cannot leave school and start work in the mills except at the end of the quarter, but he can leave the mill at any time. So towards the end of the quarter the mills suffer more than at the beginning. The chief trouble of the cotton mills is that boys leave at 15 to go to the collieries. The higher pay is the attraction. A scavenger boy in the mill will get 27/2 at 14 or 15 years of age. In the pit he will get 37/9. Hence at 15 many go off to the pit. Also some of these boys, even at 14, become half piecers and then get 36/9 a week, and others even before they are 16 years of age become piecers and get £2 6s. 4d. a week. You will see that in a spinning mill a boy has quite an apportioned

task. The minder, piecer and scavenger have to keep a pair of mules going. If the scavenger is away and there is no substitute provided then his work has to be done by the other two. This extra work varies. If fine counts, say 70's, are being spun it is less than at 36's. The latter sets bobbins in three times for the other once. Also, he has at least three times as many breaks and a greater danger of spinning single threads, with consequent loss of time and waste. Generally there is a likelihood of decreased production and less wages for the minder and piecer in spite of the fact that they have not to pay the scavenger. Besides this, and perhaps more serious, is the fact that the two remaining at work are more tired, and we know a spinner under ordinary conditions has to expend a lot of energy.

If, however, the boy who has to leave the mules to go to school is a half piecer or a piecer, then the matter is worse. It is skilled labour and at the best only an inefficient learner can be put on. There is the high wage, too, but the master says nothing about this. There are six boys coming to school from one firm of spinners that are paid £2 6s. a week, and their places have to be filled by inefficients. Then epidemics of illness are a great trouble. This week one mill has two minders and four creelers off ill and still sends the boys. The troubles have been accentuated by the attempt to exclude girls from the spinning mills. This is being done very largely, and all agree that the spinning room is not the place for girls. One firm got rid of fifty during the last month, but the manager says that if the shortage of boy labour continues then the girls will have to come back. Yet so loyally have the spinning firms acted generally that from six firms sending 165 boys there is a diminution of 21 only from the number sent last November.

I have agreed that when they are in real trouble with little piecers or piecers that ought to come to school and no satisfactory substitutes are available that these should be kept at work, but never two weeks together, and this agreement has not been abused. I cannot speak too highly of the way in which both masters and men have kept to their word. Only one spinning mill has failed, and this almost utterly. A promise was made to send all the boys as soon as possible; fifteen were sent at once, and five only now remain on the books. They say they suffer from "Colliery Fever" more than any other mill because they are near the pits. However, the chief member of the firm is looking into the matter, for he is puzzled to know how one firm can send over sixty where he can only send five. I fear he may not be getting the unselfish support from the minders and overlookers that is smoothing over difficulties so well at other mills. These people have a great say in the matter. If you can speak to them personally you generally win your case, but you cannot easily get at them.

In some mills and sheds a special task is given to a boy on at least one day in the week and that is the cleaning of machinery. In a cotton spinning mill this is usually Friday. The consequence is that if a boy attends school on Friday all the year round he never cleans a mule and really misses an important part of his artisan education. It is a grievance and must be met. The only way I can see is to change the boys' days of attendance at regular intervals, say once each quarter. This will be a trouble and the registration presents difficulties. However, I am going to try it at Leigh and see what comes of it.

When the Act comes into force there will be loud complaints. Those firms which are facing the difficulties now will have one advantage over the beginners, and that is they will have in their employ a healthier, happier, more intelligent and sprightlier set of boys, and this will tell greatly on the work in the following years. The testimony is quite unanimous to the above effect. I was very much struck by a remark of the County Medical Officer who has just

completed a very thorough examination of all the boys in the school. He said he was much struck by the entire absence of chest complaints and astonished at the breathing capacity of the boys—"but," he said, "you have been there before me." I believe the school had, through the physical exercises and swimming, effected a surprising change in the boys. It was delightful to see their clean, healthy skins and flexible chests. The workers in spinning mills especially had responded, and hence the delighted comments of the managers and overlookers on the improvement in the boys at their work. The conditions in a spinning mill are not unhealthy unless warmth is considered to be so. The work, however, is of a light nature calling for no great muscular effort. Now work of this nature does not excite appetite, nor is it nutritive in effect on the muscular system. For nutrition there must be sensible effort. The physical exercises carried out with a will have just the desired effect, and the increased appetite of the boys leads to superior nutrition of the tissues and a very marked improvement in health.

It appears to me that I have touched upon all the troubles connected with industry, but I should like to add that amongst these continuation school boys you have a few who are very poor in spite of the high wages. In fact, they constitute in some cases the chief support of the family. The boys occasionally have only one suit of clothes and that is the working suit, and it is heartrending to see the rags and tatters and dirty garments in which some of them have made an attempt to cover their poor bodies. I have done what I could to remedy the matter in various ways, but I feel that in connection with our school we want some of the excellent welfare agencies that are springing up here and there under the wings of Junior Advisory Committees. I intend to try to get these people interested. The continuation schools when in full swing will contain every possible case and form the very best means of getting at these unfortunates whom we know to exist in spite of the many ameliorating agencies at work.

The day continuation school promises educationally and socially to be the finest thing that has ever been adopted in this country, and I really wish I had twenty years more service before me so that I might see the grand fruition of our work.

A School of the Past.

Sir Archibald Anson, now ninety-four years of age, has lately published through Mr. John Murray a volume of recollections entitled "About Myself and Others." His early school days were passed at Dr. Pinckney's school at East Sheen. The following passage shows how little regard was paid to personal hygiene in those days:—"There was in those days no such thing as washing any other part of the body except the hands, face, and feet, and perhaps the neck and chest. The feet washing was a great ceremony once a fortnight. A large oval tub was placed in the dining hall, with a long form on one side of it, on which about half-a-dozen boys would sit at a time, with their feet in the water in the tub. One or two maids would kneel on the opposite side of the tub and wash the boys' feet with soap. In the meantime, one of the lady teachers would sit at the end of one of the dinner tables, and one boy at a time, after his feet were washed, would sit on the table, with his feet almost touching her chest, when she would proceed to cut his toe nails. Boots were cleaned twice a week, and every spring there was sulphur and treacle! There was a Mr. Dodd, a writing master, who had a Hamlet-like propensity for spearing rats behind the arras with the leg of a pair of compasses."

"LITTLE EMMA."

BY GERTRUDE VAUGHAN.

I have been wondering how it is that in the orgy of infant works from which we have suffered recently no proud parent or benevolent sponsor has arisen to give to a waiting universe the words of an infant theologian still in its spotted muslin and blue or pink-ribbed bassinette. We have had the child artist, the child reciter, the child musician (perennially with us), the child author; but where is the babe dogmatic who will confound the wise with Works, suitably bound in calf—folio, of course—very thick and very heavy, and inscribed on the title-page with the name of the author, *œtat* seven?

In the meantime we have always little Emma to fall back upon, little Emma with the smoothly parted hair falling round her shoulders, her intelligent—not to say pert—oval face, her low-cut full-skirted frock in the Alice tradition, her sandals, and her insatiable curiosity and unquenchable thirst for dogma.

The book opens so hopefully. There is the pretty picture of Emma leaning her elbows on grandmamma's knee in the firelight, the old lady, spectacles on nose, seated in the high-backed chair and obviously telling thrilling stories of fairies and gnomes. Then the promising beginning: "Little Emma was one Sabbath evening (one would forgive that, if worse were not to follow) alone in the room with her grandmamma. Good old Mrs. Allan (for that was her grandmamma's name) was seated in her arm-chair (the illustrator didn't read the story very carefully, for the high-backed chair has no arms), beside a blazing winter fire. A small table was before her." (Oh, illustrator! Where is that small table? You have put a stool *behind* the old lady. And, now we come to notice it more carefully, your picture gives the old dame a pair of extremely short legs. Is it that you began her too high up and found that when you got to the level of Emma's feet there wasn't enough room for grandmamma, else she would trail away out of the picture altogether? And *couldn't* you draw a table?) Well, so "Emma came jumping up on her grandmamma's knee (she didn't, in the picture), and kissed her, and said"

This is where the disillusionment begins. For Emma did not say, "Granny, tell me a story beginning once upon a time," but "Dear grandmamma, there is much in that large Bible I do not understand; I should like so much to know all it tells about. When I was at church this forenoon, I heard Mr. R., our clergyman, speak to the people about what he called 'doctrines'; and when he was telling about them, there were many things the people liked to hear which were too difficult for me. Do you think you could tell me about them in very simple words and make them plain to me? I will promise to be very attentive to all that you say." That was unfair of the author. He—or she—didn't give any other child a chance to be inattentive when "The Little Child's Book of Divinity, or Grandmamma's Stories about Bible Doctrines"* was read aloud. It was a mean advantage to take.

So opens the series of Sabbath evening talks, for the dear old lady (referred to variously as "the other," "the old lady," "the aged Christian," and finally

* London: James Nisbet & Co., 21, Berners St. MDCCLXX.

as "the aged saint") "put aside her spectacles, and drawing her chair closer to the fire, with her arm round little Emma's neck, began as follows."

She plunges at once into matters upon which the theologians have within the last few weeks been splitting for the umpteenth time since the beginning of the Christian Church, and on page six we have arrived breathlessly at "Of the Covenant of Works" and "Of the Fall." On page seven we are confronted with "Of the Parties in the Covenant of Grace," about which Emma enquires "eagerly."

Here are some of the choicest utterances of this infant, taken almost at random: "I fear I may be wearying you, but I have just one other question to ask you about this glorious doctrine—how can *I* be justified and get the great God to pardon and accept *me*? . . . Oh, how peaceful, and safe, and joyous must the justified sinner be! . . . How dreadful to be found on that great day on the left hand of the Judge! Will there be no chance of His being merciful to those miserable wicked, and of making another 'Covenant of Grace' with them?" This last enquiry is in the nature of a "leading question," and of course grandmamma is only too ready to answer "No, no; impossible, my child!"

"What, my dear Emma," asks grandmamma on page 23, "would you call this act of God in Adoption?" "Oh, I would say," said her little hearer, "that it is the same as with Justification. It is an act of God's free grace. . . ."

"You are right, my darling. . . ." Oh, grandmamma! "My darling" to Messrs. Calvin, Zwingle, even Knox of "monstrous regiment" fame? For by page 36 Emma knows the precise difference between Justification and Adoption, and it is only Regeneration that worries her, and that not seriously. "You are the proper judge," she says, "as to what will best follow after the two beautiful doctrines you have last explained to me, of Justification and Adoption. The other day I came to a difficult word in a book, which, if it would not be out of place, I should like to know something about. The word was Regeneration . . . it is such a long and difficult word that I am ashamed to tell, though I have often heard it mentioned in Mr. R.'s sermon, I never understood it aright." But at the end of the third page after this profound doctrine has been dealt with, "the other" is "happy that her little grand-daughter was now able to see the meaning of Regeneration," and the engaging babe is eagerly asking "*how*, and *when*, and *where* we are regenerated and get this new mind," and is beginning to fear that she must surely be yet unregenerated and unsaved, a thought which would be "very awful" to her. Yet she is able to contemplate with equanimity the fate of the "miserable wicked" sinking down to the "regions of despair" while the "golden gates open to receive happy saints and angels."

Yet one has a sneaking affection for the slim green volume, if only for its book-marker worked in faded red and green silks on perforated cardboard. Moreover it has its lighter moments, as when grandmamma, illustrating the (literal) resurrection of the body, calls the grains of seed "the small pickles thrown into the earth," and when Emma, for one fleeting instant a human child, confesses to having a garden-plot in which she sows "the little annual seed."

CHRONICLE OF EDUCATION.

- Oct. 28—Meeting at the Mansion House to promote the extension scheme of Bedford College for Women. President, the Lord Mayor. Speakers: Lord Robert Cecil, Miss Lena Ashwell, Lady Bonham Carter, Sir Antony Hope Hawkins.
- Oct. 30—Election of Mr. Lloyd George as Rector of Edinburgh University.
- Nov. 1—Second reading of Juvenile Courts (Metropolis) Bill moved by Mr. Shortt in the House of Commons.
- Nov. 6—N.U.T. Special Conference at the Central Hall, Westminster, and Kingsway Hall. The Burnham Report adopted.
- Nov. 6—L.C.C. meeting of teachers in the Kingsway Hall. Address by the Rt. Hon. Lord Robert Cecil on "The League of Nations."
- Nov. 11—Anniversary of Armistice Day. Short services held and a silence period observed in many schools.
- Nov. 12—Lecture by Mr. Arthur Weigall, late Inspector-General of Antiquities, Egyptian Government, on "Discoveries of the Tombs of Pharaohs," at the Memorial Hall. Chairman, Mr. J. W. Samuel.
- Nov. 15—Meeting of representative teachers, organised by the governors of the Woolwich Polytechnic, to consider the proposals of the L.C.C. under the Education Act, 1918.
- Nov. 17—Educational Conference of the Efficiency Club at the Clothworkers' Hall. Subjects: Compulsory Continuative Education and Higher Education. Speakers: Mr. Herbert Lewis, Sir Robert Baden-Powell, Miss Margaret Frodsham, Mr. E. A. Craddock, and others.
- Dec. 29—Jan. 8—The ninth annual Conference of Educational Associations will be held at Bedford College for Women and at University College, London.

Some Appointments.

Mr. Edwin Dellar, LL.D., as Academic Registrar of the University of London, in succession to Mr. P. J. Hartog, Vice-Chancellor of the University of Dacca.

Miss Edith Mary Belcher, B.A., headmistress of the High School, Crediton, as headmistress of James Allen's Girls' School, Dulwich.

Mr. G. N. Clark, Fellow of Oriel College, Oxford, as Editor of the "English Historical Review," in succession to Mr. R. L. Poole.

Principals of Schools of Art:—Bolton—Mr. E. Hartley, A.R.C.A.; Northampton—Mr. W. Travis, A.R.C.A.; Derby—Mr. Douglas S. Andrews, A.R.C.A.

The Faculties have elected their respective Deans as follows:—London: Theology—Rev. Professor S. W. Green, M.A., of Regent's Park College. Arts—Professor Sir Sidney Lee, D.Litt., Litt.D., LL.D., F.B.A., of East London College. Laws—Mr. H. J. H. Mackay, M.A., LL.B., of King's College. Music—Mr. T. F. Dunhill, A.R.C.M., of the Royal College of Music. Medicine—Mr. H. J. Waring, C.B.E., M.S., M.B., F.R.C.S., of St. Bartholomew's Hospital Medical School. Science—Dr. A. N. Whitehead, Sc.D., M.A., F.R.S., of the Imperial College, Royal College of Science. Engineering—Professor E. G. Coker, D.Sc., F.R.S., of University College. Economics—Mrs. Knowles, Litt.D., of the London School of Economics and Political Science. Manchester: Medicine—Professor S. R. B. Wild, M.D., M.Sc., F.R.C.P. Science—Professor W. H. Lang, M.B., C.M., D.Sc., F.R.S. Laws—Professor J. L. Brierley, B.C.L., M.A. Technology—Professor F. L. Pyman, Ph.D., D.Sc., F.I.C.

SUBJECTS AND METHODS.

An Experimental Lesson in Class Composition—II. By K. Forbes-Dunlop.

In the teaching of Composition the correct use of words is a subject which cannot be over-emphasized. Modern phraseology tends to be very lax, very loose. People are apt to use ANY word rather than THE word.

However, the problem of making a Composition lesson on "The Correct Use of Words" interesting is not an easy one to solve. What could be more deadly dull from the point of view of both teacher and pupils than the lesson in which the mistress invites her class to "Write sentences to show the correct use of the following words: filtered, mosaic, equipage, etc., etc." How uninspiring it must be for all to hear—say twenty—different scrappy sentences such as "The water was impure so we filtered it," or "The water filtered through the stones."

Something more interesting is needed—some device which will hold the attention of all the members of the class and make each one anxious to use each word correctly.

The following simple plan has been used with success in the fourth and fifth forms. The mistress writes a simple description or narrative bringing in all the words, the correct use of which she wishes to emphasize, and supplies it with a title. However, she reveals neither the title nor the substance of the account to her class at the beginning. She writes on the board when she comes to the class a skeleton such as this:—

THE ——— IN ———.

. . . filtered . . . intermingling . . . mosaic . . .
riot . . . profusion . . . vistas . . . transient . . .
cloven . . . alluring . . . gorgeous . . . equipages
. . . aristocracy . . . receptions.

The girls are then asked to supply the two missing words in the heading and to write a description of the subject which they have indicated in their titles, bringing in ALL the other words in THE GIVEN ORDER.

At a first attempt it is well not to limit the number of sentences or of words, as the girls find it difficult enough to bring in all the words without being limited as to periods or length. More advanced classes may be allowed to wrestle with the problem of an enforced "full-stop" at a certain place, or be asked to confine their efforts to a hundred words. But with beginners it is wise to leave them as unrestricted as possible.

It will be found that the members of the class evince great enthusiasm over their efforts. No one knows what her neighbour is writing about, and no one knows what the mistress's version is.

If the lesson-time is sufficiently long it is well to let the girls write a rough draft first, which is copied neatly, with the given words underlined, before the end of the lesson, so that it may be "taken in." It is well to have a quarter of an hour at least at the end of the lesson in which time to hear some, if not all, of the efforts. It is a good plan to have the names of the girls on folded pieces of paper, which may be drawn out at hazard and the girl named asked to read her work. Opportunity for criticism is thus afforded.

In a class which was given the above-mentioned set of words, the results were amazing in the diversity of subjects chosen. To illustrate this I give the following uncorrected paragraph written by a pupil:—

THE REVOLUTION IN PARIS.

Streams of human beings FILTERED down all the side alleys and by-ways, INTERMINGLING in the main thoroughfare. The vast concourse of people surged round a stately mansion, pushing and jostling up the steps of inlaid MOSAIC. The RIOT was at its height. The mob battered down the entrance door and swarmed into the mansion, which was

filled with a PROFUSION of treasures. From the vast entrance hall could be seen VISTAS of spacious rooms beyond. For a moment the citizens paused, but the feeling of awe was TRANSIENT. A second later the priceless tapestry was CLOVEN by a sharp blade; an ALLURING Venus crashed in pieces, and many a GORGEOUS treasure was rent and torn. Before long this house with all its furnishings and the stable with its beautiful EQUIPAGES, belonging to one of the most prominent members of the ARISTOCRACY, was in ruins: the scene of many dazzling RECEPTIONS was soon a scene of chaos.

When several, if not all, of the efforts have been heard, the mistress reads her own original version. In this instance it was:—

THE PARK IN JUNE.

The sunlight FILTERED through the INTERMINGLING branches making patterns, like MOSAIC work, of light and shade upon the paths. The flower-beds presented a RIOT of colour: "flowers of all heavens and lovelier than their names" flourished there in PROFUSION. In the unfrequented part, on looking down one of the dim VISTAS beneath the overhanging trees, one could imagine that the eye caught the TRANSIENT gleam of a CLOVEN hoof and the ear heard the ALLURING note of the pipes of Pan. But in the "Broad Walk" GORGEOUS EQUIPAGES bore members of the ARISTOCRACY to their dazzling RECEPTIONS.

It will be seen that there is ample scope for originality, and the joy of using a little ingenuity appeals to the girls.

In marking the efforts the subject matter need not so much be criticised: it is the correct use of words, whatever the narrative, that matters. Two marks might be given for each word correctly used and four for the title and general treatment—thus making a maximum of thirty in the above case.

The same plan may be followed, especially with older girls, by taking extracts from the works of famous essayists and choosing out occasional words, as in the foregoing. When the girls have completed their efforts the correct extract should be read. Thus the girls are led to a realisation of the methods and style of the great masters.

Stories Told in Music. By Herbert Antcliffe.

The desire to associate music and stories is almost universal. We find it frequently in the unauthorised titles given to such works as Mendelssohn's "Songs without Words," Beethoven's sonatas, or Chopin's very varied pianoforte music. Until recent times, however, composers generally have avoided any serious attempt to bring about any real association, or at any rate to make that association public.

Of course, many stories have been told from time immemorial in songs, for the songs and ballads of the people have been the means of keeping alive tradition and history in all ages. But music has also been proved to be capable of telling stories without the aid of words, and still more has it been employed to illustrate the moods of well-known stories, or plots of stories, poems and plays. This is what the technical musician knows as programme music, and is a kind of higher and more subtle descriptive music.

Sir Edward Elgar some years ago, lecturing about music, said that he had not a very high opinion of this style of music, and rather looked upon the composers who wrote it as inferior musicians. Yet he has told various stories in his music, the best known probably being in his "Cockaigne" Overture, which is as much a series of sketches of London life as anything Mr. G. R. Sims or Mr. Pett Ridge has given us. He has also translated Charles Lamb's "Dream Children" into very appropriate music, and has written a work on "Falstaff," which supplements Shakespeare's descriptions very adequately and completely.

This art of story telling in music is a very old one, though

the resources of instruments up to the end of the 18th century prevented its development before then to any serious extent. A 17th century German composer named Johann Kuhnau wrote a series of Biblical Sonatas in which he narrated the stories of "David and Goliath," "David playing before Saul," "Gideon, the Saviour of the People of Israel," "The Marriage of Jacob," "The Death of Israel," and "The Ten Plagues of Egypt." Half a century, or a little more, later another German composer, Karl Ditters von Dittersdorf, wrote twelve symphonies, of which the subjects were Ovid's "Metamorphoses" and "The War of Human Passions." Carl Maria von Weber, who is best known by his "Invitation to the Waltz" and the song "Softly sighs," composed a concert piece for piano and orchestra which is still sometimes played, in which he tried to tell a very romantic story of a knight and a lady.

It was the great Hungarian pianist, Franz Liszt, however, who first tried to systematise the art. Some of his stories, in the form to which he gave the name of Symphonic Poem, require a large orchestra, while others are for piano alone. Of the latter the most famous are his two legends, "St. Francis Preaching to the Birds" and "St. Francis Walking on the Water." That both he and his friends regarded these as being narrations of these stories and not illustrations may be seen by the fact that Gustave Dore after hearing Liszt play "St. Francis Walking on the Water," was so impressed by it that he made a drawing of the scene, which he presented to the composer as a sign of friendship and of their agreement on the question of the affinity of the arts.

Robert Schumann set out to write many of his popular pianoforte pieces with a story in his mind of which in words he gave only the title, but often in music a very vivid narration. Especially was this so with his "Children's Pieces," which include the ubiquitous "Happy Peasant," but it was also the same with such pieces as "Papillons" and "Carnaval," which are great concert works demanding high technical equipment and musical insight.

Chopin, perhaps the greatest of all composers of pianoforte music, wrote much that was associated with stories which he had in mind at the time when he was composing, but generally he gave no hint as to what such stories were. What we know of them, as we should expect from the character of the music, are romantic but somewhat morbid.

The great American composer, Edward Macdowell, was very fond of using his art for the purpose of story telling. Among his big orchestral works we find "Hamlet and Ophelia," "Lancelot and Elaine," and "The Saracens and Lovely Alda," while most of his pianoforte works at least suggest something in the way of a story. What, apart from the music itself, could stir the imagination more than the titles, "At an Old Trysting Place," "From an Indian Lodge," "To a Water Lily," "A Deserted Farm," and "Told at Sunset"? Not much less suggestive are "Fireside Tales" and "New England Idylls." Three of his four great pianoforte sonatas, "Eroica," "Norse" and "Keltic," also relate stories of King Arthur, Sigurd and Deirdre and Cuchullin. The late Mr. Coleridge Taylor, who was the first musician of the coloured races to achieve that distinction which brings lasting fame, also wrote a number of stories for the pianoforte, of which the most notable is that of the Lone Forest Maiden and her Phantom Lover told in his "Forest Scenes."

So common has the practice become with the younger generations of composers that it would require many columns of printed matter merely to mention the stories told by English composers alone. When it is stated that there is scarcely a country in the world where there are not composers doing the same thing, and that France and Russia particularly excel in both number and effectiveness, some rough idea of its extent may be gathered. It is

rather curious that most of the story telling of music is done on the pianoforte, while attempts to draw pictures by means of music are more often made with the orchestra.

Teaching Geography by Stereoscope. By W. H. Braine, M.A. Cantab. Member of the Geographical Association, Geography Master at the Haberdashers' Aske's Hampstead School.

"Geography? ugh, what a dry subject," I can hear someone say. "Why, I remember when I was at school, old Smith, our Fourth Form master, used to make me write out whole lists of towns and rivers; and then the half term map, such a work of art, with boundaries meticulously drawn, and countries beautifully coloured, and the coasts edged with such a beautiful blue. To this day I cannot help thinking that Spain must be yellow and Germany green. For years I thought the Nile flowed south; it certainly appeared to do so on the old map hanging on the wall." These are the usual recollections of the geography of our day to those of us who are middle-aged. Have we made any progress since then? It is unfortunately too true that very few headmasters realise the fact that a real living knowledge of the world, human geography, is absolutely essential for the training of our future citizens. Even to-day you will find the teaching of this subject given to any master who happens to be amiable, and who is entirely lacking in any special geographical training, and as for a special room for apparatus the idea is dismissed with a smile.

On the other hand, there are those who know that if geography is to take its proper place in the school curriculum it must be taught as a special subject—a link subject, if you like—by properly qualified teachers and with appropriate apparatus. I myself have the good fortune to be senior geography master at a school where this idea is being carried out. Space will not permit of a description of the geography room, but I feel I must allude to a portion of the equipment which is of inestimable use to me—the stereograph. Some six months ago it was introduced as an experiment, when Messrs. Underwood and Underwood supplied us with a set of stereoscopes, together with a series of stereographs on physical geography. The experiment has fully justified itself, with the result that the stereograph has become an invaluable help to my teaching. I may say, in passing, that I also use a lantern, but I confine this to the very senior boys, as I find the slide is of purely general use, with a tendency to entertain more than instruct, while the stereograph fosters intensive study.

In my method of using the stereographs I follow the suggestions laid down by Messrs. Underwood and Underwood—one stereoscope between every two boys, one stereograph for each instrument. I then outline the lesson on the blackboard and a brief discussion follows, so that each boy knows what to look for in studying the stereographs. After passing the instrument on to his neighbour the boy writes down his impressions in clear good sentences. This goes on until every boy has seen every stereograph. He then writes up his notes in the form of a composition for home work. Another method is to write a list of questions on the blackboard appropriate to each stereograph, so that each boy, as any particular stereograph reaches him, may read and study it for the answer. The great value of this is that each boy becomes an original investigator, the master only guiding and suggesting; furthermore, the boy looks through and beyond the picture and imagines himself looking at the actual scene. It really amounts to taking the whole class to the place under discussion. In this way the stereograph is miles ahead of any ordinary pictorial representation. Here is a specimen essay written by one of my boys after a lesson as above:—
"I sit at the door of my tent in the desert, shaded by a



Explaining the Picture.



The Stereoscope in Use.

great tree; away in front of me stretch the calm waters of a reed bordered and shallow lake, redly reflecting the glow of the setting sun. Its low banks are covered with coarse, tufted grass, stunted bushes, and trees, chiefly date palms. On the other side of the little lake twinkle the fires of a caravan, the dim outlines of men, tents and camels being just discernible. On my right, at the end of the lake, where the spring is, are the mud walls and houses, surrounded by trees, which comprise the village, an important little place in its way, for all the caravans stop here, this being the only waiting place for miles round."

Sight-Singing. An Important Memorandum.

We have received the following memorandum on the decline of sight-singing in schools and training colleges:— The question of sight-singing in primary schools and training colleges has for some months been considered by an influential committee composed of leading musicians and representatives from the National Union of Teachers, the Head Teachers' Association, the Schools Musical and Dramatic Association, and the Tonic Sol-fa College. Information and statistics, collected by this committee from every part of the country, clearly establish the following facts:—

(1) Although a few teachers, here and there, keep the subject to the fore, there has been a general, continuous, and rapid decline in sight-singing ability during the last twenty years.

(2) With regard to students entering training colleges: (a) Sight-singing has fallen off by nearly 75 per cent., *i.e.*, for every 100 students entering college twenty years ago who could sing music at sight there are now barely 30 who reach the same standard; (b) from 30 to 40 per cent. of the incoming students (at the present time) have never previously attempted to read music at all, either from the staff or the tonic sol-fa notation; (c) an increasing number of students, especially in men's colleges, are being entirely withdrawn from all music classes, both theoretical and practical; (d) and these facts are the more lamentable because in other subjects—mathematics, languages, etc.—the standard has been enormously raised.

(3) With regard to the subsequent effects in schools: (a) In some schools music is not included in the curriculum; (b) in a large and increasing number of others very little attention is given to sight-singing, most of the time allotted to music being taken up by the singing of songs led by the piano; (c) choirmasters everywhere complain that boys from elementary (or Council) schools cannot sing at sight, while twenty years ago the majority could do so; (d) teachers of solo-singing find that valuable time, which should be devoted to voice training, has to be allotted to the labour of instruction in sight-singing—a comparative waste of time for both teacher and pupil; (e) conductors of choral societies are unable to get "readers" from the younger generation to supply the place of the veterans. In many instances societies have died out; in others there is increasing difficulty in maintaining efficiency. Music, which formerly could be sung practically "at sight," now requires long and continuous rehearsals.

(4) With regard to the view urged in many quarters that school music should be in the hands of specialists: (a) There are 21,473 public elementary schools in England and Wales, employing about 170,000 teachers and providing for between seven and eight million children; (b) in the vast majority of schools, unless the children are taught music (including sight-singing) by the ordinary school teachers, they will not be taught at all; (c) if matters continue as at present, sight-singing in the elementary school will soon be extinct.

Mr. Fisher, in a recent address, pointed out the necessity for increased attention being paid to music in the schools;

that more money would have to be spent; that improved methods of teaching must be adopted; and that, if England was to continue to be a land of song, it would only be by the exertions of those willing to face facts and to persevere in remedies. It must be remembered that the vast majority of the seven million children in our schools will never have the use of a piano or other musical instrument, and if they are cut off from the most readily available means of acquiring a knowledge of musical notation through sight-singing, they are for ever debarred from entrance into the realm of practical music. In view of all these incontrovertible issues, we, the undersigned, call on the Board of Education and all other Educational Authorities to give immediate and earnest attention to the improvement of sight-singing in schools and training colleges.

FREDERICK BRIDGE, King Edward Professor of Music in the University of London.

CHARLES V. STANFORD, Professor of Music in the University of Cambridge.

EDWARD ELGAR, Associate Membre de l'Institut de France.

Child Artists in Vienna.

An exhibition of children's paintings, woodcuts, drawings, and other forms of art is being held in the Annexe, British Institute of Industrial Art, at 217, Knightsbridge. The children whose work is shown are nearly all living in Vienna. They are the pupils, drawn from all stations in life, but principally from the poorer classes, of Professor Cizek, of the Central Arts and Crafts School in that city. Teachers and artists who have seen the collection agree that much of the work is really noteworthy and in advance of what is generally found possible in this country. Professor Cizek has methods of teaching which will provoke discussion and criticism. When asked by an admirer, "How do you do it?" he replied, "I don't do it. I take off the lid, and other art masters clap the lid on—that is the only difference." He allows his pupils to express themselves as they feel and makes no effort to correct their drawings. "Children have their own laws which they must needs obey. What right have grown-ups to interfere? People should draw as they feel," he declares. The professor's object, in the training of his pupils, is not to make artists. Only a small proportion of them go in for an art career. "All children have something to express," he says, "and it is the effect on them and on their development that is important and not the finished product."

The exhibition has been organised in aid of the "Help the Children Fund," and the L.C.C. Education Committee are officially recognising it as a "place of educational interest" which pupils may visit during school hours.

Beautiful Christmas Gifts.

Messrs. C. W. Faulkner and Co., Ltd., Fine Art Publishers, of 79, Golden Lane, E.C.1, have sent us a most interesting parcel of cards, calendars, booklets, blotters, and other seasonable gifts. As examples of typography and of colour-printing they are excellent. Special mention should be made of the series of tear-off calendars containing quotations for the days of the year. Other calendars are in the form of pictures with the date portion attached. When they have served their primary purpose the pictures will continue to be useful as decorations. An extensive range of Christmas cards, to suit every possible taste, and a very charming set of booklets will furnish ample pretext—if one is needed—for reviving in full vigour the kindly habit of sending greetings at this season. For special friends there are substantial cards with bevelled edges, marvels of good workmanship. For the children there are jolly little cards and calendars and also some dainty books, including one of special merit, entitled "Dulcibella and the Fairies." We take it that a sure way of reminding our friends that there is still much brightness and goodwill in the world is to send them a Faulkner calendar or Christmas card.

ART IN LONDON.

The Spanish Exhibition at Burlington House opened on November 1. It is very large—too large, in fact, for one would gladly spare a large proportion of the mediocre modern pictures and so avoid the bewilderment of room after room of canvases which blunt appreciation of the really fine work without contributing anything fresh in the way of artistic stimulus. The organisers of the exhibition have made El Greco and Goya the pivotal points of their display. This was a wise idea, as neither of these superb painters is properly known in England. Among the ten canvases by or attributed to Greco the most sensational are "St. Sebastian," "The Glory of Philip II," "St. Louis of France," and the so-called "Self-Portrait." The first-named is a splendid example of Greco's mystical power of suggesting agony, both mental and physical. The very tones of the body harmonise with the upward writhing pattern of the picture. Here at least is a St. Sebastian in real martyrdom, a solitary pain-wracked figure in torture for his belief. "The Glory of Philip II" should be seen by daylight in order that the primitive convention of its composition may enjoy the full justification of its exquisite colouring. With a distinction that is almost eccentricity, this clear, musical painting shines among its sombre and grandiose contemporaries as a spring flower among autumn leaves. "St. Louis" is almost a replica of the Louvre picture. Mr. Roger Fry terms it an inferior copy. However that may be, there is enough power in the version now hanging in Burlington House to justify admiring inspection, for here is the nervous misery of mind expressed as forcibly, as terribly, as is in the picture of St. Sebastian agony of body. The loneliness of the sick and pitiful king is as poignant as anything I have seen in paint, a loneliness intensified by the sullen cloud-streaks that fill the background. The "Self-Portrait" is mainly interesting on the strength of its title, because the strange bearded figure fulfils so movingly one's conception of the artist who painted these ecstatic works of prophecy.

Goya is the flesh, as Greco is the spirit. Impatient, passionate, intensely human, he roars through a period of sterile decadence till one believes hardly that he is a Spaniard at all. The turbulent but sickly Spain of Godoy and the French domination produced this riotous vitality, and Goya has left in his portraits, his etchings, and his weird scenes of Carnival (unfortunately there are none here exhibited) his own savage satire on the age in which he lived. It is only necessary to look at the finest of the portraits in Burlington House—that of the young Duchess of Hara, that of Goya's adored Duchess of Alba—to feel that these are indeed the people painted. It is only necessary to see the little picture of the artist himself in his studio to realise that here is a master of the craft with a sense of design in the great tradition of Spain and a power over lighting that recalls Vermeer himself.

There is no space to deal at length with the rest of this huge collection. Velasquez is represented, but not well; the most alluring picture is that of "The Jester," lent by Sir Herbert Cook. It may be noted that Mr. Roger Fry considers the Buckingham Palace "Infante" to be a copy. The Spanish primitives, Zurbaran and Carreno, should be visited. The modern section of the exhibition is, with half a dozen trifling exceptions, negligible. How comes it that an attempt to portray the development of Spanish art throughout the ages concludes its final phase without mention of Picasso? Is he not a Spaniard? Is his work not admittedly one of the main influences in contemporary world painting?

MICHAEL SADLEIR.

MUSIC.

Serge Prokoviev.

How many of our present-day musicians, had they been present at the first performance of Beethoven's 3rd Symphony, would have said, as I believe it was Cherubini who did, "I couldn't tell what key it was in," and walked out? It is not a possibility one cares to suggest, but it is difficult to deny oneself the speculation whenever a work of such obvious importance as Prokoviev's "Scythian Suite" is played for the first time. (I refer of course to its first performance in England, for it was written in 1914 and has been performed in other countries, reaching England last, as is usual, though I suppose we may look upon the six years it took to get here as rather a record for any of the Arts.)

To rate so new and difficult a work is not easy, but it must be logically obvious that any work of such vitality is a possible "great work," that it is open to question whether time will rate it for us above or below that which Cherubini disdained.

Besides being beautifully produced by Mr. Albert Coates it was well introduced by the four notices and the programme, in which it was variously described as "primeval," "elemental," and "futurist." As futurist might be applied to any work which we suspected of being before its time, and as elemental and primeval have no very certain meaning unless we think of applying them to any original work, one was compelled to fall back on the title.

Here I must mention that I have been able to satisfy a schoolboy whim. As we have heard, *Omnes Gallia in partes tres divisa est*. I believe the Scythians inhabited the second part, perhaps I shall be corrected; I forget exactly how they were numbered. However, I have often wondered what they were like and found the name curiously attractive. Now I know something of them. They were, according to Prokoviev, a wild, vitally musical race, imaginative and poetic, with a strong and complex sense of rhythm which we call savage, but which is really a higher cultivation of something which the West has hitherto, or perhaps for the last two hundred years, cared little about. In fact this rhythmical quality in the Suite is so strong that, having the authority of the composer, no one speaking of it refrains from mentioning that he "had a ballet in mind" when he wrote it, and most critics having, I suppose, no ballet in mind, would seem to wish to have one actually before their eyes while it is being played. For my part I didn't feel the need of a ballet to make anything clearer, and it seemed to me that the music itself contained the idea rather than its being an accompaniment to one.

The reception of the work by the audience was curious and interesting. I think no one dares to hiss nowadays in London, but quite a large number giggled. A well-known pianist sitting behind me spluttered all down my neck at the last chords of the final movement. I don't think it was entirely amusement but rather a sort of hysteria produced by a baffled comprehension, related to that which makes us giggle when we are suddenly told that "poor old so-and-so is dead."

People should really try and get over that sort of thing. They should remember that they are just as much baffled by Bach and Haydn, only they are more used to them.

I hope that this curious behaviour on the part of the audience will not discourage the London Symphony Orchestra from giving us a further opportunity of having this interesting work.

RUPERT LEE.

PRIMARY SCHOOL NOTES.

BY OUR OWN CORRESPONDENT.

The N.U.T. Conference and the Burnham Report.

The Conference of the N.U.T. on 6th November accepted the Second Burnham Report by a large majority. There was a very significant vote "against," and the total of the votes cast was not far short of the total membership of the Union. I am afraid there is something very nearly approaching revolt to be feared in connection with this minority vote. Those who opposed were bitter in their opposition and sustained it notwithstanding Mr. Powell's masterly statement of the many reasons for acceptance. Nor were they moved by Sir James Yoxall's speech on the existing economic position and the probable outcome of the resumption of Treasury control of public finance. That both Mr. Powell's speech and Sir James' statement made a deep impression and influenced thousands of votes is undoubtedly a fact, but that despite these two powerful influences there remained so many willing to risk all and scrap the report is, as I have said, symptomatic of future trouble.

The speeches against acceptance were directed against the actual figures of the scales, the setting up of four different scales and the five years' truce. Strange as it may seem, it is a fact that no one spoke on the question of "equal pay." I think this was due to the absence from the Conference of those extreme women who have invariably brought "equal pay" to the front in previous Conferences. These have largely left the Union, and on November 6th—the date of the Conference—were busy demonstrating in procession and in Trafalgar Square. The main attack on the report was led by Mr. Core, an eloquent young Welshman with extreme views. His case was spoiled by his seconder, Mr. Celfyn Williams. Mr. Conway made an attack on the period of peace clause and quoted statistics in support. He fell an easy prey to Mr. Crook, who exposed the unreliability of Mr. Conway's figures. Other speakers against the policy of the Executive were extremely ineffective. Mr. Warner, a rural teacher from Cheshire, tried to repeat the "funny" turn he gave Conference at Margate, but failed to impress his fellow representatives. Mr. Warner's platform is one uniform scale for the whole country. He would have the Widnes and St. Helens teacher, for instance, paid no better than the teacher in Torquay, Bournemouth, or Brighton!

Now that the report has been adopted it must be put into force. There are four scales to be applied. The teachers and their local authority employers are to agree as to the scale suitable to the area. I foresee much local trouble and many references to the Burnham Committee for settlement. Already the lines on which these local negotiations will develop are indicated. Local education authorities are exceedingly anxious to kill competition for the services of available teachers. They are therefore beginning to combine for the purpose of settling which of the four scales shall be offered to the teachers over big areas. Authority A does not wish to agree with its teachers say, on Scale III, if Authority B, its near neighbour, can get its teachers to accept Scale II. News of combinations of authorities to secure some kind of uniformity is reaching the N.U.T., and of course such action by the authorities will be met by similar combinations of teachers. It would appear probable there will result local "Burnham" Committees before agreement is reached. In any case, however, only four months from the date of the issue of the report are allowed for the local agreements to mature, after which settlement will be made by the central Burnham Committee.

The Training of Teachers.

It is a matter of great regret there is not sufficient accommodation in the existing training colleges for the young people anxious to enter them. The London County Council have issued a notice in their *Gazette* impressing on London students the necessity of applying at once to the education officer if they wish to enter a college. The notice states there is an "abnormal" increase in the number of candidates for training all over the country. The number of applications received is already greatly in excess of the accommodation. The annual output of trained teachers should be 15,000. The full annual output of existing colleges cannot exceed 6,000. This is a matter needing the immediate attention of the Board of Education and the local authorities.

The lack of training facilities is also a menace to the future status of the profession and concerns the Teachers Registration Council. After 31st December of this year no untrained teacher can become a registered teacher, and the present lack of accommodation in the colleges will create a large army of teachers ineligible for registration and so prevent that unity in the profession which the Council is so anxious to secure. Those who are not able to train will either drift on as uncertificated teachers or sit for the Acting Teachers' Examination and swell the ranks of the discontented. The need for fully prepared teachers is greater than ever before. It is absolutely necessary there should be adequate facilities for training.

General.

The London day continuation schools open on Monday, 10th January next. The buildings are ready and the necessary teaching staff for the twenty-two schools has been appointed.

There is a movement among Welsh teachers to form a special organisation of teachers in Wales to deal with Welsh educational affairs only.

A special effort is being made to secure the amalgamation of the London Teachers' Association with the N.U.T.

The prospect of securing amendments to the Superannuation Act by means of an Amending Act is anything but bright just now.

A special committee of experienced uncertificated teachers has been formed by the N.U.T. to deal with matters specially affecting uncertificated teachers who are members of the Union.

The grouping of local authority areas for salary purposes may bring about a re-grouping of N.U.T. areas.

There is a growing demand for the decentralisation of the business of the N.U.T.

The Y.M.C.A. and Schools.

A new departure has been made by the Y.M.C.A. at Aberdare. An "Inter" Y.M.C.A. Club has been formed by a group of fifth and sixth form boys attending the local intermediate school, and they run a weekly meeting, with their own president, secretary, and treasurer, assisted by a small "cabinet" of boys. The president, who is sixteen years of age and is top boy of the school, delivered his presidential address in the presence of Mrs. Llewelyn, Lady High Constable of Aberdare, and Mr. C. E. Heald, Secretary of the Boys' Department of the National Council of the Y.M.C.A. A similar movement under the name of the "High Y Club," is already established in the American high schools, where the boys meet once a week to discuss from the Christian standpoint problems of school life and of the larger world outside. The movement both in England and in America makes its appeal to the "group" spirit which is strong in the secondary school boy, and seeks to enlist it in pursuit of an altruistic ideal.

Interchange of Scholars.

Bradford representatives have seen high officials in France and endeavoured to secure an interchange of scholars in Bradford secondary schools with French children for periods of six months, the expense being mainly for travelling. The ages of the children are fourteen to eighteen.

SCOTLAND.

The Cost of the 1918 Act.

A meeting of Scottish members of Parliament was held in London on 10th November, at which the Secretary for Scotland (the Rt. Hon. R. Munro) replied to criticisms of the cost of working the Education (Scotland) Act, 1918. Two announcements of outstanding importance were made. The first was that during the current year education authorities will receive the benefit of an addition of £400,000 (perhaps more) to the grant intimated in June, which sum they might find means of making available for alleviation of the rate this year. The other statement was an admission that there is a strong case for an inquiry into local taxation (not education rates alone) in Scotland.

Teaching of Citizenship.

At a recent meeting of Glasgow University Court intimation was made of the offer of a gift of £20,000 by Sir D. M. Stevenson, a well-known Glasgow merchant. The donor proposes that a series of lectures on Citizenship, to be delivered in the University and elsewhere in the city, should be arranged, or that a Chair in Citizenship should be instituted in the University.

Extension of School Age.

An important statement regarding the probable annual expenditure involved in Glasgow should the extensions of age in day and compulsory continuation classes contemplated by the Education (Scotland) Act come into operation, was made at a recent meeting of the Glasgow Education Authority. In regard to the extension of school age to fifteen years, the estimated annual expenditure is placed at £499,000, of which salaries of teachers would absorb £262,500. For the compulsory continuation classes from fifteen to eighteen years of age, the amount necessary is estimated at £523,500, including £360,000 for teachers. The gross annual expenditure is therefore estimated at £1,022,500, of which presumably fifty per cent. would come from Imperial sources, leaving £511,250 to be met by the rates, which on the present basis of valuation is equal to about 2s. per £1 of education rate.

Departmental Circulars.

An order has been issued fixing 1st January, 1921, as the appointed day for the purposes of Section 16, Sub-section (1) and (2) of the Education Act, 1918, and of Section 32, Sub-section (2) so far as relates to paragraph 4 of the Fifth Schedule. The effect of the order is (1) to forbid the employment on any school day of school children under the age of thirteen, and of non-exempted children of thirteen, and to prevent their employment on any other day before 8 a.m. or after 6 p.m., save where the local authority has exercised its power to vary this restriction by bye-law; and (2) to raise to seventeen the age under which no child or young person may be employed in street trading. A circular dealing with loans and rates of interest thereon has also been issued.

The Education Rate.

Agitation against the education rates continues, and questions have been asked in Parliament. Mr. Munro, Secretary for Scotland, announced that he was advised that parish councils, a few of which have refused to levy the rate, are bound to rate for the sum allocated and apportioned upon them by the education authority of their area; in the event of their persisting in their refusal proceedings may be taken against them. Mr. Munro intimated that he was not prepared under any circumstances to repeal the Education Act of 1918. He also pointed out that the entire cost of the voluntary schools in Scotland has been taken over and is borne by the public authority, and that to a large extent accounts for the increased cost of education in Scotland.

EDUCATION ABROAD.

Austrian Universities.

Reuter's Agency is informed by the Austrian Legation that the President of the Reparations Commission in Paris has notified the Austrian Section that Great Britain has repaid to the United States both capital and interest of her share (one-third) in the forty-eight-million-dollar loan, granted to Austria by the United States under the guarantee of Great Britain, France, and Italy.

Dr. Newman, assistant-British delegate at the Austrian Section of the Reparations Commission, Colonel Smith, an American delegate, and others have formed a sub-committee dealing with the supply of firewood for Vienna. They have declared their readiness to support any feasible scheme worked out by competent Austrian parties, and have taken the initiative in this matter.

The Austrian Section of the Reparations Commission has for some time been studying the situation in which the Austrian Universities are placed. Several months ago the rectors of all the Austrian Universities submitted a memorandum to the Missions of the Allied Powers in Vienna, showing the impossibility of continuing the teaching or the scientific work of the Universities, there being no money to buy books or scientific instruments.

A more personal and distressing aspect of the problem is found in the "Neue Freie Presse" (Vienna), which reports the death from slow starvation of one of the greatest scientists in Austria, the world-famous Vienna meteorologist, Dr. Max Margules, who had to live on a monthly pension of 429 crowns. Pride and his unconquerable spirit of independence forbade him accept the assistance offered by friends. The tragic occurrence has caused consternation in Vienna, there being many similar cases due to the depreciated kronen standard.

A Glimpse of Ceylon.

From "The Collegian" (India) we learn that "Teachers of non-Government schools in Ceylon are coming on briskly. The provincial associations, while retaining each its distinct character, have combined under the title of 'All Ceylon Teachers' Association,' with its centre at Colombo. The members of the provincial associations are *ipso facto* members of the All Ceylon Association too. An immediate good is that Government have already sanctioned an increased grant of 30 per cent. to all grant-in-aid schools. They are also formulating a pension scheme, the lines of which have not been definitely decided upon. The teachers' associations at the various centres have also drawn up their own schemes of minimum pay and submitted to the managers for action. They propose a minimum pay of Rs 200 to Rs 250 for Pass Graduates and Rs 50 to Rs 75 for Senior Locals."

Intermediate School Teachers in Ireland.

A gloomy view of the present position of the teaching profession in Ireland is presented in the report of the Intermediate Education Board for Ireland.

According to the Commissioners, the most casual glance at the distribution of the Teachers' Salaries Grant is sufficient to indicate a state of affairs which, at the present time, is little short of disgraceful. Out of a total of 1,349 lay teachers, only 100 are in receipt of a salary of £200 per annum, and of these thirty-one are heads of schools; while about 30 per cent. of the whole number of lay teachers are in receipt of salaries of less than £100 per annum.

Some of the best teachers have already left Ireland to take up teaching at double or treble the salary in England or Scotland, while others have abandoned teaching altogether, as they can obtain higher wages in almost any other line of work.

BLUE BOOK SUMMARY.

The School Medical Service.

It is highly probable that in the not very distant future we shall regard the year 1907 as truly epochal in the history of education. In a sense an educational policy was then born. The twenty-seven sections of the 1902 Act contain hardly a word concerning the physical well-being of the children for whose benefit it was enacted. Physical well-being was assumed. The omission was remedied five years later, and the results may be read in the Reports of the Board's Chief Medical Officer, the twelfth of which has been recently published. Medical inspection of school children has become not only a component part of preventive medicine but it has become a most important part of our educational system. Its importance is year by year increasing.

Though of prime importance to the S.M.O., whose interests are with the *corpus sanum*, the teacher, whose concern is with the *mens sana*, may find here much that is helpful and even inspiring. On page 126 we read this: "By it (the education of defectives) we have learned to educate the subnormal and retarded child, and even the normal child. It has shown us that the real criterion of education is to equip the child for life and not merely to add accomplishments." This is the keynote of the whole report—the child's physical equipment for life. Hence the supreme importance of co-operation between Medical Officer, teacher, and parent. The quotations from the various reports from S.M.O.'s found in the opening pages prove what an integral part of the medical service the teacher fills. "The school medical service, bereft of the goodwill and assistance of the teacher, would be fighting with tied hands and with little hope of conquest." (page 6.)

There are 318 authorities in England and Wales. The number making provision for medical treatment under section 13 (1) (b) of the 1907 Act was in 1908 only fifty-five. Last year it was 298. The extent of the provision is given on p. 42. Of these 264 made provision for supplying spectacles. Over fifty now make provision for treatment of all defects. The money spent was considerably less than three-quarters of a million. Though this cost must inevitably increase it is economically a sound investment. Its object is the prevention and cure in childhood of all that is preventible and curable. The sentence, italicised on page 25, is pregnant with another meaning. "*We are sowing the seeds in childhood*" to reap "*the products in adolescence and adult life*." That is the *raison d'être* of the school medical service.

Out of 500,000—700,000 children from typical areas, selected haphazard, who were examined in 1917, 1918, 1919, the number found to be defective was consecutively 45.7 per cent., 48.5 per cent., and 49.1 per cent. The defects include defective vision and squint, pulmonary tuberculosis, and diseases of nose and throat. There are some grounds for believing, however, that improvement is slowly taking place. In cleanliness, in dental condition and in nutrition, statistics indicate a marked tendency to improve. On the other hand heart condition and vision and deformity show signs the other way.

Some interesting and helpful returns are supplied by Dr. Thomson, as a result of comparison made between the children of a Garden City (Letchworth) and the adjoining urban district (Hitchin). Only in ear defects and lung defects were the Letchworth children's figures higher; but the chest and lung inferiority is doubtless due to influx of tuberculous patients from more populous districts. In all else—height, weight, teeth, hearts, cleanliness—environment scored.

The lesson to be learnt, as the report reminds us (p. 79), is that primary attention "in all cases should be given to the fundamental things which affect *all* children." . . . The bedrock of preventive medicine is improved conditions of life rather than specific remedies."

The task of supervising the adolescent is now by the Education Act of 1918 added to the already serious responsibilities of the local authority. But the responsibility had to be shouldered if the ultimate purpose of the school medical service is not to be stultified. The last paragraph of the report might well have been the text printed in heavy type at the beginning. "The final product of the school medical service should not be a statistical record but an alert and growing individual equipped for the manifold functions of life, able to work with efficiency, able to enjoy life with keenness and appreciation, a healthy member of a healthy community."

EDUCATION AT WESTMINSTER.

SECONDARY SCHOOLS (SCHOLARSHIPS) AND FREE PLACES.

Mr. Samuel Samuel asked the President of the Board of Education whether it is his intention to adopt the recommendations of the Report of the Departmental Committee on Scholarships and Free Places in Secondary Schools (Cmd. 968), whereby it is proposed to abolish the fees now paid by parents of pupils attending such schools, estimated at 2,000,000 sterling annually, which will have to be made good by the taxpayers; whether, having regard to the heavy burdens placed on the ratepayers and taxpayers, it is the intention of the Board of Education to adopt the Committee's recommendations for increasing the provision of secondary schools for at least twenty school places for each thousand of the population, which would mean providing accommodation for at least 720,000 pupils in England and Wales and giving maintenance grants, where necessary, to pupils from the age of fourteen; and whether he has considered the dissenting note, added by Sir Mark Collett, baronet, a member of the Committee, in which it is computed that the loss to the taxpayers which would be incurred by increasing the number of pupils and remitting their fees to the extent advised in the Report would be hardly less than £7,600,000?

Mr. H. Lewis: The recommendations of the Report are still under consideration, and I am not in a position to make any statement on the subject.

PROFESSOR LUDWIG BECKER.

Major Henderson asked the Secretary for Scotland whether he is aware that Professor Ludwig Becker has now recommenced lecturing to students at Glasgow University; and why he continues to be employed there in view of the resolution of the University Court last July that he should be retired?

Mr. Munro: I am aware of the fact stated in the first part of the question. The resolution of the University Court of the 10th June last was duly submitted to His Majesty in Council for approval. The conditions, however, on which the Court proposed to effect Professor Becker's retirement were considered to be *ultra vires* of that body, and the resolution could not therefore be approved unless the conditions of retirement were amended. The University Court has been so informed, and further action rests with them.

UNIVERSITY TEACHERS' SUPERANNUATION.

Lieut.-Colonel Morden asked the Chancellor of the Exchequer whether his attention had been drawn to the difficult position of superannuated university teachers who, under the Teachers' Superannuation Act, do not enjoy pension privileges accorded to teachers in primary and secondary schools; and whether he is prepared to make any concessions in this matter?

Mr. Chamberlain: My attention was drawn to the question of the superannuation of university teachers by a deputation from the university authorities and the Association of University Teachers, which my right hon. friend the Minister of Education and I received on 17th June. I have undertaken to consider the possibility of proposing to Parliament a special non-recurrent grant next year to assist the universities in meeting the difficulty of dealing with senior members of their staffs who, by reason of the recent date of its introduction, derive little or no benefit from the Federated Superannuation Scheme.

UNIVERSITY TEACHERS.

Sir W. Davison asked the President of the Board of Education whether the Government contemplate the appointment of a Commission on the lines of the recent Burnham Commission to ascertain what salaries university teachers ought to receive under present circumstances?

Mr. Chamberlain: The answer is in the negative. The Committees over which Lord Burnham presides are not Commissions appointed by the Government, but are Joint Committees established by agreement between associations of local education authorities on the one side and associations of teachers on the other.

ASSOCIATION NEWS.

The Teachers Council.

At the November meeting of the Council Miss Strudwick, of the City of London School, attended for the first time as the representative of the Teachers' Guild, in place of Miss Robertson, who has resigned owing to pressure of school duties. It was announced that the number of applicants for registration had reached a total of over 66,000, and that applications were being received at the rate of thirty a day. The adjourned Conference of National Associations of Teachers is fixed provisionally for Saturday, the 19th February, 1921.

The College of Preceptors.

At the Half-yearly General Meeting of the College it was announced that 153 candidates attended the Summer Examination of Teachers, of whom thirty-one were taking the examination for Licentiate and 122 that for Associate. The Midsummer School Examinations were attended by 2,983 candidates and the Professional Preliminary Examination by 370. During the period there were elected thirty-seven new members of the College, as against three members who resigned.

The Teachers' Guild.

On Friday, November 5th, at the Annual Meeting of the London Centre of the Teachers' Guild, Miss Strudwick, M.A., headmistress of the City of London School for Girls, was elected chairman of the London Centre in succession to Miss Busk. A very interesting discussion on "Some Problems connected with the Education of Adolescents" was opened by Miss Margaret Frodsham, B.Sc., Principal of the Halsey Training College for Continuation Teachers. On Friday, December 3rd, at 8 p.m., Miss Kate Wallas, of the L.C.C. Education Committee, will give an address on "Changes in London Education during the past few years." Non-members may obtain tickets from the Secretary of the Teachers' Guild, 9, Brunswick Square, W.C.1.

The Secondary, Technical and University Teachers' Insurance Society.

At the Annual General Meeting held on the 27th October, 1920, it was decided that both sections of this Society should be opened to other "Professional Classes" besides teachers. The title of the Society, however, will not be altered, although a subsidiary title will be added stating that it will be open to members of other professions. This covers both sections—State and Dividend.

During the year Miss Clare Pybus, who has been Assistant Secretary for six-and-a-half years, became Secretary of the Society. At the Annual Meeting Sir John McClure was re-elected Chairman and Miss Busk Vice-Chairman.

ANNUAL CONFERENCE OF EDUCATIONAL ASSOCIATIONS, WEDNESDAY, DECEMBER 29th, to SATURDAY, JANUARY 8th, 1921.

Preliminary Notice.

The Right Hon. H. A. L. Fisher's inaugural address on "Instinct and Education" will be given in the large hall of Bedford College, York Gate, Regent's Park, on December 29th, at 3 p.m. Lord Burnham, the President, will be in the chair. All the other ninety-three meetings will be held at University College, Gower Street, W.C.1.

Lord Burnham will receive at the soirée at the Clothworkers' Hall, Mincing Lane, on January 3rd, and will also take the chair at the last Joint Conference meeting on "Professional Solidarity," at 10.30 a.m. on Saturday, January 8th. At the first Joint Conference of all the participating associations, "The Use of Psycho-Analysis in Education" will be discussed, under the chairmanship of Professor C. E. Spearman, Ph.D. The speakers will be H. Crichton Miller, M.D., Dr. Constance Long, George H. Green, B.Sc., William Brown, M.D.

In addition to the Publishers' Exhibition, at which thirty-four of the leading publishing firms will show their books, etc., there will be an interesting display of work, handicraft, and apparatus organised by the Training College Association, the Froebel Society, and the Montessori Society (London).

A quartet chamber and vocal concert, arranged by the Incorporated Society of Musicians, will be given in Queen's Hall, Langham Place, on the evening of January 5th.

For the convenience of members attending the Conference there will be provided a rest and conversation room, in addition to the usual writing room. Luncheons and teas will also be provided in the College Refectory.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Cambridge.

On December 8 the Senate will vote on the question whether women shall or shall not be admitted to full membership of the University. Report "A" proposes that the statutes be amended to admit women on the same conditions as men. If this is not agreed—but there seems to be a balance of opinion in favour of the Report—a grace will be submitted to a later congregation submitting the recommendations of Report "B" for the setting up of a separate university for women. The poll will be kept open from 9 a.m. till 8 p.m.

The vacancies created by the statutory retirement of one-half of the Council have been filled. Dr. P. Giles, Master of Emmanuel, and Dr. Bond, Master of Trinity Hall, were elected to represent Heads of Houses; Professors Sorley and S. E. Rutherford, the professoriate; and Mr. T. Knox-Shaw, Dr. Keynes, Mr. J. M. Keynes, and Mr. W. Spens gained the four seats for "other members of the Senate."

Oxford.

Congregation has passed by ninety-five to fifty-eight votes a statute creating an Honour School of Philosophy, Politics, and Economics—women M.A.'s voting for the first time. The statute, however, has yet to pass Convocation.

London.

Birkbeck College has been admitted as a school of the University in the Faculty of Arts and Science for evening and part-time students for a period of five years from October 1, 1920.

The Needs of the North.

The Newcastle Colleges are appealing for £500,000—of which Durham University College of Medicine asks for a quarter. Armstrong College is in worse straits than the College of Medicine. Last year there were about 700 matriculated students, while over 300 non-matriculants attended the day classes and 260 the evening classes. But funds are not arriving at the same rate. Its income is £65,000 and expenditure £20,000 more, and the Government will make no additional grants unless more local support is obtained. With a view to making a public appeal an Organising Committee has been set up with the Duke of Northumberland as chairman.

A Nursery School.

A new type of open-air school for children between two and five is to be opened at Hulme (Manchester). It will be under the supervision of the School Medical Officer, and there are to be cots for the mid-day rest. About fifty children will be accommodated, and they will be taught games and good manners, as well as cleanliness. Teachers for the new school are being prepared at the Mather Training College.

Northampton's Advisory Committee.

One more Joint Advisory Committee—this time at Northampton. On it will be six teachers. Two men and one woman will represent the upper department of the elementary schools and one woman will represent the infants' departments. The remaining two will be representative of the secondary and technical teachers. The Education Committee recommended that the new body be sanctioned, and the Town Council has (according to newspaper report) sanctioned it. It is not quite clear why the recommendation or the sanction was necessary. However, the new Committee will meet at least once every three months.

Pitman's School.

The Right Honourable T. J. Macnamara, M.P. (Minister of Labour) will distribute the prizes, medals, and certificates at the annual prize giving and concert to be held at the Royal Albert Hall, London, on Saturday afternoon, 11th December. The distribution will be followed by a grand concert, in which a number of well-known artistes will appear, together with the band of H.M. Grenadier Guards.

Saffron Walden Training College.

The Council of the British and Foreign School Society has accepted the resignation of Miss J. M. Dunlop, Principal of the Society's College for training Infant Teachers at Saffron Walden, on her approaching retirement. The resignation will take effect on July 31st, 1921. Miss Dunlop is now at the point of completing her thirtieth year as head of the College.

PERSONAL NOTES.

Dr. J. F. Bright.

Dr. Bright, the historian, died at an advanced age on October 23rd. He was the son of the physician who discovered the nature of "Bright's disease" and how to treat it.

Educated at Rugby and Oxford, he became a master at Marlborough. Dr. Bright set to work to write text books for the modern side of his school, but his history book grew beyond the limits first proposed. He became tutor and lecturer at several Oxford colleges and afterwards master of University College.

On his retirement to his Norfolk home he took active part in county work as a magistrate and educationist.

Lord Rayleigh.

Lord Rayleigh, far-famed for physics, is now 78 and has just obtained the Rumford Medal of the Royal Society. His research work, as all the world knows, has led to many important discoveries. Expensive apparatus is necessary and, not being wealthy, Lord Rayleigh is a dairy farmer supplying milk to the London market and incidentally providing funds for prosecuting his life-long studies.

Forty years ago he was Professor of Physics at the Cavendish Laboratory, Cambridge, and in 1904 he presented £5,000 to its extension fund out of £8,000 received as a Nobel Prize.

Colonel Stevenson Lyle Cummins, M.D.

Colonel Cummins was appointed to the new Chair of Tuberculosis, founded by Major David Davies, M.P., at the Welsh National Medical School; he is also Chief Medical Officer of the Welsh National Memorial Association, as the two positions are now incorporated. For twenty-one years Colonel Cummins has been in the R.A.M.C. In 1914 he was appointed Professor of Pathology at the R.A.M. College, Millbank. On the outbreak of war he became Medical Officer in charge at General Headquarters in France.

Mr. A. Foxton Ferguson.

Mr. Ferguson, Master at Eton College, died at Exmouth early in November.

The Eton College *Chronicle* says:—

"He had been very few years at Eton; he had played no games, yet he was known to more boys than most of the masters who have served here longest.

"He was in sympathy with every effort made by anyone for any noble purpose.

"But to love others first, with or without return, is what matters most; some few have realised this truth at the end of their Eton service. He came to us already knowing it, and it was in this spirit that he lived and died."

Miss Shekelton, M.A.

To the deep regret of parents and scholars, Miss Shekelton, of the Redland High School for Girls, has tendered her resignation owing to continued ill-health. Miss Shekelton studied at Somerville College, Oxford, and obtained a degree at Dublin. She succeeded Miss Cocks at Redland eleven years ago. Under her able guidance the school has flourished, the numbers are greater than ever, and the scholarship is of a high standard.

Sir John D. McClure.

Sir John D. McClure, of Mill Hill, is the first schoolmaster to be presented with the freedom of his native town.

Sir William Stephens.

Sir William Stephens, Chairman of the Salford Education Committee, is resigning from the Town Council on account of ill-health.

The Rev. John J. Jackson, M.A., has been appointed Headmaster and Chaplain to the London Orphan School, Watford.

NEWS ITEMS.

An "Inefficient School."

In a remarkable case at Birmingham a father, on promising to send his child to a public elementary school, was fined a nominal sum for sending her to a private school which the local education authority proved to be inefficient.

Less than half of the names of the scholars were on the register; the rooms were overcrowded; there was no time-table and no scheme of work.

On the other side it may reasonably be argued that as many thousands of classes in primary schools contain more than fifty children the education given to these scholars must be far from satisfactory.

Two Candidates.

Too few members of Parliament are interested in education. It is regrettable that such staunch educationists as Mr. William B. Steer, sometime President of the N.U.T., and Dr. H. B. Brackenbury, of the Hornsey Education Committee, should be opposing one another as prospective candidates in East Walthamstow—the former stands for Labour and the latter for Liberalism.

An Epigram.

A speaker for the Trade, Mr. A. J. Wood, attacking the Board of Education because a departmental syllabus gives special attention to the abuse of alcohol, invented a new phrase, "Pussyfoot on the Rates." Surely the teaching of self-control to young people is permissible, and the Board is doing right in advising L.E.A.'s to give temperance teaching an appropriate place in the curriculum.

Expenditure on Education.

A concerted attack upon expenditure on education is being made by certain politicians not confined to a particular party. In national affairs it is alleged there is extravagance and need for economy, and when a case of this kind has to be made out educational expenditure is looked upon as a convenient target, so that one is not surprised to learn that the Unionist Reconstruction Committee determined "that in view of the condition of the national finances and the alarm felt throughout the country at the increased rates and taxes, immediate action should be taken this session to suspend the operation of all clauses in the Education Act, 1918, which involve progressive expenditure, for the present year."

But the demand for increased educational opportunities comes from all classes of the community, and we cannot call it good policy to refuse to put into operation the 1918 Act, seeing that the improvement in the nation will repay many times the cost of the working of the Act.

Literature for Prisoners.

A prize competition on new lines was organised by the Saxon Government, which found itself in a quandary respecting the supply of suitable books for prisoners. The result of the voting was unexpected, for of the thirty books Carlyle's "Past and Present" stood at the head of the list. The next twenty-eight were German works, and Smiles's "Self Help" was thirtieth.

Territorial Cadet Force.

Government assistance is now being given to cadet corps—five shillings per head for training and one shilling for administrative purposes. The advantages are:—

Free arms and camp equipment.

Free permits under the Firearms Act, 1920.

A concession in railway fares.

Canteen supply facilities.

Reduced cost for clothing and equipment.

Candidates are now eligible for Certificate A, restricted until now to the O.T.C.

LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

"Frosty—but Kindly."

These words aptly summarize the impression made on my mind by a little volume of 128 pages, written by Acton Reed and published by Messrs. Simpkin and Marshall at 3s. 6d. net, under the title "Mind and Manners: a Diary of Occasion." From internal evidence I gather that Acton Reed is a woman of sprightly temper, with a keen eye for minor points of conduct. She has set herself to compose a treatise on these points and brings to the task the equipment of a shrewd—but not shrewish—disposition and an adroit pen. At the outset she repels the charge of triviality by composing this brief dialogue: "Manners," said the youth, across the table, "manners don't matter!" "But surely," said the soldier, "Germany's manners will have lost her the war and the world." I venture to describe this as a superficial observation. By all accounts Germany's manners were no better in 1870 than in 1914. Why then, did she win the war against France? I suspect that we must look behind her manners and seek to discover that which was the seed-plot of her bad manners and of other qualities also. It was arrogance. Now the remarkable thing about Miss Reed's interesting book is that she appears to accept arrogance as a necessary and inevitable thing in men. As hosts in restaurants and in public generally men are duly admonished by her, not for being arrogant towards women, but for failing to make their arrogance presentable. Thus they are to pay the bill, but to do so decorously and without ostentation. In the opening chapter Miss Reed blushes for a woman who refused to sit down when a man offered her his seat in a 'bus. Very possibly the woman in this case was a cold logician, determined, as it were, to stand on her rights.

As the book claims nothing more than to be a "Diary of Occasion," I find no reason to complain of the fact that the writer flits gaily from one philosophical position to another. At one time she is rebuking men for want of deference to women, at another she seems to be advocating an aloofness which is more than early Victorian. "The more women let themselves go, the more men let them go." She recognises the fact that men and women have separate codes among themselves, but she hardly gives enough weight to the difficulty of adjusting the two codes under the conditions of modern life. The fusion of two wholly different peoples would be a simple task in comparison with that of blending together the traditional and widely differing conventions of men and women respectively. The difficulty is all the greater because Nature stands behind tradition in the business, ordaining that the woman's view of the purpose of existence shall be wholly unlike man's interpretation of his own destiny in life.

Marcus Aurelius remarks that "it is no use troubling because people act according to their nature," and it is assuredly of little use to fret because Nature herself is what she is. We have to make the best of it and, rightly regarded, this enterprise is in itself amusing and profitable. Miss Reed furnishes a wealth of good counsel on the practice of manners, and gives us an excellent treatise on super-etiquette. That is to say, she does not merely suggest or enjoin certain emollient practices in social life, but rests her advice upon the sure foundations of chivalry and kindness. Given these essentials the decorative or conventional adjuncts are of comparatively little moment. It is easier to be a smooth rascal than to be even a rugged gentleman, and polite demeanour in restaurants does not comprehend the whole duty of man.

SILAS BIRCH.

Education.

THE JOY OF EDUCATION: by William Platt. (Bell and Sons. 2s. 6d. net.)

Mr. Platt is an exceptionally successful private schoolmaster, and this little volume explains why. That is not the purpose, of course. The author loves his school and his boys and girls, and accordingly likes to write about them. He writes as he teaches, because it is his nature to. All the disgruntled crew that swell the series of books of "The Curse of Education" type should have this book prescribed to them. If there is still even a remnant of red blood in their veins they will recover under the tonic influence of this admirable mixture of the grave and profitable with the gay and enjoyable.

GIRLS' CLUBS: by Helen J. Ferris. (Dent and Sons. 8s. net.)

This solid book of 383 pages was written during the war, and published in America in 1918. The permanent value of its contents justifies its present publication in Great Britain. While the war gave a great impetus to the formation of such clubs, they were no new thing, and in England are getting to be almost as popular as in America. It may be said at once that there is nothing important about Girls' Clubs that is left unsaid here. In fact the reader smiles as he reads the title of the Appendix—*Helps for Club Leaders*. He feels that there is really nothing to be added; yet he finds that some practical hints and many reading references are still available on these last pages. The elderly reviewer will probably be inclined to think that too much stress is laid upon the idea of "a good time," but even he, if he be at all fair, will admit that an admirable balance has been kept between the recreative and the profitable. Indeed, any crusty old critic should be at once referred to the salesmanship games, and he will warmly applaud the spirit there inculcated. The girl's rights are quite properly set forth, but her duties are by no means kept in the background. Miss Ferris knows human nature. This is proved throughout, but nowhere more markedly than in the incident of the philanthropic employer who killed a club's interest by *presenting* to the girls a piano for which they were cheerfully saving up. Club leaders need to have the wisdom of the serpent. One has hopes for the lady who, wishing to give her girls a course in hygiene, proclaimed a course in *First Aid to Beauty*. The syllabus of the course is given, and neither the hygienist nor the girls had any cause to complain. The title was justified. While instruction is combined with amusement in these pages, there is no treatment of Sororities, which may be taken as an indication that these institutions are not so important as they are sometimes represented to be. It is pleasing to find favourable mention of women's work in England. One is glad to find a worthy acknowledgment of the heroic self-sacrifice of our "canary girls." It is a pleasure to recommend this book to the notice of those concerned with similar work in England. They will find that all that it contains can be applied directly to English conditions, for Miss Ferris has a keen flair for the universal elements, and on the other hand the variety introduced by the different circumstances in the States adds variety without detracting from intelligibility. A.

TOWARDS A WORLD AT PEACE: by Frederick J. Gould. Introduction by John Clifford, D.D. (International Arbitration League, 39, Victoria Street, S.W.1. 39 pp. 1s.)

Those who believe that moral ideals can be taught to children didactically will find in this pamphlet an ingenious collection of historical stories and parables, designed to create sympathy with internationalism, and leading up to the Covenant of the League of Nations.

BLACK'S WALL-PICTURES OF BRITISH HISTORY. Painted by G. Spencer-Pryse: edited by H. Court. (10s. each net.)

A. and C. Black, Ltd., have issued the first instalment of a series of pictures illustrating events in British History. The word "pictures" is a just one, since the examples sent to us are works of art and wholly different from the superchromatic and overvarnished efforts which are sometimes published. Each picture has an appropriate booklet giving matter for lessons. The decorative quality of the pictures entitles them to a place on the wall of any classroom.

THE HUMAN FACTOR IN EDUCATION: by J. P. Munroe. Macmillan Co. 8s. net.)

A curiously wordy book; full of enthusiasm, and marked throughout by a genuinely high moral tone. The reader is often irritated by the general denunciation of things as they are without any definite suggestion of a specific remedy. This, that and the other thing must be put right, no doubt, but human nature being what it is there is no apparent means of making the immediate reform demanded. Sometimes, indeed, Dr. Munroe says quite frankly that he has no definite plan to propose. But after this growl at vague generalities, it is only fair to say that at points on which the author feels sure of his ground he is definite enough, and makes bold and even startling suggestions. The work falls into four sections, dealing respectively with Society, Industry, Teaching, and Reconstruction. Obviously there is room for a good deal of overlapping here, and it cannot be claimed that the book is well organised. But the detailed treatment of the individual points is often excellent, and always interesting, particularly so at the beginning of the chapters. The chapters on "Standardisation" and on "Child Idleness" are particularly effective, and Dr. Munroe's suggestions for a *National Service Year* deserve serious consideration. His penny-wise strictures will meet with general approval among teachers; and professors will be grateful for the criticism on College government. S. K.

LETTERS TO TEACHERS: by Hartley Burr Alexander. Open Court Publishing Company. 6s. 6d. net.

This book is of the sheep's head variety: there is a great deal of mixed feeding in it. Now addressed to the city and to the world, it had its origin in a series of articles in a provincial American journal addressed to the teachers of one State. The author thought the letters worthy of publishing in a more permanent form, and there I agree with him. But why will people insist on presenting their old matter in exactly the form in which it originally appeared? What is worthy of republication is worthy of recasting so as to meet the needs of the wider circle to which it appeals. Why should a respectable teacher in his study at Clapham have to rub his eyes over the appeal "Let us work with this ideal until Nebraska's schools shall be like shining standards, like emblazoned banners, proclaiming what men live and labour for under the blue Nebraskan skies"? But to do Prof. Alexander justice this does not often happen. His sixteen letters have an appeal that extends beyond the blue skies of Nebraska, and have a value for thoughtful teachers all over the world. Further, the professor has felt that the letters needed a little buttressing, so he has added four other sections, to wit: Foreign Language Study; Community Pageantry; Education in Taste; Education and Democracy. Of these, no doubt Dr. Hayward would undoubtedly turn at once to the Pageantry, but most people will look with interest to see what our author has to say about education and democracy. He will learn that the intellectuals, the "high-brows," have failed in the matter of the war, and that Labour is included in the same condemnation. Professor Alexander writes as a good democrat, but laments that in America at any rate they have failed in education "because we have so widely and uncritically copied German educational methods and ideals when we should have been creating a schooling appropriate for a democracy."

Most of our readers, however, will turn hopefully to the Letters themselves, since they are specifically addressed to teachers. To be sure our author is only a professor of philosophy, and many of our practical people will want to know what he has to do with teaching. He has sometimes the superior air that I suppose is inseparable from professorship—as when he talks about the "canting" regarding apperception—but on the whole he writes as a reasonable and thoughtful man does write, and teachers ought to welcome the fresh point of view of a theorist in another field. By the way, he is himself strongly impressed with the need of a fresh eye, and favours the extension to schools of the principle of exchange-professors—another point in common with Dr. Hayward. From his eyrie under the blue skies our professor looks upon our professional troubles with benignant eyes, and is ready with advice and comfort. His style is perhaps a little too well thought out. The reader becomes sometimes unpleasantly conscious that there is a style—but after all there is a subtle compliment in being addressed in a form that has cost effort. Occasionally our author bursts out into a diagram, as on page 69, where we have a Time Form

of European History. He certainly does not save himself trouble. He has his healthy likes and dislikes, and most of us will sympathise with him when he says that he detests the word "curriculum." Most of us have cause to join in his wrath. But in other matters of school politics there will be great difference of opinion about his findings. Yet no teacher will go through these pages without being the better for it. The book has an insistent charm that carries one on and makes one thing of D'Arcy Thomson's *Daydreams*. The blue sky philosopher does not quite reach the level of the daydreams, but he has achieved much by making us think of them along with his own book. J. A.

THE CHILD UNDER EIGHT: by E. R. Murray and H. Brown Smith. Edward Arnold. 6s. net.

There is no mystery about the joint authorship of this work. The preface informs us: "We have made this book between us, but we have not collaborated." The division of work has been determined not by the age of the children treated, but by the background against which they are projected. Miss Murray deals with the more or less orthodox Kindergarten method of educating the youngsters, while Miss Brown Smith treats of what is done in the State schools. The plan involves a certain amount of overlapping, but so far from being a disadvantage this double presentation of the same matter is a distinct gain. The reader gets a richer mental content by this bi-polar approach.

The personality of the two writers supplies an agreeable contrast. As is fitting, the purely kindergarten spirit is represented by the unconventional, easy (but not "easy-going"), intimate style that gives Miss Murray such an attractive appeal. Miss Brown Smith's contribution is more formal, though far from stiff. There is something very satisfying in the systematic way in which she arranges her matter. There is a French clearcutness about the division into three parts—*Things as they Are*; *Practical Application of Vital Principles*; and *Consideration of the Aspects of Experience*. Thus baldly described, the classification does not commend itself in the way that it does when the reader follows up the close reasoning that Miss Brown Smith brings to bear on her problem. Passing from an admirable account of the Infant School as it exists to-day, she lays down a series of vital principles, and proceeds to apply them in a way that will command the admiration of all who are tired of the somewhat sloppy presentations usually made of the training of the very young child. But we must not be misled by the heading *Things as they Are*. Miss Brown Smith does not pretend to monopolise reality. Kindergartens are as real as Infant Schools, and though we cannot but admit that there is a subtle fitness in the correlation between reality and the State system, we feel that Miss Murray moves in a sphere as real though tinged with an idealism that is not so prominent in the State system. The moment this has been said, we feel called upon to enter the caveat that Miss Brown Smith must not be supposed to undervalue the ideal. Indeed, this continual necessity of avoiding one-sided statements is the best guarantee that the two writers have kept the balance true in their emphasis on the actual and the ideal. As is to be expected from our front-rank kindergartner, Miss Murray exemplifies the spirit and the philosophy of Froebel. She is what is best described by an adjective very popular at present, an unrepentant Froebelian. Even the wiles of Dr. Montessori are insufficient to lure her from her allegiance. Indeed, there is nothing in the volume more interesting than the way in which the Italian specialist is treated by our two authors—fairly, without doubt, but certainly austere.

As is proper in a series for educators, the main appeal is to teachers. The book is full of practical suggestions for them, not excluding valuable specimens of time-tables, as well as serious warnings against the use of such tables in the wrong place. But education authorities and their officials will do well to get copies of this book and study them carefully. In particular, at a time when Nursery Schools have just entered into the field of practical educational politics, it is of the utmost importance to secure the help of two such experts who know child nature as few do, and at the same time know the possibilities of actual school life. What the administrators have to fear is the intrusion of the narrow technician into the domain of the new schools for children between, say, 2½ and 5½. Our two authors are entirely on the side of the angels, and are prepared to "resist the claims of the upper departments" in schools. Mr. Fisher could not find a better pair of pilots to guide his nursery schools safe into port than the joint authors of this volume. J. A.

(Continued on page 568.)

Cambridge University Press

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(Continued on page 572.)



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Christmas Gift-Books.

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(Continued on page 574.)

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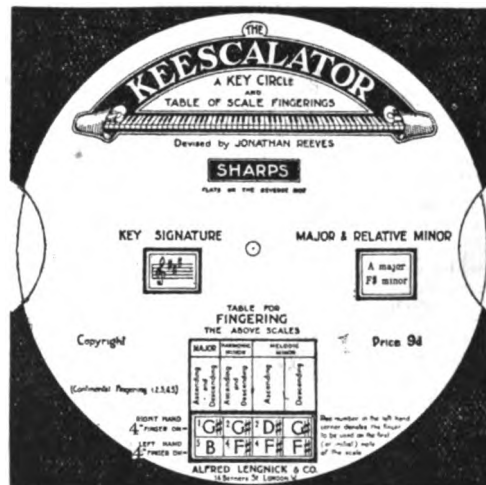
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Art.

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General.

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which was established in 1882 and incorporated ten years later. The Society provides for its members expert help in regard to **Registration, Salaries, Fees, and Pensions ; Engagements and Transfer of Pupils.** It also offers **Legal Help** on such matters as **Agreements, Income Tax,** etc. **Benevolent and Orphan Funds** are maintained. The Society seeks to promote the advance of music by the issue of a quarterly Report, which is sent free to members as a Special Supplement of THE EDUCATIONAL TIMES. **Annual Conferences** are held for the exchange of views, and the next is arranged to take place during the first week of January, 1921.

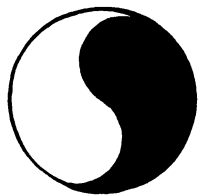
The **Local Organisation** includes Sections covering the whole country and frequent sectional meetings are held.

It will be seen that the I.S.M. offers unique advantages to musicians who desire to advance their art and to co-operate effectually in securing the welfare of all who are engaged in it.

For full particulars and Membership Forms write to :

THE SECRETARY,
INCORPORATED SOCIETY OF MUSICIANS,
19, BERNERS STREET,
LONDON, W. 1.

EDUCATIONAL TIMES



Dalcroze Eurhythmics.

MONSIEUR JAQUES-DALCROZE

will give Lecture-Demonstrations:—

LONDON: January 7th, 11th, 25th and 26th, at 8 p.m. January 8th, at 10.30 a.m., in the Queen's Hall, Langham Place, W.

GUILDFORD: Saturday, January 15th, in the Borough and County Hall, at 3 p.m.

CAMBRIDGE: Monday, January 17th, in the Guildhall, at 8 p.m.

NORWICH: Tuesday, January 18th, in the Hippodrome, at 3 p.m.

LEICESTER: Wednesday, January 19th, in the De Montfort Hall, 5 p.m.

BIRMINGHAM: Thursday, January 20th, in the Midland Institute, 5 p.m.

READING: Saturday, January 22nd, in the Town Hall, 3 p.m.

EASTBOURNE: Monday, January 24th, in the Town Hall, 5 p.m.

VACATION CLASSES.

LONDON: Short Courses in Rhythmic Movement only, will be held at the London Dalcroze School, 23, Store Street, W.C. 1, and at Malmesbury Road L.C.C. School, Bow, December 29th to January 4th inclusive.

PROVINCIAL CLASSES.

In Term Time classes are held in the following centres:—Beaconsfield, Bingley, Brighton, Bristol, Bromley, Cambridge, Chislehurst, Dartford, Eastbourne, Edinburgh, Harpenden Harrogate, Huddersfield, Leeds, Liverpool, Manchester, Oxford, Portsmouth, Reading, Sheffield, Southall, Southend-on-Sea, Streat-ham, Tunbridge Wells, Wellingborough, West Ham and York.

TRAINING DEPARTMENT.

Three years course giving full preparation for the Teaching Certificate in Eurhythmics.

The School Year begins September 28th, 1921.

CLASSES IN SINGLE SUBJECTS.

Rhythmic Movement, Plastic Expression, Solfège and Improvisation. Students can be accepted at the beginning of each school term.

The London School of Dalcroze Eurhythmics,

(The Dalcroze School of Eurhythmics, Ltd.)

23, STORE STREET, W.C. 1.

FOUNDED 1913.

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